

**TRANSITIONING GRADUATES TO
WORK:
Improving the Labour Market Success
of Poorly Integrated New Entrants
(PINEs) in Canada**

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May 2012



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ACKNOWLEDGEMENTS

The authors would like to thank the following people for their insightful comments on earlier drafts of this paper: Lynne Bezanson, Executive Director, CCDF; Sareena Hopkins, Co-Executive Director, CCDF; François Lamontagne, Manager, HRSDC; Sandra Franke, Manager, HRSDC; and Aanchal Sharma, Research Officer, HRSDC. Any errors or omissions are the authors' own.

This paper was generously supported by Human Resources and Skills Development Canada.

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EXECUTIVE SUMMARY

"My friends aren't working at the jobs they trained for... and others have given up looking. I'd go to school, but I decided that since the jobs are not there, it just isn't worth it" (Toronto Star, 2009).

Today's labour market was supposed to be a seller's market for Generation Y. For those that stayed in school and got a diploma or degree (especially a post-secondary one), integration into the labour market was supposed to be assured. Demographers, like David Foot, stated that Generation Y would essentially enjoy the economic stability of the boomers.¹ Noted Canadian business professor, Linda Duxbury (as well as a host of other business, economic and human resource specialists) told employers and managers to revolutionize their workplaces because Generation Y, the fastest growing segment of the labour market, would be "in demand" and would consequently be more "demanding" and want new standards of work-life balance.² Then, the 2008 recession hit and these predictions have yet to materialize for many of this generation as demonstrated by the Canadian Millennial quoted above. Markets have been slow to rebound since the 2008 recession and while the general unemployment rate has decreased, the youth unemployment rate has stagnated or increased depending on the province. The Organisation for Economic Cooperation and Development (OECD) states that the impact of the 2008 recession on youth internationally is "comparable to the deepest earlier recession in the post-war period, namely, that following the first oil shock in 1973" (OECD, 2010, 29).

Tellingly, the media and labour market researchers are referring to Generation Y as the "Lost Generation" or the "Jilted Generation" especially in reference to European and US youth.³ Research on the increase of youth unemployment has focused on the scarring effects of this and other recessions on the career futures of this generation, pointing to the lasting effects of periods of unemployment for this population (OECD, 2010; Bell and Blanchflower, 2009; Oreopoulos et al., 2008). The global increase in youth joblessness⁴ has been connected in the literature to the rise of protests and violence, such as the Occupy Movement (Wall Street), the London Riots and *indignados* in Spain. The former Director of the International Labour Organization, Guy Standing, published *The Precariat: the New Dangerous Class in 2011* in which he referred to the rise of precarious labour (those in part-time positions or under temporary contracts who have limited labour rights and no sense of occupational identity). He argues that temporary work, which many youth have transitioned into and have got stuck in, develops a precariousness that creates fear and a loss of career hope which has led, or will lead to disengagement with the labour market, political process and community.

There is a profound incongruity between the optimistic projections for Gen Y's careers and today's labour market reality. On one hand there are reports of significant skills shortages across many

¹ See Foot, *Boom, Bust & Echo: Profiting from the Demographic Shift in the 21st Century* (Stoddart, 2001).

² See Duxbury, "Managing a Changing Workforce," http://www.rpic-ibic.ca/downloads/rpic_2010/presentations/k-duxbury-e.pdf

³ See Scarpetta, S. et al., 2010, Fiona Govan, "Spain's Lost Generation: Youth Unemployment Surges above 50 percent," *The Telegraph*, Jan. 27, 2012, Viola Caon, "Europe's Lost Generation: How it Feels to be Young and Struggling in the EU," *The Guardian*, Jan. 28, 2012, Derek Thompson, "Are Today's Youth Really a Lost Generation?," *The Atlantic*, September 2011", Ed Howker and Shiv Malik, *The Jilted Generation: How Britain has Bankrupted its Youth*, Icon Books Inc., 2010.

⁴ According to the ILO, "(t)he youth unemployment rate rose from 11.8 to 12.7 per cent between 2008 and 2009, marking the largest annual increase over the 20 years of available global estimates and reversing the pre-crisis trend of declining youth unemployment rates since 2002" (2011) The global youth unemployment rate remained at 12.7 in 2010 and dropped minimally to 12.6 in 2011 (ILO, 2011). The Canadian youth unemployment rate has remained the same in 2010 and 2011 at 14.5% which is a sharp increase from 11.6% in 2006 (see footnote 10).

economic sectors and on the other hand a growing population of youth who are having significant challenges integrating into the labour market. Youth who are at-risk of unemployment have expanded beyond those who have typically been the focus of research, policy and programming (those who have left school without a credential). Research is now highlighted a growing population of youth called Poorly Integrated New Entrants (PINEs). The Organisation for Economic Cooperation and Development (OECD) defines PINEs as “young people [who] often have qualifications (diplomas or degrees); they frequently go back and forth between temporary jobs, unemployment and/or inactivity, even during periods of strong economic growth”.⁵ PINEs are particularly worrisome because they are graduates and theoretically should be employable and contributing to Canada’s economic prosperity.

This research report focuses on PINEs – what the literature says about them and their barriers to labour market attachment and what works in terms of policies and programs to mitigate their growth. The report is divided into four sections:

- An overview of the research methodology;
- A literature review that looks at the PINEs phenomenon internationally and the barriers that Canadian PINEs are facing specifically;
- A preliminary inventory of national and international promising, effective and innovative programs and policies that target those who are or who are at-risk of becoming PINEs; and
- An analysis of the inventory leading to the development of policy and program recommendations to stem the growth of PINEs in Canada.

The literature review took a look at the international perspective on PINE growth and compared this information to what the Canadian literature says about the barriers facing new graduates. There is no specific research on Canadian PINEs to date so the literature review attempted to look at the barriers facing PINEs globally and compare Canadian data on young graduates to see if the barriers are similar or different. The literature review revealed a number of barriers facing the integration of new Canadian graduates:

1. **Hourglass Labour Market:** This refers to the growth of knowledge sector jobs (those that require PSE credentials or highly refined skills) and entry-level jobs (those that do not require PSE credentials or considerable work experience) in Canada. The issue with this type of labour market is that more and more Canadian young graduates are getting stuck at the entry-level as increases in the number of PSE graduates in Canada have driven up qualification standards in both the knowledge and entry level sectors. Increasingly, PSE graduates are becoming stuck in precarious entry-level jobs that are not commensurate with their education or career aspirations thereby creating a growing underemployed class of graduates - PINEs.
2. **Labour Market Downturn Sensitivity:** Recessions are impacting youth greater than adults globally including in Canada. Youth worldwide are not rebounding as quickly as adults because of the “last in the door, first out of the door” phenomenon. Youth have less experience and weaker ties to employee protection programs. PINEs are even further impacted as

⁵ OECD (2010), *Off to a Good Start? Jobs for Youth: Canada – Recent data*, retrieved from <http://www.oecd.org/dataoecd/22/34/46729407.pdf>

employment programming tends to focus on youth without credentials. There is a risk that PINEs may fall through service provision cracks.

3. **Generation Y Stereotypes:** Stereotypes of Generation Y being needy and demanding may be putting employers off in terms of hiring youth. A more balanced view of the capabilities of new graduates is needed.
4. **Struggling to earn while they learn:** The research shows that while PSE credentials support labour market integration, those that combine work while studying have shorter school-to-work transition periods and earn more than their study-only counterparts. But, the 2008 recession has been hard on Canadian students who want to earn while they learn. They are having a tougher time finding part-time and summer employment. This will begin to change as the economy continues to rebound, but those who could not earn while they learned during recession and recovery period may have a longer school-to-work transition and are at risk of becoming PINEs.
5. **Diversity barriers:** In Canada, rural and remote youth are the most likely to have poor labour market attachment and Aboriginal youth and youth with disabilities have the poorest rates of labour market integration. We don't know to what degree these youth are PINEs, but issues of diversity are critical considerations when looking at programming and policies to improve youth labour market attachment.
6. **Lack of career services and safety nets:** There is not a consistent model of career services or a national youth school-to-work strategy in Canada and the literature points to these as critical to support the integration of new entrants to the labour market. There is also a lack of social security for new entrants as less than 12% of Canadian graduates are eligible for employment insurance benefits (OECD, 2010).
7. **Education/labour market disconnect:** While Canadian youth are among the most educated people in the world, they aren't finding work commensurate with their education. Canadian youth are overqualified and there are too many with the same degree competing for a limited number of jobs. Canadian youth feel overwhelmed by career choices and unclear of the possible pathways to the labour market. There are exemplary employer-education partnerships to create an understanding of the connection between learning and work in Canada and internationally, but these approaches are few. The literature speaks to the need to understand the skills employers need and for employers to actively participate in career development programming to connect education and the labour market.

Besides identifying the barriers to labour market integration, the literature looked at what the research says works to get graduates working and this data was fit into four key strategy types:

- **Post-Graduation:** Programs and policies that target quick labour market integration after graduation including graduate guarantee programs, supports for entrepreneurs, internships, graduate access to income support and graduate specific job banks;
- **Early Intervention:** These are practices that are delivered well in advance of graduation. They are developmental and preventative in nature and include: work experience opportunities, career education, the development of career management skills, enhanced labour market information that supports the identification of clear pathways to the labour market,

development of Vocational Education and Training options (e.g. apprenticeship and dual-type systems) that youth know about and can access;

- **Demand-side:** These are programs and policies that work to encourage employers to hire young graduates or involve employers connecting students to the labour market through community-education-employment programs; and,
- **Specific Youth Populations:** These are initiatives that target specific populations of young students and/or graduates who may be most at-risk of poor labour market attachment or who are more effectively served by population specific initiatives. Aboriginals, new immigrants, young women, youth with disabilities are examples of specific populations.

The inventory is divided by these strategy types. In our analysis of these kinds of programs and policies we found that:

- **Post-Graduation** strategies are most effective when they combine career-related work experience and career development activities. Also, employment support systems that connect with youth quickly after education have positive outcomes in terms of connecting PINEs to the labour market. We also found that program evaluation that speaks to outcomes has an impact on influencing employer and funder participation.
- **Early intervention strategies** are a critical ingredient in the prevention of PINEs. These strategies respond to research that tells us that the earlier youth undertake career exploration activities the more intentional they are during school to school and school-to-work transitions and the more quickly they integrate in the labour market.
- **Demand-side strategies** listed in the inventory are split between subsidy-based programs and education-employer partnerships. Employer subsidies such as those in the inventory have impact in moving graduates into the labour market as do education-employer partnerships. Education-employer partnerships are particularly effective in responding to local youth employment issues. As rural and remote Canadian youth struggle to find work, these partnerships can serve as models for programming in these regions.
- **Specific Youth Population strategies** tailor career and employment programs to specific young graduates to support their integration into the labour market. These strategies wisely reach out to the young person's community to explain the benefits of PSE attendance and introduce youth to role models and mentors with similar backgrounds and to diversity positive employers. Like education-employer partnerships, these strategies focus on local need to make greater impacts.

Given the findings of the literature review and the analysis of the programs and policies listed in the inventory, the authors make the following recommendations to support the reduction of Canadian PINEs:

1. **A well-co-ordinated, highly visible youth school-to-work transition strategy:** In Canada, we have a potpourri of service and program provision to which youth including PINEs are increasingly having limited access or awareness. Youth need support at key transitions points – elementary to secondary school; grade 12 to PSE or to work; last year of PSE to work. A national transition strategy would help to move Canada from a disjointed service model to one

that is strategic and highly focused with close attention to service consistency and quality. A joint ministerial council between the Forum of Labour Market Ministers and the Council of Ministers of Education Canada is needed to focus policy attention on transition programs and services to promote access and seamless service.

2. **More research on PINES:** Not enough is known about the PINES population in Canada. We need to know which youth in transition are floundering so that they can be supported before they become disillusioned and disengaged from the workforce. Further research is essential in order for sound policies and programs to be developed.
3. **Consideration of a four-pronged approach to PINE reduction that would support all youth:** The literature identifies four broad strategy types that support PINE labour market integration: post-graduate, early intervention, demand-side and diversity strategies. A policy framework that includes programs along these strategy types would support labour market integration of all youth.
4. **Increase access for all youth to career education and a range of work experiences:** In order for PINES to navigate the ebbs and flows of the knowledge economy, they need *career management skills and they need work experience opportunities*. A combination of career education, work experience and exposure to alternative pathways to the labour market is essential for most individuals to discover work which motivates and suits them. These are the workers employers want to find. With very few exceptions, the world of education and the world of work remain far too exclusive to support labour market integration.
5. **Increase access to apprenticeships and to Vocational Education and Training (VET) and dual systems:** The literature speaks to the benefits of vocational education and training and dual systems in helping youth transition successfully into the labour market. There are many different approaches to VET and these should be investigated to build a strategy that provides exposure to different educational routes to the labour market without precluding choice or the ability to change one's mind along the way. In addition to this, it is also important that graduates know how to see the transferability of their skills and to see the potential for work in different and creative ways. In Canada, PINES may get stuck because they are not aware of how to look for opportunity beyond what they see posted on a job bank.
6. **Employer Consultation and Engagement Strategy:** The authors found in researching the inventory that wage subsidies, tax incentives for employers or internship-like work opportunities are effective strategies in getting PINES' feet through the door, helping them to gain valuable experience and helping employers to identify and recruit promising workers. What employers require to become much more proactive in providing youth with meaningful work opportunities needs to be much better understood and a long-term strategy developed to promote more options and greater engagement.
7. **Focus on local labour market need:** Because rural and remote locations have the poorest rates of youth labour market integration, local solutions to labour market attachment are needed. Partnerships between community stakeholders including employers have been successful in creating opportunity for youth labour market attachment, enhancing economic development in local communities and stemming the flow of outmigration of youth.
8. **Evaluation of programs and policies with a database for all to share and learn:** Evaluation of programs and policy efficacy is needed. Far too often in Canada we don't know the impact of

programming and effective practices are lost without having the opportunity to learn and share what works. *A national database on youth career programs and policies* is sorely needed.

The research for this report investigates current national and international programs and policies targeted at both youth broadly and PINEs specifically. While this research will no doubt increase our knowledge of what has the potential to work for PINEs, further analysis of the extent and make-up of PINEs in Canada is needed to fully examine the specific needs of this group. What is clear from our research is that **a national youth school-to-work transition strategy** is needed to guide both supply and demand side programming and policy development, as recommended above, to reduce the growth of PINEs. Economically and socially, Canada cannot afford to have poorly integrated graduates; we need a strategy to mitigate their growth. To do this, we need leadership at all levels, the involvement of all stakeholders including policy-makers, community groups, educators, career practitioners, employers and youth themselves.

INTRODUCTION

Human Resources and Skills Development Canada (HRSDC) contracted with the Canadian Career Development Foundation (CCDF) to compile an inventory of national and international programs/policies that have been developed to assist Poorly Integrated New Entrants (PINEs) to transition into the labour market. PINEs is a relatively new term and was defined by the OECD, in their report *Off to a Good Start? Jobs for Youth* (2010), as “young people [who] often have qualifications (diplomas or degrees); they frequently go back and forth between temporary jobs, unemployment and/or inactivity, even during periods of strong economic growth”.⁶ This report provides a literature review on this population and an inventory of policies and practices which could enhance their labour market integration.

The impetus for looking at this particular group of youth came from recognizing the expanding numbers of unemployed youth worldwide. Youth who are at-risk of un- and underemployment have expanded beyond those who have typically been the focus of research, policy and programming (those who have left school without a credential). Research is now highlighting the growing population of PINEs. While there is a continued need to focus on school leavers as they remain most vulnerable to being left behind, researchers, program developers and policy-makers are beginning to also look at PINEs, questioning their rise in the current economy, the barriers that they are facing in making their school-to-work transition and what can be done to support their labour market entry. Compare youth as a whole, there is relatively little data on this group internationally and even less in Canada. This report is the first examination of this group in Canada beyond the OECD research, “Jobs for Youth in Canada” in 2008. Much of the research concerning this group is European or US-based and so too are the programs and policies developed to help this group.

This research report looks at a range of international and national initiatives targeted towards this group of youth. It is hoped that this project report will increase our understanding of how policies and program provision can help PINEs, specifically those in Canada, tackle the barriers preventing them from accessing employment commensurate with their education and career goals. This report hopes to provide a valuable reference for those working to support all youth including PINEs.

The report is organized into the following sections:

- Section I: Research Methodology
- Section II: Literature Review
- Section III: Inventory of Programs and Policies that Have Encouraged PINEs in Making Effective Labour Market Transitions
- Section IV: Recommendations and Conclusion

The appendices include:

- A. Bibliography
- B. Data Capture Template
- C. The Full Inventory by Strategy Type.

⁶ OECD (2010), *Off to a Good Start? Jobs for Youth: Canada – Recent data*, retrieved from <http://www.oecd.org/dataoecd/22/34/46729407.pdf>

SECTION I: RESEARCH METHODOLOGY

Objectives

The objectives for this project were to:

1. Identify the most prominent barriers, both on the supply and demand sides that restrict the integration of this group of youth into the labour market;
2. Identify effective, innovative and promising⁷ employment programming, within Canada and internationally to support a successful transition of PINEs into the labour market (particularly recent programming responding to the global economic downturn and the high youth unemployment in Canada and in Europe);
3. Highlight lessons learned from the programs reviewed and identify best practices on how these programs can be used to improve the employment outcomes of Canadian PINEs entering the labour market.

The first objective is explored in the literature review (Section II); the second is analysed in the third section on the inventory of policies and programs; the final section of the report makes recommendations that address the third objective to highlight lessons learned.

Approach

The researchers approached this project with a plan to:

- a. Understand the current labour market situation affecting the growth of PINEs globally and to examine what, if any, social and economic indicators are impacting Canadian recent graduates in attaching to the labour market and,
- b. Identify innovative, effective and promising practices which are focused on facilitating the integration of PINEs into the labour market.

The research was conducted in English so only programs and policies that are either available in English or have sufficient translated documents to fully describe them were included in the inventory. The researchers also limited their research to programs and policies that are either developed post-2006 and developed prior to 2006 yet still in operation. Programs and policies that were developed post-2006 but no longer operating were not included.

The approach was aimed at developing a “preliminary” inventory (15 – 20) sampling that had features identified in the research as to what appears to work best with this audience. Research methods used to develop the inventory and accompanying report included:

⁷ This report defines these terms based on the Bell and O'Reilly inventory of Canadian School-to-work Transition Practices, Programs and Policies (See “Making Bridges Visible”, Canadian Council on Learning, 2008):

- **Innovative** practices as those which differ from other approaches in order to achieve their objectives more effectively, more efficiently, more quickly, on a wider scale, or on a more sustainable basis.
- **Effective** practices as those which have evidence, through formal/quantitative evaluations or assessments, that they reliably achieve their objectives. These may include long-standing practices which have proven their worth over time, even though they may not be termed ‘innovative’.
- **Promising** as newer practices which have not been evaluated or assessed or standing practices which have been only assessed informally or qualitatively; yet, their approach is deemed to have the potential to achieve their objectives successfully.

- A Literature Review: to gain an understanding of the situation and barriers impacting this audience
- Online and active (telephone, email) research to identify and gather data on existing initiatives from relevant sources.

In developing this inventory and report:

- Both national and international initiatives were reviewed; and,
- Approximately 70 national and international policies and programs were identified and investigated.

It was recognized that the PINEs acronym was very new and there would likely be limited data referencing this population by name. However, many of the programs identified address unemployed or underemployed youth and many of these apply directly to the PINEs population. These were included in the inventory.

Method

Inventory Development

Data Capture Template

A Data Capture Template (DCT) (**Appendix B**) was designed to ensure a full description of each initiative. The template includes data fields which capture program impacts, evaluated outcomes and lessons learned. The template has an extensive data capture of 19 fields and, in some cases, service providers were unable to provide information for all fields (see **Appendix C**).

Literature Review

A literature review was conducted to analyze existing documentation on the various labour market challenges and barriers facing PINEs. The literature review provided a preliminary list of programs and policies that addressed these challenges for youth in Canada and in other jurisdictions internationally.

The research criteria for the programs and policies included in this report were developed based on key features found to work best with this audience in the literature review. Broadly, the authors looked for programs and policies that have the following features:

1. **Post-Graduation:** These programs and policy target quick labour market integration after graduation and include graduate guarantee programs, supports for entrepreneurs, internships, graduate access to income support and graduate specific job banks;
2. **Early Intervention:** These are interventions that are delivered well in advance of graduation. They are developmental and preventative in nature and include: work experience opportunities, career education, the development of career management skills, enhanced labour market information that supports the identification of clear pathways to the labour market, development of Vocational Education and Training options (e.g. apprenticeship and dual-type systems) that youth know about and can access;
3. **Demand-side:** These are programs and policies that work to encourage employers to hire young graduates or involve employers connecting students to the labour market through community-education-employment programs;

4. **Specific Youth Populations:** These are initiatives that target specific populations of young students and/or graduates who may be most at-risk of poor labour market attachment or who are more effectively served by population specific initiatives. Aboriginals, new immigrants, young women, youth with disabilities are examples of specific populations.

Program Identification and Analysis

While the internet was the primary source for the program and policy research, numerous contacts were made with national and international researchers, program developers and policy makers to supplement the internet research. When a program/policy was identified, all corresponding information was reviewed and, if it qualified as one of the strategies listed above, a Data Capture Template (DCT) was created. The contact person for each program/policy was then contacted and asked to complete and validate the DCT. In most cases the interview elicited details from the manager or coordinator of the program, enhanced its description and provided further details regarding its impact. If the information was garnered from a frontline staff member, the DCT was sent to the director or manager of the program for review and validation.

In instances where it was not possible for the contact person to complete the template, as much information as possible was taken from the website or other on-line literature. The completed template (to the extent possible) was sent to the contact person for review and validation. Two templates included in the report were not vetted by the contact person.⁸

Because of the specificity of the research, a wide net was cast to find programs that met the research criteria. Approximately 70 program/policies were reviewed which resulted in 31 templates that met the research criteria. The total included 15 international and 16 Canadian programs/policy examples.

Once the templates were returned, they were edited, assessed and assigned to one of the four strategy types and to one of the three categories of innovative, effective or promising. The research considered an initiative innovative when it showed elements of creativity especially when addressing a specific group of youth (e.g. Aboriginal youth) or when it involved stakeholder groups uniquely. Effective programs are typically longer standing initiatives which had evidence-based data boasting positive impacts (e.g. a high percentage of participants were employed as a direct result of being in the program). The promising category encompassed all of the programs that were too new to have evaluative data that speak to longevity and effectiveness, but had measures that seemed, according to the literature review, to be positioned to have positive impact. Most initiatives had some features from all strategies and categories, however, an attempt was made to separate out the most prominent features for classification and instructive purposes. The researchers do not see the designation of innovative, effective and promising as hierarchical. All practices in the inventory are instructive. Category assignments were made based on two sources: 1) information acquired from the DCTs and; 2) from the criteria for success expressed in the literature. Appendix C includes all the DCTs. Of the 31 DCTs, 3 are policies and 28 are programs. Six were deemed innovative, 13 were categorized as effective, and six were considered promising.

⁸ Those not vetted are marked as such in the Appendix C: Inventory of PINE Policies and Programs

SECTION II: LITERATURE REVIEW

This literature review examined:

- The economic context for the growth of this population globally;
- The barriers facing PINEs in achieving labour market attachment;
- The Canadian context for this group and the potential for PINE growth in Canada; and
- What the literature says works to support labour market integration of this group.

Global PINE Growth

As mentioned in the introduction of this report, the designation of PINEs is relatively new and primarily referred to in reports by the OECD. Its first significant mention is in the OECD 2010 publication “Off to a Good Start: Jobs for Youth”. According to the OECD research, PINEs represent 30% of youth in transition in Europe and 21% in the US (OECD, 2010, 65).⁹ These percentages represent a significant portion of youth in transition who are not integrating fully into the labour market. Notably, these data are pre-recession. Data on this group have not been updated since it was first presented in Quintini and Manfredi, 2009, but given the escalating youth unemployment rates worldwide the literature surmises that this group’s numbers are on the rise. Scarpetta et al. (2010) in “Rising Youth Unemployment during the Crisis: How to Prevent Negative Long-term Consequences on a Generation?” state that PINEs are particularly prevalent in France, Greece, Italy, Japan and Spain, countries that have been hardest hit by the most recent recession (19). Beyond the OECD reports, there are a number of mentions of PINEs in European discussion documents, but these largely reference the aforementioned OECD paper (Council of Europe, 2011; European Foundation for the Improvement of Living and Working Conditions, 2011).

Canadian PINEs?

The same OECD report, *Off to a Good Start?*, stated that Canada was one of the six best performing countries when it came to youth employment both in terms of unemployment rates and low incidence of long-term unemployment.¹⁰ Additionally, they referred to Canada’s youth unemployment rate as positive compared to many European and Middle East North African (MENA) countries (e.g. Spain’s youth unemployment rate is at 40%). The OECD Canadian Country Note for the “Jobs for Youth” research that formed the information for the 2010 report cited above highlighted that in Canada:

- Youth have a relatively smooth transition from school-to-work as 75% of first jobs for youth are permanent and full-time for those who have at least a high school diploma;
- Limited employment protection legislation supports youth in avoiding temporary work traps;
- Persistence of non-standard work is relatively low among youth not attending school;

⁹ Canadian figures for this group could not be found.

¹⁰ In “Jobs for Youth: Canada,” the OECD quotes the youth unemployment rate in Canada as decreasing in 2006 to 11.6% from 15.6% in 1996 which is below the OECD averages for both years of 16.2% (1996) and 14.7% (2006). In the OECD (2010), “Off to a Good Start? Jobs for Youth: Canada – Recent Data Update,” <http://www.oecd.org/dataoecd/22/34/46729407.pdf> it quoted the Canadian youth unemployment in the third quarter of 2010 as 14.5% which was 4 percentage points lower than the OECD average. The Canadian youth unemployment rate as of January 2012 has remained relatively the same (14.7%), <http://www.statcan.gc.ca/daily-quotidien/120203/t120203a1-eng.htm>, significantly higher than in 2006 and close to the 1996 stat.

- Wages and labour costs do not appear to be barriers to hiring youth, as youth begin in low wage jobs and quickly move into higher paying positions;
- Long term unemployment is particularly low; and
- Young people at risk for poor labour market outcomes represent a small group with particular over-representation of Aboriginal youth and youth living in remote and rural areas (2008).

While there are many reasons why Canadian youth are better off compared to European countries in terms of school-to-work transitions, having a more stable economy has been the primary contributing factor. Again, it is also important to recognize that the data for the Canadian Country Note were developed using pre-2008 recession data and the recession has had a significant impact on Canadian youth since then. Additional Canadian research cited in this literature review gives a broader and slightly different perspective of the situation for Canadian youth than the OECD report. It is important to note, at the time of preparing this literature review, that there was no Canadian literature mentioning the term PINEs. There is some literature that suggests an increasing struggle for Canadian new entrants, but more Canadian-specific research is needed before a fuller picture will be gained. Accordingly, this literature review concentrates on international literature and Canadian references and data are interspersed where significant to show examples where Canadian graduates are struggling to integrate into the labour market.

The following contextualizes the development of PINE growth globally (primarily in OECD countries), lists a number of key supply and demand side themes found in both in the literature internationally and then offers an exploration of how these barriers may or may not be impacting Canadian PINEs.

PINEs: A Discussion of the Barriers to Labour Market Integration

The Hourglass Labour Market Phenomenon

In the 1980s there began a significant change in the way people developed their careers with the transition from an industrial economy to a knowledge economy. Today, many workers no longer stay with the same organization for their entire careers advancing through a hierarchy; they anticipate and manage numerous job changes throughout their careers. The growth of the knowledge economy led to what has been described in the literature as an hourglass labour market where jobs are grouped into three main categories: “knowledge work, which requires a university or college degree or a highly refined skill; middle-level jobs, which require work experience but not necessarily a degree or diploma; and entry-level jobs that do not require a degree, a diploma or considerable work experience” (Zizys, 2011).¹¹ The hourglass effect comes from the growth of the two poles of these three categories. Knowledge work has increased and so too have entry level jobs (see Chart 1).

The concern for Canadian youth is that many of them are getting stuck at the entry-level as defined by Zizys as the escalation of new graduates unable to find knowledge sector work has increased the entry

¹¹ Zizys in a previous article, “An Economy Out of Shape: Changing the Hourglass,” (2010) delineated these categories of work, knowledge, middle- and entry-level occupations, according to the National Occupation Classification System (NOC). Examples of jobs in the knowledge sector defined by Zizys are legislators, senior government managers, civil engineers, land surveyors, theatre directors, health professionals, teachers, travel counsellors, coaches, broadcasters, technicians, and actors. Examples in middle-level occupations included: bookkeepers, property administrators, construction managers, insulators, boilermakers, shoemakers, supervisors in forestry, greenhouse managers, and machine operators. At the entry level, sample occupations are office clerks, cooks, letter carriers, truck drivers, maintenance workers, nurse’s aids, bartenders, retail sales clerks, airport attendants, supervisors landscape and horticulture, deckhands, and labourers.

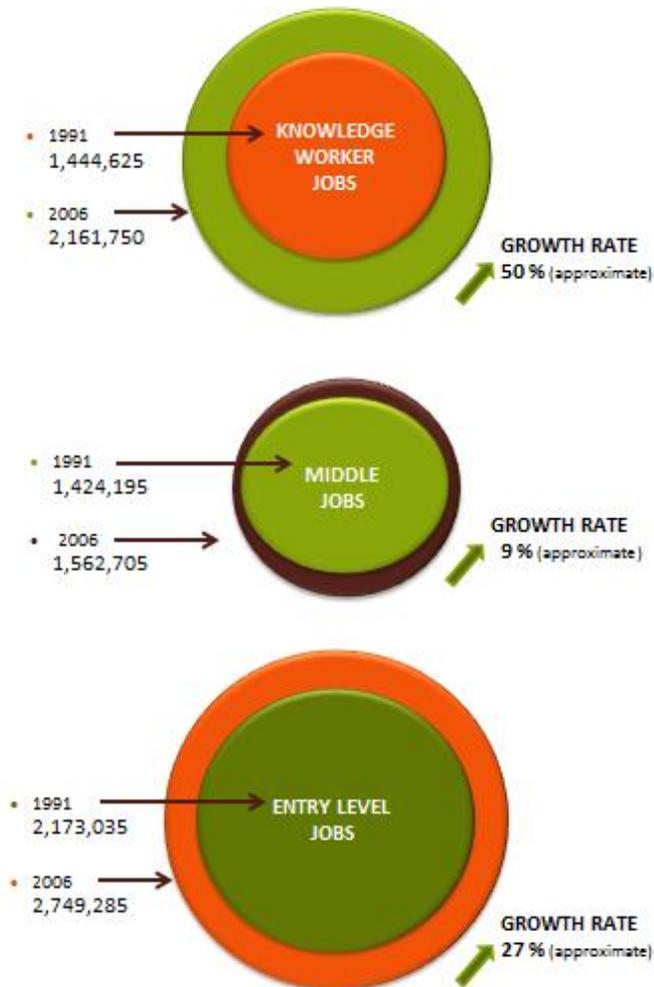
level requirements beyond the skills need for the job. Knowledge sector jobs, while growing, are now being accessed by those with post-graduate degrees (Zizys, 2011).¹² To this point, De Broucker found that, “while post-secondary education (PSE) provides, on average, clear benefits in terms of employment rates and earnings, in Canada and the United States one-third of employed 25 to 29-year-olds with a PSE diploma or degree have a low-skill job – the highest ratio among OECD countries” (Saunders, 2008, 3). De Broucker’s finding demonstrates that while Canadian youth may be able to obtain employment, for many it is not commensurate with their education or career goals. Frenette found that there was a prevalence of underemployment or over-qualification of Canadian graduates (2004). He states that Canadian youth work in the predominantly low skill service sector (Frenette, 2004). Ninety-six percent of post-secondary students who work during the school year work in the service sector (Marshall, 2010). Given the figures on over-qualification of post-secondary students, Canadian PSE graduates may be getting stuck in the same entry level jobs that they had while they were going to school, unable to find career pathways to knowledge sector jobs. Further to this, the OECD argues that youth globally are over-represented in precarious jobs – notably temporary and informal jobs – of short duration and stability (OECD, 2011). The over-representation of youth in temporary work also takes place in Canada so much so that the Ontario Federation of Labour is calling attention to phenomenon of ‘perma-temps’ – typically youth, women and equity groups who hold serial temporary contracts with one company (OFL, 2008).

Because of the shrinkage of middle-level work, career progression is no longer a ladder, but a sequence of slides, hops, descents and climbs to get to where you want to be. The knowledge economy purports to value higher education and certainly values those who have the right education as knowledge not brawn is the key human capital ingredient in today’s economy, but perhaps equally important are career management skills¹³ that help youth weave from job to job gathering the skills and knowledge they need to grow their careers. Career management skills are seen as essential skills in today’s knowledge economy (Hooley, 2011, Jarvis, 2010, Bezanson, 2008, Bell and Bezanson, 2006). Hooley suggests that graduates who have developed career management skills are the ones who will develop quicker labour market attachment, have enhanced earnings and have a more positive outlook on their career futures. These skills need to be a core element in supporting school-to-work transitions in an hourglass labour market.

