

European Semester – Summary of the Country Specific Recommendations on education 2012 -2013

TO	Recommendations 2012	Evaluation of the Commission on the implementation of the 2012 Recommendations	Recommendations 2013
<p>All EU countries</p> <p>2012 Commission Communication on Action for Stability, Growth and Jobs</p> <p>2013 Commission communication on Moving Europe Beyond the Crisis</p> <p> </p>	<p>In reducing government deficits and debt levels Member States are advised to preserve public investment in research and innovation, education, energy and to make social protection systems including pensions more sustainable and effective.</p> <p>(...) recommendations deal with strengthening research and innovation, improving resource efficiency, and linking education more closely to the requirements of the labour market.</p> <p>Research outputs should be brought closer to market through pre-commercial procurement. More generally, there is an obvious need for more partnerships between education and lifelong learning institutions, research bodies</p>		<p>There is a need for much stronger support measures for the unemployed, notably the long-term unemployed, to help them get the skills or guidance needed to get new jobs, as well as for youth, to help them succeed in the transition from education to work. There is a need to find solutions for businesses with solid business plans that cannot get financing. There is a need across all Member States for greater investment in the performance of the education system, in equipping people with the skills needed for the twenty first century economy and for boosting innovation and competitiveness. Prior to and during the crisis the necessary investment has not been made across all Member States in education and skills, research and innovation and resource efficiency. Lack of the right skills, products and services poses a serious threat to Europe's future growth prospects so rapid, remedial action is needed in these areas, in line</p>

	<p>and business, making full use of available EU instruments.</p> <p>Several countries have to make particular efforts to reduce the high number of early school leavers, to improve young people's chances on the labour market and reduce youth unemployment. More generally educational performance, including vocational training and university level, need to be improved across the board. In many Member States there is scope for developing apprenticeship schemes. In general, much more needs to be done to link and anticipate education and training with future labour market needs to facilitate the school to work transition.</p>		<p>with the Europe 2020 goals.</p> <p>On the expenditure side, the Commission is of the view that public investment in research, innovation and human capital should be given priority, including through greater cost-efficiency of spending. There is cause for concern in some Member States showing low or decreasing levels of investment in education (for example, BG, EL, IT, SK and RO). There is also scope to maintain or improve the coverage and effectiveness of employment services and active labour market policies, such as training for the unemployed and youth guarantee schemes, as well as to improve the cost-effectiveness of public spending in many areas, including healthcare and long-term care</p> <p>Weak productivity results partly from limited competition in products and services markets, but also from poor performance in education and research, and the inability to transfer research results into goods and services for the market place. A significant share of publicly funded private R&D is done through direct grants. Alternative ways of supporting innovation capacities,</p>
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		<p>such as tax incentives to boost private funding and the strategic use of public procurement, should be developed. Developing early childhood education and care, usually referred to as childcare, addressing child poverty and preventing early school-leaving are key instruments to this end. The quality, affordability and accessibility of related services play a crucial role.</p> <p>A more fundamental assessment is also needed of how to make the provision of education and training more transparent and efficient, how to achieve a better match between skills and available jobs and how to reinforce synergies between the different training providers. The share of early school leavers, particularly for people with a disadvantaged or migrant background, remains unacceptably high in several Member States and the provision of lifelong learning opportunities is sub-optimal. Early school leaving is above the EU average in MT, ES, PT, IT, RO and UK9, while BG, RO, EL, HU and SK have the lowest participation rates in lifelong learning¹⁰. These problems existed before the crisis but are especially problematic now in view of the breadth of economic adjustments taking place,</p>
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			<p>and the prospect of longer working lives. Skills mismatches and bottlenecks in many regions and sectors are a further illustration of the inadequacy of certain education and training systems.</p> <p>Several Member States have initiated reforms of their vocational education and training systems to adapt skills and competences of young people to labour market needs. A number of Member States have established the bases for high quality apprenticeships and dual vocational training (EL, ES, IT, LV, PT, SK), although the process is still in initial phases and will need close <i>involvement of social partners</i> in order to be successful</p>
<p>All EU countries</p> <p>2012 European Commission Recommendation for States in the Euro zone</p> <p>EN  - FR  - DE </p> <p>2013 Commission</p>	-	<p>Commission Staff Working Paper EN - FR - DE</p> <p>Education expenditure has risen slightly, which is to some extent reassuring in view of the link to the long-term growth potential.</p>	

