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BETWEEN EDUCATION AND EMPLOYMENT: YOUTH TRANSITIONS AND SOCIAL INCLUSION IN THE SARAJEVO CANTON WITHIN THE CONTEXT OF BOSNIA AND HERZEGOVINA

MIĘDZY EDUKACJĄ A ZATRUDNIENIEM: PRZEJŚCIE MŁODZIEŻY NA RYNEK PRACY I INKLUZJA SPOŁECZNA W KANTONIE SARAJEWO W KONTEKŚCIE BOŚNI I HERCEGOWINY

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Abstract: Young people's prospects for economic independence and social participation depend in part on opportunities to develop skills through education and apply them in the workplace. This paper examines the transition from education to employment in the Sarajevo Canton from a sociopedagogical perspective. A secondary analysis of published aggregate findings from the 2023 cantonal youth survey provides the empirical basis, while the 2024 youth survey in Bosnia and Herzegovina situates the cantonal findings in a wider context. In the Sarajevo Canton, strong interest in education and employment coexisted with reservations about how well formal education prepared young people for work. More than half of respondents considered local programmes accessible, while just over a quarter reported opportunities for career guidance during schooling. In the country-level survey, working outside one's field of education was the most common response among employed young people. The findings bring into focus three conditions relevant to social inclusion during the transition to work: the opportunities young people have to develop competencies relevant to working life, the institutional support they can access when making educational and occupational decisions, and the scope for applying their education in the jobs they obtain. The synthesis suggests that understanding youth transitions as a matter of social inclusion requires attention to the conditions that enable young people to build on their education and participate in working life.

Keywords: youth transitions, social inclusion, employability, education, institutional support

Streszczenie: Perspektywy osiągnięcia przez młodych ludzi niezależności ekonomicznej oraz ich uczestnictwa w życiu społecznym zależą między innymi od możliwości rozwijania kompetencji w procesie edukacji i wykorzystywania ich w pracy zawodowej. W artykule przeanalizowano z perspektywy socjopedagogicznej proces przechodzenia od edukacji do

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zatrudnienia w Kantonie Sarajewo. Podstawę empiryczną stanowi wtórna analiza opublikowanych zagregowanych wyników badań młodzieży przeprowadzonych w Kantonie Sarajewo w 2023 r., natomiast wyniki ogólnokrajowego badania młodzieży w Bośni i Hercegowinie z 2024 r. posłużyły do osadzenia danych kantonalnych w szerszym kontekście. W Kantonie Sarajewo dużemu zainteresowaniu edukacją i zatrudnieniem towarzyszyły zastrzeżenia dotyczące stopnia, w jakim formalna edukacja przygotowuje młodych ludzi do pracy. Ponad połowa respondentów uznała lokalne programy za dostępne, natomiast nieco ponad jedna czwarta deklarowała możliwość korzystania z doradztwa zawodowego w okresie nauki szkolnej. W badaniu ogólnokrajowym praca poza dziedziną zgodną z wykształceniem była najczęściej wskazywaną sytuacją wśród zatrudnionych młodych ludzi. Wyniki wskazują na trzy warunki istotne dla inkluzji społecznej w procesie przechodzenia na rynek pracy: możliwości rozwijania przez młodych ludzi kompetencji przydatnych w życiu zawodowym, dostęp do wsparcia instytucjonalnego podczas podejmowania decyzji edukacyjnych i zawodowych oraz możliwość wykorzystywania zdobytego wykształcenia w podejmowanej pracy. Przeprowadzona synteza wskazuje, że rozpatrywanie procesu przechodzenia młodzieży od edukacji do zatrudnienia z perspektywy inkluzji społecznej wymaga uwzględnienia warunków umożliwiających młodym ludziom wykorzystywanie zdobytego wykształcenia oraz uczestnictwo w życiu zawodowym.

Słowa kluczowe: przejście od edukacji do zatrudnienia; inkluzja społeczna; poziom zatrudnienia; edukacja; wsparcie instytucjonalneo

Introduction

The transition from education to employment shapes young people's prospects for economic independence, autonomy and social participation. Young people follow diverse and often non-linear pathways between education and work (Chacaltana et al., 2019). Educational qualifications and competencies are important resources along these pathways, while opportunities to use them in working life depend partly on labour market and institutional conditions. From a socioped-agogical perspective, these conditions are relevant to social inclusion, understood in terms of access to resources, institutional opportunities and meaningful participation in social life (L. Osmić, 2026).