¹² Zizys researched the education attainment of Toronto residents who hold knowledge sector jobs and found that of those who have a Bachelor degree, 65% have jobs in this sector. In comparison, 78% of those with a Master’s and 90% of those with a Ph.D. hold jobs in the knowledge sector (2011, 49).

¹³ Career Management Skills are skills that people need to have in order to effectively respond to a rapidly changing labour market. They include skills of *personal management* (self-awareness and building a positive self-image, the ability to interact effectively with others, and to change and grow throughout life), *learning and work exploration* (to be able to participate in lifelong learning, research labour market information and use it effectively, understand the relationship between career goals and society/economy) and *life/work building* (secure, create and maintain work, make life/work enhancing decision, maintain a balance between life and work roles, understand the changing nature of life and work roles, and understand, engage in and manage one’s own life/work building process). In Canada, the most comprehensive developmental model of these skills can be found in the *Blueprint for Life/Work Designs* - <http://www.blueprint4life.ca/blueprint/home.cfm/lang/1>

Chart 1: Ontario Job Distribution by Skill Categories, Ontario 1991-2006 (Zizys, 2011, 27)



High Sensitivity of Youth to Labour Market Fluctuations

Recessions impact youth more strongly than adults (Versnel et al., 2011; OECD, 2010 a,b,c,d; Scarpetta et al.; Bell and Blanchflower, 2010a, b; O'Higgins, 2010; OECD 2009). Bell and Blanchflower (2010a) state that worldwide "since the onset of the Great Recession¹⁴, youth [unemployment] rates have further increased relative to adults. Thus, in 2009, conditional on adult rates, youth unemployment rates were 8% above their 1970 value and at a level not previously experienced (1)". Similarly, Versnel et al. argue that steep economic downturns such as those in 2008, pushed more youth into longer terms of unemployment and that youth employment numbers in the past 20 years have been significantly slower to rebound in relation to general population employment figures (2011).

Why are youth more impacted? Many referred to the 'last in the door, first out of the door' phenomenon. Employers prefer to keep experienced employees (Zizys, 2011, Council of Europe, 2011,

¹⁴ The Great Recession is a reference to the 2008 recession.

Bell and Blanchflower, 2010, ILO, 2010 and 2004). Youth also hold disproportionate numbers of jobs in hardest hit sectors such as construction and retail (Scarpetta et al, 2010). These sectors are impacted by consumer confidence which takes time to rebound in downturns.

Youth also have weaker ties to unions and less access to employment insurance; they work in temporary and part-time work which is more subject to lay-offs in economic downturns. In OECD countries, those hardest hit were male youth 15-24 with less than high school and temporary workers (OECD, 2010b). Importantly, during the 2008 economic downturn, the OECD average unemployment rate for those without high school diplomas increased five percentage points, while the unemployment rate of those with post-secondary education increased two percentage points. This shows that education attainment offers some protection in economic downturns but, it's not a panacea as there is only a 3 percentage point difference of increase between those with credentials and those without. These data indicate why PINEs are a key group to research and track as many Active Labour Market Policies (ALMPs) are aimed at non-credentialed youth and not PINEs. Because of this, PINEs can easily fall through the cracks as they are at risk of not having access to systems to support their labour market entry.

Generational Factors

In countries such as Canada, where the youth cohort is shrinking, one could assume that they would have a lower unemployment rate than adults based on their limited numbers. Unfortunately, given that the youth unemployment rate in Canada is nearly twice that of the adult rate, a smaller population cohort does not automatically guarantee youth more work opportunities. The OECD in "Giving Youth a Better Start," states that the concept of better labour market outcomes for smaller cohorts relies "on the *lump-of-labour fallacy* according to which there are only a fixed number of jobs to be distributed among workers" (OECD, 2011, 3). Baker et al.'s 2010 study confirms the OECD statement as they found that in Canada later retirement age and youth employment rates do not impact each other despite wide debate in international research. Early retirement incentives, according to Baker et al., can work as a disincentive to hiring youth because the required financing for early retirement programs does not allow employers to finance the hiring of new people. The extent to which there is a generational barrier regarding PINEs is not yet clear.

In terms of generational factors, characterizations of Generation Y as being needy and entitlement driven may be a contributor to the closed or revolving door for PINEs. There is a significant amount of management and human resources literature on this generation and much of it is comprised of broad stroke stereotypes. Unfortunately, employers may temper their hiring decisions based on these stereotypes. A more balanced approach is offered by Lyons et al. in their generational survey of 3,000 Canadians. While these authors found that Millennials have high hopes for starting salaries, salary growth and advancement, they also found that Gen Y have strong desire for self-improvement, to learn and to have challenging work (Lyons et al., 2011). Presenting a more balanced profile of Generation Y workers to employers may help to open doors in organizations currently preferring the status quo.

It is also noteworthy that in the Lyons et al. study they found that Canadian Millennials "had the lowest levels of self-efficacy, career identification and relied more on the career advice of others" than any

other generational grouping that they surveyed (2011, 4).¹⁵ The current economy calls for finely-tuned career management skills. This finding may point to a need for enhanced career education for this generation, including PINEs.

Transition Length

There is some debate in the literature about the length of time it is taking for graduates to transition into the labour market, but generally most suggest that it has lengthened. As a response to high youth unemployment, youth tend to stay in school longer which is increasing education rates globally. Longer school stays or increased credentials are generally a good career strategy as it increases one's human capital (OECD, 2010, Bell and Blanchflower, 2009). In Canada, for example, the employment rate is better for PSE graduates and best for those with a university degree. Those who stay in school the longest generally earn more. College diploma or trade certificate recipients can expect a 10 to 12 percent increase in weekly earnings over those without a high school diploma. Those with a bachelor's degree can expect a 21 percent increase over those with a high school diploma (Taylor, 2007). It is also believed that those who have attained high levels of education also benefit in times of recession. O'Higgins argues that those with a higher education should theoretically feel the impacts of a poor economy temporarily (2010). Yet, "while staying in school has benefits in terms of employment rate, [it] does not necessarily guarantee access to skilled well-paying jobs in one's field" (Bell and O'Reilly, 2008). As mentioned in a previous section, Canadian PS graduates have the highest ratio of low-skill jobs in the OECD.

In "Off to a Good Start?", the OECD states that for 50% of those making a school-to-work transition it normally takes less than 6 months to access work (OECD, 2010, 63). While this is good news for many, they also state that increasing numbers are taking longer than that and many are taking upward of 2.5 years to find their first full time jobs (OECD, 2010, 63). One reason this may be happening is that students may become disconnected from the labour market by prolonging the time they focus on their studies. According to the OECD (2010) focusing on studying solely can cause students to become disconnected from the labour market and can expand the time it takes to integrate after graduation. The good news is that more Canadian students than many in other OECD countries (OECD, 2010) combine school and work; however, the bad news is a majority (54.4%) do not work during school (Marshall, 2010). After the 2008 recession the number of Canadian students combining school and work dropped from 47.7% in 2007 to 45.4% in 2010 and their working hours dropped from 16.2 to 15.8 respectively (Marshall, 2010). The summer unemployment rate in 2011 hit a high of 17.2% for students which signalled that Canadian youth were struggling to find summer work post-recession (Statistics Canada, 2011). If Canadian students continue to struggle to find part-time and summer work, the consequence may be that graduates have longer school-to-work transitions and the result may mean an increase in PINEs.

For those who do combine study and work, the OECD and ILO found that this can lead to higher future wages, higher rates of school completion, and improved school-to-work transitions, especially if employment is related to field of study (OECD and ILO 2011, OECD, 2010). This finding is echoed in Hango's study of the labour market experience of Canadian youth who had worked during high school

¹⁵ They grouped survey respondents in four generational groupings: Matures (1945 or earlier), Baby Boomers (1946 to 1964), Generation Xers (1965 to 1979) and Millennials (born 1980 or later).

having “about 28% higher earnings than youth who did not work during high school” (2010). Given the benefit of part-time work while studying on future earnings, secondary and post-secondary schools, career services providers and program developers may want to examine how students and graduates can access work experiences to enhance labour market integration and specifically how to support youth in finding part-time work opportunities that connect to their preferred career pathways.

Recession “Scarring” Effects?

Depending on the length of the labour market recovery after the 2008 recession, at greatest issue for PINEs is that they have the potential risk of becoming a “lost generation” as employers may be tempted to hire “fresh” graduates rather than those who have been trapped in long-term unemployment or “persistent inactivity” during the downturn (OECD, 2010, 129). This may create a scarring effect on those who graduated at the start of a recession meaning that these youth have a “career” deficit that could last long after economic recovery. The OECD in 2010 projected that a “scarring effect” could impact 30-40% of secondary school graduates and those with post-secondary credentials could increasingly have greater risk of becoming unemployed for longer (OECD, 2010). In looking at the 1990’s recession in Canada, Oreopoulos et al. (2006) and Kahn (2006) found only transitory setbacks and short-run negative earnings which dissipated 10 years after leaving school (OECD, 2010, 32). The OECD argues that this lack of significant long-term scarring effects may be due to the fact that their studies focussed on men and that scarring effects may concentrate on other demographic groups (OECD, 2010). More current research is needed to understand if Canadian PINEs are experiencing a scarring effect.

Barriers for Specific Youth Populations

According to the OECD, those who face the poorest attachment to the labour market in Canada are those youth living in remote and rural areas (2008). They also mention that Aboriginal youth and youth with disabilities are over-represented among un- and underemployed youth in Canada (OECD, 2008). There is no one singular factor impacting the labour market attachment of these youth. The literature discusses a range of issues including discrimination in hiring, family socio-economic factors, and labour market opportunities in home communities. The literature does not examine diversity factors contributing to the likelihood of being a PINE. Again, this points to the need for further research. In terms of Active Labour Market Policies and program development to address PINEs, it is important to consider which groups of youth are over-represented in the PINE cohort and what works best in supporting labour market attachment for them.

Lack of Career Education and Services and Safety Nets for New Labour Market Entrants

In Canada, Bell and O’Reilly found that career services for youth up to age 24, which include school-to-work programs, are not consistently delivered or readily accessible across Canada (2008). Programs and/or policies are either provincially or locally-based and are dependent on government priorities and funding, which can leave them vulnerable. In Canada, recent federal-provincial Labour Market Development Agreements have led to changes in how youth are being served as some youth-specific services have been enveloped into an all age approach to service. The most visible case of the change from an age-specific model to an all ages model of service is in Ontario where 129 youth employment centres were either changed or closed in the shift to all age services. Adding to this change in youth

employment service delivery, the federal government announced in January, 2012 that it would no longer be operating the student employment centres (CBC News, Feb. 29, 2012). According to the CBC, the government said that because youth are looking to the internet to look for work, the centres were not being used. By way of replacement, the government announced that it would enhance youth.gc.ca with resources and tips on resume writing, cover letters, etc. and that youth would be served at the all-ages Service Canada centres. The shift to an all age approach in many jurisdictions is too new to be fully researched; yet, the approach needs to be evaluated to ensure that youth are accessing the services they need to find work after graduation.

The concern with an all ages approach is that youth may not be attracted to the same services as adults. Youth career services already lack visibility which means that youth tend not to be aware of the career services that exist or are unable to access them when needed (Taylor, 2007; Bell and Bezanson, 2006). De Broucker states that “[Career] counselling is an essential ingredient when young people are making education and career choices in a highly fluid labour market environment [and] it can help level the playing field regarding access to information for those from more disadvantaged backgrounds” (October 2005, vi). While the benefits of career services are known (see Hooley et al., 2011, and Bell and Bezanson, 2006), few youth report accessing those services that are not mandatory (Archer, 2004). For example, a survey of graduate and postdoctoral fellows at the University of Alberta found that almost 68% would access friends and acquaintances first when seeking career advice; only 19% would initially seek career services at the university (University of Alberta, 2011). In their G20 policy note, “Giving Youth a Better Start,” the OECD and ILO state that:

High-quality career guidance can help youth make better informed decisions about their future, but requires i) early action in lower secondary education; ii) highly qualified guidance personnel; and iii) timely and high-quality data on local labour market needs and employment prospects by occupation. Unfortunately, most existing career guidance programmes suffer from severe under-funding, are provided by untrained teachers and cannot rely on accurate labour market statistics and projections by region and occupation (2011).

The OECD and ILO’s recommendations and concerns about career services for youth have been raised albeit differently in the Canadian literature (see Bezanson, 2008; Bell and O’Reilly, 2007; Myers and de Broucker, 2006; Taylor, 2007; and Bell and Bezanson, 2006). In Canada, front-line service funding ebbs and flows with the priorities of governments which impact the consistency of service among youth as mentioned above. Practitioner training and certification in Canada is developing in employment services outside of the education system; within education there is limited teacher training in career development. Canadian labour market information (LMI) data availability is based on the strength of the jurisdiction’s labour market data division. Data can be significantly out of date and local information may not be available. Like career services for youth, LMI availability by jurisdiction is not consistently available or used readily with clients. Canadian literature examining career service and labour market information availability identify a need for a national policy framework that would bring consistency, quality standards and ease of access to service provision for all youth including new graduates (Bezanson, 2008).

Another concern for Canadian PINEs is the lack of a safety net for new graduates. Canada’s new labour market entrants are generally not eligible for employment insurance benefits. In 2009, Canadian youth

accounted for 29% of all unemployed individuals, but just 11% of employment insurance beneficiaries (OECD, 2010, 135). One of the key recommendations that the OECD has made is to increase access for PINEs to income security coupled with access to employment/career services. The OECD also goes on to discuss the possible values of offering these benefits with mutual obligation strategies to support youth to get job search support and/or skills training. Overall, the OECD sees the need to invest in increasing the availability and diversity of youth career/employment services now and until countries are back in a solid economic growth period. The authors of this report argue that services must continue to be consistently offered and visible after the economy rebounds as all youth will need supports that will help them build the skills to integrate into, manage and grow in the labour market.

The Education/Labour Market Disconnect

Globally, education attainment rates have increased for youth and Canadian youth are among the most educated people in the world. With the shift to knowledge work, youth quickly realized that more education would help them not only obtain a job, but a job in the more lucrative knowledge sector. This development of human capital through credentials makes sense theoretically. But, in practice, we see increasing credential requirements for entry-level jobs, a mismatch between credential requirements and the skills needed, too many young people overqualified for the jobs they have. For example, in Ontario, there are 12,000 new teacher graduates for 4,500 positions available (Macdonald, 2011). The OECD states that "(m)any tertiary graduates have qualifications and skills without career prospects because there are too many with the same diplomas compared to labour demand or because their skills do not correspond to the needs of the labour market (OECD, 2010, 89). In "Are They Really Ready to Work?" which interviewed over 400 employers in the US, only graduates with a 4-year university credential scored as "adequate" in terms of employability skills and even at this, employers found these graduates to be deficient in written communication and in leadership skills (Casner-Lotto, 2006). A Hamilton, Ontario survey of approximately 250 employers found that youth job seekers came to them lacking the skills and experience for the job which, in part, was attributed to the disconnect between the labour market and the education system (Hamilton Training Advisory Board, 2010, 14). These findings, as the literature attests, have less to do with the talents of youth than a growing gulf between education and the labour market, the invisibility of pathways to the labour market in many countries and limited career education programs in high school and post-secondary institutions that could facilitate making connections between education and the labour market.

More youth are choosing to go on to and complete some form of post-secondary education. While this is positive, a majority are choosing programs without considering how this education connects with their preferred career path or how it may play out in the labour market. Pathways to Prosperity (2011), a discussion paper on Harvard's Graduate School of Education's Pathways to Prosperity project, argued that too many youth "can't see a clear, transparent connection between their program of study and tangible opportunities in the labour market" (11). Bell and O'Reilly, studying school-to-work pathways for youth in Canada, came to a similar conclusion in their paper "Making Bridges Visible" (2008). Students are finding themselves in costly education programs without much consideration of the link between what they are learning and what they would prefer to be doing once they graduate. Taylor refers to Canadian literature that "suggests that we can do more to help young people identify their options along [the pathways to the labour market] and that we should be paying attention to non-university routes" (2010).

There is a significant amount of literature that points to vocational systems such as those found in Germany, Denmark, Australia which offer clearer pathways or stronger links to the labour market and have evidence that they reduce early career unemployment rates (Versnel, 2011; Taylor, 2010 and 2007). Additionally, the European Centre for the Development of Vocational Training (CEDEFOP) points out that the direct connection between learning and the workplace which Vocational Education and Training programs (VET) provide, can have significant benefits for youth including salaries above those of some university-education fields and greater work satisfaction (2009).

There is a significant debate on who is primarily responsible for ensuring that youth are prepared for the labour market: Is it schools?; Governments?; Career service providers?; Employers?; Communities?; Parents?; Youth themselves? The literature speaks to the needed involvement of all of the above. Many OECD countries are now looking to improve the connections between education and the labour market through education and employer partnerships and to enhance career education as a key contributor to improved labour market integration for all youth, including PINEs. Employers need to be brought into the discussion about how best to integrate recent graduates in the labour market. They need to understand how they influence over-qualification, how they can support education in building key employability skills into the curriculum and how they are also responsible in sharing the training load.

The development of visible pathways to the labour market through education is also being seriously considered by researchers and policy makers as a beneficial strategy for today's youth (see Pathways to Prosperity, 2011; OECD, 2010; Taylor, 2010; Bell and O'Reilly, 2008). While there are pockets of exemplary programs in this regard within Canada, there is a real need to focus on improving the connections between education and the labour market and building strategies and policy frameworks that institute these connections (Taylor, 2010; Bell and O'Reilly, 2008).

What Works?

There is a multitude of studies, many cited herein, that look at the effectiveness of school-to-work transition policies and programs aimed at youth. Perhaps the most extensive research on this topic is the OECD's "Off to a Good Start?" which reviewed the Active Labour Market Policies (ALMPs) targeted at youth in transition (2010) across sixteen countries. All of these studies look at youth in transition broadly but tend to focus on youth who have left school without a credential or who have graduated with a secondary school diploma. There is no study that focusses specifically on what works for the PINEs cohort. We are at an exploratory phase with respect to what works with this group. The literature highlights the following key features that appear to support effective practice in easing labour market entry, thereby mitigating the growth of PINEs. These findings largely connect with the supply and demand issues raised above:

1. **Proactive, early-intervention career development strategies** (Hooley et al., 2011, OECD and ILO, 2011, OECD, 2010, Bell and O'Reilly, 2008). Youth who move through education with career intention have better labour market outcomes than those that have moved through education without considering their career goals. Making the connection between learning and labour market opportunities helps youth move strategically and persistently. These efforts include opportunities for career education, work experience, networking, access to labour market information, development of career management skills and the formation of exit

strategies that support youth planning their next steps. Many career development experts say that this process should happen throughout school and begin as early as kindergarten, but all agree that it should begin far in advance of graduation such as during orientation to PSE.

2. **Direct outreach:** Youth broadly, at all levels of education, do not tend to access career services that are not mandatory (Archer, 2004). One way to resolve this issue is to make access mandatory; another is to strengthen the direct outreach of these services. In their 16 country review, the OECD cited numerous examples of how countries are outreaching to youth graduates and non-graduates by having youth specific public employment service (PES) programming. These strategies range from making career services more youth-friendly by having movie nights at PESs as a way of attracting youth and making this audience aware of their services to co-ordinating with secondary and post-secondary institutions to know when someone has graduated so that the PES can send them an invitation to use their services (OECD, 2010). The University of Alberta CAPS Career Centre, for example, has decided to work with post-graduate student advisors (professors) to let them know about the services the centre provides as graduate students tend to initially seek their advisor's career advice over that of going to the career centre (University of Alberta, 2011).
3. **Work experience while learning strategies:** Young adults who actively connect to the labour market throughout their learning have shorter school-to-work transitions (OECD and ILO, 2011; OECD, 2010; Hango, 2010). The OECD states that any detachment from the labour market, even if it is to focus on school, lengthens the time it takes to transition to work after graduation (OECD, 2010). Working within reason while in school (i.e. no more than 20 hours per week), helps youth develop employability skills that will support them once they graduate. Again, a proactive approach and messaging to youth about to graduate would be preferential. If they are encouraged to work while learning, supported to find work that connects to their career interests or have work opportunities such as co-ops, internships, work and volunteer placements, they will:
 - a. Have built a network to call on once they have graduated;
 - b. Be able to better determine career fit prior to graduation;
 - c. Have had the opportunity to refine their learning goals; and
 - d. Have targeted the development of specific competencies related to their career objectives.
4. **Job-search assistance strategies:** According to the OECD, job-search assistance programs are "found to be the most cost-effective strategy for young people who are assessed as ready to work" (2010b, 128). Most recent graduates do not know where to go to access these services, so these programs would need to be highly marketed and have outreach strategies as outlined above.
5. **Demand-side strategies:** including graduate databases, employer partnerships in education, wage subsidies, outreach to employers to participate in work experience and education programs and subsidies to accommodate apprentices. While Betcherman et al. found wage subsidy or placement programs to be effective especially when they are tied to job training (Betcherman et al., 2007), the OECD and ILO also caution that it is important to monitor these programs for the potential for employer abuse (2011).

There is also a need to match learning and skill development with the needs of employers. Employer participation to clarify skill requirements for the labour market is fundamental. For example, the policy note for the Paris 2011 G20 Meeting of Labour and Employment Ministers states that “training programs work best when they are tailored to local or national labour market needs ... it is important to mobilise and involve the private sector, the social partners and community leaders to assess local or national demand for skills” (OECD and ILO, 2011, 18).

6. **Specific youth population strategies:** PINEs from specific diverse groups need programs that meet their unique needs and are developed with a keen understanding of their cultural, social and economic reality. Programs that provide work experiences to young women, Aboriginals and youth with disabilities in non-traditional occupations are examples of this approach.
7. **Enhanced employment insurance programs for unemployed new graduates.** Offering new graduates employment insurance benefits may help them in a labour market that sees them having longer transition periods with a temporary sequence and part-time employment prospects. Some countries have extended employment insurance programs (US, Japan, France) to youth and some have implemented mutual obligation strategies (France, Denmark). Obligations are typically focussed on school leavers, but some countries have applied it to tertiary graduates who must agree to actively look for work. Primarily, the literature refers to the benefits of providing new graduates with financial security coupled with career services while they are trying to get established in the labour market (OECD and ILO, 2011).
8. **Visibility and promotion of a variety of educational and career pathways including Vocational Education and Training (VET)** (OECD, 2010; Taylor, 2007; ILO, 2004). Countries that have dual systems (or VET) or apprenticeship systems where youth study and work part-time “have among the lowest youth unemployment rates and high early labour market attachment” (Versnel et al., 2011). There are several reasons why dual systems work to enhance labour market attachment. In part, it is the transparency of the pathway to the labour market. Students are aware of the career options associated with each pathway. Canadian students tend to be overwhelmed in their efforts to make sense of the paths from school-to-work (Bell and Bezanson, 2006). Taylor (2007) states that if Canadian education systems focussed “on providing a mix of (school-to-work) pathways with more emphasis on technical and vocational options, (it) may ensure that young graduates have a better chance of finding skilled work” (56).
9. **Promotion of entrepreneurship or self-employment as a viable work option:** The ILO states that “with the current demand for labour being too low to absorb all young people who want or need to work, ... youth entrepreneurship is increasingly posited as an alternative way of integrating youth into the labour market ...” (2004, 53). Similarly, the OECD (2010) in their country review found many programs established to promote entrepreneurship; “they seek to do so by improving guidance and counselling and by providing business start-up subsidies to young graduates” (115). The OECD also found that these programs may be a way to fight undeclared work and informal employment. Important elements of these programs include strategies for young graduates to have access to start-up funds and access to business skill training and mentorships.
10. **A school-to-work transition service policy framework** to coordinate ALMPs and programs for new graduates. It is much easier to get the services you need if they are co-ordinated across

jurisdictions, are tailored to individual need and accessible in all regions of Canada especially in rural and remote areas. Better coordination between governments (federal, provincial and municipal), education, training and third party career service providers is needed.

11. **Evaluation:** Very few programs and policies evaluate their outcomes to ensure that young people are getting the school-to-work transition services they need (Bezanson, 2008, Bell and O'Reilly, 2007, Bell and Bezanson, 2006). Evaluation needs to be built into programs and policies aimed at PINEs from their inception and measured throughout implementation so that evaluation can build towards success, be responsive to participant/client needs and be shared with other service providers.

Taken together, all of these features would broadly fit into four key strategy types:

- **Post-Graduation:** These programs and policy target quick labour market integration after graduation and include graduate guarantee programs, supports for entrepreneurs, internships, graduate access to income support and graduate specific job banks;
- **Early Intervention:** These are interventions that are delivered well in advance of graduation. They are developmental and preventative in nature and include: work experience opportunities, career education, the development of career management skills, enhanced labour market information that supports the identification of clear pathways to the labour market, development of Vocational Education and Training options (e.g. apprenticeship and dual-type systems) that youth know about and can access;
- **Demand-side:** These are programs and policies that work to encourage employers to hire young graduates or involve employers connecting students to the labour market through community-education-employment programs;
- **Specific Youth Populations:** These are initiatives that target specific populations of young students and/or graduates who may be most at-risk of poor labour market attachment or who are more effectively served by population specific initiatives. Aboriginals, new immigrants, young women, youth with disabilities are examples of specific populations.

These four strategy types formed the framework for the research into programs and policies for PINEs. The researchers looked for programs and policies based on these four strategies that had features related to those listed above to identify and evaluate the initiatives included in the inventory.

SECTION III: INVENTORY OF PROGRAMS AND POLICIES THAT ENCOURAGE PINES IN MAKING EFFECTIVE LABOUR MARKET TRANSITIONS

Despite a wide and extensive search, CCDF found no program/policy that specifically uses the term PINEs to describe its target audience. There are however massive numbers of employment programs for youth worldwide and among these, numerous programs and a few policies that specifically address the issue of graduate un- and underemployment. Given the scope of the research task and the availability of employment programming for youth, an inventory of 31 inevitably skims the tip of the iceberg but provides there was evidence that since the 2008 recession, attention is being paid to the school-to-work transition of recent graduates. Our research found that available programs tended to group into four main strategy types:

- Post-Graduation;
- Early Intervention;
- Demand-side; and
- Specific Youth Populations

We organized the inventory according to these four strategies for analysis and ease of use. Many programs and policies have features of some or all of these strategies but we have selected the predominant features of each initiative for categorization and to support analysis. Below is a summary chart of each entry in the inventory organized according to strategy followed by a brief analysis of the initiatives. A rationale is provided as to why a program or policy was categorized as effective, innovative or promising.¹⁶

The complete details of each initiative are included in Appendix C.

PINE Initiatives by Strategy Grouping

Post-Graduation

The Post-Graduation strategies in the inventory range in intensity of service provision from job banks for graduates with no or limited access to direct front-line support to yearlong internships and skill training programs with access to full career services. They also range in funding magnitude from 20,000 to several million dollars. There are 11 programs and one policy that fit this strategy type in the inventory. Five of these initiatives were deemed effective and four considered promising. The program types in the inventory from this strategy include internships (3), guarantee programs (1), entrepreneurship (1), job bank + (2)¹⁷, and work experience and career building (2).

¹⁶ See footnote 6 for the definition of each category.

¹⁷ The plus refers to additional services and features of these programs beyond simple job bank features such as building social networks, support with resume writing, blogging for users to express their job search experiences, employer profiles, etc.

Post-Graduation Initiatives Summary Chart

Initiative	Country	Initiative Type	Key Features	Category
Career Edge	Canada	Internship	<ul style="list-style-type: none"> • Offers career related internships to PSE graduates who have limited work experience • In operation since 1996 • It is a self-funded not-for-profit; employers cover the cost of the internship and pay organization a program delivery fee of \$2,000 • Majority of interns have used the experience to transition into full time employment • 8600 have completed internship – about 540 per year 	Effective
Career Focus	Canada	Internship and Skill Development	<ul style="list-style-type: none"> • Secures work experiences; development of advanced skills; supports making sound career-related decisions and building professional networks with graduates who can't find career-related work • Program impacts include reduced participant underemployment, increased employment rate and income level • Digital skill development training has increased participant transition into digital economy jobs • From 2003 to 2006 there were 14,000 participants with a budget of about 145 million over that time period 	Effective
Canadian Youth Business Foundation (CYBF) Start-Up Program	Canada	Entrepreneurship	<ul style="list-style-type: none"> • Entrepreneurship program that provides start-up capital to youth 18-34 • Since 1996, 4900 youth have been involved in the program • Over 180 community partners across Canada which support local projects • In 2010 CYBF managed 579 new businesses; a 18% increase from 2009 • Business repayment rate of 94% which is a result of the strength of their mandatory mentoring program • CYBF's programs and activities have generated 18,000 new jobs and over \$119 million in government revenues • Combination of private and public sector funders including over \$ 1 million in in-kind contributions from media partners • Solid evaluation data and process including upcoming social return on investment data for 2012 	Effective
Equals6	Canada	Job Bank +	<ul style="list-style-type: none"> • A social networking web site to connect students to peers and employers in order to transition to the labour market • Users can compete for "Top-Talent" Scholarships made available by Equals6 and employer members • Wide user base of more than 10,000 	Promising

Initiative	Country	Initiative Type	Key Features	Category
			<ul style="list-style-type: none"> Privately funded with grants of just under \$20,000.00 	
Graduate Head Start Program	UK	Career planning and work experience	<ul style="list-style-type: none"> A University of Chester based program for their graduates who are unemployed or not working in career-related positions Six program elements: self-review, career planning, 5 week placements with local employers, one-to-one career coaching, European Computer Driving Licence certificate training 35 graduates a month are enrolled in the program Annual budget of 380,000 pounds 72% of participants in program found employment or jobs that matched their qualifications 	Effective
Graduate Talent Pool	UK	Internship	<ul style="list-style-type: none"> Program to encourage employers especially SMEs to give recent unemployed and underemployed graduates internships Minimal government financial support Paid and unpaid internships are managed by a web site portal where employers list internships and students register to apply for them. Program responds to government policies encouraging the growth of internships 6500 employers/69,000 graduates are currently active in the system Evaluation data suggests that the program is found to have simplified the process of internships for employers and encourage employers who have never had internships previously Few survey respondents participated in a work experience (22%). Of those who did, 93% felt more employable and 50% believed it helped them secure a full time job. 	Promising
Social Guarantee for Young People	Finland	Guarantee Program	<ul style="list-style-type: none"> All youth under 25 and all recently graduated people under 30 are provided with a job or training, study placement, workshops or rehabilitation placement within three months of their unemployment Implementation slated for Jan. 1/2013; a working group is examining what this initiative will mean for the National Employment Services 	Promising
Talent Egg	Canada	Job Bank +	<ul style="list-style-type: none"> On-line resource for students and recent graduates to help them access work commensurate with their education Part on-line magazine; part social network includes blog entries and discussion forums from graduates about their job search and work experiences after graduation Include employer profiles, initiatives like Hire Gen Y Day, career guides to occupational sectors and a Questions and Answer section 	Promising

Initiative	Country	Initiative Type	Key Features	Category
			<ul style="list-style-type: none"> Privately funded Over 110,000 hits per month and relationships with over 200 employers. Outreach strategy derived from building a “large eco-system of influencers” (word of mouth) 	
Work Factory	Sweden	Training	<ul style="list-style-type: none"> A local community-based program to help secondary school graduates on income support find work or enter further training Participants take part in a 3 month intensive training to build employability skills, increase self-esteem, health and fitness 60% of participants find work, 13% enrol in university or college, 6% receive vocational training Program has saved municipality 14 million SEK 	Effective
Youth Opportunities Initiative	European Union	Youth Employment Policy Framework	<ul style="list-style-type: none"> Un- and underemployed youth A fund to encourage member states to undertake the following actions: Develop guarantee schemes to ensure young people are in employment, education or training 4 months after leaving school Increasing apprenticeship placements and work placement programs Supporting young entrepreneurs Encouraging and easing youth mobility throughout member states Increasing youth volunteering and traineeships 	Promising

The internship and entrepreneurship programs range in terms of resource allocation. Despite funding range, these kinds of direct labour market experience programs all had significant impact in terms of reducing un- and underemployment of graduates.

Career building programs such as the Graduate Head Start Program (UK) and the Work Factory (Sweden) also had significant impacts on increasing participant labour market attachment (both deemed effective). Building of career management skills with the addition of work experience and technical skills training seems to have an effect on graduates accessing and keeping career-related employment.

The Job Banks featured in this strategy grouping, Talent Egg (Canada) and Equals6 (Canada), are accessed by many youth, but there was no data to suggest if they had impact beyond youth accessing them. They were thought to be promising, however, because many youth did engage with these sites participating in discussion forums and writing blog posts. More evaluative data is needed to understand the impact of this engagement on participant employment outcomes.

Overall, programs in this category were moderately evaluated which was not the case generally with programs in the full inventory. One program of note in regards to rigorous evaluation standards is CYBF’s Start-Up entrepreneurship program. The strength of their evaluation process means that they

are able to report their outcomes readily to their several funders. They are about to report on the social return on investment data for their program which no other program does in the inventory. Their evaluation process is a best practice for others to consider.