<p>Recommendation on the Euro area</p> <p>EN - FR - DE</p>			
<p>AUSTRIA</p> <p>2012 Commission proposal DE  - EN </p> <p>2013 Commission Recommendation DE - EN - FR</p>	<p>Take further steps to strengthen the national budgetary framework by aligning responsibilities across the federal, regional and local levels of government, in particular by implementing concrete reforms aimed at improving the organisation, financing and efficiency of healthcare and education.</p> <p>Take further measures to improve educational outcomes, especially of disadvantaged young people. Take measures to reduce drop-outs from higher education.</p>	<p>Commission Staff Working Paper DE - EN</p> <p>Austria's spending on education (5.56% of GDP) is above the EU average (5.34%), but education outcomes are below average for 10 and 15-year-olds. The influence of socio-economic background on educational achievement is particularly high and achievement gaps between young people with a migrant background and their native peers are among the highest in the EU. Student numbers in higher education are increasing but the percentage of students completing their studies successfully is low (26.8% in 2012 compared with 36.5% for EU27).</p>	<p>Improve educational outcomes, in particular of disadvantaged young people, including by enhancing early childhood education and reducing the negative effects of early tracking. Further improve strategic planning in higher education and enhance measures to reduce drop-outs</p>
<p>BELGIUM</p> <p>2012 Commission proposal: FR  - NL  - EN </p>	<p>Take advantage of the planned further regionalisation of labour market competencies to boost interregional labour mobility and to strengthen the coherence between education, life-long learning, vocational training and employment policies. Extend</p>	<p>Commission Staff Working Paper FR - NL - EN</p> <p>The efforts to increase the effectiveness of active labour market policies and the coherence between on the one hand education and training and on the other hand employment policies could be</p>	<p>Simplify and reinforce coherence between employment incentives, activation policies, labour matching, education, lifelong learning and vocational training policies for older people and youth. Develop comprehensive social-inclusion</p>

<p>2013 Commission Recommendation FR - NL - EN - DE</p> <p>Commission proposal on the Excessive Deficit Procedure FR - NL - EN Decision on further measures under the EDP FR - NL - EN</p>	<p>existing activation efforts to all age groups.</p>	<p>complemented by additional measures to reduce skills mismatches and enhance labour mobility.</p>	<p>strategies for people with a migrant background.</p>
<p>BULGARIA 2012 Commission proposal: BG - EN Decision on the excessive deficit procedure: EN </p> <p>2013 Commission Recommendation BG - EN - FR - DE</p>	<p>Strengthen efforts to enhance the quality of public spending, particularly in the education and health sectors and implement a comprehensive tax-compliance strategy to improve tax revenue and address the shadow economy.</p> <p>Speed up the reform of relevant legal acts on schools and higher education and of accompanying measures by focusing on modernising curricula, improving teacher training, and ensuring access to education for disadvantaged groups. Improve the access to</p>	<p>Commission Staff Working Paper BG - EN</p> <p>The education and training systems are not adapted to labour market needs. Bulgaria has the EU's highest share of low achievers in reading, mathematics and science, and the overall investment in education and training – particularly in primary, secondary and early childhood education – are well below the EU average, while the use of childcare is particularly low for those under three years old (covering only 7% of children in 2011), and is decreasing.</p>	<p>Adopt the School Education Act and pursue the reform of higher education, in particular through better aligning outcomes to labour-market needs and strengthening cooperation between education, research and business. Improve access to inclusive education for disadvantaged children, in particular Roma.</p>

	finance for start-ups and SMEs, in particular those involved in innovative activities.		
<p>CYPRUS</p> <p>2012 Commission proposal : EL  - EN </p> <p>2013 To avoid duplication with measures set out in the <u>Economic Adjustment Programme</u>, there are no additional recommendations for Cyprus.</p>	<p>Improve the skills of the workforce to reinforce their occupational mobility towards activities of high growth and high value added. Take further measures to address youth unemployment, with emphasis on work placements in companies and promotion of self-employment. Take appropriate policy measures on the demand side to stimulate business innovation.</p>	<p>Commission Staff Working Paper EL - EN</p> <p>Ambitious and well-focused policy efforts, in particular as regards the labour market participation of women, young and the elderly will be critical in reversing this negative trend and curbing the rising unemployment. In addition to the swift implementation of the current measures to achieve the national early school leaving target, Cyprus could take actions to provide better guidance to youngsters on career opportunities, to promote the attractiveness and relevance of VET, reform curricula allowing for more work-based learning opportunities at secondary and higher education levels as well as to reinforce the link between educational outcomes and skills forecasting.</p>	<p>To avoid duplication with measures set out in the <u>Economic Adjustment Programme</u>, there are no additional recommendations for Cyprus.</p>
<p>CZECK REPUBLIC</p> <p>2012 Commission proposal:</p>	<p>Adopt the necessary legislation to establish a transparent and clearly defined system for quality evaluation of higher education and</p>	<p>Commission Staff Working Paper CS - EN</p> <p>Prioritising spending on employment,</p>	<p>Establish a comprehensive evaluation framework in compulsory education and take targeted measures to support schools that rank low in educational</p>