Recent research in Bosnia and Herzegovina documents young people's educational experiences, employment conditions and barriers to social participation (A. Osmić et al., 2024; UNICEF, 2025). An analytical question remains open in this literature. How can evidence on educational preparation, transition support and employment be interpreted together to clarify the conditions for social inclusion as young people move from education into work? Examining these aspects within a specific institutional setting allows a closer consideration of the opportunities and support available to young people during this transition.

The Sarajevo Canton includes the country's capital and is a major centre of education and economic activity. It ranked highest among the cantons of the Federation of Bosnia and Herzegovina on the 2024 development index (Federalni zavod za programiranje razvoja, 2025). Its comparatively favourable socioeconomic position makes it an informative setting for examining the difficulties young people report during the transition to employment. The canton's socioeconomic and institutional characteristics also limit the extent to which the findings can be generalised to other parts of Bosnia and Herzegovina.

This paper examines young people's transition from education to employment in the Sarajevo Canton through a secondary analysis of published aggregate findings from the 2023 cantonal youth survey. The analysis is organised around four dimensions, which are education and competency development, employment and labour market participation, career development and transition support, and institutional conditions relevant to social inclusion. Findings from the 2024 youth survey in Bosnia and Herzegovina provide a country-level context. The analysis places cantonal

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findings on perceived preparation for work and access to transition support alongside country-level findings on how the fields of education and employment correspond. Interpreting these distinct aspects together brings into view how preparation for work, access to support, and opportunities to use one's education in employment inform an understanding of youth transitions from a social inclusion perspective.

Theoretical framework

The transition from education to employment may involve successive or overlapping periods of education, training, employment, unemployment and economic inactivity (Chacaltana et al., 2019). Its timing and course vary with young people's educational pathways, socioeconomic circumstances and institutional settings (Mortimer et al., 2008; Schels & Wöhrer, 2022). Regional research situates these pathways within the broader transition to adulthood (Ilišin & Spajić Vrkaš, 2017). This perspective places the transition to work within the longer process through which young people pursue economic independence, exercise autonomy and participate in social life.

Employability provides a conceptual framework for examining how young people develop and use resources relevant to working life. Fugate et al. (2004) identify career identity, personal adaptability, and human and social capital as dimensions of employability. Young people's opportunities to draw on these resources are shaped by their social circumstances and the institutional settings in which they pursue education and employment (Wintersteller et al., 2022). Research on vocational education links employment outcomes to the characteristics of educational pathways and programmes (Muja et al., 2019). Evidence from Southeastern Europe, including Bosnia and Herzegovina, situates young people's employability within broader economic and institutional conditions (Mamucevska Bojadjieva et al., 2022). This literature informs the distinction between young people's assessments of their preparation for work and how their field of education and the employment they obtain correspond.

Young people develop competencies through formal education, non-formal programmes, volunteering, and practical learning. Research on non-formal education highlights its contribution to life skills and to the quality of students' educational experiences (L. Osmić & Bjelan, 2025). Practical learning can offer opportunities to apply acquired knowledge, become familiar with occupational expectations, and develop transferable competencies. The contribution of work experience to the transition depends partly on the quality of that experience and on labour market conditions (Nilsson, 2016). The educational value of those opportunities depends on the nature of participation and the learning it enables.

Career guidance supports educational and occupational decision-making by helping young people identify their interests and competencies, explore options, and access relevant information. Longitudinal research identifies associations between adolescent career exploration and later employment outcomes (Covacevich et al., 2021), while research on career interventions documents their contribution to career decision-making (Whiston et al., 2017). Access to guidance has an equity dimension because young people differ in the information, advice and contacts available through their personal networks (OECD, 2024). Opportunities for guidance during schooling are therefore relevant to understanding the institutional support young people can draw on when deciding whether to continue their education, pursue training or seek employment.