The policy featured in this category, Youth Opportunities Initiative (EU), has not yet been fully implemented and this why it was deemed promising. It is featured in the inventory because it speaks to five key target areas for improving the labour market outcomes of PINEs: guarantee schemes to ensure youth are in employment or training, increasing apprenticeship placements, supporting youth mobility and increasing volunteerism and internships placements. It is a beneficial reference for those developing policy frameworks for this audience.

Also deemed promising is the guarantee program, Social Guarantee for Young People (Finland), as it is also in the process of implementation. Language barriers prevented finding a fully implemented guarantee programs. This program is highlighted in the inventory to give readers a description of the approach. One of the key features of guarantee programs is their commitment to working with recent graduates soon after graduation and not allowing youth to become unattached from the labour market for long periods.

Early Intervention

The early intervention strategies reviewed in the inventory consist of 4 programs and 2 policies. Of these, 1 program and 1 policy were deemed effective, 2 programs and 1 policy were found to be promising and 1 program was evaluated as innovative.

Early Integration Initiatives Summary Chart

Initiative	Country	Initiative Type	Key Features	Category
Career Trek	Canada	Experiential Career Exploration	<ul style="list-style-type: none"> Offers experiential opportunities of over 80 different careers to youth who have been identified as having the academic capacity to attend PSE but because of social and economic barriers are unlikely to do so and are also at-risk of leaving school before graduating Starts in Grade 5 and 6 to increase impact of school retention Started in 1996 Involves community and families as participants to provide reassurance and create understanding of what PSE is like 91% of the participants graduate and almost 50% of graduates go on to post-secondary education A research committee exists to track program outcomes 	Innovative
CC Inspire	USA	Experiential Career Exploration and Mentoring	<ul style="list-style-type: none"> Provides students with career exploration experiences and mentorships with local employers Gives employers an opportunity to nurture talent from a young age Available in over 1500 schools in the US Locally based approach which prevents local "brain drain" 	Promising

Initiative	Country	Initiative Type	Key Features	Category
			<ul style="list-style-type: none"> • Cost effective administration model 	
Guidance Act	Denmark	Career Service Policy Framework	<ul style="list-style-type: none"> • Aim to increase secondary school graduation rate to 95% and have 50% complete a higher credential • It is an all ages policy with specific focus on youth starting in Grade 8. • All labour market pathways are identified and supported • Services include eGuidance, Youth Guidance Centres focused on transition from elementary to secondary education, Regional Guidance Centres provide career education and guidance through to post-secondary transitions and Guidance personnel in post-secondary institutions work with students to complete their studies and transition through to the labour market • Wide stakeholder involvement through national dialogue forums • Guidance counsellor training requirements • Centre of Guidance Research has been established • Policy backed by significant funding resources • 75% of students found guidance activities supported them in deciding what they wanted to do 	Effective
Investing in Youth – Empowering Quebec’s Future – Youth Action strategy 2009 -2014	Canada	Broad Youth Development Policy Framework	<ul style="list-style-type: none"> • Policy targets 6 key objectives for children and youth ages 0-35: <ol style="list-style-type: none"> 1. Education and Employment – Transitions to Independence <ul style="list-style-type: none"> • Fight against dropping out (school readiness) • Facilitate career choices (emphasis on trades and vocational training) • Promote transition to work life (mention of the need to assist youth with disabilities and mental health problems) • Prepare youth for the global context (emphasis on international skill development) 2. Support youth entrepreneurship 3. Support healthy choices 4. Support youth driven community development 5. Build a more inclusive society and celebrate diversity 6. Work towards a greener Quebec <ul style="list-style-type: none"> • Holistic approach involving community and youth organization partners, schools, several Ministries and the business sector • Program magnitude is \$ 2 billion 	Promising
Project Protégé	Canada		<ul style="list-style-type: none"> • Program to bridge the gap between Generation Y and baby boom managers by selecting third and fourth year students to be paired with City of Calgary managers who share expertise and coach 	Effective

Initiative	Country	Initiative Type	Key Features	Category
			<p>the protégés on professional and business etiquette</p> <ul style="list-style-type: none"> • Example of a program that started small (6 participants) and has continued to grow slowly and strategically (20 participants) ensuring that at least 75% of students graduate and transition into career related employment 	
UR (University of Regina) Guarantee Program	Canada		<ul style="list-style-type: none"> • Guarantees a free year of tuition to students in the program who do not secure career related employment within 6-months of graduating. • The program begins immediately upon student arrival and consists of holistic academic and career-building initiatives: <ul style="list-style-type: none"> ○ Transitional support services, ○ Regular academic advising, ○ Exam preparation ○ Time management workshops, ○ Career development seminars ○ Co-op programs ○ Mock interview exercises ○ Networking events • Annual budget of 350,000 • First program cohort will graduate in 2014 	Promising

The research conducted in the literature review highlights the importance of introducing experiential career exploration to youth as early as possible. Two of the programs, Career Trek (Canada; innovative) and ccInspire (US; promising), and both policies, Guidance Act (Denmark; effective) and the Investing in Youth – Empowering Quebec’s Future – Youth Action Strategy 2009-2014 (promising) do this and offer elements of career education and exploration activities beginning in primary school. The research tells us that the earlier youth undertake career exploration, the more intentional they are during school to school and school-to-work transitions (Bell and Bezanson, 2006). The programs also show that engaging communities and connecting local employers with students supports the retention of local youth (cc Inspire) and develops a strong local workforce to help communities prosper. Experiential learning and work exploration opportunities can also support multi-barriered youth in continuing their education (Career Trek).

When developing policies related to guidance, education and career development, the inventory reveals that early career guidance can help students recognize pathways to the labour market (Guidance Act, Denmark). This holds true particularly for young people who struggle to make choices around completion of education, training and career. Seventy-five percent of youth state that the services provided through the Guidance Act have helped them to make career decisions and 90% of students say that they are ready to make a decision about their careers in the 10th level (approximately Grade 10/11 in Canada). Other features of Denmark’s comprehensive guidance system of note are the Centre for Expertise for Guidance facility that evaluates its career guidance systems, collects best practices, initiates analysis of interventions continually and requires compulsory training for those delivering guidance. By comparison, training levels of guidance counsellors and employment

counsellors vary across Canada as do career services for youth. Decentralized approaches such as those found in Canada tend to be less successful than approaches with solid institutional frameworks, political commitment and cooperation across all levels of government (see Denmark, Finland, Germany and Norway) (Bell and O'Reilly, 2008; Taylor 2007; Thiessen, 2001; Gross 1998).

While there is no consistency at the pan-Canadian level, there are innovative and effective youth programs and policies in place at the provincial level. One example is the Quebec Youth Action strategy, a broad youth policy framework with emphasis on youth employment as well as measures to encourage healthy lifestyles and public/community engagement. The Action Strategy was considered promising because of the unique inclusion of youth career development within a larger wellness strategy for youth. The impact of this approach on employment outcomes has not been measured to date but certainly merits tracking.

Project Protégé (Canada) and the UR (University of Regina) Guarantee Program have a similar approach to the “earliest” early intervention programs and policies listed above, but they are offered to university students early on in university studies. We found very few Canadian universities which offer career-building programs such as these. Both of these programs support youth in developing and identifying clear pathways to employment through mentorship (Project Protégé) and academic and career advising opportunities (UR Guarantee). The UR Guarantee program begins immediately for interested students upon their arrival at the school and offers holistic academic and career-building initiatives. Research for this inventory shows that strong guidance supports for youth have a positive impact on the outcome of choices related to education, learning and career (Guidance Act). Although the UR Guarantee program has no evaluative data to date as the first cohort will not graduate until 2014, 75% of Project Protégé participants find career-related jobs three months after graduation.

Demand-Side

There were nine demand-side programs included in the inventory: seven offered employer subsidies and two provided strategies around public-private sector partnerships. Two of the programs were deemed promising, four effective and three innovative.

Demand-Side Initiatives Summary Chart

Initiative	Country	Initiative Type	Key Features	Category
Graduate Employment Program	Canada	Employer Subsidy	<ul style="list-style-type: none"> • 52-week work experience program for unemployed/underemployed PSE graduates that attempts to stem the flow of out-migration to other provinces. • Work experience is connected to PSE graduate’s field • Program provides 60% of the starting salary to the employer plus a \$500.00 training allowance • Effective outreach through word-of-mouth strategies • Annual budget of \$2.7 million that serves approximately 400 graduates annually 	Promising

Initiative	Country	Initiative Type	Key Features	Category
Graduate Practice	Slovakia	Employer Subsidy	<ul style="list-style-type: none"> • Work experience and living wage grants to recent graduates who have been looking for work for longer than 4 months • Graduates undertake a 20 hour per week work experience for a living wage grant of 40 EUR • Employers are paid (26 EUR) to take on the graduate • 60% of graduates who complete program obtained work at the height of the recession 	Effective
Innovation Assistant	Finland	Employer Subsidy	<ul style="list-style-type: none"> • Goal of promoting permanent employment of highly educated graduates in rural communities who were leaving the region because they couldn't get jobs in their field • Connect students to work that is commensurate with their education • Focus on increasing the competitiveness of SMEs through the R and D focus of the program • Program has intensive 2 month training that provides participants with networks, job search skills and self-marketing development as well as 6 months of job training with a local employer • Wage subsidies/participant allowances are provided • 75% of students who complete the program are employed • Employers have moved from tentative participation to full engagement in 3 years. 	Effective
Job Placement and Training of Tertiary-Education Graduates	Cyprus	Employer subsidy	<ul style="list-style-type: none"> • Work experience program for PSE graduates with limited experience with the labour market • Program developed in direct response to youth unemployment crisis • Markets the program to employers, mostly SMEs, via messaging that they can improve their competitiveness by hiring young graduates • Employers can apply for a grant of 1600 euros 	Innovative

Initiative	Country	Initiative Type	Key Features	Category
			<ul style="list-style-type: none"> • Approximately 600 youth have been through the program • Marketing approach to employers has changed employer perspectives of young hires and the importance of employee training in SMEs • Success of program has led to its inclusion in Cyprus' Special Prevention-Action Plan for combating unemployment 	
Ontario Centre of Excellence First Job Program	Canada	Employer Subsidies	<ul style="list-style-type: none"> • Employers are eligible for a maximum grant of up to \$25,000.00 to subsidize the first-year salary of highly-skilled (post-graduate degree) student • Employment opportunities are in technological innovation and research and development products and services • Since 2004 it has create 200 jobs with an annual budget of 1 million • Program had to streamline to only post-graduate level students because of demand 	Effective
Sanssi-card	Finland	Employer Subsidy	<ul style="list-style-type: none"> • Youth between 25 and 30 who have been out of work for six months are issued a Sanssi-card that indicates to employers that that will be eligible for a 10-month wage subsidy if they hire this person • Subsidies of 650 € a month for a full-time job are available • 75% of employers and 60% of youth are satisfied with the initiative • 1,400 people have been employed through the Sanssi scheme 	Promising
START Program	Hungary	Employer Subsidy	<ul style="list-style-type: none"> • Young eligible entrants receive a START card that allows employers who hire them a universal discount on the wages paid to the young entrants for up to 24 months • The longer the employer keeps the young entrant the deeper the discount (up to 20% of gross wages) • 33,000 young entrants were employed in this scheme • Anecdotal evidence that both entrants and employers like the program. One 	Innovative

Initiative	Country	Initiative Type	Key Features	Category
			reason for the popularity of the program is the low administrative burden to employers as the subsidy is handled through normal taxation routines.	
Pact on Apprenticeships	Germany	Public-Private Sector Partnerships Strategies	<ul style="list-style-type: none"> • A “pact” between the government (Federal) and business to create 60,000 new vocational training positions mostly for students who are having difficulties getting into apprenticeship and those who need help to transitions from school to apprenticeship training • The target group are students who have not performed well at school (high school students) • No special fund; business partners bring in efforts necessary to reach targets • Evaluation results show that the program had met its goals. Pact has created a total of 63,100 new apprenticeship positions for a total of approximately 520,000 registered with the Federal Employment Agency (BA). • Difficult to serve youth have been supported and only 5,700 applicants remain on the BA to be served in 2012 from 11,600 in 2011 • Success based on creating a shared value among partners to seek a common effort to the skill shortage/youth underemployment issue. 	Effective
School Business Community Partnership Brokers Program	Australia	Public-Private Sector Partnerships Strategies	<ul style="list-style-type: none"> • A national program that brokers partnerships with a range of community stakeholders (education, training providers, business, industry, parents, families and community groups) to provide solutions to local youth unemployment. • Whole community approach to improving education and transition outcomes for young people; • Employers involved at the front-end • Flexible eligibility criteria and target group (youth 15-24) to ensure that partners have the latitude to address a range of youth employment issues 	Innovative

Initiative	Country	Initiative Type	Key Features	Category
			<ul style="list-style-type: none"> • 1440 partnerships have been brokered with over 8800 partnership organizations with 76 regions involved in the initiative • Range of interventions including: career development/planning, work experience, pathways to employment, pre-employment training, and building school/teacher capacity; • Improved educational outcomes for young people reported by over 90% of partners surveyed; • Stakeholder involvement has led to school curriculum reform while enhancing school autonomy. 	

Subsidy programs featured in the inventory were wide ranging in terms of the youth that they targeted– from school leavers to post-graduate degree graduates. An overall look at the programs offering employer subsidies revealed that providing work experience to youth leads to employment and helps to prevent long term unemployment. Funding allocated to employers ranged significantly among those in the inventory. Hungary’s START Program (innovative) offered employers deeper tax incentives the longer they employed a young entrant in hopes that the longer the entrant is employed the more likely the employer would hire them. There is no data on whether this approach supports greater employment outcomes. All subsidy programs had a significant impact on employing youth participants which is confirmed in the literature (OECD, 2010), but there was not consistent data across those in this inventory to indicate whether youth obtained full-time, career-related employment or part-time/temporary work.

Many of the demand-side strategies referred to the importance of outreach not only to youth but to employers as well. Innovation Assistant (Finland; effective) and Job Placement and Training of Tertiary-Graduates (Cyprus; innovative) approached employers with the message of how young hires can bring innovation to the workplace. Both examples were successful in changing employer attitudes around hiring youth, which given dominant stereotypes of Gen Y, may be an important ingredient in getting employers to open doors to new graduates. The Graduate Employment Program (promising) referred to the benefits of word of mouth strategies when working with employers and youth and made use of social media rather than relying on governmental websites to market the program.

Of the two public-private sector partnership strategies included in the inventory the Pact on Apprenticeships was categorized as effective and the School Business Community Partnership Brokers Program was deemed innovative. The Pact on Apprenticeships program revealed that a lack of foundational skills is what often stands in the way of young people finding apprenticeship placements. By offering career guidance to secondary school graduates who have not performed well in school in combination with the work experience, the Pact program was successful in building these skills and helped youth meet the requirements of an apprenticeship position. Continued emphasis on skill

development and work experience opportunities appear to be successful strategies in supporting difficult to serve youth.

Two strategies, School Business Community Partnership Brokers Program (Australia) and Innovation Assistant (Finland) demonstrate the benefits of working locally to resolve youth unemployment issues. Both programs used a whole community approach to improving education and transition outcomes for young people. In the case of the Australian program, the development of formalized partnerships creates accountability and supports communities to share responsibility for young people’s learning and development. Over 90% of partners surveyed in the Australian program indicated that the partnerships addressed a real need in their community and contributed to improved educational outcomes thereby bridging the gap between education and the labour market. The Innovation Assistant program illustrates the importance of involving companies in the process of developing employer subsidized programs. Building relationships and networking opportunities between job-seekers and companies at an early stage in program development facilitates future employment. Seventy-five percent of program participants moved from unemployment to employment following their participation in the program. Innovation Assistant’s success means that a local community was able to keep its most skilled young residents which will likely have further economic impact on the local labour market. It is an excellent example for Canadian rural and remote communities desperate to keep their young talent.

Specific Youth Population

The inventory includes a range of programs targeted to specific youth populations, some or many of whom may also be PINEs. Of the six programs featured, two were categorized as innovative (Ability Edge – Canada; Store 54 - Canada), 2 were effective (Aboriginal Youth Exchange Program - Canada and the Tri-Mentoring Program - Canada) and 2 were deemed promising (Graduate Women - UK and the Lynx: Aboriginal Student Career and Employment Program - Canada).

Specific Youth Population Initiatives Summary Chart

Initiative	Country	Initiative Type	Key Features	Category
Ability Edge	Canada	Internship	<ul style="list-style-type: none"> • 6 -12 month paid internship for graduates with disabilities • Sister program with Career Edge • Employers pay graduates their wages as well as a \$ 3000.00 program delivery fee • Supportive onboarding environment that leads to high retention of employer partners and graduate participants. • Has been effective in demystifying the hiring of persons with disabilities and supports having accommodation discussions in an open non-threatening way. • Since 1999, 450 youth with disabilities have completed an internship 	Innovative
Aboriginal Youth Exchange Program	Canada	Internship	<ul style="list-style-type: none"> • An eight-work summer work exchange program available to students at all levels: graduates and non-graduates • Program purpose is to help employers 	Effective

Initiative	Country	Initiative Type	Key Features	Category
			<ul style="list-style-type: none"> diversify their workforce Participants can participate for 3 consecutive summers giving them sustainability and consistency to pursue their career goals Participants develop work and learning plans that track knowledge, skill and training development throughout their work exchange Community and family involvement are critical to the success of the program Evaluation of impact: 80% of participants would consider working for the organization permanently, 66% are considering further education, 92.5% were satisfied with experience 210 participated since 2006 	
Graduate Women	UK	Job Bank +	<ul style="list-style-type: none"> Web site that offers work search support and networking to women graduates Features women role models in underrepresented sectors Employers demonstrate how their organizations are supportive to women hires 560,000 women/ 3600 employers have registered since 2000 Generates over 1.2 million page impressions per month and is one of the top recruiting web sites in the UK 	Promising
The Lynx: Aboriginal Student Career and Employment Program	Canada	Internship and Work Experience	<ul style="list-style-type: none"> University of Calgary based program to help Aboriginal PSE students and graduates connect with employers offering a full range of employment opportunities (co-op, internships, part-time and full-time employment) In operation since 2008 Collaborates with 14 other PSE institutions Over 1600 PSE students and graduates and 900 employers registered in the program See Facebook and Twitter as key communication tools for their target audience 	Promising
Store 54	Canada	Entrepreneurship	<ul style="list-style-type: none"> An award-winning co-operative program for young, rural, local entrepreneurs to give them retail space to launch their businesses 16 week hands on learning of entrepreneurial skills Local business owners provide advice and mentorship to participants 	Innovative
Tri-Mentoring Program	Canada	Mentorship	<ul style="list-style-type: none"> Targeted at culturally diverse university students from 1st to 4th year It's a developmental program that connects 	Effective

Initiative	Country	Initiative Type	Key Features	Category
			<p>first year students with senior student mentors to support orientation to university life and then with industry mentors for students in their senior year in preparation for work life</p> <ul style="list-style-type: none"> • There are additional workshops available to support participants with the development of employability skills throughout their academic lives • Over, 16,000 students have enrolled in the program and have been successful in transitioning to university and to the labour market • The program conducts extensive community outreach to support culturally diverse students to attend university 	

The success of these programs depended on: recognizing the diverse and specific needs of these youth, working with employers to respectfully make accommodation for some youth (Ability Edge) and outreaching to the student/graduate’s community to inform them about and to include them in the project (Aboriginal Youth Exchange). Strategy impacts also can be attributed to involving employers who are inclined towards target populations (Ability Edge, Graduate Women and Lynx) and approaching role models and mentors with the same cultural background (Tri-Mentoring).

Store 54 is listed under this strategy type because it is one of two (Innovation Assistant – Finland, demand-side strategy) programs in the inventory that focus on the labour market attachment issues of rural youth. As mentioned in the literature review, rural and remote youth have the poorest labour market attachment of any Canadian youth. Store 54 represents an innovative approach to support youth in developing self-employment as well as the development of entrepreneurial skills to support them in developing their businesses and maintaining employment in a limited labour market. Unique, creative and locally-driven programs like Store 54 are needed to support labour market attachment of rural and remote Canadian youth.

SECTION IV: RECOMMENDATIONS AND CONCLUSION

"A good hockey player plays where the puck is. A great hockey player plays where the puck is going to be."

Wayne Gretzky

This was a favourite quote of the late Apple founder, Steve Jobs, whose career was undoubtedly characterized by always being where the puck was going to be. Many, in fact, would argue that he was the puck. This quote also speaks to career development in today's labour market. In other generations, it may have been adequate to play to where the puck is but no longer. In a lean, innovation-focussed, knowledge-based labour market, youth need to be able to anticipate shifts, manage uncertainty, be creative, stay connected to learning, stay on top of labour market information and cultivate relationships to connect and take advantage of work opportunities. Easing and ensuring the labour market integration of Canadian PINEs (helping them to be where the puck is going to be) is what needs to happen so that Canada can utilize the talents of this population. Remedial and timely strategies to assist youth who are already PINEs are needed in order to integrate youth into work commensurate with their preparation and skills before they get stuck in a cycle of entry level low skill jobs and/or stop looking for opportunity. Canada's aging population and imminent demand for labour will outstrip all predictions for labour availability. Increasing skill requirements because of the growing knowledge sector will call for the integration of all those with diplomas and degrees (Miner, 2010).¹⁸ Growth of Canadian PINEs is unacceptable.

Recent downturns have impacted youth employment for a host of reasons: lack of work experience; a mismatch between the education/skills that youth have and what employers need; inadequate focus on career management skills needed to navigate multiple career transitions; unclear and/or hidden pathways to the labour market; insufficient and/or outdated labour market information all being contributing causes.

The literature and program/policy reviews covered in this report point to several consistent features which appear to support early and successful labour market integration of youth. These include early intervention including career education in the school system and early detection before youth become long-term PINEs and disaffected by lack of opportunity; opportunities for a range of work experiences including internships while still in the school system; programs and supports which are provided at critical transition points between school and work at all levels; clear pathways which provide a sense of purpose and direction; and involvement and incentives for active employer participation.

The following are recommendations based on these consistent features:

1. **A well-co-ordinated, highly visible youth school-to-work transition strategy:** In Canada, we have a potpourri of service and program provision to which youth including PINEs are increasingly having limited access or awareness. Youth need support at key transitions points – elementary to secondary school; grade 12 to PSE or to work; last year of PSE to work. A

¹⁸ Miner argues that most jobs (80%) in 2031 will require workers to have a post-secondary credential (9) and that most young people today should leave high school with the expectation that they go on to obtain a post-secondary certificate.

national transition strategy would help to move Canada from a disjointed service model to one that is strategic and highly focused with close attention to service consistency and quality. A joint ministerial council between the Forum of Labour Market Ministers and the Council of Ministers of Education Canada is needed to focus policy attention on transition programs and services to promote access and seamless service. In Canada, we have a wealth of effective career planning and career development programs but we do not have the delivery mechanisms in place to ensure that they are used widely and effectively. Denmark's Guidance Act can be a reference for how to successfully support youth in school-to-school and school-to-work transitions with career development education and services provided from late elementary school through to the completion of post-secondary education and training and into the workforce. Such a transition strategy needs to be strongly supported by current and accurate labour market information which includes clear pathways to employment in diverse sectors. Labour Market Pathways need to be a high priority in a transition strategy and will require the active involvement of the employer community.

2. **More research on PINES:** Not enough is known about the PINES population in Canada. Further research is essential in order for sound policies and programs to be developed. We need to know which youth in transition are floundering so that they can be supported before they become disillusioned and disengaged from the workforce.
3. **Consideration of a four-pronged approach to PINE reduction that would support all youth:** The literature identifies four broad strategy types that support PINE labour market integration: post-graduate, early intervention, demand-side and diversity strategies. A policy framework that includes programs along these strategy types would support labour market integration of all youth.
4. **Increase access for all youth to career education and a range of work experiences:** In order for PINES to navigate the ebbs and flows of the knowledge economy, they need *career management skills and they need work experience*. The world of work is significantly different for Generation Y and economic downturns like the past recession have impacted this group to a greater degree than most previous generations. They need the skills to manage labour market uncertainty. These skills need to be taught in school and through experiential work opportunities starting early in elementary school and throughout PSE so that youth can transition to work quicker without getting stuck for longer periods. Internships that are currently available to Canadian youth are very few compared to the need. Increasing quality internships is one underutilized route to help youth get the work experience they need to avoid becoming PINES. Co-op programs, well supported GAP years and non-exploitive volunteer opportunities are others. While some people have clear career direction from an early age, the vast majority do not. A combination of education and work experience and exposure to alternatives is essential for most individuals to discover work which motivates and suits them. These are the workers employers want to find. With very few exceptions, the world of education and the world of work remain far too exclusive to support labour market integration.
5. **Increase access to apprenticeships and to Vocational Education and Training (VET) and dual systems:** The literature speaks to the benefits of vocational education and training and dual systems in helping youth transition successfully into the labour market. Because career path selection occurs early (at around Grade 8) in these largely European education systems,

concern among many Canadian educators is how to provide this kind of system and still preserve youth choice and retain flexibility across pathways. There are many different approaches to VET and these should be investigated to build a strategy that provides exposure to different educational routes to the labour market without precluding choice or the ability to change one's mind along the way. This would begin to address the current over-emphasis on university education as the preferred if not the only acceptable pathway to a successful career.

In addition to this, it is also important that graduates know how to see the transferability of their skills and to see the potential for work in different and creative ways. Being able to articulate one's skills in different economic sectors is a career management skill and having earlier exposure and support to connect to work and education alternatives such as VET and entrepreneurship is another way to address this issue. In Canada, PINEs may get stuck because they are not aware of how to look for opportunity beyond what they see posted on a job bank.

6. **Employer Consultation and Engagement Strategy:** The authors found in researching the inventory that wage subsidies, tax incentives for employers or internship-like work opportunities are effective strategies in getting PINEs' feet through the door, helping them to gain valuable experience and helping employers to identify and recruit promising workers. These programs are available to a very limited degree in Canada. What employers require to become much more proactive in providing youth with meaningful work opportunities needs to be much better understood and a long-term strategy developed to promote more options and greater engagement.
7. **Focus on local labour market need:** Because rural and remote locations have the poorest rates of youth labour market integration, local solutions to labour market attachment are needed. Partnerships between community stakeholders including employers have been successful in creating opportunity for youth labour market attachment, enhancing economic development in local communities and stemming the flow of outmigration of youth (see Australia's employer-Community Partnership Brokers, Finland's Innovation Assistant and Canada's Graduate Employment Program).
8. **Evaluation of programs and policies with a database for all to share and learn:** Evaluation of programs and policy efficacy is needed. Far too often in Canada we don't know the impact of programming and effective practices are lost without having the opportunity to learn and share what works. *A national database on youth career programs and policies is sorely needed.*

The research for this report has investigated current national and international programs and policies targeted at both youth broadly and PINEs specifically. While this research will no doubt increase our knowledge of what has the potential to work for PINEs, further analysis of the extent and make-up of PINEs in Canada is needed to fully examine the specific needs of this group. What is clear from our research is that a national youth transition strategy is needed to guide both supply and demand side programs and policies, as recommended above, to reduce the growth of PINEs. Economically and socially, Canada cannot afford to have poorly integrated graduates; we need a strategy to get them to where the puck is going to be. To do this, we need leadership at all levels, the involvement of all stakeholders including employers and youth themselves.

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APPENDIX B: PINE POLICY AND PROGRAM DATA CAPTURE TEMPLATE

Program and Policy Elements	Description	
1) Program/Policy Name		
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.		
3) Program/Policy Description		
4) Target Group (age range)		
5) Number of Clients Served		
6) Year Program/Policy Started		
7) Year Program/Policy Ended		
8) Webpage		
9) Eligibility Criteria:		Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
		HS Student
		HS Graduate
		PSE Student
		PSE Graduate
		Education Credential Attained:
		Age Range
		Gender
		Geography
		Other Eligibility Criteria:
10) Type of Intervention:		Early Detection (exit/transition/career planning service prior or immediately following graduation)
		Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
		Employment Opportunities (full time / part-time, wage/employer subsidies)
		Pre-employment skills training (individual, Group based, course voucher, multiple)
		Stay-in-School Initiatives (graduate study grants, scholarships)

Program and Policy Elements	Description						
	<table border="1"> <tr> <td data-bbox="678 247 734 289"></td> <td data-bbox="734 247 1438 289">and loans)</td> </tr> <tr> <td data-bbox="678 289 734 403"></td> <td data-bbox="734 289 1438 403">Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)</td> </tr> <tr> <td data-bbox="678 403 734 453"></td> <td data-bbox="734 403 1438 453">Other intervention type:</td> </tr> </table>		and loans)		Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)		Other intervention type:
	and loans)						
	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)						
	Other intervention type:						
11) Responsibility for Program (e.g., national/regional/local government, government partners)							
12) Stakeholder Involvement							
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)							
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)							
15) Program Impact							
16) Evaluation Results (Measurements and Outcomes)							
17) Lessons Learned							
18) Funder(s)							
19) Contact Details							

APPENDIX C: THE FULL INVENTORY BY STRATEGY TYPE

Post-Graduate Strategies

Canadian Youth Business Foundation's (CYBF) Start-Up Program

Program and Policy Elements	Description																				
1) Program/Policy Name	Canadian Youth Business Foundation's (CYBF) Start-Up Program																				
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Canada																				
3) Program/Policy Description	<p>CYBF provides pre-launch coaching, financing, mentoring and post-launch resources to Canadian youth, ages 18-34, who want to make their business ideas a reality and position themselves for long term success.</p> <p>Qualified applicants may be eligible to receive up to \$45,000 to launch their business - \$15,000 in start-up financing from CYBF and up to \$30,000 in additional financing through a partnership with the Business Development Bank of Canada (BDC).</p>																				
4) Target Group (age range)	18 – 34																				
5) Number of Clients Served	4900																				
6) Year Program/Policy Started	Organization started in 1996																				
7) Year Program/Policy Ended	On-going																				
8) Webpage	http://www.cybf.ca/																				
9) Eligibility Criteria:	<table border="1"> <tbody> <tr> <td>X</td> <td>Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other: financial)</td> </tr> <tr> <td></td> <td>HS Student</td> </tr> <tr> <td></td> <td>HS Graduate</td> </tr> <tr> <td>X</td> <td>PSE Student</td> </tr> <tr> <td>X</td> <td>PSE Graduate</td> </tr> <tr> <td></td> <td>Education Credential Attained:</td> </tr> <tr> <td>X</td> <td>Age Range</td> </tr> <tr> <td></td> <td>Gender</td> </tr> <tr> <td></td> <td>Geography</td> </tr> <tr> <td></td> <td>Other Eligibility Criteria: Proactive Measures</td> </tr> </tbody> </table>	X	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other: financial)		HS Student		HS Graduate	X	PSE Student	X	PSE Graduate		Education Credential Attained:	X	Age Range		Gender		Geography		Other Eligibility Criteria: Proactive Measures
X	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other: financial)																				
	HS Student																				
	HS Graduate																				
X	PSE Student																				
X	PSE Graduate																				
	Education Credential Attained:																				
X	Age Range																				
	Gender																				
	Geography																				
	Other Eligibility Criteria: Proactive Measures																				

Program and Policy Elements	Description
10) Type of Intervention:	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	Work Experience (Internships, including length)
	X Income Support (unemployment benefit extensions, mutual obligation strategies)
	Employment Opportunities (full time / part-time, wage/employer subsidies)
	Pre-employment skills training (individual, Group based, course voucher, multiple)
	Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
	X Other intervention type: Entrepreneurship, Self-employment
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Canadian Youth Business Foundation
12) Stakeholder Involvement	<p>There are over 180 community partners. Some of these include:</p> <ul style="list-style-type: none"> • Ottawa Community Loan Fund • DÉ – CLD Gatineau • CLD des Collines-de-l’Outaouais • Enterprise Renfrew County • SADC du Suroît-Sud • CLD Vaudreuil-Soulanges • CLD Antoine-Labelle • CAE Haute-Yamaska et Région • Peterborough CFDC • CLD de la MRC du Val-Saint-François • The Business Centre Nipissing Parry Sound Inc. • South Lake Community Futures Development Corporation
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	The Program is delivered through CYBF regional offices and over 180 community partners (business and economic development agencies, academic organization etc.)
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	<p>In 2010, CYBF funded 579 new entrepreneurs with over \$8.2 million in start-up capital.</p> <p>Annual Budget: \$7.9 million</p>
15) Program Impact	<p>Fiscal 2010 Highlights:</p> <ul style="list-style-type: none"> • Start-Ups: 579 new businesses launched, representing a 17.7 percent increase over fiscal year 2009 • Volunteers: 574 volunteers joined CYBF, a 14 per cent increase over fiscal year 2009