<p>CS  - EN </p> <p>2013 Commission Recommendation CS - EN - FR - DE</p>	<p>research institutions. Ensure that the funding is sustainable and linked to the outcome of the quality assessment. Establish an improvement-oriented evaluation framework in compulsory education.</p>	<p>research and innovation, education, childcare and transport and environment projects - such as projects co-financed by EU funds – could bolster growth, while broadening tax bases, including by further evening out differences between employees and the self-employed, could help to raise revenues in a non-distortive manner. There is also a need to ensure that education and training reflects labour market needs, as the number of third-level graduates almost doubled between 2006 and 2012 (from 13.1% to 25.6%). A major concern is the relatively low level of R&D investment by domestic firms (0.72 % of GDP in 2011, below EU average) and the international relevance of research done by public research institutions.</p>	<p>outcomes. Adopt measures to enhance accreditation and funding of higher education. Increase the share of performance-based funding of research institutions.</p>
<p>DENMARK</p> <p>2012 Commission proposal: DA  - EN </p> <p>2013 Commission</p>	<p>Implement announced measures, without delay, to improve the cost-effectiveness of the education system, reduce drop-out rates, in particular within vocational education, and increase the number of apprenticeships.</p>	<p>Commission Staff Working Paper DA - EN</p> <p>Despite Denmark's high proportion of expenditure on education, cost-effectiveness is weak, there is a lack of apprenticeship places and drop-out rates from high school and vocational</p>	<p>Improve the quality of vocational training to reduce drop-out rates and increase the number of apprenticeships. Implement the reform of primary and lower secondary education in order to raise attainment levels and improve the cost-effectiveness of the education</p>

<p>Recommendation DA - EN - FR - DE</p>		<p>education are high (9.1% overall in 2012). Ambitious solutions are needed as these measures are vital to improve low productivity growth, increase labour supply and ensure that the future skills demands are met.</p>	<p>system.</p>
<p>ESTONIA</p> <p>2012 Commission proposal: ET  - EN </p> <p>2013 Commission Recommendation ET - EN - FR - DE</p>	<p>Link training and education more effectively to the needs of the labour market, and enhance cooperation between businesses and academia. Increase opportunities for low skilled workers to improve their access to life-long learning. Foster prioritisation and internationalisation of the research and innovation systems.</p>	<p>Commission Staff Working Paper ET - EN</p> <p>Better targeted education and adult training system is necessary to ensure skills matching labour market needs. Fine-tuning of benefit systems and workplace accessibility could help to provide for incentives to work. A persistent shortage of childcare services hinders an early return of parents, especially women, to the labour market. Estonia's competitiveness could be hampered by weak public-private cooperation, overly broad priorities for research and innovation and a mismatch between the technical skills taught at universities and the needs of the market. Prioritisation and internationalisation of research is a crucial challenge given the small size of the country.</p>	<p>Continue efforts to improve the labour-market relevance of education and training systems, including by further involving social partners and implementing targeted measures to address youth unemployment. Significantly increase the participation of the low skilled in life-long learning. Intensify efforts to prioritise and internationalise the research and innovation systems and enhance cooperation between businesses, higher education and research institutions.</p>
<p>FINLAND</p>	<p>Implement the ongoing measures to improve the labour market position of young people</p>	<p>Commission Staff Working Paper FI - SV - EN</p>	<p>Implement and monitor closely the impact of on-going measures to improve</p>