From a sociopedagogical perspective, social exclusion involves processes that restrict access to resources, institutions and opportunities for participation, and a sense of belonging (L. Osmić, 2026). Employment can support economic independence and social participation, with its contribution to inclusion depending partly on job stability, access to rights, and opportunities for professional

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development. Not being in employment, education or training (NEET) identifies a situation of potential vulnerability. Its significance depends on its duration, the circumstances in which it arises, and the opportunities available to resume education or training or take up employment. Research on educational disadvantage highlights how earlier educational experiences can shape later vulnerability (Struffolino & Borgna, 2021). Regional studies from the Erasmus+ *Trans2Work* project draw attention to workplace accessibility and coordination between education and employment institutions in shaping opportunities for students and employees with disabilities (Klemenović et al., 2016; Kovač et al., 2016; Zukić et al., 2016). These examples clarify what a social inclusion perspective brings to the study of youth transitions by directing attention to the conditions under which young people can enter, sustain or resume participation in education and working life.

Employability concerns the resources young people develop and draw on as they pursue employment. A social inclusion perspective situates these resources within the institutional and labour market conditions that shape opportunities to use them. From a sociopedagogical perspective, the transition to employment thus involves educational preparation, access to support when making educational and occupational decisions, and opportunities to apply acquired competencies in working life. These conditions help explain why the transition to employment matters for young people's autonomy and social participation.

Methodology

This paper draws on a secondary analysis of published aggregate survey findings, combining a descriptive review of survey results with theoretically informed interpretation. The analysis uses *Youth Study Bosnia and Herzegovina 2024* (A. Osmić et al., 2024) and the survey findings published in the *Youth Strategy of Sarajevo Canton 2024–2030* (Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo, 2025). The Sarajevo Canton survey was selected because it provides detailed evidence on young people's assessments of formal education, their reported opportunities for career guidance during schooling, and their perceptions of institutional support. The country-level study provides context through its findings on educational quality, how respondents' field of education and their employment correspond, and perceived factors influencing access to employment.

The analysis was guided by two research questions.

1) What do the Sarajevo Canton survey findings show about young people's educational experiences, employment circumstances, reported opportunities for career guidance and perceptions of institutional support?
2) How do country-level findings on education and employment contextualise the cantonal evidence, and what issues relevant to employability and social inclusion emerge from considering the two sources together?

The country-level study surveyed 500 respondents aged 14–29 in February and March 2024 through computer-assisted web interviewing (CAWI), using quotas for age, gender and region and applying weights to the resulting data. The Sarajevo Canton survey was conducted in June and July 2023 by the Institute for Social Research at the Faculty of Political Sciences, University of Sarajevo. It included 1,021 respondents aged 15–30 from all nine municipalities, interviewed face to face using a standardised questionnaire.

Indicators were selected for their relevance to the research questions and the availability of published frequencies or response distributions. They were organised into four analytical dimensions: education and competency development, employment and labour market participation, career development and transition support, and institutional conditions relevant to social inclusion. Interpretation took account of the wording of each item, its response categories, and the group

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of respondents to whom it applied. Findings from the two sources were brought together by theme. For example, cantonal assessments of the usefulness of formal education for finding employment were considered alongside country-level findings on whether employed respondents worked in their field of education. The two indicators describe distinct aspects of educational relevance: perceived preparation for employment and how education and occupation among those in work correspond.

The concepts of transition from education to employment, employability and social inclusion guided interpretation. Career identity and adaptability informed the interpretation of employability and were outside the scope of the available survey indicators. Three survey indicators were used to describe selected aspects of social inclusion: programme accessibility, reported experiences of dignity and respect, and self-assessed material status (P10). Self-identification with selected potentially disadvantaged groups (P9) provided information on the composition of the cantonal sample. Responses to P13 were interpreted as reports of opportunities to participate in learning activities during schooling. The item addresses the availability of such opportunities, and the frequency and intensity of participation fall outside its scope.

The analysis was limited to published aggregate findings. Differences in age ranges, geographical coverage, sampling, data collection methods and survey items limit direct statistical comparability. The country-level survey's online quota-based design also entails potential coverage and selection limitations. The synthesis was descriptive and did not involve inferential statistical testing.

The comparatively favourable socioeconomic position of the Sarajevo Canton limits the extent to which the cantonal findings can be generalised to other parts of Bosnia and Herzegovina. The published aggregate findings do not allow associations between socioeconomic circumstances, group membership and educational or employment outcomes to be examined. The cross-sectional survey designs also preclude causal inference and the reconstruction of individual transition trajectories. The findings therefore describe selected conditions surrounding young people's transition from education to employment at the two geographical levels.

