

Active citizenship and decent work



Context of young adults

Tabla I.I Situación laboral comparada de la población joven en España
Segundo trimestre de 2015

| | 16-29 años | 16-24 años | 25-29 años | 30-34 años | Más de 34 años |
|--|------------|------------|------------|------------|----------------|
| Tasa de actividad | 57,0% | 38,9% | 85,1% | 91,6% | 45,1% |
| Tasa de empleo | 35,9% | 19,7% | 60,9% | 71,5% | 36,5% |
| Tasa de paro | 37,0% | 49,2% | 28,4% | 22,0% | 19,1% |
| Tasa de temporalidad | 53,4% | 68,9% | 45,5% | 30,3% | 18,4% |
| Población ocupada subempleada ⁽¹⁾ | 21,1% | 25,1% | 19,2% | 13,8% | 10,7% |

(1) Población subocupada por insuficiencia de horas sobre el total de la población ocupada de su misma edad.

En color naranja, las tasas que han aumentado en comparación con el segundo trimestre de 2014.

Fuente: elaboración propia a partir de los datos de la Encuesta de Población Activa (INE).

Source: Observatorio de emancipación, primer semestre de 2015 a partir de los datos de la Encuesta de Población Activa (INE) y la Encuesta de Inserción Laboral de Titulados Universitarios (EILU).

Unemployment rates in Spain (last trimester of 2015)

| | Total | Men | Women |
|---|-------|-------|-------|
| Unemployment rate | 20,9% | 19,5% | 22,5% |
| Unemployment rate under 25 years | 46,2% | 45,4% | 47,2% |
| Unemployment rate over 25 years | 19,1% | 17,7% | 20,8% |
| Unemployment rate under 20 years | 66,1% | 62,5% | 71,0% |
| Unemployment rate between 20 and 24 years | 42,5% | 41,9% | 43,2% |

Unemployment rates in Europe

| Países | 2015 | 2014 | Países | 2015 | 2014 |
|---------------|-------------|-------------|---------------|-------------|-------------|
| Grecia | 49,7 | 52,4 | UE-28 | 20,2 | 22,0 |
| España | 48,3 | 53,2 | Hungría | 17,3 | 20,4 |
| Croacia | 43,0 | 45,5 | Lituania | 16,3 | 19,3 |
| Italia | 40,3 | 42,7 | Letonia | 16,3 | 19,6 |
| Chipre | 32,8 | 36,0 | Eslovenia | 16,3 | 20,2 |
| Portugal | 32,0 | 34,7 | Luxemburgo | 16,3 | 22,3 |
| Eslovaquia | 26,4 | 29,7 | Reino Unido | 14,6 | 16,9 |
| Francia | 24,7 | 24,2 | Estonia | 13,1 | 15,0 |
| Finlandia | 22,4 | 20,5 | Rep. Checa | 12,6 | 15,9 |
| Bélgica | 22,1 | 23,2 | Malta | 11,8 | 11,7 |
| Rumanía | 21,7 | 24,0 | Países Bajos | 11,3 | 12,7 |
| Bulgaria | 21,6 | 23,8 | Dinamarca | 10,8 | 12,6 |
| Irlanda | 20,9 | 23,9 | Austria | 10,6 | 10,3 |
| Polonia | 20,8 | 23,9 | Alemania | 7,2 | 7,7 |
| Suecia | 20,4 | 22,9 | | | |

Source: Institute of Economic Studies (IEE)

The lowest rate was observed in Germany (7.2%), followed by Austria (10.6%) and Denmark (both 10.8%). Greece (49.7%), Spain (48.3%), Croatia (43%) and Italy (40.3%) have the highest rates.

Temporary contracts predominate, being undefined only 6.7% of the contracts registered in young adults in the second quarter of 2015.

24.5% of people under 30 years with university education consider themselves overqualified for their current job, 26.3% of women and 21% of men.

Regarding the youth employment rate, in Spain (19.3%) is significantly lower than the European average (34%) suffering high variability with the business cycle, while in other countries is more stable.

During good times in the economic cycle, the percentage of young people working was around 40% (very similar to the European average), while in 2012 this rate was below 20%. In countries like Germany or the UK, the occupancy rate of the total of young people is much higher standing at around 50%.

Browsing the unemployment rate in Spain, during the period of greatest growth was reduced to 18% at the end of 2006 and beginning of 2007. This figure however, after the onset of the economic crisis, multiplied by 2.5 in just four years, reaching in 2011 a value of 46.4%.