<p>2012 Commission proposal :</p> <p>FI  - SV  - EN </p> <p>2013 Commission Recommendation</p> <p>FI - SV - EN - FR - DE</p>	<p>and the long-term unemployed, with a particular focus on skills development.</p>	<p>The mismatch between the skills of workers leaving shrinking sectors and the skills required in expanding ones is likely to induce longer periods of unemployment. While Finland invests a high proportion of its GDP in research and development (3.78 % of GDP in 2011), it results in fewer than expected marketable products, while corporate R&D expenditure is concentrated in a few sectors and companies, leaving the country vulnerable to shocks in these sectors. The system as a whole lacks does not support research in new or emerging technologies, or in areas beyond the scope of current strategies and support schemes.</p>	<p>the labour-market position of young people and the long-term unemployed, with a particular focus on the development of job-relevant skills.</p>
<p>FRANCE</p> <p>2012</p> <p>Commission proposal:</p> <p>FR  - EN </p> <p>2013 Commission Recommendation</p>	<p>(...) take actions to increase adult participation in lifelong learning.</p>	<p>Commission Staff Working Paper</p> <p>FR - EN</p> <p>Existing labour market inefficiencies and shortcomings in education, particularly lifelong learning, are obstacles to job creation. For example, the likelihood of moving from a temporary to a permanent job remains much lower than the EU average. Youth unemployment reached 24.3 % in 2012, while the employment rate for 55 to 64-year-olds is amongst the lowest in the EU. Long-term unemployment now accounts for 39.5% of total</p>	<p>Take specific action to improve the employment perspective of older unemployed people in particular through specific counselling and training. Increase adult participation in lifelong learning, especially of the least qualified and of the unemployed. Take further measures to improve the transition from school to work through, for example, a Youth Guarantee and promotion of apprenticeship.</p>

<p>FR - EN - DE</p> <p>Commission proposal on the Excessive Deficit Procedure FR - EN</p>		<p>unemployment, while participation in lifelong learning is well below the EU average. Moreover, France's education system has been unable to reduce an early school leaving rate of around 12% over the last six years.</p>	
<p>GERMANY</p> <p>2012 Commission proposal: DE  - EN </p> <p>Decision on the excessive deficit procedure: EN </p> <p>2013 Commission Recommendation DE - EN - FR</p>	<p>use available scope for increased and more efficient growth-enhancing spending on education and research at all levels of government.</p>	<p>Commission Staff Working Paper DE - EN</p> <p>Shortages of skilled workers are already emerging in various sectors and regions. At the same time, there is scope for increasing the labour force participation and the number of hours worked among certain people, including women, low-wage earners, people with a migration background and long-term unemployed. Moreover, the skills potential in particular of those with a socio-economically disadvantaged background is not fully used.</p>	<p>use the available scope for increased and more efficient growth-enhancing spending on education and research at all levels of government.</p> <p>Sustain conditions that enable wage growth to support domestic demand. To this purpose, reduce high taxes and social security contributions, especially for low-wage earners and raise the educational achievement of disadvantaged people.</p>
<p>GREECE</p> <p>2012 Commission proposal: EL  - EN </p> <p>2013 To avoid</p>	<p>-</p>	<p>Commission Staff Working Paper EL - EN</p> <p>The authorities should also continue the upgrade of the education system and introduce measures to promote employment and improve the country's social safety net within the current</p>	<p>To avoid duplication with measures set out in the Economic Adjustment Programme, there are no additional recommendations for Greece.</p>

<p>duplication with measures set out in the Economic Adjustment Programme, there are no additional recommendations for Greece.</p>		<p>budgetary envelope.</p>	
<p>HUNGARY</p> <p>2012 Commission proposal HU  - EN </p> <p>Decision on the excessive deficit procedure: EN </p> <p>Decision lifting cohesion fund suspension: EN  - FR  - DE </p> <p>2013 Commission</p>	<p>Prepare and implement a national strategy on early school-leaving by ensuring adequate financing. Ensure that the implementation of the higher education reform improves access to education for disadvantaged groups.</p>	<p>Commission Staff Working Paper HU - EN</p> <p>The main problems for labour supply are the difficulties in moving from education to work (youth unemployment stood at 28.1% in 2012), skills mismatches that could not be adequately addressed by the dominant public work schemes among active labour market measures (accounting for over half of related spending in 2012), the still high tax burden on certain groups of low income earners (despite improvements introduced by the Job Protection Act) as well as the low availability of childcare services in spite of recent improvements, the number of students</p>	<p>Implement a national strategy on early school-leaving and ensure that the education system provides all young people with labour-market-relevant skills, competences and qualifications. Improve access to inclusive mainstream education, in particular for Roma. Support the transition between different stages of education and towards the labour market. Implement a higher-education reform that enables greater tertiary attainment, particularly by disadvantaged students.</p>