Results

The findings are presented across four analytical dimensions: education and competency development, employment and labour-market participation, career development and transition support, and institutional conditions relevant to social inclusion. National findings provide contextual evidence, while Sarajevo Canton findings offer a more detailed regional perspective. Given the methodological differences between the two surveys, the findings are interpreted thematically rather than through direct statistical comparison.

Education and Competency Development

Most respondents in the Sarajevo Canton expressed interest in education and training. Fewer than four in ten agreed that formal education helped young people find employment. A similar proportion agreed that it developed competencies for contemporary life and work. On the usefulness of formal education for finding employment, 35.4% of respondents gave a neutral response and 27.1% disagreed (Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo, 2025, p. 150). Volunteering was the most frequently reported opportunity for learning beyond formal education during schooling, followed by non-formal education.

The country-level survey provides context for the cantonal findings through a separate indicator of educational quality. Respondents reported dissatisfaction with the quality of education more often than satisfaction (A. Osmić et al., 2024, pp. 13, 17). Table 1 presents the selected indicators and response percentages for each survey.

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Table 1

Educational Experiences and Competency Development among Young People in Bosnia and Herzegovina and the Sarajevo Canton

Question code	Survey indicator	Data source	Response category	%
P30	Interest in education and training	Sarajevo Canton, 2023	Interested/Very interested	70.1
P15	Formal education is useful for finding employment	Sarajevo Canton, 2023	Agree/Strongly agree	37.5
P15	Formal education develops skills for life and work in the 21st century	Sarajevo Canton, 2023	Agree/Strongly agree	34.8
P13	Non-formal education	Sarajevo Canton, 2023	Yes	29.3
P13	Retraining or further qualification programmes	Sarajevo Canton, 2023	Yes	13.7
P13	Pupil/student exchanges	Sarajevo Canton, 2023	Yes	18.7
P13	Volunteering	Sarajevo Canton, 2023	Yes	52.6
---	Satisfaction with educational quality	BiH, 2024	Dissatisfied	40.7
---	Satisfaction with educational quality	BiH, 2024	Satisfied	22.8

Note. Sarajevo Canton survey data ($N = 1{,}021$) are from Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo (2025, pp. 148, 150, 158). Bosnia and Herzegovina survey data ($N = 500$) are from A. Osmić et al. (2024, pp. 13, 17). For P13, 'Yes' indicates that respondents reported having had an opportunity to participate in the specified activity during schooling. The two surveys used different questions and response scales.

Employment and Labour-Market Participation

In the Sarajevo Canton, 81.9% of respondents said that they were interested or very interested in work and employment (Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo, 2025, p. 158). The most frequently reported statuses were full-time employment (29.6%), school attendance (28.5%) and university studies (27.5%) (Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo, 2025, p. 147). Respondents could report more than one status, so these figures cannot be used to calculate unemployment rates or the proportion of young people not in employment, education or training (NEET).

In the country-level survey, 15.2% of the full sample reported holding an indefinite full-time contract and 11.0% a fixed-term full-time contract. Among employed respondents ($N = 205$), 31.8% reported working directly in their field of education and 14.1% reported working in a closely related field. Working outside one's field of education was the most frequently reported response in this group (46.2%) (A. Osmić et al., 2024, p. 21). Read together, the two surveys describe distinct aspects of labour market participation: the cantonal survey records employment alongside educational statuses, and the country-level survey shows how closely employed respondents' work corresponds to their field of education.

Career Development and Transition Support

In the Sarajevo Canton, just over a quarter of respondents reported having had an opportunity to participate in career counselling or professional orientation during schooling (Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo, 2025, p. 148). Family and relatives were most often identified as the main source of information and advice on further education and career guidance, followed by online sources (Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo, 2025, p. 152). Table 2 presents both sets of responses, identifying reported opportunities for guidance during schooling from respondents' main sources of information and advice.

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In the country-level survey, more than half of respondents rated connections with people in positions of power as important for finding employment. A similar proportion rated political party membership as important (A. Osmić et al., 2024, p. 21). These findings describe how respondents perceived access to employment.