In 2012, the figure continued to rise up to more than double the average youth unemployment in the EU-27. Thus, in the third quarter of 2012, Spain had an unemployed rate of 54.1% for youth under 25 years, compared to 23% of average EU-27 (Eurostat data).

18.5% of young people neither study nor work, or receive any training but only 3.5% want to be in this situation.

The number of unemployed people from 18 to 24 who are not receiving any training (regulated or non-formal training) is close to 600,000. They also have a very low level of educational attainment.

According to Eurostat data, in 2011, the rate in Spain of NEET (young person Not in Education, Employment, or Training) between 15-24 was 18,5% (12.9% in the EU-27).

The situation become worse with the onset of the economic crisis, because until 2008 the Spanish rate converged with the European average and even between 2002 and 2004 was slightly lower. Since 2008, the rate begins its climb, from 14.4% in 2008 to 18.5% in 2011.

The situation is no better for young people between 25-29 years, who have a higher NEET rate (not in employment, education or training) (25% in Spain, compared with 19.8% in the EU27).

Source: Ministry of Employment and Social Security

% of School dropouts

Spain has the highest school failure, with a rate of 21.9% of 18- to 24 who have left the education system prematurely having completed at most lower secondary. This percentage doubles the EU average (11.1%) and is still far from the target for Spain to reduce early school leaving to 15% by 2020, according to a report published by the EU statistics office, Eurostat (April 2015).

In any case, Spain has reduced the rate of premature withdrawal from the 30.3% registered in 2006 to 23.6% in 2013 and 21.9% in 2014. The proportion of school failure is much higher among men (25.6%) than women (18.1%), according to Eurostat data.

Along with Spain, the EU countries with the highest rate of school failure are Malta (20.4%), Romania (18.1%), Portugal (17.4%) and Italy (15%). At the other extreme, the lowest proportions of school failure are registered in Croatia (5.4%), Czech Republic (5.5%) and Lithuania (5.9%).

Among the large EU countries, dropout rates ranged from 8.5% in France, 9.5% in Germany and 11.8% in the UK.

Spain registered better results in the second of the indicators in education that the EU has set for 2020, as 42.3% of the population between 30 and 34 years has successfully completed university or equivalent education, close to the target of 44% set for 2020. also in this case women (47.8%, above the target) show much better results than men (36.8%).

In 2014, the countries with the highest rate of population that have completed university studies was located in Lithuania (53.3%), Luxembourg (52.7%) and Ireland (52.2%). On the opposite end of the scale, the lowest ratios were observed in Italy (23.9%), Romania (25%), Malta (26.6%), Slovakia (26.9%) and Czech Republic (28, 2%).

Source: Eurostat

Tabla I.II Comparativa de la situación laboral de la población joven de 16 a 29 años en España según la Encuesta de Población Activa (EPA) y la Encuesta de Inserción Laboral de Titulados Universitarios (EILU)

| | EPA (segundo trimestre de 2015) | | | | EILU (2014) |
|----------------------|-----------------------------------|-----------------------------------|--|---------------------|---------------------|
| | Estudios primarios o sin estudios | Estudios secundarios obligatorios | Estudios secundarios post-obligatorios | Estudios superiores | Estudios superiores |
| Tasa de actividad | 54,7% | 50,2% | 47,3% | 82,5% | 93,3% |
| Tasa de empleo | 25,5% | 26,4% | 30,4% | 62,5% | 74,5% |
| Tasa de paro | 53,4% | 47,4% | 35,7% | 24,2% | 20,1% |
| Tasa de temporalidad | 58,9% | 55,3% | 50,2% | 53,5% | 50,8% |

Source: Observatory emancipation first half of 2015 from data from the Labour Force Survey (INE) and the Survey of University Graduates Job Placement (EILU).

Most frequent Jobs

The most frequent jobs are located in the following areas: Services (hotels and restaurants, auxiliary services for business and private education and health). More than 2/3 of young people work in private services. Then industry (11.6%) and utilities (10.4%) are positioned as the main sectors. Finally, construction (5.3%), agriculture (4%) and energy (0.7%) provide other employment.