<p>Recommendation HU - EN - FR - DE</p> <p>Commission proposal on the Excessive Deficit Procedure HU - EN</p>		<p>in higher education is still below the EU average. Early School Leaving has started to increase again, from a low of 10.5% in 2010 to 11.5 % in 2012. Vocational education is not efficient enough and participation in lifelong learning is amongst the lowest in the EU.</p>	
<p>IRELAND</p> <p>2012 Commission proposal: EN </p> <p>2013 To avoid duplication with measures set out in the Economic Adjustment Programme, there are no additional recommendations for Ireland.</p>	-	<p>Commission Staff Working Paper EN</p> <p>Reforms to the vocational education and training system are also ongoing, with the forthcoming establishment of SOLAS as a guiding authority and the creation of Education and Training Boards. Improving the effectiveness of the education and training sector is essential to ensure that long-term-unemployed jobseekers do not become permanently excluded from work and to better align the provision of vocational education and training with labour market needs.</p>	<p>To avoid duplication with measures set out in the Economic Adjustment Programme, there are no additional recommendations for Ireland.</p>
<p>ITALY</p> <p>2012 Commission proposal:</p>	<p>Take further action to address youth unemployment, including by improving the labour-market relevance of education and</p>	<p>Commission Staff Working Paper IT - EN</p> <p>Although some steps have been taken to upgrade the educational system,</p>	<p>Strengthen vocational education and training, ensure more efficient public employment services and improve career and counselling services for</p>

<p>IT  - EN </p> <p>2013 Commission Recommendation IT - EN</p> <p>Commission proposal on the Excessive Deficit Procedure IT - EN</p>	<p>facilitating transition to work, also through incentives for business start-ups and for hiring employees. Enforce nation-wide recognition of skills and qualifications to promote labour mobility. Take measures to reduce tertiary-education dropout rates and fight early school leaving.</p>	<p>the still high early school leaving rate and low tertiary attainment rate point to a performance of the educational system that lags behind that in other EU countries. There is also evidence of a difficult transition from education to the labour market, including for high-skilled young people.</p>	<p>tertiary students. Step up efforts to prevent early school leaving and improve school quality and outcomes, also by reforming teachers' professional and career development.</p>
<p>LATVIA</p> <p>2012 Commission proposal: LT  - EN </p> <p>2013 Commission Recommendation LV - EN - FR - DE</p> <p>Commission proposal on the Excessive Deficit Procedure LV - EN</p>	<p>Continue reforms in higher education, inter alia, by implementing a new financing model that rewards quality, strengthens links with market needs and research institutions, and avoids fragmentation of budget resources. Design and implement an effective research and innovation policy encouraging companies to innovate, including via tax incentives, upgrading infrastructure and rationalising research institutions.</p>	<p>Commission Staff Working Paper LV - EN</p> <p>Other challenges relate to the quality of vocational education, social assistance, R&D spending and innovation performance, energy and the efficiency of the judiciary. European structural funds for 2014-2020 will provide an important source of public investment to support Latvia in meeting these challenges. There are concerns that vocational education and training is failing to provide sufficient skills for the workforce, with shortages of qualified candidates in ICT, pharmaceuticals and engineering. Latvia's challenge is to rationalise and modernise research activities, keep highly-qualified scientists at home in the</p>	<p>Improve employability of young people, for example through a Youth Guarantee, establish comprehensive career guidance, implement reforms in the field of vocational education and training, and improve the quality and accessibility of apprenticeships. Implement the planned reforms of higher education concerning, in particular, the establishment of a quality-rewarding financing model, reform of the accreditation system, consolidation of the institutions and promotion of internationalization. Take further steps to modernise research institutions based on the on-going independent assessment.</p>