Program and Policy Elements	Description
	<ul style="list-style-type: none"> ● Repayment rate: 94 per cent business start-up repayment rate, despite a challenging world economy
16) Evaluation Results (Measurements and Outcomes)	To date, CYBF's activities have generated over 18,000 new jobs and over \$119 million in revenues to government.
17) Lessons Learned	<p>The trend towards entrepreneurship and the demand for start-up financing continues to grow. CYBF research shows that over 20,000 Canadians annually want to start a business, but lack the financial means to do so.</p> <p>In 2007, CYBF's 2-year mentoring became a mandatory component of the start-up program and the high repayment rate reflects the impact of this initiative.</p> <p>Social Return on Investment: In 2012, CYBF launched a project to assess and measure the social impact of its financing and mentoring programs.</p>
18) Funder(s)	<p>Corporate/Foundations:</p> <ul style="list-style-type: none"> ● Business Development Bank of Canada ● Spin Master Ltd. ● The Keg Spirit Foundation ● The Counselling Foundation of Canada ● Bank of Montreal ● Toronto Dominion Bank <p>Governments:</p> <ul style="list-style-type: none"> ● Government of Alberta ● Government of Canada (Industry Canada) ● Government of Nova Scotia ● Government of Québec ● Atlantic Canada Opportunities Agency <p>CYBF's generous media partners enabled us to reach millions of Canadians through extensive advertising and promotional campaigns, by providing us with more than \$1,000,000 of in-kind support:</p> <ul style="list-style-type: none"> ● National Post ● Clear Channel Outdoor Canada ● Captivate Network ● Outdoor Broadcast Network ● Fokus Media ● Canadian Student Magazine ● Hill & Knowlton Canada
19) Contact Details	<p>Beth Dea Director, Programs Canadian Youth Business Foundation 100 Adelaide Street West Suite 1305 Toronto ON M5H 1S3 416-408-2923 ext.2119</p>

Career Edge

Program and Policy Elements	Description
1) Program/Policy Name	<u>Career Edge</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Canada
3) Program/Policy Description	<p>Career Edge Organization, a national not-for-profit, was founded in 1996, at a time when recent college and university graduates were facing high unemployment following the jobless recovery of the 1992 recession. A number of leading employers recognized the potential of internships as a way for individuals facing employment barriers to gain meaningful work experience to launch their careers – leading to the development of the Career Edge internship program.</p> <p>The organization and the internship programs have expanded. Over the past fifteen years, Career Edge Organization has worked with over 1,000 employers in the private, public and non-profit sectors to provide meaningful Canadian work experience in non-regulated professions to close to 11,000 qualified candidates through three paid internship programs: Career Edge for recent graduates and Ability Edge for graduates with self-declared disabilities to assist them in gaining their first meaningful work experience in their field of study; and Career Bridge for internationally qualified professionals to gain important Canadian work experience consistent with their professional experience and education to launch their careers in Canada.</p> <p>Career Edge Organization connects qualified graduates from Canadian universities and colleges with leading Canadian employers that offer meaningful entry-level paid internship opportunities in Finance, Marketing, Human Resources, Technology, Engineering, Business Operations, Administration and more.</p> <p>Graduates have the opportunity to complete 6, 9 or 12-month entry-level paid internships with employers that value the fresh perspectives of recently graduated talent. Each intern benefits from an assigned coach and a supportive work environment.</p>
4) Target Group (age range)	Grads who have (i) recently graduated from a Canadian college or university (ii) have little or no relevant work experience in their chosen field, and (iii) are legally able to work in Canada
5) Number of Clients Served	Over 8600 recent grads have completed a Career Edge internship; included in this number are 2400 recent grads who participated in the Federal Public Service Youth Internship Program (supported by Career Edge) from 1998-2000.
6) Year Program/Policy Started	1996

Program and Policy Elements	Description	
7) Year Program/Policy Ended	On-going	
8) Webpage	www.careeredge.ca	
9) Eligibility Criteria:		Employment Barriers (disability, low income, lack of work experience, immigrant, gender, visible minority, rural area, other:)
		HS Student
		HS Graduate
		PSE Student
	X	PSE Graduate –
		Education Credential Attained:
		Age Range
		Gender
	X	Geography – available across Canada
	X	Other Eligibility Criteria: <ul style="list-style-type: none"> • Have recently graduated from a Canadian college or university • Have little or no relevant work experience in their chosen field • Are legally able to work in Canada • Have not previously accepted a Career Edge paid internship
10) Type of Intervention:		Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X	Work Experience (Internships, including length) 6, 9 or 12 month internships
		Income Support (unemployment benefit extensions, mutual obligation strategies)
	X	Employment Opportunities (full time / part-time, wage/employer subsidies) Internship can be converted to a full time position at no cost
		Pre-employment skills training (individual, Group based, course voucher, multiple)
		Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management) Grads have access to Career Edge job posting board and can

Program and Policy Elements	Description
	<p>apply directly to internship opportunities. There are on-line resources on the Career Edge Organization website that provide useful information related to job search, including tips on how to write a resume, preparing for an interview, etc.</p> <p>Other intervention type:</p>
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Career Edge Organization, a national not-for-profit service provider.
12) Stakeholder Involvement	Employers (from the private, public and non-profit sectors), Job Seekers recent grads looking for entry level positions Post-graduate partnering organizations/Career Centres– wide range of Community Colleges and Universities
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Career Edge Organization, a self-funded not-for-profit organization, hosts an online posting board on its website through which employers (host organizations) post internship opportunities and recruit talent. Subsequently, eligible Career Edge candidates apply to the internship opportunities posted to the board. Employers interview applicants and offer an internship to the successful candidate. Career Edge Organization supports employers through flexible recruitment services including payroll administration or direct-hire billing, while the employers provide interns with meaningful work experiences.
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	As a self-funded not-for-profit, Career Edge Organization is designed to operate at low cost and low overhead. On average 500-600 interns are hired annually. Career Edge Organization manages the payroll on behalf of the host employer. Employers cover the cost of the stipend paid to the intern and related payroll taxes to the Government, and a one-time Program Delivery Fee to Career Edge Organization for each intern hired. For the Career Edge program, the PDF is \$2,000
15) Program Impact	Through the Career Edge internship program over 8600 recent grads have gained meaningful work experience to help launch their careers.
16) Evaluation Results (Measurements and Outcomes)	Since 1996, Career Edge Organization has connected more than 1,000 leading Canadian employers with diverse, qualified talent. Over 6,200 (6,251 as of end of March 2012) recent grads have been hired through the Career Edge paid internship program since 1996, averaging at nearly 400 interns per year.
17) Lessons Learned	Career Edge Organization’s paid internship programs were developed as a response to the unemployment/underemployment of recent grads, graduates with disabilities, and internationally qualified professionals. Since 1996, Career Edge Organization has been committed to helping these groups overcome employment

Program and Policy Elements	Description
	<p>barriers by facilitating connections with Canadian employers looking to bring their talent strategies into focus.</p> <p>The internship experience is a win-win for both the employer and the intern. It provides a supportive onboarding environment that leads to higher retention and loyalty.</p>
18) Funder(s)	Career Edge Organization -- the primary source of revenue is the Program Delivery Fee paid by the employer for each intern hired.
19) Contact Details	<p>Nix Prabhu Client Relations Manager Career Edge Organization nprabhu@careeredge.ca</p> <p>Sydney Helland Marketing & Communications Coordinator Career Edge Organization www.careeredge.ca Tel: (416) 977-3343 ext. 254 E-mail: shelland@careeredge.ca</p>

Career Focus

Program and Policy Elements	Description
1) Program/Policy Name	<u>Career Focus</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Canada
3) Program/Policy Description	<p>Career Focus programming targets post-secondary graduates who are having difficulties finding relevant work experience in their field of study. The program assists youth in: securing work experiences; developing advanced skills; making sound career-related decisions; and building professional networks. The program partners with private sector employers, other government departments, and non-governmental organizations. Financial support is provided to employers and organizations that, in turn, provide career-related work experiences.</p> <p>Career Focus is one of three streams under the Youth Employment Strategy (YES). YES is the Government of Canada's commitment to help young people, particularly those facing barriers to employment, get the information and gain the skills, work experience and abilities they need to make a successful transition to the workplace.</p> <p>The Sectoral Career Focus Program is one component of YES. Through the Sectoral Career Focus Program, the Government of Canada supports sector councils and cross-sectoral organizations to provide post-secondary graduates with practical career-related work experience to supplement their academic skills for careers in the private and non-profit sectors.</p> <p>The program links highly skilled young people with potential employers, and offers financial support to Canadian employers and organizations to provide a combination of career-related work experience and innovative skill development and learning opportunities. Sectoral Career Focus offers young Canadians a range of work experiences, learning and skill-building in a specific sector of the economy.</p> <p>The Sectoral Career Focus Program is administered through sector councils. The Sector Council Program does not provide funding to individuals or specific companies.</p> <p>Sector Councils with Sectoral Career Focus projects</p> <ol style="list-style-type: none"> 1. <u>Apparel Human Resources Council (AHRC)</u> 2. <u>BioTalent Canada</u> 3. <u>Canadian Council for Aviation & Aerospace (CCAA)</u> 4. <u>Canadian Steel Trade & Employment Congress (CSTEC)</u> 5. <u>Canadian Printing Industries Sector Council (CPISC)</u>

Program and Policy Elements	Description																				
	<p>6. Canadian Supply Chain Sector Council (CSCSC) 7. Cultural Human Resources Council (CHRC) 8. Electricity Sector Council (ESC) 9. Environmental Careers Organization Canada (ECO Canada) 10. Food Processing HR Council (FPHRC) 11. Information and Communications Technology Council (ICTC) 12. Textiles Human Resources Council (THRC) 13. Wood Manufacturing Council (WMC)</p> <p>Thirteen Sector Councils offer Career Focus programming.</p>																				
4) Target Group (age range)	15 - 30																				
5) Number of Clients Served	<p>Data available from fiscal years of 2003/2004, 2004/2005, 2005/2006</p> <p>During this period there were 14,000 participants.</p>																				
6) Year Program/Policy Started	2003																				
7) Year Program/Policy Ended	On-going																				
8) Webpage	http://www.servicecanada.gc.ca/eng/epb/yi/yp/newprog/career.shtml																				
9) Eligibility Criteria:	<table border="1"> <tr> <td data-bbox="678 1031 737 1108"></td> <td data-bbox="737 1031 1437 1108">Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)</td> </tr> <tr> <td data-bbox="678 1108 737 1161"></td> <td data-bbox="737 1108 1437 1161">HS Student</td> </tr> <tr> <td data-bbox="678 1161 737 1213"></td> <td data-bbox="737 1161 1437 1213">HS Graduate</td> </tr> <tr> <td data-bbox="678 1213 737 1266"></td> <td data-bbox="737 1213 1437 1266">PSE Student</td> </tr> <tr> <td data-bbox="678 1266 737 1318">X</td> <td data-bbox="737 1266 1437 1318">PSE Graduate</td> </tr> <tr> <td data-bbox="678 1318 737 1396"></td> <td data-bbox="737 1318 1437 1396">Education Credential Attained:</td> </tr> <tr> <td data-bbox="678 1396 737 1449">X</td> <td data-bbox="737 1396 1437 1449">Age Range</td> </tr> <tr> <td data-bbox="678 1449 737 1501"></td> <td data-bbox="737 1449 1437 1501">Gender</td> </tr> <tr> <td data-bbox="678 1501 737 1554"></td> <td data-bbox="737 1501 1437 1554">Geography</td> </tr> <tr> <td data-bbox="678 1554 737 1818"></td> <td data-bbox="737 1554 1437 1818"> <p>Other Eligibility Criteria:</p> <ul style="list-style-type: none"> • out of school; • Canadian citizens, permanent residents, or persons who have been granted refugee status in Canada; • legally entitled to work according to the relevant provincial/territorial legislation and regulations; and • not in receipt of Employment Insurance (EI) benefits. </td> </tr> </table>		Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)		HS Student		HS Graduate		PSE Student	X	PSE Graduate		Education Credential Attained:	X	Age Range		Gender		Geography		<p>Other Eligibility Criteria:</p> <ul style="list-style-type: none"> • out of school; • Canadian citizens, permanent residents, or persons who have been granted refugee status in Canada; • legally entitled to work according to the relevant provincial/territorial legislation and regulations; and • not in receipt of Employment Insurance (EI) benefits.
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	HS Graduate																				
	PSE Student																				
X	PSE Graduate																				
	Education Credential Attained:																				
X	Age Range																				
	Gender																				
	Geography																				
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10) Type of Intervention:	Early Detection (exit/transition/career planning service prior or immediately following graduation)																				

Program and Policy Elements	Description														
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	Stay-in-School Initiatives (graduate study grants, scholarships and loans)														
	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)														
	Other intervention type:														
11) Responsibility for Program (e.g., national/regional/local government, government partners)	There are two streams to this program. One which is national in scope and the other which is located provincially.														
12) Stakeholder Involvement	<ul style="list-style-type: none"> • Agriculture and Agri-Food Canada • Canadian Heritage <ul style="list-style-type: none"> ○ Young Canada Works at Building Careers in Heritage ○ Young Canada Works at Building Careers in English and French • Canadian International Development Agency • Environment Canada <ul style="list-style-type: none"> ○ International Environmental Youth Corps ○ Science Horizons Youth Internship Program • Industry Canada <ul style="list-style-type: none"> ○ Community Access Program (CAP) Youth Initiative ○ Technical Work Experience Program (TWEP), Computers for Schools • National Research Council Canada • Natural Resources Canada • HRSDC • Sector Councils 														
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Service Canada														
14) Program Magnitude (annual budget,	The total budget for the years 2003-04 to 2005-06 inclusive was														

Program and Policy Elements	Description
annual funds leveraged, annual clients served)	\$143.9 million.
15) Program Impact	N/A
16) Evaluation Results (Measurements and Outcomes)	<p>A full evaluation was published by HRSDC Evaluation Directorate Strategic Policy and Research Branch Human Resources and Skills Development Canada in 2009 can be found at:</p> <p>http://www.hrsdc.gc.ca/eng/publications_resources/evaluation/2009/sp_ah_911_08_09e/page06.shtml</p> <p>Some highlights from the report include:</p> <ul style="list-style-type: none"> • All lines of evidence indicate that employability skills were enhanced for participants as a result of their participation in the Career Focus programs. As well, there were many instances cited of skill enhancement in technical and occupation specific skills in addition to the more general employability skills. • CF participants experienced significant gains in both employment rates and income across the two time periods of pre-CF participation, and post participation. • There was a significant drop in the ratings of underemployment when compared pre-post CF participation. • Of those who decided to obtain employment rather than return to school, the large majority of CF participants reported that their CF experience had directly assisted them in obtaining employment.
17) Lessons Learned	<p>Budget was increased post-recession to support an increased number of youth under the Economic Action Plan through the YES.</p> <p>An increased focus on enhancing digital skills through work experiences has been adopted by the Career Focus program to help post-secondary graduates meet labour market demands in the digital economy.</p>
18) Funder(s)	Federal Government of Canada
19) Contact Details	<p>Sandra Franke, Manager Human Resources and Skills Development Canada Youth and Labour Market Programs for Persons with Disabilities Telephone : 819-994-4833 sandra.franke@hrsdc-rhdcc.gc.ca</p> <p>Lucie Gosselin Contact for the Sectoral Career Focus 819-953-8398 Email : lucie.gosselin@hrsdc-rhdcc.gc.ca</p>

Equals6

Program and Policy Elements	Description
1) Program/Policy Name	Equals6
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Canada
3) Program/Policy Description	<p>Equals6 is a website for students, educators, and organizations, which aims to provide students with a platform to get connected in an educational community, share ideas, and find the resources needed to find work. The website is intended to bridge the gap between the academic and professional worlds for students.</p> <p>Students can join the network for free and create a profile which markets their skills and educational background. They can then use their profile to connect with prospective employers or schools.</p> <p>Students can also create or join online groups to network around similar academic and career interests. Users also interact in internal discussions allowing for the free exchange of ideas, opinions and advice from company officials, other students as well as E6 Reps who help foster the connections.</p> <p>Employers can also join as members of Equals6 to post job opportunities and recruit students or graduates.</p> <p>As members of Equals6 students are eligible to compete for "Top Talent" scholarships. Equals6 offers Top Talent scholarships to high school and college/university students. Many of these scholarships are funded by Equals6, and they also offer scholarships in partnership with Equals6 member companies. The entire application process is managed from within equals6.com, and the winners are chosen by the Equals6 Advisory Board and companies offering the scholarships. The Equals6 Scholarship award criteria include:</p> <ul style="list-style-type: none"> • Academic achievement • Equals6 Profile and Portfolio quality and completion level • Equals6 site participation
4) Target Group (age range)	15 and above as long as they are students
5) Number of Clients Served	User base is 10,000
6) Year Program/Policy Started	January 2011
7) Year Program/Policy Ended	On-going
8) Webpage	http://www.equals6.com/login.php
9) Eligibility Criteria:	Employment Barriers (disability, low income, work experience,

Program and Policy Elements	Description	
		immigrant, gender, visible minority, rural area, other:)
	X	HS Student
	X	HS Graduate
	X	PSE Student
	X	PSE Graduate
		Education Credential Attained:
		Age Range
		Gender
		Geography
		Other Eligibility Criteria:
10) Type of Intervention:	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)
		Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
	X	Employment Opportunities (full time / part-time, wage/employer subsidies)
		Pre-employment skills training (individual, Group based, course voucher, multiple)
	X	Stay-in-School Initiatives (graduate study grants, scholarships and loans)
		Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
		Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Private company with corporate partners	
12) Stakeholder Involvement	<p>Featured Employers Include:</p> <ul style="list-style-type: none"> ● Credit Unions Atlantic Canada ● Bell Aliant ● Lixar ● Nova Scotia Power ● Simply Cast ● Teletech 	

Program and Policy Elements	Description
	Featured Schools Include: <ul style="list-style-type: none"> • Centre for Arts and Technology • NSCC • St. Mary's University • St. Francis Xavier University • Acadia University
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Equals6
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	Funds granted last year just under \$20,000.
15) Program Impact	Some anecdotal quotes taken from students who have utilized Equals6: <p style="text-align: center;"><i>"Equals6 helped me get a career that I'm passionate about!"</i></p> <p style="text-align: right;">Andrea Macdonald, Equals6 member</p> <p style="text-align: center;"><i>"The Equals6 Scholarship has provided me with the opportunity to not only further the development of my career, but will also help financially in pursuing my Master's degree at Parsons The New School for Design in New York City. The professional quality that Equals6 offers has allowed me to network with other like-minded individuals and to receive recognition for hard work and talent."</i></p> <p style="text-align: right;">Alyssia Blenkin, Equals6 Top Talent Scholarship Winner</p>
16) Evaluation Results (Measurements and Outcomes)	Equals6 measures success based on number of students networking, connecting with employers, winning scholarships and gaining employment.
17) Lessons Learned	Companies do want to hire PINE(s) but there is a disconnect as to how to do so. Current methods are unsuccessful. Equals 6 helped fund over 50 student's educations.
18) Funder(s)	Private and corporate members
19) Contact Details	Andy Osborn, CEO Desk 902.406.7740 info@equals6.com 1 (877) 647 3356

Graduate Head Start Programme

Program and Policy Elements	Description
1) Program/Policy Name	<u>Graduate Head Start Programme</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	United Kingdom, North West
3) Program/Policy Description	<p>The programme is offered to University of Chester graduates over three days. During the programme graduates will learn to identify and develop their personal abilities and capabilities and how to apply them to supporting innovation and development in a work setting.</p> <p>The programme is made up of six carefully considered elements:</p> <p><u>Essential Elements</u></p> <p>Element One: Career Planning Day One</p> <p>Consists of:</p> <ul style="list-style-type: none"> • Lifelong career planning tools to manage your own career progression. • An opportunity for you to critically self-assess and analyse your individual skills, values and experience. • Skills to enable you to complete successful application forms. • Preparation for interviews and strategies for handling questions. <p>Element Two: Self Review Day</p> <p>Consists of:</p> <ul style="list-style-type: none"> • Discovering more about yourself. Find out what type of learner you are and how this impacts upon how you learn. • Identifying where your strengths and weaknesses lie and how to develop/enhance your skills, abilities and knowledge in order to reach your goals. <p>NB - Completion of the Self Review Day, and the associated assessment, allows participants to sample Master's level study, and provides the opportunity to gain 20 Master's level credits. Participants will be provided with further information regarding how these credits can be utilised towards a Postgraduate Certificate, Diploma or Master's qualification.</p> <p>Element Three: Career Planning Day Two</p> <p>Consists of:</p> <ul style="list-style-type: none"> • Opportunities for participants to identify and develop their unique brand and to learn how to market themselves effectively to employers. • Developing techniques in how to network effectively and how to uncover the hidden job market successfully.

Program and Policy Elements	Description
	<ul style="list-style-type: none"> • Hearing an employer’s perspective on what makes a successful applicant or a past GHS participant’s story on how they secured employment. • An opportunity to have a mock interview, with constructive feedback being given by the programme team. <p><u>Optional Elements</u></p> <p>Element Four: Five Week Placement</p> <p>Consists of:</p> <ul style="list-style-type: none"> • Providing participants with a platform to develop and enhance the skills they have gained through academic study, as well as their transferable skills such as communication, problem solving and team working. • Conducting a developmental project, whilst working in a professional environment, with a Cheshire- based employer. • An opportunity to make contacts for the future and to gain a useful employer reference. • Enabling participants to gain valuable experience, giving their CV the competitive edge. <p>Element Five: One-to-One Careers Coaching</p> <p>Consists of:</p> <ul style="list-style-type: none"> • Up to three one-to-one advice and guidance appointments for support with career planning, including help with CVs, applications and tailored mock interviews for specific job roles. • Signposting to other services within Careers and Employability, the wider University and to external support services. <p>Element Six: European Computer Driving Licence (ECDL) Qualification</p> <p>Consists of:</p> <ul style="list-style-type: none"> • Improving your competency with Microsoft Office packages. • Providing you with a professional IT qualification which is internationally recognised by employers. • Flexible learning options that can be arranged by the programme team.
<p>4) Target Group (age range)</p>	<p>GHS is a free programme for University of Chester graduates from any discipline (having gained either a Bachelor or Master’s degree) who are yet to find employment or who are not fulfilling their career ambitions. Participants must live within a commutable distance of the University of Chester. If you are an EU resident or you hold a Permanent Right to Remain Visa, you are eligible to</p>

Program and Policy Elements	Description
	participate in the programme.
5) Number of Clients Served	Over 450 graduates have participated in the programme since October 2009.
6) Year Program/Policy Started	October 2009
7) Year Program/Policy Ended	Due to end July 2013
8) Webpage	http://www.chester.ac.uk/careers/graduate-head-start
9) Eligibility Criteria:	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	HS Student
	HS Graduate
	PSE Student
	X PSE Graduate
	Education Credential Attained:
	Age Range
	Gender
	Geography
	Other Eligibility Criteria:
10) Type of Intervention:	X Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X Work Experience (Internships, including length)
	Income Support (unemployment benefit extensions, mutual obligation strategies)
	Employment Opportunities (full time / part-time, wage/employer subsidies)
	Pre-employment skills training (individual, Group based, course voucher, multiple)
	Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
	Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Careers and Employability Service, University of Chester
12) Stakeholder Involvement	EFQM, Matrix

Program and Policy Elements	Description
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	University of Chester
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	Over £480,000 (University of Chester) - £5.3 million project overall. The European Social Fund provides 50% of the funding with the remaining resources are provided by the partner institutions.
15) Program Impact	<p>Some anecdotal feedback from participants who have taken the program.</p> <p><i>"An opportunity to bridge the gap between University and real world employment; a course to help develop your 'soft' skills and make you more employable; a real asset on your CV; a must have for any student struggling to gain experience during the recession".</i></p> <p><i>"My experience during this course has given me back my self-confidence which I lacked...."</i></p> <p><i>"The course was extremely beneficial...I took part in a valuable placement and this has helped point me in the right direction of a career".</i></p> <p><i>"It helps you realise your key selling points and to recognise the areas where you need to improve... "</i></p> <p><i>"I have found that my work placement has developed my existing skills and has enhanced my knowledge of the industry".</i></p> <p><i>"The programme's structure and the lecturer were brilliant, enjoyed it and learnt a lot that I can take away with me to working life".</i></p> <p>In addition the program has gained a lot of positive press coverage and all stories can be found at this link: http://www.chester.ac.uk/careers/graduate-head-start/news</p>
16) Evaluation Results (Measurements and Outcomes)	Approximately 78% of graduates have found employment or jobs more closely matched to their qualifications.
17) Lessons Learned	<p>The overall Graduate Employability Project is unique in that it is the first time the ESF has addressed graduate employability. The focus of the project is the testing and evaluating of innovative methods of providing graduate employability skills by the six partner institutions which include the Universities of Bolton, Chester, Manchester Metropolitan, Salford and UCLan. Work has also been undertaken with EU partners in France, Spain and Germany to identify and benchmark best practice that has an inward benefit to the UK. The project aims to inform EU and Government policy on graduate employability, to identify best practice for subsequent mainstreaming, to facilitate and share current practices and experiences of other regions around graduate employability and retention and to aid the review of trends and responses to the development of skills requirements and delivery structures.</p> <p>The lessons learned from being involved in this project have been</p>

Program and Policy Elements	Description
	<p>extensive, however key learning has centred around the following areas:</p> <ul style="list-style-type: none"> • How to collaborate actively within and outside the University to complete research projects and to advance thinking. • How to participate and develop external networks, to identify sources of funding, and building relationships for future activities. • The development of links with external contacts, such as other educational and research bodies, employers and professional bodies and other providers of funding and research initiatives to foster collaboration. This has included contributing to the development of research intelligence on graduates' experiences in the labour market, in collaboration with colleagues. • How to identify opportunities for strategic development of the project to ensure it meets its target and devising a strategy for sustaining the project activity beyond its current funding arrangements. • Increasing knowledge of graduate employment needs to inform the University's employability strategy and on-going graduate provision. • Increasing knowledge of how to market the University's graduate provision effectively.
18) Funder(s)	Higher Education Funding Council for England, European Social Fund and University of Chester.
19) Contact Details	Sally Harding - sally.harding@chester.ac.uk

Graduate Talent Pool

Program and Policy Elements	Description
1) Program/Policy Name	<u>Graduate Talent Pool</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	<p>United Kingdom, but the internships offered on Graduate Talent Pool are based primarily in England.</p> <p>In 2009 the economic downturn had an impact on the graduate labour market. Fewer opportunities were available and new graduates leaving higher education found it harder to secure immediate employment. In direct response the Graduate Talent Pool service was launched to specifically boost the number of graduate internships. Though there has been some cautious optimism, the UK recruitment market is still not easy for graduates. It is clear that the Graduate Talent Pool still has a vital role to play in supporting unemployed graduates during 2012.</p>
3) Program/Policy Description	<p><u>Policy Context</u></p> <p>Government has continued to work throughout the recession to raise awareness of the benefits of internships, both for young people, including graduates and for employers, and to increase their availability. The Coalition Government Agreement pledged to support the creation of internships as part of the Government's programme to get Britain working. In the 'Social Mobility Strategy' (April 2011); 'Support Youth Employment' paper (May 2011) and the HE White Paper (June 2011), the Government has reiterated its support for internships and promised to encourage employers to offer more internships.</p> <p><u>The Programme</u></p> <p>Graduate Talent Pool is designed to encourage more employers, especially small and medium sized enterprises, to offer graduate internships and help new and recent graduates that are unemployed to gain real work experience. It is a website resource which allows employers to advertise vacancies without charge, and recent graduates to then match themselves to vacancies.</p> <p>Employers register with GTP and are then free to submit internship vacancies. They can list up to 10 sifting questions to ensure that employers receive only relevant applicants. As part of the vacancy submitting process employers are reminded of their responsibilities under current employment legislation when placing vacancies. The vacancy is then 'quality assured' by Graduate Prospects before it is posted onto the website.</p> <p>Graduates register with GTP and are then free to search by career (e.g. Law, Health Care, Engineering), by region, etc. and apply for vacancies. Before applying, the graduate may need to answer some sifting questions to ensure they are suitable for the role. Once they are past this stage, the employer will give the graduate instructions on how to apply. At this point the interaction with GTP finishes and any further activity is agreed between the employer and graduate.</p>
4) Target Group (age range)	All 2008, 2009, 2010 and 2011 Graduates from UK universities are

Program and Policy Elements	Description
	eligible to apply for Graduate Talent Pool internships if they are from countries within the European Economic Area (EEA) (which includes all EU countries plus Iceland, Lichtenstein and Norway) or Switzerland.
5) Number of Clients Served	6,479 registered employers / 68,545 registered graduates
6) Year Program/Policy Started	2009
7) Year Program/Policy Ended	On-going
8) Webpage	http://graduatetalentpool.direct.gov.uk/cms/ShowPage/Home_page/p!ecaaefg
9) Eligibility Criteria:	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	HS Student
	HS Graduate
	PSE Student
	X PSE Graduate
	Education Credential Attained:
	Age Range
	Gender
	Geography
	Other Eligibility Criteria:
10) Type of Intervention:	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X Work Experience (Internships, including length)
	Income Support (unemployment benefit extensions, mutual obligation strategies)
	Employment Opportunities (full time / part-time, wage/employer subsidies)
	Pre-employment skills training (individual, Group based, course voucher, multiple)
	Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
	Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government,	Nationally supported programme delivered by Graduate Prospects on

Program and Policy Elements	Description
government partners)	<p>behalf of the Department for Business, Innovation, and Skills</p> <p>Some background on the organization:</p> <ul style="list-style-type: none"> • Graduate Prospects is the commercial arm of HECSU (Higher Education Careers Service Unit), a registered charity owned by Universities UK and GuildHE. • Unlike its commercial competitors, Graduate Prospects is not responsible to a remote body of shareholders but instead invests profits into the higher education system for the benefit of all careers services, students and graduates, and recruiters. • Every year, HECSU spends between 750k and £1million supporting careers services and helping students and graduates with their careers, and supporting the work of higher education careers services in the UK and Republic of Ireland. • The National Council for Work Experience (NCWE) is also part of HECSU and exists to encourage and support the development of quality standards across all forms of work experience, disseminate good practice regarding work placements and encourage more employers to provide placement opportunities. • Graduate Prospects has a professional partnership with the Association of Graduate Careers Advisory Services (AGCAS). • AGCAS has benefited substantially from our charitable donations, which are used to achieve our common objective: supporting HE careers services and related sectors to maximise the opportunities and support available to all students and graduates throughout their career search. <p>Graduate Prospects also works with:</p> <ul style="list-style-type: none"> • UCAS and the NUS, who have become our official partners to ensure that we succeed in our mission: To be the leading UK provider of graduate careers and recruitment solutions. • University for Industry (UFI) and its brand LearnDirect, a government initiative that aims to put individuals in a better position to get jobs and improve their career prospects, and boost business competitiveness. • IAEVG is a global organisation promoting solutions to issues in career development across many countries. We have worked with the IAEVG to create data about employability provision in HE.
12) Stakeholder Involvement	<p>The Graduate Talent Pool was developed following consultation with higher education and graduate recruitment experts.</p> <ul style="list-style-type: none"> • National Council for Work Experience (NCWE) • Higher Education Careers Services Unit (HESCU)
13) Delivery mechanism and Size of Organization (e.g., direct	<p>Internship delivered by hosting organization.</p>

Program and Policy Elements	Description
government delivery, private sector, public-private partnership)	
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	Would not disclose.
15) Program Impact	<p>Since its launch in July 2009, the Graduate Talent Pool has helped to expand the graduate internship market, attracting 46,800 internship vacancies, of which the majority have been paid. By simplifying the process of taking on an intern, the Graduate Talent Pool has also helped to break down barriers which prevented employers, particularly small to medium sized enterprises, from offering graduate opportunities. In fact for some employers this could well have been their first venture into the internship market.</p>
16) Evaluation Results (Measurements and Outcomes)	<p>There has been some initial evaluation on the early experiences of those who registered with the Graduate Talent Pool and undertook associated internships.</p> <p>Highlights of the evaluation include:</p> <ul style="list-style-type: none"> • The vast majority of respondents who undertook an internship through the scheme had a very positive experience and believed that they had gained substantially from it in terms of employability and skill development • Around a third of those who had completed internships had gained long-term employment with their internship employer, and not only those who had been in paid posts; by extrapolation from the survey results, of the 1440 internships that took place by the time of the survey this would equate to 480 graduates. • A significant number of others reported that the experience had already helped them gain long-term work with other employers, even in the relatively short time after their internship, suggesting that they were now more readily employable. • Over 80% of interns (whether paid or unpaid) would recommend the experience and scheme to others; fewer than 10% reported negative experiences. • From registration with the scheme to time of survey, the proportion of unemployed fell from 52% to around 22% for both those who had completed internships and for unsuccessful applicants (who presumably had more time meanwhile to make job applications, but had missed out on the positive internship experiences). <p>Please see the Evaluation of the Graduate Talent Pool Scheme for the full report: http://www.bis.gov.uk/assets/biscore/higher-education/docs/e/11-668-evaluation-of-graduate-talent-pool-internships</p>
17) Lessons Learned	Please refer to the report cited in s.15

Program and Policy Elements	Description
18) Funder(s)	Department of Business, Innovation, and Skills.
19) Contact Details	Craig Ineson C.Ineson@prospects.ac.uk gtpcustomerservice@prospects.ac.uk