CUADRO 6.1 Población ocupada por edad y ramas de actividad. 2014
(distribución porcentual)

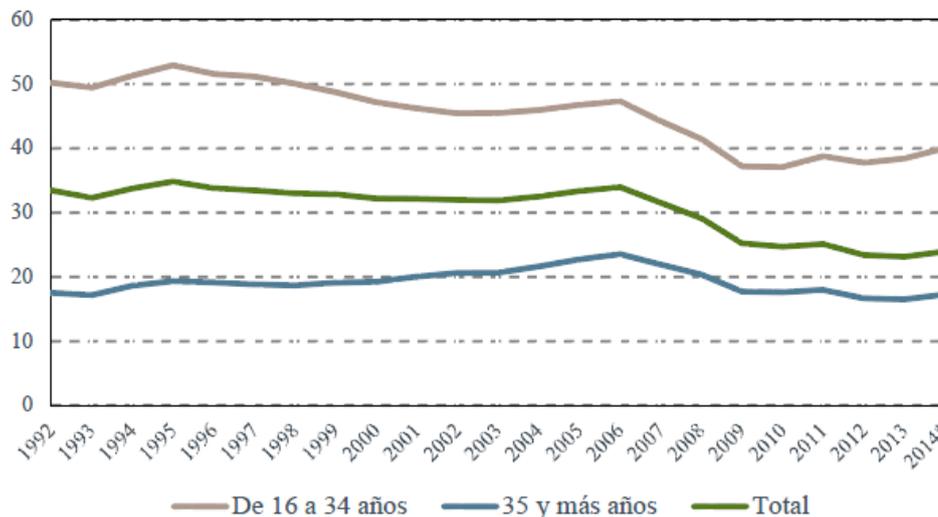
| | De 16 a 34 años | 35 y más años | Total |
|---|-----------------|---------------|-------|
| AGRICULTURA, GANADERÍA Y PESCA | 4,0 | 4,3 | 4,2 |
| INDUSTRIA, ENERGÍA Y CONSTRUCCIÓN | 17,6 | 19,6 | 19,1 |
| Energía | 0,7 | 1,0 | 0,9 |
| Energía eléctrica, gas y agua | 0,7 | 1,0 | 0,9 |
| Industria | 11,6 | 13,0 | 12,6 |
| Alimentación, bebidas y tabaco | 2,7 | 2,8 | 2,8 |
| Textil, confección, cuero y calzado | 0,5 | 0,9 | 0,8 |
| Madera y corcho | 0,3 | 0,3 | 0,3 |
| Papel, edición y artes gráficas | 0,9 | 1,0 | 1,0 |
| Industria química | 1,0 | 1,0 | 1,0 |
| Caucho y plástico | 0,4 | 0,5 | 0,4 |
| Otros productos minerales no metálicos | 0,5 | 0,7 | 0,7 |
| Metalurgia y productos metálicos | 1,3 | 1,6 | 1,6 |
| Maquinaria y equipo mecánico | 0,7 | 0,8 | 0,8 |
| Equipo eléctrico, electrónico y óptico | 1,4 | 1,2 | 1,2 |
| Fabricación de material de transporte | 1,4 | 1,6 | 1,5 |
| Industrias manufactureras diversas | 0,5 | 0,6 | 0,6 |
| Construcción | 5,3 | 5,7 | 5,6 |
| SERVICIOS DE MERCADO | 68,0 | 56,8 | 59,8 |
| Comercio y reparación | 20,0 | 15,6 | 16,8 |
| Hostelería | 11,0 | 7,1 | 8,2 |
| Transportes y comunicaciones | 5,3 | 6,2 | 5,9 |
| Intermediación financiera | 2,2 | 2,7 | 2,6 |
| Inmobiliarias y servicios empresariales | 10,3 | 8,4 | 8,9 |
| Educación y sanidad de mercado | 9,0 | 6,5 | 7,2 |
| Otras actividades sociales y otros servicios de mercado | 10,2 | 10,2 | 10,2 |
| SERVICIOS DE NO MERCADO | 10,4 | 19,4 | 16,9 |
| TOTAL | 100,0 | 100,0 | 100,0 |

Nota: Segundo trimestre de 2014.

Currently 29.8% of young people are employed in occupations usually considered highly qualified (directors and managers, technicians and scientists and professionals). That percentage is somewhat lower than the corresponding to the case of those over 35 years located at 33.8%. The structure of occupations of young people is slightly lower quality than the rest of population.

A very specific distinguishing feature of the Spanish labor market is the wide spread of temporary contracts, driven to stimulate job creation.

GRÁFICO 6.1 Tasa de temporalidad por grupo de edad. 1992-2014



Temporary employment rate

As for entrepreneurship, the rate of entrepreneurial activity of young people from 18 to 24 years has increased from 5% before the crisis to values close to 3%. In the case of young people aged 25 to 34 years, a fall is also observed, from 11.8% in 2007 to 6.1% nowadays.