		<p>face of international competition, and increase the number of new doctorates awarded. Latvia has the lowest business R&D intensity in the EU (0.19% of GDP in 2011) and there is little R&D investment by domestic or foreign companies to support specialisation in innovation-driven sectors.</p>	
<p>LITHUANIA</p> <p>2012 Commission proposal: LT  EN </p> <p>2013 Commission Recommendation LT - EN - FR - DE</p> <p>Commission proposal on the Excessive Deficit Procedure LT - EN</p>	<p>Tackle high unemployment, in particular among youth, low-skilled and long-term unemployed, by focusing resources on active labour market policies while improving their efficiency. Enhance the effectiveness of apprenticeship schemes.</p>	<p>Commission Staff Working Paper LT - EN</p> <p>Skills mismatches are increasingly a problem and could lead to labour shortages, hinting at insufficient relevance and quality of higher and vocational education as well as inadequate active labour market policies (ALMPs). Adult participation in lifelong learning and early childhood education are amongst the lowest in the EU (5.4% compared to a 9.1% EU average in 2012) and action to reduce long-term unemployed remains insufficient Lithuania remains considerably below the EU average when it comes to research and innovation (R&D intensity reached 0.92% of GDP in 2011, up from about 0.8% in previous years, though the Europe 2020 target is 1.9%). The Lithuanian science base performs poorly and collaboration between</p>	<p>Improve the employability of young people, for example through a Youth Guarantee, enhance the implementation and effectiveness of apprenticeship schemes, and address persistent skill mismatches</p>

		public research bodies and businesses is underdeveloped.	
<p>LUXEMBOURG</p> <p>2012 Commission proposal: FR - EN </p> <p>2013 Commission Recommendation FR - EN - DE</p>	<p>Continue efforts to reduce youth unemployment by reinforcing stakeholders' involvement, and by strengthening training and education measures, in particular for those with low education levels, with the aim of better matching young people's skills and qualifications to labour demand</p>	<p>Commission Staff Working Paper FR - EN</p> <p>Luxembourg's education system faces a number of specific challenges including the multilingualism demands that are especially challenging given the high proportion of people with migrant background in the population (43.1%) with an additional family language, and the specific skills required by a strongly specialised labour market with a big financial sector.</p>	<p>Strengthen general and vocational education to better match young people's skills with labour demand, in particular for people with migrant background. Take resolute action to increase the participation rate of older workers, including by improving their employability through lifelong learning.</p>
<p>MALTA</p> <p>2012 Commission proposal: MT - EN </p> <p>2013 Commission Recommendation MT - EN - FR - DE</p> <p>Commission proposal on the Excessive Deficit</p>	<p>Take steps to reduce the high rate of early school leaving. Pursue policy efforts in the education system to match the skills required by the labour market. Enhance the provision and affordability of more childcare and out-of-school centres, with the aim of reducing the gender employment gap, and at the same time reducing the effects of parenthood on female employment.</p>	<p>Commission Staff Working Paper MT - EN</p> <p>Skills gaps related to the system of education and training also continue to pose a challenge to the efficient utilisation of human capital.</p>	<p>Continue to pursue policy efforts to reduce early school leaving, notably by setting up a comprehensive monitoring system, and increase the labour-market relevance of education and training to address skills gaps, including through the announced reform of the apprenticeship system.</p> <p>Continue supporting the improving labour-market participation of women by promoting flexible working arrangements, in particular by enhancing the provision and affordability of child-care and out-of-</p>

<p>Procedure MT - EN</p> <p>Commission opinion on the EDP MT - EN</p>			<p>school centres</p>
<p>NETHERLANDS</p> <p>2012 Commission proposal: NL  EN </p> <p>2013 Commission Recommendation NL - EN - FR - DE</p> <p>Commission proposal on the Excessive Deficit Procedure NL - EN</p>	<p>-</p>	<p>Commission Staff Working Paper NL - EN</p> <p>Although the Dutch school system performs well overall, it fails to deliver excellence, and high achievers score much lower than their international peers. Dutch firms' relatively low investment in research (expenditure was 1.07% of GDP in 2011, below the EU average of 1.26%), and public funding for research are currently on a decreasing trend. There is also no significant orientation towards research-intensive sectors (with some exceptions in the machinery and equipment industry), skill shortages in engineering and technology, all of which may adversely affect the future competitiveness of the Dutch economy.</p>	<p>Protect expenditure in areas directly relevant for growth such as education, innovation and research.</p>
<p>POLAND</p> <p>2012 Commission proposal:</p>	<p>To reduce youth unemployment, increase the availability of apprenticeships and work-based learning, improve the quality of vocational training and adopt the proposed lifelong</p>	<p>Commission Staff Working Paper PL - EN</p> <p>Youth unemployment is growing (rising to 26.5% in 2012 from 17.2% in</p>	<p>Strengthen efforts to reduce youth unemployment, for example through a Youth Guarantee, increase the availability of apprenticeships and</p>