Job Placement and Training of Tertiary-Education Graduates

Program and Policy Elements	Description
1) Program/Policy Name	<u>Job Placement and Training of Tertiary-Education Graduates</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Cyprus
3) Program/Policy Description	<p>The employers may enter the scheme by implementing a training plan for their graduate employee. The graduate's training plan consists of two parts, the on-the-job training and the attendance to training programs or seminars for meeting specific areas of the graduates training needs. The training duration is 6 months and the employer must appoint a qualifying officer that will act as a trainer/mentor to the graduate for the whole duration of the training.</p> <p>The scheme is running on a continuous basis and allows young people to obtain their first contact with the labour market and, at the same time, help companies, particularly SMEs, increase their awareness of new knowledge which may enhance their management capabilities. The program, therefore, is aimed at enhancing not only the employability of the individual but also innovation in the host company through the talents of young graduates.</p> <p>This program was jointly implemented by the Public Employment Services and the Human Resources Development Authority as a direct response to the economic crisis.</p> <p>The objectives are twofold:</p> <ul style="list-style-type: none"> • To enhance management and improve the competitiveness of enterprises/organizations through the recruitment of qualified, skilled individuals able to evolve and form part of their basic staff; and • To assist new graduates of tertiary education to smoothly and successfully find work, through the acquisition of work experience and specialized supplementary knowledge and skills. • In order to qualify to enter the scheme, the employer has to pay the graduate a salary of at least 1100 euros per month. The maximum level of subsidy can be up to 80% of eligible costs. It cannot exceed 1200 euros per month.
4) Target Group (age range)	Graduates of schools of tertiary education who have successfully completed a programme of studies lasting at least 3 years and are holders of a diploma of higher education (at the minimum), a post-graduate degree or doctorate.
5) Number of Clients Served	

Program and Policy Elements	Description
6) Year Program/Policy Started	2009
7) Year Program/Policy Ended	On-going
8) Webpage	www.anad.org.cy
9) Eligibility Criteria:	X Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	HS Student
	HS Graduate
	PSE Student
	X PSE Graduate
	Education Credential Attained:
	Age Range
	Gender
	Geography
	Other Eligibility Criteria:
10) Type of Intervention:	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X Work Experience (Internships, including length: 6 – 12 months in duration)
	Income Support (unemployment benefit extensions, mutual obligation strategies)
	X Employment Opportunities (full time / part-time, wage/employer subsidies)
	Pre-employment skills training (individual, Group based, course voucher, multiple)
	Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
	Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Public Employment Services and Human Resource Development Authority of Cyprus
12) Stakeholder Involvement	
13) Delivery mechanism and Size of	

Program and Policy Elements	Description
Organization (e.g., direct government delivery, private sector, public-private partnership)	
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	160 clients were served in 2008 and 409 clients in 2009. The grant amount increased from 900 euros per company in 2008 to 1600 euros per company in 2009.
15) Program Impact	The success of this measure has led to its inclusion as an active labour market policy in the Special Prevention-Action Plan that was introduced by HRDA in close cooperation with the Ministry of Labour and Social Insurance in 2009, for combating unemployment.
16) Evaluation Results (Measurements and Outcomes)	
17) Lessons Learned	<p>Measures which combine real work experience with training are effective in ensuring a smooth transition into the labour market.</p> <p>This type of measure can contribute to changing employer culture regarding the identification of, and investment in training, particularly for small to medium sized enterprises.</p> <p>Success Factors</p> <ol style="list-style-type: none"> 1. Simplicity of procedures and quick reaction to examining employers' application to the scheme; 2. Differentiation of funding levels according to the size of the enterprise; 3. Dedication of staff; 4. Flexibility of the scheme according to the needs of each graduate; and 5. Complementarity with other schemes to support employment.
18) Funder(s)	
19) Contact Details	<p>Constantina Kyriacou Human Resource Officer 1st Grade c.kyriacou@hrdauth.org.cy</p> <p>Evi Tofidou Human Resource Officer 1st Grade e.tofidou@hrdauth.org.cy</p>

Social Guarantee for Young People

Program and Policy Elements	Description
1) Program/Policy Name	<u>Social Guarantee for Young People</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Finland
3) Program/Policy Description	<p>The Government Program defines social guarantee for young people in the following way: (1) The social guarantee for young people will be implemented, ensuring that all young people under 25 and all recently graduated people under 30 are provided with a job or training, study placement, workshop or rehabilitation placement no later than three months into the period of unemployment.</p> <p>In addition to employment measures, appropriations may be used on study placement, apprenticeship training, workshop activities and/or youth outreach work in the Ministry of Education and Culture’s administrative sector.</p> <p>(2) According to the definition of the guarantee, also each primary school leaver has to be offered a place to study in a high school, in a vocational school, in apprenticed studying, in workshops, a place in rehabilitation or otherwise.</p>
4) Target Group (age range)	Young people under 25 and all recently graduated people under 30.
5) Number of Clients Served	
6) Year Program/Policy Started	January 1, 2013
7) Year Program/Policy Ended	2015
8) Webpage	
9) Eligibility Criteria:	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	X HS Student
	X HS Graduate
	X PSE Student
	X PSE Graduate
	Education Credential Attained:
	Age Range
	Gender

Program and Policy Elements	Description	
		Geography
		Other Eligibility Criteria:
10) Type of Intervention:	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X	Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
		Employment Opportunities (full time / part-time, wage/employer subsidies)
		Pre-employment skills training (individual, Group based, course voucher, multiple)
		Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
		Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	A working group of social guarantee for young people was set on 01/09/2011 by the Ministry for Employment and the Economy. Its role is to make necessary budget allocations and to make, if necessary, suggestions on how laws should be changed, so that the guarantee can be fully implemented from 1/1/2013 onwards. The working group on social guarantee for young people is looking for solutions, as to how each young people can get the skills that are required at the labor market, how we can identify the youth who need support on time and how the national employment services can meet the challenges brought by the social guarantee.	
12) Stakeholder Involvement	Stakeholders actively involved: labour unions, research networks, NGOs, private sector, educational institutions.	
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Strong public-private partnership	
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	The Government has allocated EUR 60 million annual budget for the guarantee. The working group that was set to prepare the implementation of guarantee asked and received an extra 27 M€ for 2013 and an extra 52 M€ annually for 2014-2016. This extra budget will be targeted to support the educational	

Program and Policy Elements	Description
	sector.
15) Program Impact	Sufficiency of study places, employment services for young people and active participation. Social guarantee services should be designed to appear as a unified, clearly structured whole in the eyes of young clients
16) Evaluation Results (Measurements and Outcomes)	Ongoing evaluation
17) Lessons Learned	
18) Funder(s)	Government budget
19) Contact Details	Janne Savolainen Janne.savolainen@tem.fi

TalentEgg

Program and Policy Elements	Description
1) Program/Policy Name	TalentEgg
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Canada
3) Program/Policy Description	TalentEgg, an online resource, was created to provide access to meaningful work opportunities for students and new graduates, coast to coast, and to provide an efficient way for employers and organizations to reach students who increasingly use the web to research their careers. Employers can use the site to profile their organization, highlight available internships and work opportunities or view student profiles and their work experience to seek them out directly.
4) Target Group (age range)	PSE students and graduates
5) Number of Clients Served	Over 1 million students have used the site over the past year for their career research.
6) Year Program/Policy Started	The site was launched in April, 2008
7) Year Program/Policy Ended	On-going
8) Webpage	www.talentegg.ca
9) Eligibility Criteria:	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	HS Student
	HS Graduate
	X PSE Student
	X PSE Graduate
	Education Credential Attained:
	Age Range
	Gender
	Geography
10) Type of Intervention:	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	Work Experience (Internships, including length)
	Income Support (unemployment benefit extensions, mutual obligation strategies)
	X Employment Opportunities (full time / part-time,

Program and Policy Elements	Description
	<p>wage/employer subsidies)</p> <p>Pre-employment skills training (individual, Group based, course voucher, multiple)</p> <p>Stay-in-School Initiatives (graduate study grants, scholarships and loans)</p> <p>Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)</p> <p>Other intervention type:</p>
<p>11) Responsibility for Program (e.g., national/regional/local government, government partners)</p>	<p>TalentEgg - Private Sector</p>
<p>12) Stakeholder Involvement</p>	<p>Stakeholders include Career Centres, Parents, Department heads, the media and other campus leaders. TalentEgg operates within a large eco-system of influencers and has worked hard to let all those influencers know about TalentEgg so that they can help spread the word, as well as influence the future of the company.</p>
<p>13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)</p>	<p>Private Sector</p>
<p>14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)</p>	<p>Over 110,000 students/recent graduates visit the site per month. TalentEgg has established relationships with over 200 employers.</p>
<p>15) Program Impact</p>	<p>Over 1,000,000 students and recent graduates leveraged TalentEgg's resources last year.</p>
<p>16) Evaluation Results (Measurements and Outcomes)</p>	<p>No formal evaluation has been conducted.</p>
<p>17) Lessons Learned</p>	<p>The site has been redesigned 7 times since launch, always trying to improve both the services available, as well as the ease with which those services are accessible. One of the most significant changes made early on, was when TalentEgg realized that although they had lots of employers and jobs on the site, students accessing the site did not have the right skills. This remains the biggest problem in "campus recruitment" in Canada. TalentEgg's response was to create a resource, "The Incubator", to provide guidance on every aspect of the job hunt. TalentEgg has also launched a Forum, Career Guides, and an initiative called Student Voice.</p> <p>One of the biggest problems which continues to present a challenge is the mismatch of skills. For example, many employers want to exclusively hire business or engineering students, but only 25% or so of students are enrolled in these</p>

Program and Policy Elements	Description
	programs.
18) Funder(s)	Loblaw, bhpbilliton, IBM, EDC, Northern Health, Vale, TD Insurance, Trillium, Esso, PWC (and over 100 others)
19) Contact Details	Lauren Frieze Founder, TalentEgg lauren@talentegg.ca 416-479-4186

Work Factory

Program and Policy Elements	Description
1) Program/Policy Name	<u>Work Factory</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Amal, Sweden
3) Program/Policy Description	<p>Work factory focusses on getting young unemployed people into work, studies or training. It targets youth between the ages of 16 – 25, who had been on state welfare or municipal support.</p> <p>Project participants take part in various training exercises for a 3 month period, learning important skills. These included writing a CV and cover letter, interview techniques, improving their self-esteem, health and fitness exercises and visits to companies and schools.</p>
4) Target Group (age range)	16 - 25
5) Number of Clients Served	322
6) Year Program/Policy Started	2008
7) Year Program/Policy Ended	On-going
8) Webpage	www.workfactory.se (site is currently undergoing maintenance)
9) Eligibility Criteria:	X Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	HS Student
	X HS Graduate
	PSE Student
	PSE Graduate
	Education Credential Attained:
	X Age Range
	Gender
	Geography
Other Eligibility Criteria:	
10) Type of Intervention:	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	Work Experience (Internships, including length)
	Income Support (unemployment benefit extensions, mutual obligation strategies)

Program and Policy Elements	Description										
	<table border="1"> <tr> <td data-bbox="735 247 792 331"></td> <td data-bbox="792 247 1443 331">Employment Opportunities (full time / part-time, wage/employer subsidies)</td> </tr> <tr> <td data-bbox="735 331 792 415"></td> <td data-bbox="792 331 1443 415">Pre-employment skills training (individual, Group based, course voucher, multiple)</td> </tr> <tr> <td data-bbox="735 415 792 499"></td> <td data-bbox="792 415 1443 499">Stay-in-School Initiatives (graduate study grants, scholarships and loans)</td> </tr> <tr> <td data-bbox="735 499 792 611">X</td> <td data-bbox="792 499 1443 611">Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)</td> </tr> <tr> <td data-bbox="735 611 792 657"></td> <td data-bbox="792 611 1443 657">Other intervention type:</td> </tr> </table>		Employment Opportunities (full time / part-time, wage/employer subsidies)		Pre-employment skills training (individual, Group based, course voucher, multiple)		Stay-in-School Initiatives (graduate study grants, scholarships and loans)	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)		Other intervention type:
	Employment Opportunities (full time / part-time, wage/employer subsidies)										
	Pre-employment skills training (individual, Group based, course voucher, multiple)										
	Stay-in-School Initiatives (graduate study grants, scholarships and loans)										
X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)										
	Other intervention type:										
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Municipality of Amal										
12) Stakeholder Involvement	<p>The Swedish Public Employment Service The Swedish Social Insurance Agency The municipality of Åmål The municipality of Säffle The municipality of Bengtsfors The municipality of Årjäng The municipality of Dals Ed</p>										
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Municipality of Åmål: Coach 100%, Social service: 25%										
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	1 083 674 Euros										
15) Program Impact	The success rate, measured by how many participants became able to support themselves financially and not rely on benefits was high, reaching approximately 60%. Of these 38% found work, 13% started studying and 8% received vocational training.										
16) Evaluation Results (Measurements and Outcomes)	The evaluation was made by Cerut at the University of Karlstad and was written in Swedish. Unfortunately the contact for the program did not have time to translate the results and admitted that language posed to be somewhat of a barrier in him conveying the results. He did indicate that the project was very successful and saved the municipality around 14 million sek.										
17) Lessons Learned	We were not able to help participants who were far from the labour market. We needed more people, efforts and collusion between the different authorities to be able to help these people.										

Program and Policy Elements	Description
18) Funder(s)	ESF The Swedish Public Employment Service The Swedish Social Insurance Agency The municipality of Åmål The municipality of Säffle The municipality of Bengtsfors The municipality of Årjäng The municipality of Dals Ed
19) Contact Details	Per Lundin Per.lundin@amal.se

Youth Opportunities Initiative

Program and Policy Elements	Description
1) Program/Policy Name	Youth Opportunities Initiative
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	<p>Europe</p> <p>One in five under 25's who are looking for work cannot find a job. 7.5 million 15 – 24 year olds are neither working, nor in education or training.</p> <p>Youth unemployment situation at the end of 2011 in the following EU member states:</p> <ul style="list-style-type: none"> Slovakia = 30.7% Greece = 46.6% Spain = 49.6% Portugal = 35.1 % Ireland = 29.3% Italy = 30.1% Lithuania = 31.1% Latvia = 29.9%
3) Program/Policy Description	<p>The Youth Opportunities Initiative, which is now the key proposal from the European Commission to tackle youth unemployment, calls on Member states to work on preventing early school leaving; helping youth develop skills relevant to the labour market; ensuring work experience and on the job training and helping young people find a first good job.</p> <p>The Commission is also urging Member States to make better use of the European Social Fund which still has €30billion of funding uncommitted to projects. In addition, the Commission has put forward a set of concrete actions to be financed directly by EU funds.</p> <p>The main actions financed directly by the Commission in the new 'Youth Opportunities initiative' are:</p> <ul style="list-style-type: none"> • using €4m to help Member States set up 'youth guarantee' schemes to ensure young people are either in employment, education or training within four months of leaving school; • dedicating € 1.3 million to support the setting up of apprenticeships through the European Social Fund. An increase of 10% by the end of 2013 would add a total of 370,000 new apprenticeships; • using €3m of the European Social Fund Technical Assistance to support Member States in the setting up of support schemes for young business starters and social entrepreneurs; • gearing funds as much as possible towards placements in enterprises and targeting at least 130,000 placements in 2012 under ERASMUS and Leonardo da Vinci,

Program and Policy Elements	Description	
	<ul style="list-style-type: none"> • providing financial assistance in 2012-2013 to 5,000 young people to find a job in another Member State through the 'Your first EURES job' initiative • reinforcing the budget allocation for the European Voluntary Service in order to provide at least 10,000 volunteering opportunities in 2012 • presenting in 2012 a framework for high quality traineeships in the EU • ensuring around 600 further exchanges under Erasmus for entrepreneurs in 2012. 	
4) Target Group (age range)	<p>Young people across Europe, who are either unemployed, or suffer from discrimination on a segmented labour market due to temporary or part-time contracts, are the main beneficiaries of the measures proposed by the Youth Opportunities Initiative.</p> <p>But also all businesses that engage in recruiting career starters or taking up trainees and apprentices will also gain from the fresh, inventive and dynamic contribution of young people.</p>	
5) Number of Clients Served		
6) Year Program/Policy Started		
7) Year Program/Policy Ended	On-going	
8) Webpage		
9) Eligibility Criteria:		<p>Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)</p> <p>X HS Student</p> <p>X HS Graduate</p> <p>X PSE Student</p> <p>X PSE Graduate</p> <p>Education Credential Attained:</p> <p>Age Range</p> <p>Gender</p> <p>Geography</p> <p>Other Eligibility Criteria:</p>
10) Type of Intervention:	<p>X</p> <p>X</p>	<p>Early Detection (exit/transition/career planning service prior or immediately following graduation)</p> <p>Work Experience (Internships, including length)</p> <p>Income Support (unemployment benefit extensions,</p>

Program and Policy Elements	Description
	<p>mutual obligation strategies)</p> <p>Employment Opportunities (full time / part-time, wage/employer subsidies)</p> <p>Pre-employment skills training (individual, Group based, course voucher, multiple)</p> <p>Stay-in-School Initiatives (graduate study grants, scholarships and loans)</p> <p>X Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)</p> <p>Other intervention type:</p>
<p>11) Responsibility for Program (e.g., national/regional/local government, government partners)</p>	<p>The primary responsibility for tackling youth unemployment lies with Member States, including at regional and local levels.</p>
<p>12) Stakeholder Involvement</p>	<p>Member States and the European Commission</p>
<p>13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)</p>	<p>Member States, including regional and local level organizations.</p>
<p>14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)</p>	<p>The European Commission has made 79 billion Euros available to Member States to support education and employment measures.</p> <p>By the end of March 2011 Member States have still 30 Billion Euros in European Social Fund programmes which have not yet been committed to concrete activities.</p>
<p>15) Program Impact</p>	<p>Following the first European semester of economic governance in 2011, the Commission, in the 2012 Annual Growth Survey, draws attention to first indications that Member States are not reacting effectively enough to the recommendations made. Given the gravity of the situation for youth the Commission urges Member States, in particular those with the highest youth unemployment rates to take decisive measures in the following 4 main areas:</p> <ul style="list-style-type: none"> • Preventing early school leaving • Developing Skills that are relevant to the labour market • Supporting a first work experience and on-the-job training • Access to the labour market: getting a (first) job.
<p>16) Evaluation Results (Measurements and Outcomes)</p>	
<p>17) Lessons Learned</p>	

Program and Policy Elements	Description
18) Funder(s)	European Commission
19) Contact Details	<p>Christiane Westphal Youth Employment, Entrepreneurship, Micro-Finances Policy Co-ordinator – Youth employment B-149 Bruxelles Christiane.westphal@ec.europa.eu +(32) 2 2969573</p>

Early Intervention Strategies

Career Trek

Program and Policy Elements	Description
1) Program/Policy Name	<u>Career Trek</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Winnipeg (inner city, suburban), as well as surrounding rural Manitoba communities (7 communities). Parkland Region of Manitoba (8 communities). Westman region of Manitoba (36) and the Nor-Man Region (6 communities)
3) Program/Policy Description	<p>Career Trek's Phase 1 Programs provides youth with hands on career education starting in grade 5 & 6, allowing participants to experience 80 different careers in 17 fields at post-secondary institutions. Graduates in grade 9 have an opportunity to select from 8 intensive and intimate career focussed Phase 2 projects of their choice.</p> <p>In Grade 10, participants come back to the Phase 1 program as Junior Staff. This program pairs Junior Staff up with paid part-time staff mentors to learn aspects of the Career Trek's program positions while working with Phase 1 program participants. The 120 Junior Staff hours qualify participants for volunteer high school credits.</p> <p>Finally, Career Trek hires graduates annually as part of our part-time compliment of post-secondary students. The Apinocheck Pasaquok (Children Rising) Program is a unique eight year model that sees Skownan First Nation youth and families with Winnipeg youth and families as a method to improve the educational outcomes and the skill capacity of both communities.</p> <p>The M Project invites teen mothers in high school and their children to experience the Phase 1 Program while providing transportation, childcare and dinner for themselves and their children.</p>
4) Target Group (age range)	<p>The program is targeted to kids who have the potential to attend Post-secondary education but who have been identified as facing a number of barriers that will likely block them from going.</p> <p>Phase 1: 10 and 11 year old students with identified barriers to going onto post-secondary.</p> <p>Phase 2: Intensive Projects: Past graduates of the program who are now in grade 9.</p> <p>Phase 3: Junior Staff Program: Past graduates of the program who are now in grade 10.</p> <p>Phase 4: Post-Secondary Part-time Staff: Past Graduates who are enrolled in post-secondary studies.</p> <p>Apinochek Pasaquok ("Children Rising") Project: Youth and families from Skownan First Nation, Pembina Trail School</p>

Program and Policy Elements	Description																				
	<p>Division and Frontier School Division experience the Phase 1, 2 and 3 as a group for 8 years.</p> <p>M Project: Young moms from ages 15 to 20 enrolled in High School experience the Phase 1 program.</p>																				
5) Number of Clients Served	<p>Current Enrolment:</p> <ul style="list-style-type: none"> • Phase 1 – 262, Phase 1 Westman – 189, Phase 1 The Pas – 105. • Phase 2 – 68 • Junior Staff – 73 • Children Rising Year 2 – 60 Year 4 – 50 • Children Rising Phase 2 – 13 • M Project – 20 																				
6) Year Program/Policy Started	August 1996. Incorporated in 1999																				
7) Year Program/Policy Ended	On-going																				
8) Webpage	www.careertrek.ca																				
9) Eligibility Criteria:	<table border="1"> <tr> <td data-bbox="735 846 792 961">X</td> <td data-bbox="792 846 1446 961">Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, exceptional circumstances).</td> </tr> <tr> <td data-bbox="735 961 792 1020">X</td> <td data-bbox="792 961 1446 1020">HS Student</td> </tr> <tr> <td data-bbox="735 1020 792 1079">X</td> <td data-bbox="792 1020 1446 1079">HS Graduate</td> </tr> <tr> <td data-bbox="735 1079 792 1138"></td> <td data-bbox="792 1079 1446 1138">PSE Student</td> </tr> <tr> <td data-bbox="735 1138 792 1197"></td> <td data-bbox="792 1138 1446 1197">PSE Graduate</td> </tr> <tr> <td data-bbox="735 1197 792 1255"></td> <td data-bbox="792 1197 1446 1255">Education Credential Attained:</td> </tr> <tr> <td data-bbox="735 1255 792 1314">X</td> <td data-bbox="792 1255 1446 1314">Age Range</td> </tr> <tr> <td data-bbox="735 1314 792 1373"></td> <td data-bbox="792 1314 1446 1373">Gender</td> </tr> <tr> <td data-bbox="735 1373 792 1432">X</td> <td data-bbox="792 1373 1446 1432">Geography</td> </tr> <tr> <td data-bbox="735 1432 792 1472"></td> <td data-bbox="792 1432 1446 1472">Other Eligibility Criteria:</td> </tr> </table>	X	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, exceptional circumstances).	X	HS Student	X	HS Graduate		PSE Student		PSE Graduate		Education Credential Attained:	X	Age Range		Gender	X	Geography		Other Eligibility Criteria:
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	PSE Student																				
	PSE Graduate																				
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	Gender																				
X	Geography																				
	Other Eligibility Criteria:																				
10) Type of Intervention:	<table border="1"> <tr> <td data-bbox="735 1472 792 1556">X</td> <td data-bbox="792 1472 1446 1556">Early Detection (exit/transition/career planning service prior or immediately following graduation)</td> </tr> <tr> <td data-bbox="735 1556 792 1614">X</td> <td data-bbox="792 1556 1446 1614">Work Experience (Internships, including length)</td> </tr> <tr> <td data-bbox="735 1614 792 1698"></td> <td data-bbox="792 1614 1446 1698">Income Support (unemployment benefit extensions, mutual obligation strategies)</td> </tr> <tr> <td data-bbox="735 1698 792 1782">X</td> <td data-bbox="792 1698 1446 1782">Employment Opportunities (full time / part-time, wage/employer subsidies)</td> </tr> <tr> <td data-bbox="735 1782 792 1866">X</td> <td data-bbox="792 1782 1446 1866">Pre-employment skills training (individual, Group based, course voucher, multiple)</td> </tr> <tr> <td data-bbox="735 1866 792 1898">X</td> <td data-bbox="792 1866 1446 1898">Stay-in-School Initiatives (graduate study grants,</td> </tr> </table>	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)	X	Work Experience (Internships, including length)		Income Support (unemployment benefit extensions, mutual obligation strategies)	X	Employment Opportunities (full time / part-time, wage/employer subsidies)	X	Pre-employment skills training (individual, Group based, course voucher, multiple)	X	Stay-in-School Initiatives (graduate study grants,								
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X	Stay-in-School Initiatives (graduate study grants,																				

Program and Policy Elements	Description
	<p>scholarships and loans)</p> <p>Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)</p> <p>Other intervention type:</p>
<p>11) Responsibility for Program (e.g., national/regional/local government, government partners)</p>	<p>Career Trek in collaboration with many other organizations</p>
<p>12) Stakeholder Involvement</p>	<p>Post-secondary Institutions: sites for programming, provision of part-time employees (PS students)</p> <p>School divisions: funders</p> <p>Schools and communities: nominate participants, liaise with client families</p> <p>All sector organizations: experiential careers sites</p> <p>Government: funding and supporting services</p>
<p>13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)</p>	<p>Independent not-for-profit organization that works with a broad range of stakeholders</p>
<p>14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)</p>	<p>Current budget is approximately \$1,700,000. Approximately 840 clients served directly in 2011-2012</p>
<p>15) Program Impact</p>	<p>Individual change, change in government funding and operations, increase in general awareness of the issues within society.</p>
<p>16) Evaluation Results (Measurements and Outcomes)</p>	<p>The role of the research committee (est. 2003) is to examine issues related to improving the career development programming for families and their children. To date the committee has examined the impact of the Career Trek Program on children’s school motivation and self-esteem. Findings from these studies suggested that Career Trek has a positive effect on participant’s transition from elementary to middle school.</p> <p>The core program is designed to educate these Winnipeg and area students about the importance of post-secondary education and career options. 49% of the graduates of the first four years went directly to post-secondary.</p> <p>50% of our part-time staff is Career Trek graduates. In 2006, the Board welcomed its first Career Trek graduate.</p> <p>In the 2006-2007 program year, the general graduation rate was 91% and the aboriginal graduation rate was 77%.</p> <p>Apinochek Pasaquok: Increased school attendance, increased commitment to academics and family returning to school.</p>

Program and Policy Elements	Description
	Career Trek is currently in the process of completely reshaping its current evaluation process in order to obtain more thorough data.
17) Lessons Learned	<p>Far too many to list in detail, but a few key ones are...</p> <ul style="list-style-type: none"> Start early Be holistic The power of experiential learning Put kids first Expect resistance if you want to change systems, not just kids Be in it for the long term
18) Funder(s)	Provider's own budget (donations, fundraising, awards, etc.) grants, sponsorships, industry, school divisions, government
19) Contact Details	<p>Darrell Cole, Founder and CEO (204)944-1800 ext. 111 dcole@careertrek.ca</p>

cclnspire

Program and Policy Elements	Description
1) Program/Policy Name	cclnspire
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	North Carolina, South Dakota, Washington State, Illinois, Wisconsin
3) Program/Policy Description	<p>cclnspire engages with communities and brings education, industry, and community mentors together in one place. cclnspire helps students and career changing adults move beyond career exploration, by connecting with local companies offering work-based learning opportunities like job shadows, internships and company tours. Employers and community mentors can also interact with students through secure online discussion boards. Employers nourish their talent pipeline by providing content, mentoring and sharing valuable knowledge with local students.</p> <p>cclnspire doesn't just inform students about real careers and what it takes to succeed in the real world, it inspires students by bringing the real world right into the classroom and integrating real employers into the curriculum in motivating ways. It is an interactive, dynamic and engaging program.</p> <p>It gives employers a unique opportunity to begin mutually rewarding relationships with students that could last a lifetime. It puts real companies front and center in the classroom, where they can be a positive influence by educating students about the kind of talent and education they look for when they are hiring.</p>
4) Target Group (age range)	Available to all ages, but primarily middle school and high school students participate in the program.
5) Number of Clients Served	Current available in 1,500+ schools and employment centres.
6) Year Program/Policy Started	2009/2010
7) Year Program/Policy Ended	On-going
8) Webpage	http://public.careercruising.com/us/en/products/ccinspire/features/
9) Eligibility Criteria:	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	X HS Student
	X HS Graduate
	PSE Student
	PSE Graduate
	Education Credential Attained:

Program and Policy Elements	Description	
		Age Range
		Gender
		Geography
	X	Other Eligibility Criteria: Although mostly high school students participate in the program, it is not meant to be restrictive and is open to individuals of all ages.
10) Type of Intervention:	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X	Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
		Employment Opportunities (full time / part-time, wage/employer subsidies)
	X	Pre-employment skills training (individual, Group based, course voucher, multiple)
		Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
		Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Career Cruising and local system administrators.	
12) Stakeholder Involvement	Employers, Education, Workforce development, Industry, Foundations, Economic Development, Post-Secondary	
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Partnership between Career Cruising and local administrator. Local administrators may include small not-for-profits, government departments, or a committee of local stakeholders.	
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	The cost of the program is based on population. For example, if the population is 1 million, the cost of administering the program would be about \$40,000 per year.	
15) Program Impact	<p>Educators report that cclnspire is a tremendously effective organizer and enabler in their efforts to teach students about careers. It saves local schools and larger districts time and money, because it is an integrated central coordinator of their activities. It makes learning real by bringing employers and students together.</p> <p>By connecting employers with students through regional implementations across the country, it is helping to prevent</p>	

Program and Policy Elements	Description
	<p>'brain drain'. Students are less likely to leave their local area after graduating, to pursue employment elsewhere. Developing a strong local workforce helps communities prosper.</p> <p>cclnspire makes student to employer connections efficient, effective, and scalable, thereby allowing any region to realize the career and workforce development benefits that result from bringing these two groups together.</p>
<p>16) Evaluation Results (Measurements and Outcomes)</p>	<p>At this point there has not been an evaluation completed. North Carolina is in the process of starting an evaluation project of the program in partnership with the Department of Education.</p>
<p>17) Lessons Learned</p>	<p>In order for the program to be sustainable much time and consideration should be invested in selecting the working committee in a region.</p> <p>The program needs to be easy and accessible to people.</p> <p>More work needs to be done to determine how to continue to engage students in their career exploration after they have left high school.</p>
<p>18) Funder(s)</p>	<p>Foundations, Fundraising Events, Department of Education, Manufacturing Industry Association, Corporate sponsors</p>
<p>19) Contact Details</p>	<p>Jeff Harris President Career Cruising jeffh@careercruising.com</p>

Guidance Act

Program and Policy Elements	Description
1) Program/Policy Name	<u>Guidance Act</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Denmark
3) Program/Policy Description	<p>This Act was the result of a comprehensive restructuring of guidance service in the educational system. The two main goals of the Act are to implement guidance programs that contribute to 95% of young people completing an secondary school program (including vocational education and training) and 50% would complete a higher education program.</p> <p>The act defines the 7 main aims of the reform. According to these aims, guidance related to choice of education, training and career must:</p> <ul style="list-style-type: none"> • help to ensure that choice of education and career will be of greatest possible benefit to the individual and to society, and that all young people complete an education, leading to vocational/professional qualifications; • be targeted particularly at young people who, without specific guidance, will have difficulties in relation to choices and completion of education, training and career; • take into account the individual's interests and personal qualifications and skills, including informal competencies and previous education and work experience, as well as the expected need for skilled labour and self-employed persons; • contribute to limiting, as much as possible, the number of dropouts and students changing from one education and training programme to another; contribute to support students in making choices included in education and training; • contribute to improving the individual's ability to seek and use information, including ICT-based information and guidance about choice of education, educational institution and career; • help to ensure coherence and progression in the individual's guidance support; • be independent of sectoral and institutional interests. Therefore guidance shall be provided by practitioners with an approved guidance education or recognized competencies at the same level. <p>Key elements of the Danish guidance system specific to youth are:</p> <ul style="list-style-type: none"> • eGuidance, that can be reached by email, chat, phone or sms seven days a week from morning to evening.