Source: Study "The training and employment of young Spaniards. recent history and future scenarios" BBVA Foundation

Youth public policies: Youth Guarantee, flat rate for entrepreneurs, recruitment aid program

Youth Guarantee program:

The Youth Guarantee is a European initiative that aims to facilitate the access of young people to the labor market. The Youth Guarantee Recommendation states that young people can receive an offer of employment, education or training after completing their studies or become unemployed.

Aids for hiring

The development of civic competence involves not only acquire knowledge but also skills that exercise in consolidating behavioral habits. In this sense, civic competence involves exercise essentially two types of skills, intellectual and participatory (Veldhuis, 1997, Naval, 2000).

Concept of competence

Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.

Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness,

The transversal nature of key competences makes them essential. They provide added value for employment, social cohesion or young people (European Youth Pact), which explains the importance of lifelong learning in terms of adapting to change and integration. The reference criteria, which make it possible to judge improvements in European performances, featured in a 2005 report with contrasting results.

Social and civic competences

The Reference Framework established by the European Union for lifelong learning, reflects the need of the European citizens for develop key competences in order to prepare them for adulthood.

Social and civic competences are included in the eight key competences established in the European reference framework list as indispensable for citizens. Through these competences, we are able to achieve personal fulfillment, active citizenship, social cohesion and employability.

The Reference Framework sets out eight key competences

1. Communication in the mother tongue
2. Communication on in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

Definition of social and civic competences

These include personal, interpersonal and intercultural competence and cover all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environments, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments

Essential knowledge, skills and attitudes related to this competence:

Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe.

Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, from local to national and European level, in particular through voting.

Civic competences involves learning about public and political life of Europe and develop civic and citizenship competences (knowledge, understanding, skills, values, attitudes and behaviors) that allow people to be active and informed citizens at local, national and European level, and international.

It also covers the new concepts of "European citizenship" and "European identity"
Civic society and systems

Social and / or civic competences in the Spanish educational system

For the research of social and civic competences in the Spanish educational system we have focused the analysis on in the primary stage of education (6-11 years) in compulsory secondary education (12-16 years) and high school (16-18 years).

The Spanish education system is being modified in its regulation depending on the government.

It is characterized by:

- The absence of a political pact in education in the long term.
- Continued regulatory changes coincide with changes of government.

Nowadays, the Spanish education system is regulated in some points by the Organic Law of Education (LOE) which was approved by the previous Socialist government. Before that, the new government (PP) changed the education system with the Organic Law for the Improvement of Educational Quality (LOMCE) which is being widely criticized.

So, after the elections celebrated on December 20, 2015, we are in an uncertain political situation, since we still do not have a government. Depending on the government coalition, the educational system may be subject to changes, and even the LOMCE derogation.

After this contextualization, we describe how it has been set up the education in social and civic competences in the Spanish educational system after the LOMCE enforcement.

What the LOMCE actually does is modify or complete the legislative text of the previous Organic Law of Education (LOE). Social and civic competences are addressed in these two laws within the term education in values.

The references about the competences in the LOMCE are:

- (...) **Education for democratic citizenship is essential to promote a free, tolerant and fair society and help to defend the values and principles of freedom, pluralism, human rights and the rule of law, which are foundations of democracy.**
- (...) **One of the principles on which the Spanish education system is based, is the transmission and implementation of values that favor personal freedom, equality, respect and justice as well as to help overcome any kind discrimination.**

Education in values also include:

- The preparation of students for the exercise of citizenship and for active participation in economic, social and cultural life, with a critical and responsible attitude, and ability to adapt to changing situations in the knowledge society.
- Education based on the respect of the fundamental rights and freedoms, equal opportunities between men and women and equal treatment and non-discrimination of people with disabilities.
- Education in the exercise of tolerance and freedom within the democratic principles of coexistence as well as conflict prevention and the peaceful resolution.
- Education in individual responsibility and merit and personal effort.
- Training for peace, respect for human rights, community life, social cohesion, cooperation and solidarity among peoples as well as the acquisition of values that encourage respect for living things and the environment.
- Training on respect and recognition of linguistic and cultural plurality of Spain and multiculturalism as an enriching element of society.

In 2015 the Order ECD / 65/2015, established the relations between competences, content and evaluation criteria in primary education, compulsory secondary education and high school.

Within these key competencies are social and civic competences. These key competences should have a transversal consideration, ie, must be present in each and every one of the subjects.

In fact, Article 5 of that Order states that:

- "Key competencies should be integrated into the areas or subjects of the curriculum proposals."
- "Skills must be developed in the areas of formal, non-formal and informal along Primary Education, Secondary Education and Baccalaureate and continuing education throughout life."