<p>PL  - EN </p> <p>2013 Commission Recommendation PL - EN - FR - DE</p> <p>Commission proposal on the Excessive Deficit Procedure PL - EN</p>	<p>learning strategy. Better match education outcomes with the needs of the labour market and improve the quality of teaching.</p> <p>Reinforce efforts to increase the labour market participation of women and raise enrolment rates of children in both early childcare and pre-school education, by ensuring stable funding and investment in public infrastructure, provision of qualified staff and affordable access.</p>	<p>2008), mainly due to insufficient match between education and the labour market needs. In particular, public instruments to support innovation are not well targeted; grant financing is predominant and more efficient instruments such as tax incentives or credits are hardly used.</p>	<p>work-based learning, strengthen cooperation between schools and employers and improve the quality of teaching. Adopt the proposed life-long learning strategy. Continue efforts to increase female labour market participation, in particular by investing in affordable quality childcare and pre-school education, by ensuring stable funding and qualified staff.</p>
<p>PORTUGAL</p> <p>2012 Commission proposal: PT  - EN </p> <p>2013 To avoid duplication with measures set out in the Economic Adjustment Programme, there are no additional</p>	<p>-</p>	<p>Commission Staff Working Paper PT - EN</p> <p>The pace of implementation of the structural reform agenda is overall satisfactory, with important progress made in public administration reform, privatisations, education, road concessions, housing, services sector and on regulated professions.</p>	<p>To avoid duplication with measures set out in the Economic Adjustment Programme, there are no additional recommendations for Portugal.</p>

<p>recommendations for Portugal.</p> <p>Commission proposal on the Excessive Deficit Procedure PT - EN</p>			
<p>ROMANIA</p> <p>2012 Commission proposal: RO  - EN </p> <p>2013 Commission Recommendation RO - EN - FR - DE</p> <p>Commission proposal on the Excessive Deficit Procedure RO - EN</p>	-	<p>Commission Staff Working Paper RO - EN</p> <p>Romania faces a major challenge in raising the quality of education and training, with more than two out of five 15-year-olds with inadequate reading, mathematical and scientific literacy.</p>	<p>Speed up the education reform including the building up of administrative capacity at both central and local level and evaluate the impact of the reforms. Step up reforms in vocational education and training. Further align tertiary education with the needs of the labour market and improve access for disadvantaged people. Implement a national strategy on early school leaving focusing on better access to quality early childhood education, including for Roma children.</p>
<p>SLOVAKIA</p> <p>2012 Commission</p>	<p>Adopt and implement the Youth Action Plan, in particular as regards the quality and labour market relevance of education and vocational</p>	<p>Commission Staff Working Paper SK - EN</p> <p>The steep increase in unemployment in</p>	<p>Step up efforts to address high youth unemployment, for example through a Youth Guarantee. Take steps to attract young people to the teaching profession</p>

<p>proposal: SK  - EN </p> <p>2013 Commission Recommendation SK - EN - FR - DE</p>	<p>training, including through the introduction of an apprenticeship scheme. Improve the quality of higher education by strengthening quality assurance and result orientation.</p> <p>Take active measures to improve access to and quality of schooling and pre-school education of vulnerable groups, including Roma. Ensure labour market reintegration of adults through activation measures and targeted employment services, second-chance education and short-cycle vocational training.</p>	<p>the wake of the crisis (14% in 2012) requires action to strengthen education and ensure that unemployed people – especially young unemployed people (34% in 2012) – are helped back to work. The shortage of good quality, affordable early childhood education and care is an obstacle to female participation in the labour market (which stood at 57.3% in 2012). Participation of Roma children in early childhood education and care is very low (77.5% compared to an EU average of 92.5%)</p>	<p>and raise educational outcomes. In vocational education and training, reinforce the provision of work-based learning in companies. In higher education, create more job-oriented bachelor programmes. Foster effective knowledge transfer by promoting cooperation between academia, research and the business sector. Step up efforts to improve access to high-quality and inclusive pre-school and school education for marginalised communities, including Roma.</p>
<p>SLOVENIA</p> <p>2012 Commission proposal: SL  - EN </p> <p>2013 Commission Recommendation SL - EN - FR - DE</p>	<p>Improve the matching of skills with labour market demand, particularly of low-skilled workers and tertiary graduates, and continue reforms of vocational education and training.</p>	<p>Commission Staff Working Paper SL - EN</p> <p>In spite rising unemployment participation in active labour market policies is declining while the role of employers in vocational education and training remains weak.</p>	<p>Address the skills mismatch by improving the attractiveness of the relevant vocational education and training programmes and by further developing cooperation with the relevant stakeholders in assessing labour market needs.</p>