Program and Policy Elements	Description
	<p>eGuidance is for all citizens – young persons and adults. eGuidance was launched January 2011.</p> <ul style="list-style-type: none"> • Youth Guidance Centres (51), that provide guidance services for young people up to the age of 25 years, focusing on the transition from compulsory to youth education (high school) or, alternatively, to the labour market. • Regional guidance centres (7), that provides guidance for Students in youth education programmes and young people and adults outside the education system who wish to enter a higher education programme. • Guidance in Post-Secondary institutions who are obliged to support students that support completion of studies. <p>The Guidance Act also legislates the provision of:</p> <ul style="list-style-type: none"> • Adult educational centers, that provide guidance for adults in the field of further adult education • National dialogue forums which are cross-sectoral cooperation forums on guidance issues at national, regional and local levels involving governments, employers, trade organizations, guidance counsellor associations, youth organizations and municipal authorities • Training of guidance counsellors in competency-based programs of least 12 months of full-time studies • Centre for expertise for guidance – a research and best practice hub for all guidance professionals
4) Target Group (age range)	All ages
5) Number of Clients Served	<p>Overall Contact Statistics 2011 Regional Guidance Centres Personal Contact</p> <p>Number of participants who attended information events for young people in education = 328,434</p>
6) Year Program/Policy Started	April 2003
7) Year Program/Policy Ended	Amended 2006 and 2007
8) Webpage	www.eng.uvm.dk
9) Eligibility Criteria:	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	X HS Student
	X HS Graduate
	X PSE Student

Program and Policy Elements	Description	
	X	PSE Graduate
		Education Credential Attained:
		Age Range
		Gender
		Geography
		Other Eligibility Criteria:
10) Type of Intervention:	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X	Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
		Employment Opportunities (full time / part-time, wage/employer subsidies)
		Pre-employment skills training (individual, Group based, course voucher, multiple)
	X	Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
		Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Ministry of Education and Ministry of Science, Innovation and Higher Education regarding The Regional Guidance Centres	
12) Stakeholder Involvement	End users, guidance associations, employers, municipal organizations	
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Direct government delivery	
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	<p>eGuidance 20 million Danish kroner per year - Government spending.</p> <p>Youth Guidance Centres 500 million Danish kroner per year - Municipal spending</p> <p>Regional guidance centres 45 million Danish kroner per year - Government spending</p> <p>Adult educational Center 15 million Danish kroner per year - Government spending</p>	

Program and Policy Elements	Description
15) Program Impact	
16) Evaluation Results (Measurements and Outcomes)	<p>Evaluation Results taken from the Students User Survey from May 2010.</p> <p>75% of students thought that the guidance activities in general helped them to find out what they wanted.</p> <p>95% of students in 10th class had a Personal Conversation with a Supervisor and 94% participated in Bridging Secondary Education and developed their curriculum along with a Supervisor.</p> <p>74% of all students indicated that guidance activities in general have helped them very much or somewhat to make an educational choice. Only 5% believed that the activities did not help them.</p>
17) Lessons Learned	
18) Funder(s)	Government of Denmark
19) Contact Details	<p>Erik Møller Hansen Konsulent Ministeriet for Børn og Undervisning Departementet Vejledningskontoret Frederiksholms Kanal 26 1220 København K</p> <p>Tlf.: 3392 5000, Direkte Tlf.: 31519373 Fax: 3392 5302, E-mail: emh@uvm.dk</p>

Investing in Youth Empowering Quebec's Future – Youth Action Strategy 2009 - 2014

Program and Policy Elements	Description
1) Program/Policy Name	<u>Investing in Youth Empowering Quebec's Future – Youth Action Strategy 2009 - 2014</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Quebec
3) Program/Policy Description	<p>The Policy highlights six challenges that it intends to address. Each of the challenges are intended to be achieved through Action items and Policy Instruments. A highlight of the Actions and Policy Instruments can be found below. For a complete overview please refer to <u>http://www.jeunes.gouv.qc.ca/strategie/documents/strategie-action-jeunesse-2009-2014_en.pdf</u></p> <p>1. Education and Employment Challenge – Transitions to Independence</p> <ul style="list-style-type: none"> • Strategic Choice -Fight against dropping out (Investment \$ 1,626,746,644) Measures <ul style="list-style-type: none"> ○ Improve efforts to get children under the age of 5 ready to start school ○ Support young people by promoting their factors for success ○ Support the regions in the fight against dropping out • Strategic Choice - Facilitate career choices (Investment \$47,256,202) <ul style="list-style-type: none"> ○ Enable the discovery of trades and professions ○ Promote vocational training • Strategic Choice - Promote the transition to working life and employee retention (Investment: \$176,080,000) Measures <ul style="list-style-type: none"> ○ Support young people in their transition to the workforce and in their job retention ○ Enable youth with disabilities or serious mental health problems to find employment • Strategic Choice – Prepare young people for the new global context (Investment - \$116,335,000) Measures <ul style="list-style-type: none"> ○ Encourage young people to develop international skills

Program and Policy Elements	Description
	<p>2. Entrepreneurship Challenge – For an enterprising Quebec</p> <ul style="list-style-type: none"> • Strategic Choice -Intensify the development of an entrepreneurial culture (Investment: \$42,856,038) Measures <ul style="list-style-type: none"> ○ Support young people in their entrepreneurial initiatives ○ Mobilize education stakeholders ○ Strengthen interventions in education by making them more coherent and well meshed ○ Establish links between schools and the business world ○ Promote regional social economies • Strategic Choice –Foster the success of young entrepreneurs (Investment: \$20,240,000) Measures <ul style="list-style-type: none"> ○ Improve management skills ○ Set up coaching efforts ○ Foster the development of young workers in the agricultural and bio-food sectors • Strategic Choice – Introduce young people to the global realities of entrepreneurship (Investment: \$2,275,000) Measure <ul style="list-style-type: none"> ○ Enable mobility and the acquisition of experience <p>3. Health Challenge – For our collective well-being</p> <ul style="list-style-type: none"> • Strategic Choice - Promote the acquisition of healthy lifestyles (Investment: \$6,750,000) Measures <ul style="list-style-type: none"> ○ Encourage healthy eating and the adoption of an active lifestyle • Strategic Choice - Prevent and respond to risk behaviour (Investment: \$23,025,000) Measures <ul style="list-style-type: none"> ○ Promote healthy and responsible sexuality ○ Respond to the neglect of children between the ages of 0 – 12 ○ Provide support for youth in distress and youth with mental health problems ○ Fight against alcohol and drug addiction ○ Combat the street gang phenomenon

Program and Policy Elements	Description
	<p>4. Regional Challenge – Young people driving development</p> <ul style="list-style-type: none"> • Strategic Choice – Promote presence of young people in Quebec’s regions (Investment: \$75,956,064) Measures <ul style="list-style-type: none"> ○ Support young people as they return to and stay in the regions ○ Make services more sustained, complimentary and coherent ○ Encourage the development of innovative projects by and for young people • Strategic Choice – Encourage community involvement (Investment: \$21,175,666) Measures <ul style="list-style-type: none"> ○ Strengthen the representation of young people in the regions ○ Promote civic involvement ○ Introduce young people to the electoral process and to democratic institutions • Strategic Choice – Support the involvement of young Native people in their community and Québec Society (Investment: \$16,288,289) Measures <ul style="list-style-type: none"> ○ Promote academic success ○ Encourage representativeness ○ Improve living conditions <p>5. Diversity Challenge – For an inclusive society</p> <ul style="list-style-type: none"> • Strategic Choice – Promote respect for diversity (Investment: \$5,000,000) Measures <ul style="list-style-type: none"> ○ Celebrate Diversity ○ Foster equal opportunity ○ Support young victims of racism and discrimination • Strategic Choice – Encourage the participation of young immigrants (Investment: \$6,300,000) Measures <ul style="list-style-type: none"> ○ Facilitate access to the labour market ○ Increase the civic involvement of young people from cultural communities <p>6. Environmental Challenge – Young people working for a greener Quebec</p> <ul style="list-style-type: none"> • Strategic Choice – Develop environmental expertise (Investment: \$5,288,029)

Program and Policy Elements	Description	
	<p>Measures</p> <ul style="list-style-type: none"> ○ Support the environmental projects of young people ○ Offer environmental internships 	
4) Target Group (age range)	35 years and younger	
5) Number of Clients Served		
6) Year Program/Policy Started	2009	
7) Year Program/Policy Ended	On-going	
8) Webpage	<p>A detailed overview of the Policy can be found here: http://www.jeunes.gouv.qc.ca/strategie/documents/strategie-action-jeunesse-2009-2014_en.pdf</p>	
9) Eligibility Criteria:		Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
		HS Student
		HS Graduate
		PSE Student
		PSE Graduate
		Education Credential Attained:
		Age Range
		Gender
		Geography
		Other Eligibility Criteria: No eligibility criteria
10) Type of Intervention:	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)
		Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
		Employment Opportunities (full time / part-time, wage/employer subsidies)
		Pre-employment skills training (individual, Group based, course voucher, multiple)
		X Stay-in-School Initiatives (graduate study grants, scholarships and loans)
		Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling,

Program and Policy Elements	Description
	LMI, case management)
	Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Provincial
12) Stakeholder Involvement	Québec Government, business sector, community organizations, groups that represent young people, the education sector, and elected municipal officials
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Measures are delivered through a number of community partners and organizations including, schools, community organizations, several Ministerial Departments, Aboriginal friendship Centres, health and social service agencies, school boards etc.
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	More than \$2 billion in investments
15) Program Impact	
16) Evaluation Results (Measurements and Outcomes)	
17) Lessons Learned	
18) Funder(s)	Québec Government
19) Contact Details	Nadia Caron 418-528-0627 Nadia.caron@mce.gouv.qc.ca

Project Protégé

Program and Policy Elements	Description																				
1) Program/Policy Name	<u>Project Protégé</u>																				
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Calgary																				
3) Program/Policy Description	<p>The objective of the program is to bridge the gap between Generation Y and their baby boom managers through the creation of a mentorship project that encourages the development of the young population within a supported environment.</p> <p>Third and fourth year University and/or College students are matched with an employee of the City of Calgary. Through this mentorship City of Calgary employees share their expertise and knowledge with the youth and coach them on professional standards and business etiquette.</p>																				
4) Target Group (age range)	Third and Fourth year college and/or University students																				
5) Number of Clients Served	42																				
6) Year Program/Policy Started	2008																				
7) Year Program/Policy Ended	On-going																				
8) Webpage	http://blog.nextsteps.ca/?page_id=16																				
9) Eligibility Criteria:	<table border="1"> <tr> <td data-bbox="735 1037 792 1167"></td> <td data-bbox="792 1037 1435 1167">Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)</td> </tr> <tr> <td data-bbox="735 1167 792 1222"></td> <td data-bbox="792 1167 1435 1222">HS Student</td> </tr> <tr> <td data-bbox="735 1222 792 1276"></td> <td data-bbox="792 1222 1435 1276">HS Graduate</td> </tr> <tr> <td data-bbox="735 1276 792 1331">X</td> <td data-bbox="792 1276 1435 1331">PSE Student</td> </tr> <tr> <td data-bbox="735 1331 792 1386"></td> <td data-bbox="792 1331 1435 1386">PSE Graduate</td> </tr> <tr> <td data-bbox="735 1386 792 1440"></td> <td data-bbox="792 1386 1435 1440">Education Credential Attained:</td> </tr> <tr> <td data-bbox="735 1440 792 1495"></td> <td data-bbox="792 1440 1435 1495">Age Range</td> </tr> <tr> <td data-bbox="735 1495 792 1549"></td> <td data-bbox="792 1495 1435 1549">Gender</td> </tr> <tr> <td data-bbox="735 1549 792 1604"></td> <td data-bbox="792 1549 1435 1604">Geography</td> </tr> <tr> <td data-bbox="735 1604 792 1659"></td> <td data-bbox="792 1604 1435 1659">Other Eligibility Criteria:</td> </tr> </table>		Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)		HS Student		HS Graduate	X	PSE Student		PSE Graduate		Education Credential Attained:		Age Range		Gender		Geography		Other Eligibility Criteria:
	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)																				
	HS Student																				
	HS Graduate																				
X	PSE Student																				
	PSE Graduate																				
	Education Credential Attained:																				
	Age Range																				
	Gender																				
	Geography																				
	Other Eligibility Criteria:																				
10) Type of Intervention:	<table border="1"> <tr> <td data-bbox="735 1675 792 1755">X</td> <td data-bbox="792 1675 1435 1755">Early Detection (exit/transition/career planning service prior or immediately following graduation)</td> </tr> <tr> <td data-bbox="735 1755 792 1810"></td> <td data-bbox="792 1755 1435 1810">Work Experience (Internships, including length)</td> </tr> <tr> <td data-bbox="735 1810 792 1883"></td> <td data-bbox="792 1810 1435 1883">Income Support (unemployment benefit extensions, mutual obligation strategies)</td> </tr> </table>	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)		Work Experience (Internships, including length)		Income Support (unemployment benefit extensions, mutual obligation strategies)														
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	Income Support (unemployment benefit extensions, mutual obligation strategies)																				

Program and Policy Elements	Description										
	<table border="1"> <tr> <td data-bbox="735 247 792 331"></td> <td data-bbox="792 247 1446 331">Employment Opportunities (full time / part-time, wage/employer subsidies)</td> </tr> <tr> <td data-bbox="735 331 792 415"></td> <td data-bbox="792 331 1446 415">Pre-employment skills training (individual, Group based, course voucher, multiple)</td> </tr> <tr> <td data-bbox="735 415 792 499"></td> <td data-bbox="792 415 1446 499">Stay-in-School Initiatives (graduate study grants, scholarships and loans)</td> </tr> <tr> <td data-bbox="735 499 792 615">X</td> <td data-bbox="792 499 1446 615">Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)</td> </tr> <tr> <td data-bbox="735 615 792 657"></td> <td data-bbox="792 615 1446 657">Other intervention type:</td> </tr> </table>		Employment Opportunities (full time / part-time, wage/employer subsidies)		Pre-employment skills training (individual, Group based, course voucher, multiple)		Stay-in-School Initiatives (graduate study grants, scholarships and loans)	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)		Other intervention type:
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	Stay-in-School Initiatives (graduate study grants, scholarships and loans)										
X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)										
	Other intervention type:										
11) Responsibility for Program (e.g., national/regional/local government, government partners)	The City of Calgary Youth Employment Centre										
12) Stakeholder Involvement											
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)											
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)											
15) Program Impact	Studies have shown that employees that participate in mentoring programs have a higher job satisfaction, which leads to increased productivity and reduced turnover.										
16) Evaluation Results (Measurements and Outcomes)	<p>2008/2009 - 7 students participated in the Project Protégé program. In the 3 months following their participation in the program 4 out of 7 (57%) students were working in career related employment.</p> <p>2009 – 2010 – 15 students participated in the Project Protégé program. Six were from the Rocky Mountain College. Three months following their participation in the program 4 out of 6 (67%) were working in career related employment. Nine of the students were from the University of Calgary and 7 out of 9 (78%) students were working in career related employment in the three months following program completion.</p> <p>2010 – 2011 – 20 students participated in the Project Protégé program. Four were from the Rocky Mountain College. Three months following their participation in the program 2 out of 4 (50%) were working in career related employment. Eight students were from the University of Calgary Faculty of Kinesiology. Three months following their participation in the program 6 out of 8 (75%) were working in career related employment. One student were was from the University of Calgary Faculty of Health Sciences and was working in a social</p>										

Program and Policy Elements	Description
	<p>work based summer position. The seven remaining students were from the University of Calgary Faculty of Social Work and 6 out of 7 (86%) were working in career related employment following the program.</p> <p>Over all, in 2010-2011 75% of students were working in career related employment after completing the program.</p>
17) Lessons Learned	
18) Funder(s)	
19) Contact Details	<p>Cecilia Moore, BA Employment Counsellor City of Calgary Youth Employment Centre (403) 268-3785 - office</p>

UR Guarantee Program

Program and Policy Elements	Description
1) Program/Policy Name	<u>UR Guarantee Program</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Canada - Regina, Saskatchewan
3) Program/Policy Description	<p>The program assists youth in their transition to university undergraduate studies, through participating in relevant academic workshops, advising on other student engagement opportunities on-campus and assisting them with career development activities.</p> <p>Students receive practical hands on experience in resume writing, interview skills training, career counselling, attending career fairs, and participating in networking opportunities.</p> <p>If the individual does not secure career-related employment within 6 months of graduation, they will be eligible to come back for another year of undergraduate classes free of charge (tuition and course fees). Students must complete all requirements of the program (and graduate with a minimum 70% PGPA) to remain eligible for the tuition waiver.</p> <p>For students who successfully complete the program, they will keep a daily log of networking activities and job searching. Participants will also contact the UR Guarantee office at least once a month (until a job is secured) to provide an update on the job search activities and/or after every offer they receive.</p> <p>Once registered in the UR Guarantee program, arrangements will be made to meet with a program counsellor in order to set goals for the academic year. There will be mandatory and elective activities to complete.</p> <p>Mandatory Activities include:</p> <ul style="list-style-type: none"> • Having regular academic advising • Participating in academic success activities such as: Exam Preparation and Time Management workshops. • Attending career development seminars that will better prepare them for employment (while in university) and provide them with an edge when applying for career jobs after graduation. • Joining the Co-op Program or gaining other relevant work or community service experience. • Gaining relevant interview skills through mock interview exercises. • Participating in relevant networking opportunities. <p>Elective Activities may include:</p> <ul style="list-style-type: none"> • Attending fall orientation • Attending on-campus career fairs.

Program and Policy Elements	Description																				
	<ul style="list-style-type: none"> Joining one of the many student clubs on campus. 																				
4) Target Group (age range)	University of Regina Students																				
5) Number of Clients Served	618 (as of January 2012)																				
6) Year Program/Policy Started	2009																				
7) Year Program/Policy Ended	On-going																				
8) Webpage	http://www.uregina.ca/urguarantee/																				
9) Eligibility Criteria:	<table border="1"> <tr> <td data-bbox="735 539 792 659"></td> <td data-bbox="792 539 1437 659">Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)</td> </tr> <tr> <td data-bbox="735 659 792 707"></td> <td data-bbox="792 659 1437 707">HS Student</td> </tr> <tr> <td data-bbox="735 707 792 756"></td> <td data-bbox="792 707 1437 756">HS Graduate</td> </tr> <tr> <td data-bbox="735 756 792 804">X</td> <td data-bbox="792 756 1437 804">PSE Student</td> </tr> <tr> <td data-bbox="735 804 792 852"></td> <td data-bbox="792 804 1437 852">PSE Graduate</td> </tr> <tr> <td data-bbox="735 852 792 900"></td> <td data-bbox="792 852 1437 900">Education Credential Attained:</td> </tr> <tr> <td data-bbox="735 900 792 949"></td> <td data-bbox="792 900 1437 949">Age Range</td> </tr> <tr> <td data-bbox="735 949 792 997"></td> <td data-bbox="792 949 1437 997">Gender</td> </tr> <tr> <td data-bbox="735 997 792 1045"></td> <td data-bbox="792 997 1437 1045">Geography</td> </tr> <tr> <td data-bbox="735 1045 792 1883">X</td> <td data-bbox="792 1045 1437 1883"> <p>Other Eligibility Criteria:</p> <p>To be eligible, students must be enrolled in a minimum four-year degree; this includes newly-admitted, current, and transfer students with 30 credit hours or less. As well, enrolled students are mandated to remain registered in a minimum of three classes per semester for at least two semesters a year. They must also graduate with a minimum grade point average of 70 per cent.</p> <p>The UR Guarantee Program is also available for all regional college students that are able to complete a four-year U of R degree at their college or who are only able to complete one year and are planning on transferring into to a four-year degree program at the U of R. It is also available to students enrolled in specific U of R degree programs offered in partnership with other institutions. Even though students may not be physically studying at the U of R campus in Regina, they may be able to take advantage of the benefits of this program.</p> <p>All eligibility requirements remain the same; however an appropriate delivery method will be facilitated through consultation with each student and their college.</p> <p>Students only able to complete the first year of their program at a regional college can join the UR Guarantee</p> </td> </tr> </table>		Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)		HS Student		HS Graduate	X	PSE Student		PSE Graduate		Education Credential Attained:		Age Range		Gender		Geography	X	<p>Other Eligibility Criteria:</p> <p>To be eligible, students must be enrolled in a minimum four-year degree; this includes newly-admitted, current, and transfer students with 30 credit hours or less. As well, enrolled students are mandated to remain registered in a minimum of three classes per semester for at least two semesters a year. They must also graduate with a minimum grade point average of 70 per cent.</p> <p>The UR Guarantee Program is also available for all regional college students that are able to complete a four-year U of R degree at their college or who are only able to complete one year and are planning on transferring into to a four-year degree program at the U of R. It is also available to students enrolled in specific U of R degree programs offered in partnership with other institutions. Even though students may not be physically studying at the U of R campus in Regina, they may be able to take advantage of the benefits of this program.</p> <p>All eligibility requirements remain the same; however an appropriate delivery method will be facilitated through consultation with each student and their college.</p> <p>Students only able to complete the first year of their program at a regional college can join the UR Guarantee</p>
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Program and Policy Elements	Description	
		program when they attend the U of R to complete their degree.
10) Type of Intervention:	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)
		Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
		Employment Opportunities (full time / part-time, wage/employer subsidies)
		Pre-employment skills training (individual, Group based, course voucher, multiple)
		Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
		Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	University of Regina	
12) Stakeholder Involvement	<ul style="list-style-type: none"> • Aboriginal Student Centre • Champion College • Career Centre • First Nations University of Canada • L'Institut français • Luther College • Residence Services • Student Recruitment • Student Success Centre • UR International • All Faculty Advisors • All Student Associations • Carlton Trail • Cumberland College • Great Plains College • Northlands College • Northwest Regional College • Parkland College • Southeast Regional College 	

Program and Policy Elements	Description
	<ul style="list-style-type: none"> • St. Peter's College • SIAST - Kelsey (SCBScN- Saskatchewan Collaborative Bachelor of Science in Nursing) • SIAST - Wascana (SCBScN - Saskatchewan Collaborative Bachelor of Science in Nursing) • NORTEP - U of R degree only • SUNTEP - Regina (direct entry to U of R through Gabriel Dumont Institute) • NTEP - Partnership with Nunavut Arctic College - direct entry to U of R Faculty of Education • YNTEP - Partnership with Yukon College - direct entry to U of R Faculty of Education
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	University of Regina Student Affairs
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	\$350K/annum
15) Program Impact	TBD as there will be no more graduates for 2 more years.
16) Evaluation Results (Measurements and Outcomes)	TBD as there will be no more graduates for 2 more years.
17) Lessons Learned	TBD
18) Funder(s)	U of R
19) Contact Details	Kevin Bolen, Director Kevin.Bolen@uregina.ca Student Employment & Engagement UR Guarantee Program Office University of Regina Riddell Centre 163 Toll Free: 877-666-0822 Phone: 306-337-3316 guarantee@uregina.ca

Demand-side Strategies

Graduate Employment Program

Program and Policy Elements	Description														
1) Program/Policy Name	<u>Graduate Employment Program</u>														
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Newfoundland, Canada														
3) Program/Policy Description	<p>The program is designed to assist recent post-secondary graduates secure work experience in their field of study. The program provides funding to employers to create new employment.</p> <p>The Graduate Employment Program provides 60% of the starting salary of the approved position, to a maximum program contribution of \$12,500. In addition, the employer may be eligible for a \$500 Training Allowance based on the provision of a suitable training plan. The subsidy covers a 52-week period.</p> <p>Eligible graduates can use this wage subsidy program to market themselves to employers.</p>														
4) Target Group (age range)	Individuals who have successfully completed a post-secondary program of a minimum duration of one year (includes degree, diploma, and certificate programs), are currently unemployed or are underemployed (working less than 20 hours per week, or working in an area not related to their field of study) and have graduated in the past two years (includes individuals who have completed an apprenticeable trade) from a recognized post-secondary institution.														
5) Number of Clients Served	Approximately 400 in 2010/2011														
6) Year Program/Policy Started	1990's approximately														
7) Year Program/Policy Ended	On-going for over 20 years														
8) Webpage	www.gov.nl.ca/hrle														
9) Eligibility Criteria:	<table border="1"> <tr> <td data-bbox="735 1446 792 1549"></td> <td data-bbox="792 1446 1443 1549">Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)</td> </tr> <tr> <td data-bbox="735 1549 792 1602"></td> <td data-bbox="792 1549 1443 1602">HS Student</td> </tr> <tr> <td data-bbox="735 1602 792 1654"></td> <td data-bbox="792 1602 1443 1654">HS Graduate</td> </tr> <tr> <td data-bbox="735 1654 792 1707"></td> <td data-bbox="792 1654 1443 1707">PSE Student</td> </tr> <tr> <td data-bbox="735 1707 792 1770">X</td> <td data-bbox="792 1707 1443 1770">PSE Graduate</td> </tr> <tr> <td data-bbox="735 1770 792 1833"></td> <td data-bbox="792 1770 1443 1833">Education Credential Attained:</td> </tr> <tr> <td data-bbox="735 1833 792 1879"></td> <td data-bbox="792 1833 1443 1879">Age Range</td> </tr> </table>		Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)		HS Student		HS Graduate		PSE Student	X	PSE Graduate		Education Credential Attained:		Age Range
	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)														
	HS Student														
	HS Graduate														
	PSE Student														
X	PSE Graduate														
	Education Credential Attained:														
	Age Range														

Program and Policy Elements	Description
	Gender
	Geography
	X Other Eligibility Criteria: The program serves students who have successfully completed a post-secondary program (minimum duration of one academic year), are currently unemployed or under-employed (working less than 20 hours per week or working in an area not related to their field of study), graduated within the past two years and are not an immediate family member of the employer.
10) Type of Intervention:	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X Work Experience (Internships, including length)
	Income Support (unemployment benefit extensions, mutual obligation strategies)
	X Employment Opportunities (full time / part-time, wage/employer subsidies)
	Pre-employment skills training (individual, Group based, course voucher, multiple)
	Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
	Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Department of Advanced Education and Skills
12) Stakeholder Involvement	Employers, Private Colleges,
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Direct Government delivery by dedicated staff across the province
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	\$2,702,000 in 2011/12 and this will serve approximately 350 clients this fiscal year. There has been an increase in the amount of the subsidy available to employers, which in turn has decreased the amount of available positions.
15) Program Impact	Positive attempt to attract and retain recent graduates in Newfoundland
16) Evaluation Results (Measurements and Outcomes)	An evaluation has been completed but the results have not been publicly released.

Program and Policy Elements	Description
17) Lessons Learned	<p>Subsidy must keep pace with salary growth</p> <p>Marketing strategies are more effective through word of mouth promotion rather than through the government website.</p>
18) Funder(s)	Provincial Funding (Newfoundland)
19) Contact Details	<p>Chris Hogan (Regional Contact) chrishogan@gov.nl.ca 1-709-729-5781</p> <p>Joan Pope (Provincial Contact – St. John's) 1-877-729-7888</p>

Graduate Employment Program

Program and Policy Elements	Description		
1) Program/Policy Name	<u>Graduate Practice (sometimes referred to as “Work Experience of School Leavers) (not vetted)</u>		
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Slovakia		
3) Program/Policy Description	<p>Graduate practice is established on the basis of a written agreement between the respective territorial office and the graduate (who has been in the register of jobseekers for a minimum of four months), and by a written agreement concluded between the office and the employer. The office thus acts as a mediator between the requirements of employers and professional interests of the person who graduated.</p> <p>The graduate works 20 hours a week, with the employer determining the start and scheduling of working time. The graduate is entitled to time off of 10 working days. After finishing the work experience, the employer issues a certificate of completion of graduate practice to the graduate. The respective office gives a monthly lump sum of SKK 1 700 (EUR 45) to the graduate in order to cover personal expenses. In addition, the office gives compensation of the accident insurance premium if the graduate has taken out such insurance. The employer receives a monthly contribution of SKK 1 000 (EUR 26) per graduate to cover the employer’s unavoidable expenses related to the work experience. The Ministry of Labour, Social Affairs and Family claims that the contribution to the employer is not necessary because even without it companies create enough jobs for graduate practice.</p> <p>The main objective of graduate practice is to support the entry of school graduates and young people into employment by granting them opportunities to gain experience and skills in a real working environment. In addition, this measure seeks to prevent a risk of long-term unemployment and social exclusion with an individual approach to the circumstances of the young person. A specific goal of the policy is to improve cooperation between the private (including non-profit) and public sectors in the area of labour market policy.</p>		
4) Target Group (age range)	Available to all young graduates under age 25		
5) Number of Clients Served			
6) Year Program/Policy Started	2004		
7) Year Program/Policy Ended	On-going		
8) Webpage			
9) Eligibility Criteria:	<table border="1"> <tr> <td data-bbox="735 1850 792 1900">X</td> <td data-bbox="792 1850 1443 1900">Employment Barriers (disability, low income, work</td> </tr> </table>	X	Employment Barriers (disability, low income, work
X	Employment Barriers (disability, low income, work		

Program and Policy Elements	Description
	<p>experience, immigrant, gender, visible minority, rural area, other:)</p> <p>HS Student</p> <p>X HS Graduate</p> <p>PSE Student</p> <p>X PSE Graduate</p> <p>Education Credential Attained:</p> <p>Age Range</p> <p>Gender</p> <p>Geography</p> <p>Other Eligibility Criteria:</p>
<p>10) Type of Intervention:</p>	<p>Early Detection (exit/transition/career planning service prior or immediately following graduation)</p> <p>X Work Experience (Internships, including length)</p> <p>X Income Support (unemployment benefit extensions, mutual obligation strategies) Living wage grants</p> <p>Employment Opportunities (full time / part-time, wage/employer subsidies)</p> <p>Pre-employment skills training (individual, Group based, course voucher, multiple)</p> <p>Stay-in-School Initiatives (graduate study grants, scholarships and loans)</p> <p>X Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management) Action planning</p> <p>Other intervention type:</p>
<p>11) Responsibility for Program (e.g., national/regional/local government, government partners)</p>	<p>The organization and implementation of the project is mostly carried out by the respective territorial offices of labour, social affairs and family (46 offices).</p>
<p>12) Stakeholder Involvement</p>	
<p>13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)</p>	<p>Delivered through employer.</p>
<p>14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)</p>	

Program and Policy Elements	Description
15) Program Impact	
16) Evaluation Results (Measurements and Outcomes)	<p>The number of available vacant jobs in the country radically decreased during the economic crisis and simultaneously, the applications for graduate practice rapidly increased. The number of vacant jobs decreased by about 45%, between 2008 and 2009. However, the number of job seekers, who utilized the measure, graduate practice, increased by more than 194% during the same period. The increasing trend in number of job seekers participating in the graduate practice measure continued in the 1st half of 2010 and figures are similar to the ones in the 1st half of 2009.</p> <p>Hand in hand with increasing figures related to implementation of graduate practice, the effectiveness of the implementation of this measure increased as well. For instance, in 2009, almost 38% of people who fully accomplished their graduate practice actually get a job. This ratio increased to almost 60% in the 1st half of 2010. (In 2008 this share was about 63%). Similarly, the share of job seekers who did not accomplish their graduate practice on the total number of job seekers, which applied for the measure, decreased from 46% in 2009 to 28% in the 1st half of 2010.</p>
17) Lessons Learned	
18) Funder(s)	State and European Social Fund
19) Contact Details	None could be found.