Table 2

Career Guidance and Perceived Employment Factors among Young People in Bosnia and Herzegovina and the Sarajevo Canton

Question code	Survey indicator	Data source	Response category	%
P13	Opportunity to participate in career counselling or professional orientation during schooling	Sarajevo Canton, 2023	Yes	27.4
			No	72.6
P17	Main source of information and advice on further education and career guidance	Sarajevo Canton, 2023	Family and relatives	28.9
			Online	19.8
			Teachers and pedagogues	18.2
			Friends	18.0
			Youth/student organisations	1.4
---	Connections with people in positions of power	BiH, 2024	Considered important	55.5
---	Political party membership	BiH, 2024	Considered important	53.1

Note. The Sarajevo Canton data are from the 2023 survey ($N = 1{,}021$) published in the *Youth Strategy of Sarajevo Canton 2024–2030* (Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo, 2025). P13 (p. 148) concerns opportunities to participate in career counselling or professional orientation during schooling. P17 (p. 152) concerns the main source of information and advice on further education and career guidance. Only selected response categories are shown for P17. The country-level data ($N = 500$) are from *Youth Study Bosnia and Herzegovina 2024* (A. Osmić et al., 2024, p. 21). Percentages for the country-level items refer to respondents who considered each factor important for finding employment.

Institutional Conditions and Social Inclusion

Assessments of institutional support varied across the areas covered by the Sarajevo Canton survey. Nearly half of respondents rated the alignment of education with labour market requirements as poor or very poor, and more than a third gave the same ratings to career counselling and professional orientation. More than half agreed that young people could easily access local programmes, and just over a third rated the availability of courses, seminars, workshops and training as very good or excellent.

Around seven in ten respondents agreed with each of three survey statements concerning dignity and respect, opportunities for everyday learning and development, and freedom of expression together with the perceived absence of discrimination. Table 3 presents these responses alongside respondents' assessments of institutional support and their self-assessed material status.

In the multiple-response item P9, respondents identified as coming from families of lower socioeconomic status (2.0%), as persons with disabilities (1.8%), as members of national minorities (1.1%) or as having experience of alternative

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care (0.5%) (Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo, 2025, p. 145). These percentages describe the composition of the survey sample. The published results do not provide separate educational or employment outcomes for these groups.

Table 3

Institutional Conditions and Social Inclusion among Young People in the Sarajevo Canton

Question code	Survey indicator	Response category	%
P36	Education–labour-market alignment	Very poor/Poor	46.9
	Availability of courses, seminars, workshops and training	Very good/Excellent	36.7
	Career counselling and professional orientation	Very poor/Poor	37.9
P15	Accessibility of local programmes	Agree/Strongly agree	56.5
	Dignity and respect	Agree/Strongly agree	70.9
	Freedom of expression and perceived absence of discrimination	Agree/Strongly agree	72.7
	Opportunities for everyday learning and development	Agree/Strongly agree	72.2
P10	Self-assessed material status	Below/Significantly below average	19.7

Note. Data are from the 2023 Sarajevo Canton survey ($N = 1{,}021$), published in the *Youth Strategy of Sarajevo Canton 2024–2030* (Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo, 2025). The table draws on P10 (p. 146), P15 (p. 150) and P36 (p. 161). P9 (p. 145) allowed multiple responses and is reported separately in the text.

Discussion

The findings illuminate the conditions surrounding young people's transition from education to employment in the Sarajevo Canton. Evidence from the country-level survey provides a broader context by addressing educational quality, how education and employment correspond, and perceived routes into work. Research on youth transitions emphasises the institutional settings in which young people make educational and occupational decisions (Chacaltana et al., 2019; Schels & Wöhrer, 2022). This perspective helps identify what each survey contributes to understanding the transition and its implications for social inclusion.

In the Sarajevo Canton, considerable interest in education and training coexisted, at the sample level, with limited endorsement of the usefulness of formal education for finding work and developing competencies for contemporary life and work. The substantial share of neutral responses on usefulness for employment qualifies this finding. It indicates that a sizeable group neither endorsed nor rejected the statement, leaving open how young people judge the relevance of particular educational experiences. Research on employability and labour market integration directs attention to the design of educational programmes and the opportunities they provide to apply acquired competencies (Fugate et al., 2004; Mamucevska Bojadjieva et al., 2022; Muja et al., 2019). Volunteering was the most frequently reported opportunity for learning beyond formal education during schooling. Research on practical and non-formal learning provides a rationale for examining its educational value (Nilsson, 2016; L. Osmić & Bjelan, 2025). For educational institutions in the Sarajevo Canton, the finding points to a concrete question about existing provision: what opportunities do these activities give young people to practise competencies and recognise

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their relevance to further education or work? The survey establishes that respondents reported such opportunities, while the quality and outcomes of the experiences remain open.