<p>Commission proposal on the Excessive Deficit Procedure SL - EN</p>			
<p>SPAIN</p> <p>2012 Commission proposal: ES - EN </p> <p>2013 Commission Recommendation ES - EN - FR - DE</p> <p>Commission proposal on the Excessive Deficit Procedure ES - EN</p>	<p>Review spending priorities and reallocate funds to support access to finance for SMEs, research, innovation and young people. Implement the Youth Action Plan, in particular as regards the quality and labour market relevance of vocational training and education, and reinforce efforts to reduce early school-leaving and increase participation in vocational education and training through prevention, intervention and compensation measures.</p>	<p>Commission Staff Working Paper ES - EN</p> <p>Early school leaving (24.9%) and insufficient use of vocational training remain a problem, as 35.2% of unemployed people lack formal qualifications.</p>	<p>Reinforce and modernise public employment services to ensure effective individualised assistance to the unemployed according to their profiles and training needs. Reinforce the effectiveness of re-skilling training programmes for older and low-skilled workers. Implement and monitor closely the effectiveness of the measures to fight youth unemployment set out in the <i>Youth Entrepreneurship and Employment Strategy 2013-2016</i>, for example through a Youth Guarantee. Continue with efforts to increase the labour market relevance of education and training, to reduce early school leaving and to enhance life-long learning, namely by expanding the application of dual vocational training beyond the current pilot phase and by introducing a comprehensive monitoring system of pupils' performance by the end of 2013.</p>
<p>SWEDEN</p> <p>2012 Commission</p>	<p>Take further measures to improve the labour market participation of youth and vulnerable groups by focusing on effective active labour</p>	<p>Commission Staff Working Paper SV - EN</p> <p>A lack of work-based vocational</p>	<p>Step up efforts to facilitate the transition from school to work, including via a wider use of work-based</p>

<p>proposal: SV  - EN </p> <p>2013 Commission Recommendation SV - EN - FR - DE</p>	<p>market policy measures, encouraging increased wage flexibility, notably at the lower end of the wage scale, and reviewing selected aspects of employment protection legislation like trial periods to ease the transition to permanent employment. review the effectiveness of the current reduced VAT rate for restaurants and catering services in support of job creation.</p>	<p>education hinders the transition from school to work and, together with the design of upper-secondary education, leads to an expanding pool of people with insufficient or in appropriate skills, prone to being trapped in temporary jobs or long-term unemployment. The reform involved further differentiation of the general education and vocational tracks and the introduction of apprenticeships as an alternative route to obtaining a vocational diploma. However, both the vocational path and apprenticeships struggle with a lack of interest both from the part of students and employers due to little recognition and difficulties in organising the apprenticeships.</p>	<p>learning, apprenticeships and other forms of contracts combining employment and education. Complete the Youth Guarantee to better cover young people not in education or training.</p>
<p>UNITED KINGDOM</p> <p>2012 Commission proposal: EN </p> <p>2013 Commission Recommendation</p>	<p>Continue to improve the employability of young people, in particular those not in education, employment or training, including by using the Youth Contract. Ensure that apprenticeship schemes are taken up by more young people, have a sufficient focus on advanced and higher-level skills, and involve more small- and medium-sized businesses.</p>	<p>Commission Staff Working Paper EN There are too many low-skilled workers, for whom demand is falling, and a shortage of workers with high-quality vocational and technical skills. This is a particular problem amongst the young, where the numbers of early school leavers and those not in employment, education or training (NEET) are high.</p>	<p>Building on the Youth Contract, step up measures to address youth unemployment, for example through a Youth Guarantee. Increase the quality and duration of apprenticeships, simplify the system of qualifications and strengthen the engagement of employers, particularly in the provision of advanced and intermediate technical skills. Reduce the number of young</p>

EN - FR - DE	Take measures to reduce the high proportion of young people leaving school with very poor basic skills.		people aged 18-24 who have very poor basic skills, including through effectively implementing the Traineeships programme. Accelerate the implementation of planned measures to reduce the costs of childcare and improve its quality and availability.
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