Innovation Assistant

Program and Policy Elements	Description
1) Program/Policy Name	Innovation Assistant
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Finland, North Karelia, easternmost region in Europe, highest overall unemployment rate in Finland (14.4% January 2012), sparsely populated and industrialised area (forestry, bioenergy, mining, nanotechnology). Challenges: ageing, depopulation, unemployment on young people, underdevelopment of service sector.
3) Program/Policy Description	<p>The purpose of the Innovation Assistant project, based on the <u>Lower Austrian approach</u>, is to promote the permanent employment of graduates with a higher education degree in regional companies and organizations, and to improve the competitiveness and innovation abilities of local small and medium-sized enterprises. The target group includes companies in the province of North Karelia as well as graduates with a higher education degree seeking for employment. During the project, job applicants will be offered an intensive training and a working period in companies.</p> <p>During the duration of the project, highly educated job seekers, registered as individual clients in the local Employment and Economic Development Office and recruited through an open call are provided with an opportunity to complete a 2-month labour market training followed by a 6-month on-the-job training (a practical training period or an internship in a company).</p> <p>The customized training period free of charge is organized by the North Karelian University of Applied Sciences. There have been already three training periods organized so far (I IA-Training: 6.9-29.10.2010; II IA-Training: 7.2-30.3.2011 and III IA-Training: 19.9-11.11.2011). The following training period will take place within 27.8-22.10.2012.</p> <p>The training includes both mandatory and optional courses aiming at upgrading the expertise and fine-tuning interpersonal skills of the higher education graduates participating in the project. The training period aims to encourage the students to actively manage their careers and stimulates their proactive stand through interactivity.</p> <p>The Innovation Assistant training content is tailored according to the real and precise competency need defined by the entrepreneurs belonging to the project network. They can benefit from the salary subsidize granted by the Employment and Economic Development Office. Every potential employer is approached personally and his expectations towards any new employee, as well as his set of qualifications and arsenal of skills are mapped out through beforehand-interviews. Frequent discussions with the employers help to shape the content of the labour market training and clearly identify</p>

Program and Policy Elements	Description																				
	desired know-how resources essential for fulfilling company-based development tasks. Such an approach generates a genuine added value for the companies participating in the project activities. Benefits generated through the project implementation are thus twofold: lowered employment threshold – vital from the jobseekers’ point of view and affordable qualified human resources for regional companies.																				
4) Target Group (age range)	Recent Graduates (no age limits)																				
5) Number of Clients Served	44 (15 additional clients are expected to be served in fall 2012)																				
6) Year Program/Policy Started	November 2009																				
7) Year Program/Policy Ended	December 31, 2012																				
8) Webpage	http://ia.pkamk.fi																				
9) Eligibility Criteria:	<table border="1"> <tr> <td data-bbox="735 716 792 842"></td> <td data-bbox="792 716 1443 842">Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)</td> </tr> <tr> <td data-bbox="735 842 792 888"></td> <td data-bbox="792 842 1443 888">HS Student</td> </tr> <tr> <td data-bbox="735 888 792 934"></td> <td data-bbox="792 888 1443 934">HS Graduate</td> </tr> <tr> <td data-bbox="735 934 792 980"></td> <td data-bbox="792 934 1443 980">PSE Student</td> </tr> <tr> <td data-bbox="735 980 792 1026">X</td> <td data-bbox="792 980 1443 1026">PSE Graduate</td> </tr> <tr> <td data-bbox="735 1026 792 1073"></td> <td data-bbox="792 1026 1443 1073">Education Credential Attained:</td> </tr> <tr> <td data-bbox="735 1073 792 1119"></td> <td data-bbox="792 1073 1443 1119">Age Range</td> </tr> <tr> <td data-bbox="735 1119 792 1165"></td> <td data-bbox="792 1119 1443 1165">Gender</td> </tr> <tr> <td data-bbox="735 1165 792 1211">X</td> <td data-bbox="792 1165 1443 1211">Geography: residence required in of North Karelia</td> </tr> <tr> <td data-bbox="735 1211 792 1409">X</td> <td data-bbox="792 1211 1443 1409">Other Eligibility Criteria: registered as unemployed in Employment and Economic Development Office, basic knowledge of Finnish language is recommended</td> </tr> </table>		Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)		HS Student		HS Graduate		PSE Student	X	PSE Graduate		Education Credential Attained:		Age Range		Gender	X	Geography: residence required in of North Karelia	X	Other Eligibility Criteria: registered as unemployed in Employment and Economic Development Office, basic knowledge of Finnish language is recommended
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10) Type of Intervention:	<table border="1"> <tr> <td data-bbox="735 1409 792 1493"></td> <td data-bbox="792 1409 1443 1493">Early Detection (exit/transition/career planning service prior or immediately following graduation)</td> </tr> <tr> <td data-bbox="735 1493 792 1539">X</td> <td data-bbox="792 1493 1443 1539">Work Experience (Internships, including length)</td> </tr> <tr> <td data-bbox="735 1539 792 1623"></td> <td data-bbox="792 1539 1443 1623">Income Support (unemployment benefit extensions, mutual obligation strategies)</td> </tr> <tr> <td data-bbox="735 1623 792 1707">X</td> <td data-bbox="792 1623 1443 1707">Employment Opportunities (full time / part-time, wage/employer subsidies)</td> </tr> <tr> <td data-bbox="735 1707 792 1791">X</td> <td data-bbox="792 1707 1443 1791">Pre-employment skills training (individual, Group based, course voucher, multiple)</td> </tr> <tr> <td data-bbox="735 1791 792 1862"></td> <td data-bbox="792 1791 1443 1862">Stay-in-School Initiatives (graduate study grants, scholarships and loans)</td> </tr> </table>		Early Detection (exit/transition/career planning service prior or immediately following graduation)	X	Work Experience (Internships, including length)		Income Support (unemployment benefit extensions, mutual obligation strategies)	X	Employment Opportunities (full time / part-time, wage/employer subsidies)	X	Pre-employment skills training (individual, Group based, course voucher, multiple)		Stay-in-School Initiatives (graduate study grants, scholarships and loans)								
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	Stay-in-School Initiatives (graduate study grants, scholarships and loans)																				

Program and Policy Elements	Description
	<p>Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)</p> <p>X Other intervention type: as a part of the training period participants are strongly encouraged and activated to network with local employers (networking facilitation methods, i.e., study visits, workshops, on-the-job training when necessary)</p>
11) Responsibility for Program (e.g., national/regional/local government, government partners)	North Karelia University of Applied Sciences (lead partner) Employment and Economic Development Office (partner)
12) Stakeholder Involvement	Centre for Economic Development, Transport and Environment, Joensuu Regional Development Agency, regional enterprises (all industrial branches or fields of activity)
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Training, financing, and employment services through a formal written consent, public – private partnership
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	Total Budget = 567, 500 Euros European Social Fund Contribution = 493, 725 Euros
15) Program Impact	<p>After completing the program around 75% of the students are employed.</p> <p>Preliminary results of external evaluations indicate that participating companies are eager to recommend the project to others. There are currently more than 70 companies interested in taking part in the project.</p>
16) Evaluation Results (Measurements and Outcomes)	Program evaluation is still underway.
17) Lessons Learned	Straight from the beginning companies should be included in planning and implementation of the project, which brings both parties (job seekers and companies) closer, enables networking, and facilitates future employment. Learning (training), which emphasizes proactive approach of participants (group work, presentations, dialogs, out of the box thinking) has proven to be the most effective way of upgrading student's career opportunities.
18) Funder(s)	European Social Fund, Joensuu Regional Development Agency, own funding
19) Contact Details	Dr. Kirsi Mononen Kirsi.A.Mononen@pkamk.fi

Job Placement and Training of Tertiary-Education Graduates

Program and Policy Elements	Description
1) Program/Policy Name	Job Placement and Training of Tertiary-Education Graduates
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Cyprus
3) Program/Policy Description	<p>The 'Scheme for the Job Placement and Training of Tertiary-Education Graduates' is a consolidated programme focused on the integration of highly qualified young people into the labour market by providing practical on-the-job experience in a company for a maximum period of 12 months. The Scheme allows young people to obtain their first contact with the labour market and, at the same time, help companies, particularly SMEs, increase their awareness of new knowledge which may enhance their management capabilities. The programme, therefore, is aimed at enhancing not only the employability of the individual but also innovation in the host company through the talents of young graduates.</p> <p>This programme was jointly implemented by the Public Employment Services and the Human Resources Development Authority as a direct response to the economic crisis.</p> <p>The objectives are twofold:</p> <ul style="list-style-type: none"> • To enhance management and improve the competitiveness of enterprises/organizations through the recruitment of qualified, skilled individuals able to evolve and form part of their basic staff; and • To assist new graduates of tertiary education to smoothly and successfully find work, through the acquisition of work experience and specialized supplementary knowledge and skills.
4) Target Group (age range)	Graduates of schools of tertiary education who have successfully completed a programme of studies lasting at least 3 years and are holders of a diploma of higher education (at the minimum), a post-graduate degree or doctorate.
5) Number of Clients Served	
6) Year Program/Policy Started	2009
7) Year Program/Policy Ended	
8) Webpage	
9) Eligibility Criteria:	X Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	HS Student
	HS Graduate

Program and Policy Elements	Description																
	<table border="1"> <tr> <td data-bbox="735 243 792 302"></td> <td data-bbox="792 243 1446 302">PSE Student</td> </tr> <tr> <td data-bbox="735 302 792 361">X</td> <td data-bbox="792 302 1446 361">PSE Graduate</td> </tr> <tr> <td data-bbox="735 361 792 420"></td> <td data-bbox="792 361 1446 420">Education Credential Attained:</td> </tr> <tr> <td data-bbox="735 420 792 478"></td> <td data-bbox="792 420 1446 478">Age Range</td> </tr> <tr> <td data-bbox="735 478 792 537"></td> <td data-bbox="792 478 1446 537">Gender</td> </tr> <tr> <td data-bbox="735 537 792 596"></td> <td data-bbox="792 537 1446 596">Geography</td> </tr> <tr> <td data-bbox="735 596 792 642"></td> <td data-bbox="792 596 1446 642">Other Eligibility Criteria:</td> </tr> </table>		PSE Student	X	PSE Graduate		Education Credential Attained:		Age Range		Gender		Geography		Other Eligibility Criteria:		
	PSE Student																
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	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)																
	Other intervention type:																
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Public Employment Services and Human Resource Development Authority																
12) Stakeholder Involvement																	
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)																	
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	160 clients were served in 2008 and 409 clients in 2009. The grant amount increased from 900 euros per company in 2008 to 1600 euros per company in 2009.																
15) Program Impact	The success of this measure has led to its inclusion as an active labour market policy in the Special Prevention-Action Plan that was introduced by HRDA in close cooperation with the Ministry of Labour and Social Insurance in 2009, for																

Program and Policy Elements	Description
	combating unemployment.
16) Evaluation Results (Measurements and Outcomes)	
17) Lessons Learned	<p>Measures which combine real work experience with training are effective in ensuring a smooth transition into the labour market.</p> <p>This type of measure can contribute to changing employer culture regarding the identification of, and investment in training, particularly for small to medium sized enterprises.</p> <p>Success Factors</p> <ol style="list-style-type: none"> 1. Simplicity of procedures and quick reaction to examining employers' application to the scheme; 2. Differentiation of funding levels according to the size of the enterprise; 3. Dedication of staff; 4. Flexibility of the scheme according to the needs of each graduate; and 5. Complementarity with other schemes to support employment.
18) Funder(s)	
19) Contact Details	<p>Constantina Kyriacou - Liveri Human Resource Officer 1st Grade Research and Planning Directorate Phone: +357 223 90 353 Fax: +357 224 28 522 Email: c.kyriacou@hrdauth.org.cy</p>

Ontario Centres for Excellence First Job Program

Program and Policy Elements	Description
1) Program/Policy Name	<u>OCE First Job Program</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Ontario, Canada
3) Program/Policy Description	Ontario Centres of Excellence (OCE) First Job program helps Ontario companies hire knowledgeable, highly skilled graduates from all Ontario post-secondary institutions. The program provides support for highly skilled master's or Ph.D. graduate's first-year salary in a research and development capacity at an Ontario company. Companies, including start-ups, receive awards of up to a maximum of \$25,000. Host companies provide the remaining salary and benefits. Employment opportunities are in technology innovation and focused on the research and development of new products, services and processes, increasing the competitiveness of Ontario companies.
4) Target Group (age range)	Up to age 35
5) Number of Clients Served	200 internships since program inception
6) Year Program/Policy Started	2004-05
7) Year Program/Policy Ended	Ongoing
8) Webpage	http://www.oce-ontario.org/programs-services/talent-programs/first-job
9) Eligibility Criteria:	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	HS Student
	HS Graduate
	PSE Student
	X PSE Graduate
	X Education Credential Attained: Master's, Ph.D.
	Age Range
	Gender - Male and Female
	X Geography – Ontario only
	X Other Eligibility Criteria: Internship candidates must have a post-secondary Master's or Ph.D. in technology, have graduated within 5 years of the internship, be eligible to work in Canada. It must be their first job in their area of expertise.

Program and Policy Elements	Description
10) Type of Intervention:	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X Work Experience (Internships, including length)
	X Income Support (unemployment benefit extensions, mutual obligation strategies)
	Employment Opportunities (full time / part-time, wage/employer subsidies)
	Pre-employment skills training (individual, Group based, course voucher, multiple)
	Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
	Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Provincial government – Ontario Centres of Excellence
12) Stakeholder Involvement	<p>Graduate students and Industry Partners:</p> <ul style="list-style-type: none"> • AEMK Systems Inc., (Toronto) • Attodyne Inc., (Toronto) • Biomedical Photometrics, (Waterloo) • BKIN Technologies Ltd., (Kingston) • CES Online Innovations, (Kitchener) • Citadel Rock Online Communities Inc., (Ottawa) • Datec Coating Corporation, (Toronto) • Durham Strategic Energy Alliance, (Whitby) • EION Wireless, (Ottawa) • Larus Technologies, (Ottawa) • Monteco Ltd., (Mississauga) • MotionPro Inc., (Waterloo) • Netsweeper, (Guelph) • Opalux Inc., (Toronto) • Optiwave Systems Inc., (Ottawa) • OZ Optics Limited, (Ottawa) • Primal Fusion, (Waterloo) • SeeWind Design Corp., (Nepean) • SEH Computer Systems Inc., (Tavistock) • Shape Products, (Pickering) • Simulent Inc., (Toronto) • Sprung-brett RDI, (Waterloo) • StormFisher Biogas, (Toronto) • Tenova Goodfellow Inc., (Mississauga) • Unique Broadband Systems Ltd., (Vaughan)

Program and Policy Elements	Description
	<ul style="list-style-type: none"> • Vennsa Technologies (Toronto) • Visual Cortek Inc., (Ottawa) • Vive Nano, Vocalage Inc., (Toronto) • WDI Wise Device Inc., (Markham)
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Direct government delivery of program through OCE Inc. (70 employees)
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	\$1M annually
15) Program Impact	<p>Increased number of graduate students who transitioned into the industry</p> <p>Technology transfer and application of post-graduate thesis research</p> <p>Increased technology innovation capacity for Ontario industry</p>
16) Evaluation Results (Measurements and Outcomes)	Created 200 jobs.
17) Lessons Learned	<p>With limited funding, the ongoing challenge is to meet the industry demand for support in hiring highly-qualified technology graduates.</p> <p>For two years the program was opened to all post-secondary (college and university) graduates. The demand was beyond our ability to fund all good applications. As a result we have had to streamline the program to focus on the transfer of Master's and Ph.D. graduates only.</p>
18) Funder(s)	Ministry of Economic Development and Innovation
19) Contact Details	<p>Roxy Hamilton Program Development Manager roxy.hamilton@oce-ontario.org</p>

Pact on Apprenticeships

Program and Policy Elements	Description		
1) Program/Policy Name	Pact on Apprenticeships Ausbildungspakt		
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Germany		
3) Program/Policy Description	<p>The pact, set up in 2004, was designed to help more young people gain apprenticeships and to ensure the future supply of skilled labour. It was first renewed in 2007, and again in 2010 until 2014. It aims to create 60, 000 new apprenticeships every year until 2014, and 30.000 companies offering apprenticeships for the first time - provided that there are enough applicants.</p> <p>Declining numbers of school leavers and the growing number of university entrants adds to employers' problems in finding adequately trained workers as well as applicants for the apprenticeships. In addition, the pact partners highlight the fact that many school leavers do not successfully manage the transition from school to professional training due to a lack of foundational skills.</p> <p>The renewed pact focuses more on the issue of preparing pupils better for the transition from school to apprenticeships (providing foundational skills and career guidance) It provides targeted support to secondary school graduates who have not performed well at school.</p> <p>Business/economy agreed that they would:</p> <ul style="list-style-type: none"> • create, on average, 60,000 new vocational training positions • create 40, 000 places for students with difficulties getting into an apprenticeship, 10, 000 of those places for young people needing particular help with transition from school; • gain 30, 000 companies training young people for the first time. 		
4) Target Group (age range)	Young people at transition from school to VET		
5) Number of Clients Served	Cannot be quantified, because there is a broad range of activities within the pact (career guidance, placement, gaining companies for apprenticeships etc.)		
6) Year Program/Policy Started	2004		
7) Year Program/Policy Ended	Extended in 2010 to 2014		
8) Webpage	www.pakt-fuer-ausbildung.de		
9) Eligibility Criteria:	<table border="1" style="border-collapse: collapse;"> <tr> <td style="text-align: center; width: 20px;">X</td> <td>Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)</td> </tr> </table>	X	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
X	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)		

Program and Policy Elements	Description	
	X	HS Student
	X	HS Graduate
		PSE Student
		PSE Graduate
		Education Credential Attained:
		Age Range
		Gender
		Geography
		Other Eligibility Criteria:
10) Type of Intervention:	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X	Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
	X	Employment Opportunities (full time / part-time, wage/employer subsidies)
	X	Pre-employment skills training (individual, Group based, course voucher, multiple)
		Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
		Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	See question 12 below and their members. Federal level; there are similar pacts on state-level (Länder).	
12) Stakeholder Involvement	The Confederation of German Employers' Associations (BDA), the Federation of German Industries (BDI), the Association of German Chambers of Industry and Commerce (DIHK), the German Confederation of Skilled Crafts (ZDH), the German Association of Liberal Professions (BFB), the Federal Ministry of Economics and Technology, the Federal Ministry of Education and Research, the Federal Ministry of Labour and Social Affairs, the Federal Employment Agency (BA), the federal government's Commissioner for Migration, Refugees and Integration, and the Standing Conference of the Ministers of Cultural Affairs of the Lander (KMK).	
13) Delivery mechanism and Size of	The partners bring in their structures, programmes and	

Program and Policy Elements	Description
Organization (e.g., direct government delivery, private sector, public-private partnership)	efforts.
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	No special fund, partners bring in the efforts necessary to reach the targets set.
15) Program Impact	<p>Example for the year 2007:</p> <ul style="list-style-type: none"> • In 2007, private sector companies offered a total number of 88,900 in-house training places for the first time. Moreover, some 53,600 establishments that had not, until then, provided any vocational training decided to offer apprenticeship places. Both figures exceed the objectives that were agreed for 2007 – 60,000 training places and 30,000 establishments. • Some 10,000 vocational training places were provided within the scope of a programme run by the federal government. This programme aims to promote initial vocational training in eastern Germany (Bund-Länder-Ausbildungsprogramm Ost). • The BA subsidized a further 48,700 entrants into external vocational training programmes that are conducted by, for example, education centres. This amounted to an increase of 12,300 trainees or a 34% rise. • In addition, 43,250 work experience opportunities have been offered by companies in the private sector. By mid-January 2007, about 24,000 young persons had been able to take advantage of these opportunities. These work experience places last one year and are, in particular, regarded as a means for those who otherwise fail to meet the skills requirements for a regular apprenticeship stipulated by the companies to bridge that gap. It is worth noting that, according to an evaluation (in German) commissioned by the BA, almost three quarters of those who participated in a work experience scheme in the autumn of 2006 had already started a regular apprenticeship by the beginning of October 2007.
16) Evaluation Results (Measurements and Outcomes)	<p>There is a joint statement twice a year commenting on the implementation of the pact's targets.</p> <p>One year after the prolongation of the pact, the partners presented their first interim results. In a joint press statement (in German, 79Kb PDF) issued in November 2011, the pact partners highlight the positive trends in the German vocational training market. From 2010 to 2011 the number of available training positions registered with the Federal Employment Agency (BA) rose by 7.5% to a total of 519,600.</p>

Program and Policy Elements	Description
	<p>During the same period, the number of applicants fell by 2.5%. At the end of September 2011, there were 29,700 unfilled training positions and only 11,600 applicants were still registered with the BA.</p> <p>Statistics published by the pact partners show that:</p> <ul style="list-style-type: none"> • employer and business associations fulfilled their goal of providing more than 60,000 new apprenticeship positions, with a total of 63,100 new positions being made available; • 38,100 companies were persuaded to offer a training position for the first time; • companies offered 22,700 positions for entry-level qualifications, plus another 3,170 for special entry-level qualifications – intended for young people who need particular help with the transition from school to the vocational training system. <p>As a result, the partners claimed:</p> <ul style="list-style-type: none"> • 340,000 new training contracts were concluded in industry and commerce (an increase of 3.9% on the previous year); • 152,500 new contracts were agreed in the crafts industry (0.6% fewer than the previous year); • 43,100 contracts were agreed for trainees in the liberal professions (up 1.1% on the previous year). <p>A clearing phase started on 1 October 2011 and ran till the end of January 2012. During this phase, pact partners help young people who have not yet been successful in signing a training contract. Due to the low number of applicants for training positions in some regions, special placement checks or exchanges for trainee positions were no longer necessary during the clearing phase. In such cases, interested young people receive individual counselling. As a result, in the end of January 2012 there were only 5.700 applicants still registered with the BA.</p>
17) Lessons Learned	<p>A common effort is very effective;</p> <p>challenges are multifaceted (e.g.: some companies do not find applicants anymore; some young people do not find an apprenticeship place due to a lack of foundational skills)</p>
18) Funder(s)	S. 14
19) Contact Details	<p>Tanja Nackmayr Stellvertretende Abteilungsleiterin Bildung Berufliche Bildung T +49 30 2033-1502 F +49 30 2033-1505 t.nackmayr@arbeitgeber.de Dr. Nicole Cujai</p>

Program and Policy Elements	Description
	<p>Leiterin Beratung/Orientierung/U 25 (MI 21) im Geschäftsbereich Markt und Integration Arbeitslosenversicherung Tel.: +49 (911) 179-5043 Fax: +49 (911) 179-1333 E-Mail Org.postfach: mailto:Zentrale.MI21@arbeitsagentur.de E-Mail persönlich: mailto:Nicole.Cujai@arbeitsagentur.de</p>

Sanssi-Card

Program and Policy Elements	Description
1) Program/Policy Name	<u>Sanssi-Card (Wage Subsidy)</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Finland
3) Program/Policy Description	<p>Sanssi-card is a way to promote wage subsidy that The Employment and Economic Development Offices can give to employers who recruit a young recently graduated person. The subsidy is meant to enhance the employability of young people who have found it difficult to find employment from the open labor market.</p> <p>If a young person has the card, it shows to the employer that it is possible to get wage subsidy for hiring that young person. There was an extensive marketing campaign about the Sanssi-card during 2011. The maximum amount of salary support is about 650€ a month in a full-time job and the employer can get the support up to 10 months. An employer which uses the Sanssi-card can be a private company, organization, foundation, association or local authority but not a state institution.</p>
4) Target Group (age range)	New graduates under 30
5) Number of Clients Served	
6) Year Program/Policy Started	Spring 2009
7) Year Program/Policy Ended	On-going
8) Webpage	
9) Eligibility Criteria:	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	HS Student
	X HS Graduate
	PSE Student
	X PSE Graduate
	Education Credential Attained:
	X Age Range Those who are between 25 and 30 must have been out of work for six months to qualify for the card.
	Gender

Program and Policy Elements	Description
	Geography
	Other Eligibility Criteria:
10) Type of Intervention:	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	Work Experience (Internships, including length)
	Income Support (unemployment benefit extensions, mutual obligation strategies)
	X Employment Opportunities (full time / part-time, wage/employer subsidies)
	Pre-employment skills training (individual, Group based, course voucher, multiple)
	Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
	Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Ministry of Employment and the Economy
12) Stakeholder Involvement	
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Direct government delivery
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	
15) Program Impact	<p>Research which evaluated the Sanssi-card shows that 75% of the employers and 60% of the young people were satisfied with the Sanssi-card. The salary support was seen as a good incentive, but the key factor however, was that it activated the youth who received it.</p> <p>By August 2010 around 1,400 people were employed through the Sanssi card scheme.</p>
16) Evaluation Results (Measurements and Outcomes)	
17) Lessons Learned	

Program and Policy Elements	Description
18) Funder(s)	
19) Contact Details	Janne Savolainen Janne.savolainen@tem.fi

School Business Community Partnership Brokers Program

Program and Policy Elements	Description
1) Program/Policy Name	<u>School Business Community Partnership Brokers Program</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Australia
3) Program/Policy Description	<p>The School Business Community Partnership Brokers (Partnership Brokers) program is focused on building partnerships to support young people to attain Year 12 or equivalent qualifications and to reach their full educational and social potential.</p> <p>The program is designed to foster a strategic, whole of community approach to improving education and transition outcomes for all young people. This is achieved through a national network of Partnership Brokers that create new partnerships and enhance existing partnerships between and among four key stakeholder groups:</p> <ul style="list-style-type: none"> • Education and training providers • Business and industry • Parents and families • Community groups <p>Partnership Brokers assist key stakeholders to enter into partnership arrangements that will enrich the learning experience for young people leading to improved levels of participation, engagement and attainment. These partnerships harness resources and build local infrastructure to support communities to share responsibility for young people’s learning and development. Partnership Brokers work with key stakeholders to identify the needs of their region, help partners to agree on how they can work together towards a common purpose, and support partnerships to achieve their goals.</p> <p>Below is a link to a number of success stories to better illustrate how the program works.</p> <p><u>http://transitions.youth.gov.au/sites/transitions/successstories/pages/partnershipbrokerssuccessstoriesrollup</u></p>
4) Target Group (age range)	<p>Students aged 15 – 24</p> <p>This is the target group described under the National Partnership (NP) on Youth Attainment and Transitions. The Partnership Brokers program is part of the Australian Government’s contribution to this NP. While Partnership Brokers support the achievement of goals under the NP,</p>

Program and Policy Elements	Description																				
	including long-term reform, the program has a broader focus than the age group targeted by the NP. Partnership Brokers have the latitude to build partnerships that meet the needs of their contracted region. This includes creating or enhancing partnerships that benefit primary school aged students, as well as middle and senior secondary aged students, and those young people transitioning from school to further education, training or employment.																				
5) Number of Clients Served	The nature of the Partnership Brokers program makes it difficult to provide quantitative data describing the effectiveness of the program in terms of education and transition outcomes for individual young people. Individual outcome data is not systematically captured by provider reporting. The aim of the program is to build high quality partnerships; it is the partnerships that deliver and measure their effectiveness in improving outcomes.																				
6) Year Program/Policy Started	January 2010																				
7) Year Program/Policy Ended	The Partnership Brokers program is funded until December 2013.																				
8) Webpage	http://www.youth.gov.au/transitions																				
9) Eligibility Criteria:	<table border="1"> <tr> <td data-bbox="735 1041 792 1308">X</td> <td data-bbox="792 1041 1448 1308">Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other: Support for young people from disadvantaged backgrounds (i.e. Low Socio Economic Status (Low SES), Culturally and Linguistically Diverse (CALD), Humanitarian Refugee and young Indigenous people))</td> </tr> <tr> <td data-bbox="735 1308 792 1360">X</td> <td data-bbox="792 1308 1448 1360">HS Student</td> </tr> <tr> <td data-bbox="735 1360 792 1413">X</td> <td data-bbox="792 1360 1448 1413">HS Graduate</td> </tr> <tr> <td data-bbox="735 1413 792 1465">X</td> <td data-bbox="792 1413 1448 1465">PSE Student</td> </tr> <tr> <td data-bbox="735 1465 792 1518">X</td> <td data-bbox="792 1465 1448 1518">PSE Graduate</td> </tr> <tr> <td data-bbox="735 1518 792 1581"></td> <td data-bbox="792 1518 1448 1581">Education Credential Attained:</td> </tr> <tr> <td data-bbox="735 1581 792 1644"></td> <td data-bbox="792 1581 1448 1644">Age Range</td> </tr> <tr> <td data-bbox="735 1644 792 1707"></td> <td data-bbox="792 1644 1448 1707">Gender</td> </tr> <tr> <td data-bbox="735 1707 792 1770"></td> <td data-bbox="792 1707 1448 1770">Geography</td> </tr> <tr> <td data-bbox="735 1770 792 1873">X</td> <td data-bbox="792 1770 1448 1873">Other Eligibility Criteria: The nature of the Partnership Brokers program means that eligibility to participate in the program is not an issue. Partnership Brokers have the</td> </tr> </table>	X	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other: Support for young people from disadvantaged backgrounds (i.e. Low Socio Economic Status (Low SES), Culturally and Linguistically Diverse (CALD), Humanitarian Refugee and young Indigenous people))	X	HS Student	X	HS Graduate	X	PSE Student	X	PSE Graduate		Education Credential Attained:		Age Range		Gender		Geography	X	Other Eligibility Criteria: The nature of the Partnership Brokers program means that eligibility to participate in the program is not an issue. Partnership Brokers have the
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Program and Policy Elements	Description	
		latitude to engage with any stakeholders in their contracted region in order to build partnerships that improve education and transition outcomes for young people.
10) Type of Intervention:	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X	Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
		Employment Opportunities (full time / part-time, wage/employer subsidies)
		Pre-employment skills training (individual, Group based, course voucher, multiple)
		Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
	X	<p>Other intervention type: Depending on the priorities for partnership development in a particular community or region, a partnership could act to deliver a range of interventions, including, but not limited to:</p> <ul style="list-style-type: none"> • Career development/planning • Work Experience and/or Structured Workplace Learning opportunities • Pathways to employment • Pre-employment training (i.e. School-based apprenticeships/traineeships and/or apprenticeships/traineeships) • Building school/teacher capacity
11) Responsibility for Program (e.g., national/regional/local government, government partners)	<p>National Partnership on Youth Attainment and Transitions</p> <p>The National Partnership (NP) is an agreement between the Australian Government and each of the state and territory governments. The Partnership Brokers program is part of the Australian Government’s contribution to this NP. The program is managed by the Australian Government Department of Education, Employment and Workplace Relations.</p>	
12) Stakeholder Involvement	<ul style="list-style-type: none"> • Parents • Community Groups • Education and training providers 	

Program and Policy Elements	Description
	<ul style="list-style-type: none"> • Business and industry • Parents and families
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	<p>The Partnership Brokers program is delivered by a range of contracted organisations that were selected following a competitive tender process. These organisations operate in 107 regions across the country and include community-based organisations, national organisations (e.g. The Smith Family) and Chambers of Commerce and Industry. Excluding Victoria, there are 52 organisations delivering the Partnership Brokers program across 76 regions. In Victoria, as a result of NP negotiations, the Partnership Brokers program is implemented through the existing Local Learning and Employment Network (LLEN) across 31 regions.</p>
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	<p>The Program is delivered Nationally.</p>
15) Program Impact	<p>As of January 2012, there were over 1440 partnerships associated with Partnership Brokers nationally involving over 8800 partner organisations (excludes Victorian data). These partnerships include examples of providers leveraging off and adding value to local, state and Commonwealth programs/initiatives, as well as examples of innovative partnership models being established to meet the needs of young people.</p> <p>Approximately 21 per cent of these partnerships have an Indigenous focus. Approximately 83 per cent of the partnerships being supported by Partnership Brokers are newly created. The remaining 17 per cent are pre-existing partnerships that are being enhanced with support from the Partnership Brokers.</p> <p>Previous Commonwealth programs in the youth and transitions area focused on direct service delivery and 'doing things' for schools, business and community. This resulted in displacement of effort, rather than supporting the cultural shift and lasting reforms that are required to bring about a whole-of-community approach to supporting young people.</p> <p>Program data indicates that there has been a significant increase in the number of school, business and community partnerships since the introduction of the Partnership Brokers program. As a result, there is a growing awareness of the benefits of partnering and an increasing capacity of stakeholders to enter into, and maintain, effective partnership arrangements.</p>

Program and Policy Elements	Description
	Historically, school, business and community relationships have narrowly focused on school-to-work transitions. Program data indicates that the nature and purpose of partnerships is changing to support the broader school reform agenda including: improving literacy and numeracy standards; supporting students from disadvantaged backgrounds; early intervention strategies; and supporting schools and their communities as they move toward greater school autonomy.
16) Evaluation Results (Measurements and Outcomes)	<p>In June 2011, over 90% of partners surveyed indicated that their partnership is addressing a real need in their community and contributing to improved educational outcomes for young people (341 respondents).</p> <p>Dandolo Partners have been contracted to undertake an independent evaluation of the National Partnership and its separate elements, including the Partnership Brokers program. The first of a series of evaluation reports is due to the Department by 31 March 2012.</p>
17) Lessons Learned	<p>There are varying degrees of success amongst Partnership Broker providers:</p> <ul style="list-style-type: none"> • Some have struggled to make the transition to a strategic, facilitation role. (Some Partnership Broker organisations were contracted under previous programs in a 'hands-on' service delivery role.) • Some Service Regions, and some communities within Service Regions, are more conducive to partnership development than others. • The varying nature of infrastructure, culture and capacity across Service Regions is a factor. There are different challenges for providers operating in metropolitan, rural and remote areas. • The capacity of personnel undertaking the Partnership Brokers role varies across, and within, regions. Some providers, particularly those in remote regions, have had difficulty finding and retaining people with the necessary skill set to deliver program outcomes.
18) Funder(s)	The Australian Government has provided funding of \$183 million over four years for the Partnership Brokers program.
19) Contact Details	<p>Andrew Ferguson, Assistant Director School Business Community Partnerships Section Department of Education, Employment and Workplace Relations Email: andrew.ferguson@deewr.gov.au Phone: 61 2 6240 9252</p>

START Programme

Program and Policy Elements	Description
1) Program/Policy Name	<u>START Programme</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Hungary
3) Program/Policy Description	<p>A specific scheme aiming at providing contribution allowances to employers employing young job-seekers is the Start Programme. This scheme aims to support the labour market entry of young persons by reducing the costs associated with their employment. The programme offers two years of work experience to young entrants while their employers are paying reduced rate contributions. Employers who hire young entrants with the Start Card are eligible for a subsidy up to twenty-four months. The subsidy is a universal discount on the contributions paid by employers as follows:</p> <ul style="list-style-type: none"> • Ten per cent of the gross wage in the first twelve months; • Twenty per cent of the gross wage in the second twelve months. <p>As of January 1, 2010 the employers of university graduates (ISCED 6-7) with a Start Card can only claim the contribution relief for 12 months: for nine months they pay ten per cent and for three months they pay 20% as a contribution.</p> <p>To take part in the scheme and claim the discounted rate, the individual must hold a Start Card which is issued by the tax authorities. The young person must have the Card or a proof of application before starting employment in order to receive the discount. The employers themselves receive the discount in order to encourage them to employ career-starters.</p>
4) Target Group (age range)	Young entrants (aged 25 or under/for graduates 30 or under) eligible for Start Card who have finished (or interrupted) their studies and who take up employment, including self-employment.
5) Number of Clients Served	Around 33,000 young entrants were employed in the framework of START scheme at the end of 2011. The number of valid START cards is around 53,000.
6) Year Program/Policy Started	2005
7) Year Program/Policy Ended	On-going
8) Webpage	More information (in Hungarian): http://www.afsz.hu/engine.aspx?page=ma_tamogatas&switc