The country-level evidence adds a distinct perspective on what happens once young people enter employment. Working outside one's field of education was the most frequently reported situation among employed respondents (A. Osmić et al., 2024). Research on occupational participation and mobility provides a basis for considering several interpretations, including a change in career interests and limited opportunities within a particular field (Potočnik & Spajić Vrkaš, 2017). The implications for social inclusion may differ considerably across these situations. A job outside one's field may offer scope to use transferable competencies and pursue new interests, while it may also reflect difficulty finding work in a preferred occupation. Considering occupational matching alongside employment status therefore gives a fuller account of the transition, while the survey leaves open whether respondents chose to work outside their field and how they assess the work they obtained.

The cantonal findings also show why different forms of institutional provision need to be assessed separately. Respondents generally rated access to local programmes favourably . The more critical ratings of career counselling and professional orientation concern a specific service, while reported opportunities to participate in guidance during schooling describe another aspect of that provision. Considered together, these indicators suggest that a favourable assessment of general programme accessibility can coexist with gaps in support for particular educational and occupational decisions. The prominence of family and relatives as the main source of advice raises a further question about the support available to young people whose personal networks offer fewer sources of occupational information. Research on career guidance identifies differences in access to such resources as a concern for equity (OECD, 2024). The cantonal data leave open whether access to institutional guidance varies across social groups. Within the *Youth Strategy of Sarajevo Canton 2024–2030* (Ministarstvo za nauku, visoko obrazovanje i mlade Kantona Sarajevo, 2025), schools and employment services could examine when practical learning and guidance are available and how young people can access these forms of support as they leave education.

Country-level perceptions of the importance of political party membership and connections with people in positions of power introduce a question about the perceived accessibility of employment itself (A. Osmić et al., 2024). These responses describe what young people believe matters in finding work. The actual role of these factors in recruitment and their possible influence on job-seeking decisions remain open. In the Sarajevo Canton, the indicators of material circumstances, dignity and respect situate such questions within a broader understanding of social inclusion as access to resources and meaningful participation (L. Osmić, 2026). The published aggregate findings allow these circumstances to be considered as part of the context of transition. They leave open whether educational preparation, access to support, or employment outcomes differ across social and material circumstances.

The added value of the synthesis lies in what becomes visible when the indicators are interpreted together. The cantonal evidence shows that perceived educational preparation and access to institutional support capture different aspects of readiness for the transition. The country-level evidence shows that employment status and working in one's field of education capture different aspects of occupational participation. From a socioped-agogical perspective, these distinctions locate questions of social inclusion in the conditions under which young people develop competencies, obtain support and find opportunities to use what they have learned in working life. The synthesis is theoretically informed, and whether these conditions are associated within individual transitions remains an empirical question.

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Conclusion

This paper argues for a broader assessment of young people's transition from education to employment in the Sarajevo Canton. The cantonal evidence shows why perceived access to local programmes offers only a partial account of how well young people are prepared and supported as they move towards work. The country-level evidence adds a complementary point: employment status indicates whether respondents are in work, while the way in which education and employment correspond describes a further aspect of the work young people obtain. The contribution of the synthesis is to bring these distinctions into an assessment of social inclusion. For future assessments of youth transitions in the Sarajevo Canton, this means asking whether young people have opportunities to apply what they learn, obtain support when making educational and occupational decisions, and pursue work in which they can use their competencies.

This conclusion rests on a theoretically informed interpretation of published aggregate findings from two methodologically distinct surveys. Whether perceived preparation, access to support and the way in which education and employment correspond are associated within individual pathways remains an empirical question. The concerns reported in the Sarajevo Canton warrant attention given its comparatively favourable socioeconomic position. Their extent and character elsewhere in Bosnia and Herzegovina remain to be established.

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