In Annex II of this Order, there are some methodological strategies for working competency in the classroom. All of them oriented to promote learning focused to action, in which several areas or subjects are integrated, in which the students display a wide range of knowledge, skills or skills and attitudes.

Education in values and the social and civic competences in LOMCE are included in these subjects of the formal education.

- The subject of social and civic values

- The subject of religion.

However, students in classroom continue to work in theoretical content (knowledge) instead of developing skills and attitudes:

- The development of skills and abilities required of a training process.
- A change of attitudes implies a willingness and / or motivation to make this change.

In Navarra, we are starting to test in different methodologies and innovative materials to develop key competences set out in the European framework in education. Currently it has issued a call for the presentation of educational innovation projects on this matter.

Conclusions

- Constant regulatory changes in the educational system, are not helping the development of skills and in particular, civic and social skills.
- Despite the entry into force of the Order ECD / 65/2015, of January 21 (which tend to mainstream teaching competences), at present, the education system is not based on learning skills.
- The related civic and social skills teaching contents are still in isolation in the subjects of social and civic values, religion and philosophy in some cases.
- Continue giving priority to the traditional teaching model based on knowledge transfer. There are a lack of activities oriented to change attitudes and exercises that promote skills training and social skills activities.

Social and / or civic competences in the vocational training system for employment

The implementation of the National System of Qualifications and the offer of Professional Certificates is having a big influence on the new model of training for employment.

In the National Qualifications the concept of technical competence is key.

In this sense, the Employment Service in Navarra defines competence as ". Observable behaviors that determine a superior performance in a particular job in a particular organization"

These competences are classified in Technical and Generic competences. In this context of lifelong learning, with great influence of vocational qualifications System, the new model of vocational training for employment focuses primarily on developing the technical skills.

But, what it means technical competences? we refer to those involved with the proper performance of positions of a technical area or a specific functional area. These competences describe behavioral skills directly linked to this area.

And what it means generic competencies? those are referred exclusively to the characteristics or skills of the general behavior of the subject in the workplace, regardless of other aspects such as the control of technological elements or specific knowledge. Examples: Customer orientation, Teamwork, innovation, etc.

However this approach focused on the development of technical competences collides with the vision of companies. Companies demand professionals technically prepared, but also prepared in transversal competences.

The system of training for employment has not covered the needs of developing social and civic competences for workers.

In fact, the Public State Employment Service (SEPE) includes in its catalog of specialties, training for the acquisition and development of a large number of technical competences. This only happens in technical competences training, not in generic competences training.

On the other hand, the need for development of generic skills is especially important in low-qualified workers, due to the added difficulties to access to employment and lower educational offer in these competences.

Labor administrations, aware of this need, have begun to include actions to work social competences as a result of the demands of companies.

After an analysis of the training programs offered by SEPE, we hardly find specialties of social competences and none of civic.

Conclusions:

The acquisition of this type of generic competences, because of their high skills and attitudes component are more complex than technical competences.

For this reason, a training plan whose primary aim is the development of generic skills should be more ambitious and take into account the following aspects:

Firstly, the principal actors must be the participants in the training plan. Teachers and counselors act as facilitators of learning and development, but it is the person who should set their goals and paths.

Secondly, include individual paths which includes tutoring and coaching, as well as actions to be taken beyond the space environment or training performances.

Thirdly, the commitment required to participate in this development plan is not possible if the participants are not reflected in the content and objectives of the program.

In Navarra, some workshops for the development of social competences have been added to the training of professional certificates as a complement. These workshops include Communication, teamwork, initiative, learn learning, conflict resolution, self-confidence, etc.

Active citizenship and decent work.

GOOD PRACTICES/ METHODOLOGY 01

| | |
|-----------|-------------------|
| TYPE | METHODOLOGY |
| SCOPE | LABORAL |
| TARGET | LOW QUALIFICATION |
| TERRITORY | NAVARRA |

OVERALL OBJECTIVE

1. Identify and describe the key generic competences for a target group
2. Design and deliver the training program associated with the development of the competences identified
3. Validate and identify areas of improvement for future editions

BRIEF DESCRIPTION OF THE GOOD PRACTICE / METHODOLOGY

The research describes in a simple and practical way performances to identify and develop social competences such as communication and teamwork. Use the following instruments: a benchmark for each competence, a questionnaire to measure the initial level that the students have in these skills, a workshop program

POSITIVE ASPECTS

The research considers more global performances than the usual training activities or courses, incorporates processes

RESULTS