Program and Policy Elements	Description																				
	h-content=ma_tamogatas_start_kartya_taj&switch-zone=Zone1&switch-render-mode=full http://econ.core.hu/file/download/HLM2011/TheHungarianLabourMarket_2011_Environment.pdf (page 233)																				
9) Eligibility Criteria:	<table border="1"> <tr> <td data-bbox="735 411 792 533"></td> <td data-bbox="792 411 1446 533">Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)</td> </tr> <tr> <td data-bbox="735 533 792 590"></td> <td data-bbox="792 533 1446 590">HS Student</td> </tr> <tr> <td data-bbox="735 590 792 646">X</td> <td data-bbox="792 590 1446 646">HS Graduate</td> </tr> <tr> <td data-bbox="735 646 792 703"></td> <td data-bbox="792 646 1446 703">PSE Student</td> </tr> <tr> <td data-bbox="735 703 792 760">X</td> <td data-bbox="792 703 1446 760">PSE Graduate</td> </tr> <tr> <td data-bbox="735 760 792 816"></td> <td data-bbox="792 760 1446 816">Education Credential Attained:</td> </tr> <tr> <td data-bbox="735 816 792 873"></td> <td data-bbox="792 816 1446 873">Age Range</td> </tr> <tr> <td data-bbox="735 873 792 930"></td> <td data-bbox="792 873 1446 930">Gender</td> </tr> <tr> <td data-bbox="735 930 792 987"></td> <td data-bbox="792 930 1446 987">Geography</td> </tr> <tr> <td data-bbox="735 987 792 1083">X</td> <td data-bbox="792 987 1446 1083">Other Eligibility Criteria: Age range, for ISCED 5-6 graduates the range is broader</td> </tr> </table>		Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)		HS Student	X	HS Graduate		PSE Student	X	PSE Graduate		Education Credential Attained:		Age Range		Gender		Geography	X	Other Eligibility Criteria: Age range, for ISCED 5-6 graduates the range is broader
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10) Type of Intervention:	<table border="1"> <tr> <td data-bbox="735 1083 792 1171"></td> <td data-bbox="792 1083 1446 1171">Early Detection (exit/transition/career planning service prior or immediately following graduation)</td> </tr> <tr> <td data-bbox="735 1171 792 1228">X</td> <td data-bbox="792 1171 1446 1228">Work Experience (Internships, including length)</td> </tr> <tr> <td data-bbox="735 1228 792 1316"></td> <td data-bbox="792 1228 1446 1316">Income Support (unemployment benefit extensions, mutual obligation strategies)</td> </tr> <tr> <td data-bbox="735 1316 792 1404">X</td> <td data-bbox="792 1316 1446 1404">Employment Opportunities (full time / part-time, wage/employer subsidies)</td> </tr> <tr> <td data-bbox="735 1404 792 1493"></td> <td data-bbox="792 1404 1446 1493">Pre-employment skills training (individual, Group based, course voucher, multiple)</td> </tr> <tr> <td data-bbox="735 1493 792 1581"></td> <td data-bbox="792 1493 1446 1581">Stay-in-School Initiatives (graduate study grants, scholarships and loans)</td> </tr> <tr> <td data-bbox="735 1581 792 1703"></td> <td data-bbox="792 1581 1446 1703">Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)</td> </tr> <tr> <td data-bbox="735 1703 792 1755"></td> <td data-bbox="792 1703 1446 1755">Other intervention type:</td> </tr> </table>		Early Detection (exit/transition/career planning service prior or immediately following graduation)	X	Work Experience (Internships, including length)		Income Support (unemployment benefit extensions, mutual obligation strategies)	X	Employment Opportunities (full time / part-time, wage/employer subsidies)		Pre-employment skills training (individual, Group based, course voucher, multiple)		Stay-in-School Initiatives (graduate study grants, scholarships and loans)		Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)		Other intervention type:				
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	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)																				
	Other intervention type:																				
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Hungarian Ministry for National Economy																				

Program and Policy Elements	Description
12) Stakeholder Involvement	Implementation of the programme involves mainly governmental bodies like National Tax Authority, Administration of Pension Insurance, National Health Insurance Fund as well as the Ministry for National Economy itself. Funding is provided through the National Development Fund (formerly Labour Market Fund).
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Direct government delivery granting allowances for employers through normal taxation routines.
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	Annual budget, practically no upper cap exists. Resources are determined indirectly by number of participants.
15) Program Impact	The programme has been very well received and popular amongst both career-starters and employers. One of the reasons cited for the popularity of the program is its low administrative burden linked to usage unlike other similar wage subsidies. Employers experience a low administrative burden because they do not need to sign a contract to obtain the support. They can claim for the allowance through standard taxing procedures. (regular wage subsidies require a written contract and an obligation to hold the employee affected or sustain the total employment level for a specific amount of time).
16) Evaluation Results (Measurements and Outcomes)	A formal evaluation of the program has not yet been completed.
17) Lessons Learned	Targeting mechanism was tightened (see s.3 in the document) to reduce possible deadweight effects. Besides, the START card was the very first contribution allowance in Hungary, in 2007 some others followed (START Plus and Extra) targeted at other disadvantaged groups and were co-financed by ESF (while START is funded solely by national budget). This year a further START scheme have been introduced under the name of START Bónusz and it targets parents returning to the labour market after parental leave and registered unemployed looking for jobs at least for 3 months.
18) Funder(s)	Labour Market Fund
19) Contact Details	Sandor Adam sandor.adam@ngm.gov.hu Benei Viktória BeneiV@LAB.HU

Diversity Strategies

Ability Edge

Program and Policy Elements	Description
1) Program/Policy Name	<u>Ability Edge</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Canada
3) Program/Policy Description	The Ability Edge paid internship program was established in 1999 to assist graduates with self-declared disabilities in gaining their first meaningful work experience in their field. Recent graduates from college or university with self-declared disabilities can participate in a six to twelve month paid internship program. Participating private, public and non-profit sector employers are committed to offering qualified graduates with disabilities access to meaningful, paid internship work opportunities within supportive and professional work environments.
4) Target Group (age range)	Recent graduates with self-declared disabilities who: <ul style="list-style-type: none"> • have graduated from a Canadian college or university • have little or no relevant work experience in their field • are legally able to work in Canada • have not previously accepted an Ability Edge or Career Edge paid internship
5) Number of Clients Served	Over 450 graduates with self-declared disabilities have completed internships through the Ability Edge paid internship program.
6) Year Program/Policy Started	1999
7) Year Program/Policy Ended	On-going
8) Webpage	https://www.careeredge.ca/en/job-seekers/ability-edge
9) Eligibility Criteria:	X Employment Barriers (disability, low income, lack of work experience, immigrant, gender, visible minority, rural area, other:)
	HS Student
	HS Graduate
	PSE Student
	X PSE Graduate
	Education Credential Attained:
	Age Range

Program and Policy Elements	Description	
		Gender
		Geography
		Other Eligibility Criteria: <ul style="list-style-type: none"> • have recently graduated from a Canadian college or university • have little or no relevant work experience in their chosen field • are legally able to work in Canada • have not previously accepted an Ability Edge or Career Edge paid internship
10) Type of Intervention:		Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X	Work Experience (Internships, including length) 6, 9 or 12 month internships
		Income Support (unemployment benefit extensions, mutual obligation strategies)
	X	Employment Opportunities (full time / part-time, wage/employer subsidies) Internships can be converted to a full time position at no cost to the employer
		Pre-employment skills training (individual, Group based, course voucher, multiple)
		Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management) Grads with self-declared disabilities have access to Ability Edge job posting board and can apply directly to internship opportunities. There are on-line resources on the Career Edge Organization website that provide useful information related to job search, including tips on how to write a resume, preparing for an interview, addressing discussions related to accommodation, etc.
		Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)		Career Edge Organization, a national not-for-profit service provider.

Program and Policy Elements	Description
<p>12) Stakeholder Involvement</p>	<p>Employers (from the private, public and non-profit sectors);</p> <p>Job Seekers - recent grads with self-declared disabilities looking for entry level positions;</p> <p>Career Centres for Colleges/Universities and their Accessibility Centres or programs targeted at assisting graduates with disabilities;</p> <p>Disability Organization/Agencies (job developers and employment agencies) such as JOIN, NEADS, etc.</p> <p>Professional and industry associations interested in increasing the employability of persons with disabilities</p>
<p>13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)</p>	<p>Career Edge Organization, a self-funded not-for-profit organization hosts an online posting board on its website through which employers (host organizations) post internship opportunities for graduates with self-declared disabilities and recruit talent.</p> <p>Subsequently, eligible Ability Edge candidates apply to the internship opportunities posted to the board. Employers interview applicants and offer an internship to the successful candidate.</p> <p>Career Edge Organization supports employers through flexible recruitment services including payroll administration or direct-hire billing, while the employers provide interns with meaningful work experiences.</p>
<p>14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)</p>	<p>As a self-funded not-for-profit, Career Edge Organization is designed to operate at low cost and low overhead.</p> <p>Career Edge Organization manages the payroll on behalf of the host employer. Employers cover the cost of the stipend paid to the intern and related payroll taxes to the Government, and a one-time Program Delivery Fee to Career Edge Organization for each intern hired. For the Ability Edge program, the PDF is \$3,000</p>
<p>15) Program Impact</p>	<p>The internship experience has been a win-win for both the employer and the intern. The Ability Edge program has the added benefit of demystifying the hiring of persons with disability and brings the discussion of accommodation into the open in a non-threatening way. The internship provides a supportive onboarding environment that leads to integration of the intern in the organization.</p>
<p>16) Evaluation Results (Measurements and Outcomes)</p>	<p>To date, 472 recent grads with self-declared disabilities have been hired through the Ability Edge paid internship program</p>

Program and Policy Elements	Description
	since 1999, which averages at a little over 36 per year.
17) Lessons Learned	
18) Funder(s)	Career Edge Organization as a not-for-profit we attempt to cover our costs, and the primary source of revenue is the Program Delivery Fee paid by the employer for each intern hired.
19) Contact Details	<p>Nix Prabhu Client Relations Manager Career Edge Organization nprabhu@careeredge.ca</p> <p>Sydney Helland Marketing & Communications Coordinator Career Edge Organization www.careeredge.ca Tel: (416) 977-3343 ext. 254 E-mail: shelland@careeredge.ca</p>

Aboriginal Youth Work Exchange Program

Program and Policy Elements	Description
1) Program/Policy Name	<u>Aboriginal Youth Work Exchange Program</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Ontario, Canada
3) Program/Policy Description	<p>This is a program which provides youth who self-identify as Aboriginal (First Nations, Métis or Inuit) and are between the ages of 15 to 24 (up to 29 for persons with a disability) with three consecutive eight-week work placements in the summer.</p> <p>The participant focuses on resource management projects, job skills readiness training and personal development training.</p> <p>Each participant remains with the program over three summers, during which time an exchange component is completed between the MNR and an Aboriginal community and/or organization. There are 60 funded positions available each year with a 3-year commitment.</p> <p>Recruitment for these positions is facilitated in partnership with participating Aboriginal communities and organizations.</p> <p>Participants do not need to be students (they can be graduates and non-graduates). They are required to undertake specific training such as Health and Safety their employment. They also work with their supervisor to create a Work and Learn Plan, a tool that tracks the knowledge, skills and training achieved throughout the participant's work period over the three year commitment. The Work and Learn Plan is introduced to the participant with the supervisor at the start of each year. It is reviewed at the mid-term and at the end of each year along with an employee performance review.</p> <p>The Aboriginal Youth Work Exchange program aims to provide supervised work experience for youth in summer positions to develop skills which are career related and transferable to the general labour market.</p>
4) Target Group (age range)	Aboriginal students between 15-24 (up to 29 for youth with disabilities)
5) Number of Clients Served	Approximately 210 Aboriginal Youth have participated in the Aboriginal Youth Work Exchange Program
6) Year Program/Policy Started	2006
7) Year Program/Policy Ended	Ongoing
8) Webpage	http://www.mnr.gov.on.ca/en/Business/Youth/2ColumnSubPa

Program and Policy Elements	Description	
	ge/STELo2_163398.html	
9) Eligibility Criteria:	X	Employment Barriers (disability , low income, work experience, immigrant, gender, visible minority, rural area, other: Aboriginal)
		HS Student
		HS Graduate
		PSE Student
		PSE Graduate
		Education Credential Attained:
	X	Age Range
		Gender
		Geography
	X	Other Eligibility Criteria: Self-identify as an Aboriginal
10) Type of Intervention:		Early Detection (exit/transition/career planning service prior or immediately following graduation)
	X	Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
	X	Employment Opportunities (full time / part-time, wage/employer subsidies). Funding is paid to the community for the cost of the wage if the position is primarily based in the community and not the MNR
	X	Pre-employment skills training (individual, Group based, course voucher, multiple) health and safety training
		Stay-in-School Initiatives (graduate study grants, scholarships and loans)
		Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
		Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)	The Ontario Ministry of Natural Resources	
12) Stakeholder Involvement	Ministry of Government Services, Ministry of Natural Resources, Aboriginal Community and Organization	

Program and Policy Elements	Description
	Employees , Parents and Youth
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	<p>The MNR is the primary delivery mechanism. However, if a partnership is made with an Aboriginal organization or community for one of the positions, the supervision of the position is the responsibility of the organization or community.</p>
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	<p>The Ministry of Government Services provides funding for the Ministry of Natural Resources to coordinate 60 employment opportunities for Aboriginal Youth in the province of Ontario.</p>
15) Program Impact	<p>The MNR measures the impact of the program through the retention of participants, Final Reports from participants and online employee/employer surveys.</p> <p>These participant feedback mechanisms have shown that:</p> <ul style="list-style-type: none"> • 94% said they would consider another seasonal job with the MNR and 80% replied they would consider working for the MNR permanently • 66% said that the program has or has possibly encouraged them to pursue further education in a related field • 95% said that this experience has encouraged them to incorporate environmental practices in their lives <p>The program has had a number of anecdotal success stories such as:</p> <p><i>"When I began in AYWEP I felt a little out of my element, but as I started my second and third summer it was much easier to get focused and really do my job. This program is a great learning experience and I would feel proud to see more Aboriginal youth get the same experience I did."</i>-3rd Year AYWEP</p> <p><i>"My experiences working for the MNR so far have been enjoyable and memorable. I am seriously considering pursuing a career with the MNR."</i>-2010 participant</p>
16) Evaluation Results (Measurements and Outcomes)	<p>The MNR measures the outcomes of the program through the retention of participants, Final Reports from participants and online employee/employer surveys.</p> <p>Through these evaluations it has been found that:</p> <ul style="list-style-type: none"> • From last year's numbers, trends suggest an average 67% program retention rate with approximately 79% returning from their first year and 52% from their second year. • 76% of participants were 17 or older on their first day of work

Program and Policy Elements	Description
	<ul style="list-style-type: none"> • 70% of participants have completed high school • 95.2% of participants agreed they were satisfied with their experience • 100% of participants agreed they had a healthy and safe work environment • 95% of participants were satisfied that their immediate supervisor was supportive, good supervisors and effective leader/team builders (up from 88%)
17) Lessons Learned	Shared values of respect and adaptability between program stakeholders have proven to contribute to program success.
18) Funder(s)	Ontario Government
19) Contact Details	<p>Ashley Boland Youth Programs Coordinator - YOUTH AND LEARNING SECTION Ministry of Natural Resources 3rd Flr S, 300 Water St Peterborough ON K9J8M5 Phone: (705) 755-1314 Email: ashley.boland@ontario.ca</p>

Graduate Women

Program and Policy Elements	Description		
1) Program/Policy Name	www.graduate-women.com (not vetted)		
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	United Kingdom		
3) Program/Policy Description	<p>graduate-women.com is an online resource that offers information, support, jobs, graduate schemes and networking to female graduates.</p> <p>The graduate-women website was created to support female graduates' transition into work. The site showcases women role models in specific sectors which are under-represented and helps women graduates to paint a picture of careers they can have.</p> <p>Advertisers use the site to explain how their organization is a good place to work for women; the opportunities available and to show how other women have progressed in their business.</p> <p>Women graduates can use the site to learn what might be possible for them specifically, given their interests, degree and results and what they are hoping for.</p> <p>The site also offers women the opportunity to network with one another.</p>		
4) Target Group (age range)	Not specified		
5) Number of Clients Served	Graduates: 555,600 Recruiters: 3,541		
6) Year Program/Policy Started	October 2000		
7) Year Program/Policy Ended	On-going		
8) Webpage	www.graduate-women.com		
9) Eligibility Criteria:	<table border="1"> <tr> <td data-bbox="735 1413 792 1528">X</td> <td data-bbox="792 1413 1440 1528">Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other: women)</td> </tr> </table>	X	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other: women)
	X	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other: women)	
	<table border="1"> <tr> <td data-bbox="735 1528 792 1581"></td> <td data-bbox="792 1528 1440 1581">HS Student</td> </tr> </table>		HS Student
		HS Student	
	<table border="1"> <tr> <td data-bbox="735 1581 792 1633"></td> <td data-bbox="792 1581 1440 1633">HS Graduate</td> </tr> </table>		HS Graduate
		HS Graduate	
	<table border="1"> <tr> <td data-bbox="735 1633 792 1696">X</td> <td data-bbox="792 1633 1440 1696">PSE Student</td> </tr> </table>	X	PSE Student
X	PSE Student		
<table border="1"> <tr> <td data-bbox="735 1696 792 1759">X</td> <td data-bbox="792 1696 1440 1759">PSE Graduate</td> </tr> </table>	X	PSE Graduate	
X	PSE Graduate		
<table border="1"> <tr> <td data-bbox="735 1759 792 1812"></td> <td data-bbox="792 1759 1440 1812">Education Credential Attained:</td> </tr> </table>		Education Credential Attained:	
	Education Credential Attained:		
<table border="1"> <tr> <td data-bbox="735 1812 792 1862"></td> <td data-bbox="792 1812 1440 1862">Age Range</td> </tr> </table>		Age Range	
	Age Range		

Program and Policy Elements	Description	
		Gender
		Geography
		Other Eligibility Criteria:
10) Type of Intervention:	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)
		Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
	X	Employment Opportunities (full time / part-time, wage/employer subsidies)
		Pre-employment skills training (individual, Group based, course voucher, multiple)
		Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
		Other intervention type:
11) Responsibility for Program (e.g., national/regional/local government, government partners)		
12) Stakeholder Involvement	Association of Graduate Recruiters	
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Private Sector	
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)		
15) Program Impact	graduate-women.com currently generates 1,230,000 page impressions per month, and is one of the leading graduate recruitment websites in the UK.	
16) Evaluation Results (Measurements and Outcomes)		
17) Lessons Learned		
18) Funder(s)		
19) Contact Details	Gerry Wyatt gerry@graduate-women.com	

LYNX: Aboriginal Student Career and Employment Program

Program and Policy Elements	Description
1) Program/Policy Name	LYNX: Aboriginal Student Career and Employment Program
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Canada (National program that is Calgary-based)
3) Program/Policy Description	<p>The LYNX: Aboriginal Student Career and Employment Program provides an opportunity for Aboriginal Students and recent graduates from various universities and Technical Institutes in Canada to connect directly with potential employers who are seeking to recruit Aboriginal employees for internships, co-ops, summer employment and full-time positions.</p> <p>The LYNX Program provides an inter-active online employment service called the “LYNX Virtual Career Centre”. This interactive environment serves Aboriginal students from post-secondary institutions in Canada. Through the interactive technology of the LYNX Virtual Career Centre, Aboriginal students and graduates are able to search and apply to job postings, receive updates on employment trends, use Optimal Resume to create résumés, obtain insight into sponsor employment opportunities through Aboriginal Employee Profiles and through direct links to sponsor websites.</p> <p>Sponsors, showcased on the LYNX website, can post positions for free, receive updates on Aboriginal Employment trends and events, partner with LYNX on Employment related events, provide a profile of their company, browse student profiles, connect with Native Student Centres at partner institutions, send messages to students through LYNX job search, and promote their work environment by uploading profiles of Aboriginal employees associated with their organizations. Other employers may post jobs for a fee.</p>
4) Target Group (age range)	Aboriginal PSE students and graduates
5) Number of Clients Served	Over 1600 Aboriginal Post-Secondary students and graduates registered
6) Year Program/Policy Started	October 2008
7) Year Program/Policy Ended	ongoing
8) Webpage	http://aboriginallynx.ca/home/about-us
9) Eligibility Criteria:	X Employment Barriers: Aboriginal people

Program and Policy Elements	Description																		
	<table border="1"> <tr><td data-bbox="735 247 792 304"></td><td data-bbox="792 247 1437 304">HS Student</td></tr> <tr><td data-bbox="735 304 792 361"></td><td data-bbox="792 304 1437 361">HS Graduate</td></tr> <tr><td data-bbox="735 361 792 417">X</td><td data-bbox="792 361 1437 417">PSE Student of Aboriginal Descent</td></tr> <tr><td data-bbox="735 417 792 474">X</td><td data-bbox="792 417 1437 474">PSE Graduate of Aboriginal Descent</td></tr> <tr><td data-bbox="735 474 792 531"></td><td data-bbox="792 474 1437 531">Education Credential Attained:</td></tr> <tr><td data-bbox="735 531 792 588"></td><td data-bbox="792 531 1437 588">Age Range</td></tr> <tr><td data-bbox="735 588 792 644"></td><td data-bbox="792 588 1437 644">Gender</td></tr> <tr><td data-bbox="735 644 792 701"></td><td data-bbox="792 644 1437 701">Geography – Across Canada</td></tr> <tr><td data-bbox="735 701 792 758"></td><td data-bbox="792 701 1437 758">Other Eligibility Criteria:</td></tr> </table>		HS Student		HS Graduate	X	PSE Student of Aboriginal Descent	X	PSE Graduate of Aboriginal Descent		Education Credential Attained:		Age Range		Gender		Geography – Across Canada		Other Eligibility Criteria:
	HS Student																		
	HS Graduate																		
X	PSE Student of Aboriginal Descent																		
X	PSE Graduate of Aboriginal Descent																		
	Education Credential Attained:																		
	Age Range																		
	Gender																		
	Geography – Across Canada																		
	Other Eligibility Criteria:																		
10) Type of Intervention:	<table border="1"> <tr><td data-bbox="735 758 792 846"></td><td data-bbox="792 758 1437 846">Early Detection (exit/transition/career planning service prior or immediately following graduation)</td></tr> <tr><td data-bbox="735 846 792 900"></td><td data-bbox="792 846 1437 900">Work Experience (Internships, including length:</td></tr> <tr><td data-bbox="735 900 792 989"></td><td data-bbox="792 900 1437 989">Income Support (unemployment benefit extensions, mutual obligation strategies)</td></tr> <tr><td data-bbox="735 989 792 1077">X</td><td data-bbox="792 989 1437 1077">Employment Opportunities – Summer, Co-op or Internship, New Graduate positions</td></tr> <tr><td data-bbox="735 1077 792 1165"></td><td data-bbox="792 1077 1437 1165">Pre-employment skills training (individual, Group based, course voucher, multiple)</td></tr> <tr><td data-bbox="735 1165 792 1253"></td><td data-bbox="792 1165 1437 1253">Stay-in-School Initiatives (graduate study grants, scholarships and loans)</td></tr> <tr><td data-bbox="735 1253 792 1377"></td><td data-bbox="792 1253 1437 1377">Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)</td></tr> <tr><td data-bbox="735 1377 792 1430"></td><td data-bbox="792 1377 1437 1430">Other intervention type:</td></tr> </table>		Early Detection (exit/transition/career planning service prior or immediately following graduation)		Work Experience (Internships, including length:		Income Support (unemployment benefit extensions, mutual obligation strategies)	X	Employment Opportunities – Summer, Co-op or Internship, New Graduate positions		Pre-employment skills training (individual, Group based, course voucher, multiple)		Stay-in-School Initiatives (graduate study grants, scholarships and loans)		Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)		Other intervention type:		
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	Work Experience (Internships, including length:																		
	Income Support (unemployment benefit extensions, mutual obligation strategies)																		
X	Employment Opportunities – Summer, Co-op or Internship, New Graduate positions																		
	Pre-employment skills training (individual, Group based, course voucher, multiple)																		
	Stay-in-School Initiatives (graduate study grants, scholarships and loans)																		
	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)																		
	Other intervention type:																		
11) Responsibility for Program (e.g., national/regional/local government, government partners)	University of Calgary Native Centre																		
12) Stakeholder Involvement	LYNX Collaborative Post-Secondary Partners: <ul style="list-style-type: none"> • First Nations University of Canada • Lakehead University • Mount Royal University • SAIT • SIAS • University of Alberta • University of British Columbia • University of Calgary 																		

Program and Policy Elements	Description
	<ul style="list-style-type: none"> • University of Northern British Columbia • University of Manitoba • University of Regina • University of Saskatchewan • University of Winnipeg • Vancouver Island University
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	University of Calgary Research Trust funded by Corporate Sponsors
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	
15) Program Impact	Over 1600 Aboriginal Post-Secondary students and graduates registered to connect with employment. Over 900 Employers registered.
16) Evaluation Results (Measurements and Outcomes)	TBD
17) Lessons Learned	Facebook and Twitter are essential communication tools
18) Funder(s)	Corporate Sponsors: <ul style="list-style-type: none"> • ATCO Group of Companies • BMO Financial Group • Cenovus Energy • Encana Corporation • HSBC • Shell Canada • Suncor Energy • TransCanada Corporation
19) Contact Details	Cyndy Bermingham, lynx@ucalgary.ca

Store 54

Program and Policy Elements	Description
1) Program/Policy Name	Store 54
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Georgian Bay, Ontario, Canada
3) Program/Policy Description	<p>Store 54 is a cooperative, storefront boutique/self-employment learning centre that provides young local entrepreneurs with the opportunity to gain entrepreneurial skills while showcasing their products and services.</p> <p>This project builds awareness of entrepreneurship as a viable career option for youth in Collingwood and the Georgian Triangle. In addition to in-school and public workshops and presentations this project has implemented and coordinates a storefront operation, Store 54. Aspiring entrepreneurs with a business idea and a product or service to sell can utilize the store for 16 weeks of hands-on learning of entrepreneurial skills. This initiative operates like an "incubator without walls" and utilizes the knowledge of local advisors and mentors for the benefit of its, 15 – 29 year old, participants.</p> <p>Participants are typically working youth not in the chosen career field or working students looking to develop their own jobs in areas of career interest.</p>
4) Target Group (age range)	15-29 (most participants from 18-29)
5) Number of Clients Served	Over 1000 local youth have participated in the program. It has provided business start-up assistance for over 60 local youth.
6) Year Program/Policy Started	2007
7) Year Program/Policy Ended	Ongoing
8) Webpage	http://www.store54.biz/Chapter/1/Home
9) Eligibility Criteria:	Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other:)
	HS Student
	HS Graduate
	PSE Student
	PSE Graduate
	Education Credential Attained:
	X Age Range: 15-29

Program and Policy Elements	Description
	Gender
	Geography
	Other Eligibility Criteria:
10) Type of Intervention:	Early Detection (exit/transition/career planning service prior or immediately following graduation)
	Work Experience (Internships, including length)
	Income Support (unemployment benefit extensions, mutual obligation strategies)
	Employment Opportunities (full time / part-time, wage/employer subsidies)
	Pre-employment skills training (individual, Group based, course voucher, multiple)
	Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
	X Other intervention type: Entrepreneurship
11) Responsibility for Program (e.g., national/regional/local government, government partners)	
12) Stakeholder Involvement	Partners: <ul style="list-style-type: none"> • Ontario Trillium Foundations • Ontario Ministry of Small Business and Consumer Services • Collingwood Chamber of Commerce • Canadian Youth Business Foundation • Independent Order of Odd Fellows • Youth Opportunities Unlimited • Tracks Employment and Resources Services of Georgian Bay • Enterprise Centre of Greater Collingwood Small Businesses • Mycollingwood.ca
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Tracks Employment and Resources Service of Georgian Bay (Employment Ontario) Public-private partnerships

Program and Policy Elements	Description
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	
15) Program Impact	<p>Impacts.....</p> <p>AWARDS</p> <ul style="list-style-type: none"> • Winner of the 2010 BEST RETAIL BUSINESS AWARD at the Collingwood Chamber of Commerce • Nominee of the 2010 MOST INNOVATIVE BUSINESS AWARD at the Collingwood Chamber of Commerce • Winner of the 2008 OBIA SOCIAL INITIATIVE AWARD • Participants – Winner of the NEW BUSINESS AND YOUNG ENTREPRENEUR AWARDS AT THE 2008 Collingwood Chamber of Commerce
16) Evaluation Results (Measurements and Outcomes)	
17) Lessons Learned	
18) Funder(s)	Trillium Foundation
19) Contact Details	<p>Devaki MacDonald Project Coordinator Store 54 54 Hurontario St Collingwood, ON L9Y 2L6 devaki@tracks.on.ca Store: 705 446 1182 Fax: 705 444 1338</p>

Tri-Mentoring Program

Program and Policy Elements	Description
1) Program/Policy Name	<u>Tri-Mentoring Program</u>
2) Country and region (e.g. province/territory) Contextual information regarding youth unemployment in the Country/Region.	Toronto, Canada
3) Program/Policy Description	<p>The Tri-Mentoring Program aims to assist culturally diverse students at all levels of study in successful achievement of their goals. Through meaningful relationships with fellow students, industry professionals and the community at large, Tri-Mentoring supports the unique needs of Ryerson's culturally diverse student body. All participants will benefit from the opportunities to grow as a student and a person through guidance, communication, leadership and a supportive community.</p> <p>Tri-Mentoring at a glance:</p> <ul style="list-style-type: none"> In the TMP, 1st year students are paired with a senior student mentor to help facilitate the orientation and transition into university life. In 2nd and/or 3rd year, students are enrolled in a student leadership and education program to develop skills and training in peer support, team work, communication and problem solving. They also become student mentors to first year students, while exploring their own employability and career skills. In the 3rd & 4th year, students are paired with an industry mentor who helps them develop networks, job opportunities, and career/employability skills before graduation.
4) Target Group (age range)	Students enrolled with Ryerson University
5) Number of Clients Served	To date, over 16,000 students.
6) Year Program/Policy Started	2001
7) Year Program/Policy Ended	On-going
8) Webpage	http://www.ryerson.ca/student-services/trimentoring/index.html
9) Eligibility Criteria:	X Employment Barriers (disability, low income, work experience, immigrant, gender, visible minority, rural area, other: culturally diverse students, including visible minorities)
	HS Student
	HS Graduate

Program and Policy Elements	Description	
	X	PSE Student
		PSE Graduate
		Education Credential Attained:
		Age Range
		Gender
		Geography
		Other Eligibility Criteria:
10) Type of Intervention:	X	Early Detection (exit/transition/career planning service prior or immediately following graduation)
		Work Experience (Internships, including length)
		Income Support (unemployment benefit extensions, mutual obligation strategies)
		Employment Opportunities (full time / part-time, wage/employer subsidies)
		Pre-employment skills training (individual, Group based, course voucher, multiple)
		Stay-in-School Initiatives (graduate study grants, scholarships and loans)
	X	Employment Assistance Services (service entitlement, work search assistance, mentoring, career counselling, LMI, case management)
	Other intervention type:	
11) Responsibility for Program (e.g., national/regional/local government, government partners)	Ryerson University	
12) Stakeholder Involvement	Employers, Community organizations, students, staff, faculty	
13) Delivery mechanism and Size of Organization (e.g., direct government delivery, private sector, public-private partnership)	Ryerson University	
14) Program Magnitude (annual budget, annual funds leveraged, annual clients served)	Approximately \$600,000	
15) Program Impact	This program has been impactful in assisting Ryerson students with transitions. Transitions into university as well as transitions from university to the world of work. For ten years, the Tri-Mentoring Program at Ryerson University has assisted	

Program and Policy Elements	Description
	<p>the culturally diverse student body in their pursuit of personal goals, academic achievements and career success on-campus, and within the community.</p> <p>The Ryerson University Tri-Mentoring Program aims to assist culturally and linguistically diverse students at all levels of study in successful achievement of their goals. Through meaningful relationships with fellow students, industry professionals and the community at large, the Tri-Mentoring Program supports the unique needs of Ryerson's culturally diverse student body by providing guidance, communication, leadership and a supportive community.</p>
16) Evaluation Results (Measurements and Outcomes)	<p>The program was established in September 2001 and approximately 50 students participated. In 2010-2011, over 2,000 students participated in the TMP and more than 1,100 were first year students. To date, TMP has helped over 16,000 students successfully transition to university and then to the world of work. Over 80% of our students identify as either being: first generation, English as a second language, newcomer, recent immigrant, and/or being racialized.</p> <p>The program facilitates pre, mid & post mentoring evaluations with the mentees and mentors. As well, they facilitate feedback surveys with each of their stakeholder/partner groups periodically.</p>
17) Lessons Learned	<p>Ryerson has learned that community outreach plays an important role in supporting culturally diverse students to attend University. This element of the program has been included through the First Generation Projects. Members of the program reach out to youth in priority communities to demystify the myths around post-secondary education. They do this through the facilitation of: tutoring, financial literacy, mentoring, programming and workshops.</p>
18) Funder(s)	<p>Ryerson University and Ontario Ministry of Training Colleges and Universities (MTCU)</p>
19) Contact Details	<p>Kabir Abdurrahman Program Coordinator Email: kabdurra@ryerson.ca</p>

