



European Network of Public Employment Services

Comprehensive approach to addressing skills needs in the labour market: The role of PES

Policy paper

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The European Network of Public Employment Services was created following a Decision of the European Parliament and Council in June 2014¹. Its objective is to reinforce PES capacity, effectiveness and efficiency. This activity has been developed within the work programme of the European PES Network. For further information: <http://ec.europa.eu/social/PESNetwork>.

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¹ DECISION No 573/2014/EU

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1. Introduction

A range of factors including technological displacement, the ageing of the European population and, more recently, structural changes due to, for example, the growth of the green economy and the emergence of artificial intelligence, have contributed to changes in the labour market.

Some results of these developments which are giving rise to great concern include the emergence of a demand for new skills and extensive skills shortages in the European labour market. That is why a PES Network Working Group² was established and a survey launched on the issue of 'PES and skills shortages'. A questionnaire was included in the survey and it was completed by 26 individual European PES. The responses revealed that the PES have strategies and activities to fill skill shortages, but also that there are a number of areas where the contribution of the PES to alleviating skills shortages could be significantly improved.³ These areas include inter alia the early identification of skills shortages; providing supports and services for non-traditional client groups (i.e. potential as well as actual jobseekers); the changing relationship between general education and vocational training and more extensive and balanced engagement between PES, and between PES and some of their stakeholders.

The purpose of this paper is to identify a strategy that would result in the PES successfully addressing these issues and consequently placing itself in a position where it could make a further significant contribution to enhancing the impact of PES in addressing the issue of skills shortages.

2. The role of PES in alleviating skills shortages

PES have a unique role in alleviating skills shortages. Their *raison d'être* is to match the skills and competences of jobseekers with appropriate employment opportunities. Their legal status as the first point of contact for the registration of all unemployed jobseekers provides the PES with an insight into the characteristics of unemployment, which is more extensive than that of any other public institution. Their relationship with social partners – and in particular with employers – gives them continuous access to sources of information on the demand for skills.

In the most recent update of the 'PES Network Strategy; 2020 and Beyond', a more proactive and broad-based approach – analogous to the role of a conductor of an orchestra – was proposed for the PES as an effective means of addressing the challenges emerging in the labour market. It is the contention of this paper that this proactive, broad-based role is key to unlocking the potential of the PES to make a significantly greater contribution to alleviating skills shortages in the European labour market.

The *modus operandi* proposed in this short paper is not a radical divergence from current thinking but, on the contrary, reflects the tenor of recent Council recommendations and the import of many papers written on the future role of the European PES Network. In terms of the core proposal of this paper, it can be said that 'it's time for action'. As illustrated below, some current PES activities are reflecting this broad-based approach. These examples can be an inspiration for other PES to progress in this area. Some good practice approaches of the PES participating in the Working Group are included in the annex of this report.

² The paper is prepared by the European Network of PES and specifically the Working Group on Skills Shortages. The WG comprised Slovakia, Croatia, Finland, Germany, Slovenia, Spain, Lithuania, Latvia, Hungary and the Netherlands and was chaired by Le Forem (Belgium).

³ 'Perspectives on PES activities and skill shortages'; June 2019. The questionnaire was completed by 26 PES.

3. Proposing a proactive, broad-based approach

PES are already engaged in the role of conductor and some - for example Le Forem in Belgium – have developed this role in a more systematic and formal, legally-based manner. It has managed and coordinated many successful initiatives, including the development of network solutions to meet the needs of different clients and the creation of customised career pathways.

In such a proactive approach, the PES initiates action and seeks out partners which can assist it to achieve its objectives. The focus of the PES goes beyond finding a job for the registered unemployed. The difference between a traditional and proactive, broad-based approach for PES is illustrated in Figure 1.

The PES expands its activities in two areas in particular – the identification of skills needs and the mobilisation of human capital. With regard to the former, the PES develops quantitative and qualitative methodologies for the specific purpose of acquiring an understanding of how changes in the European labour market are influencing the demand for skills. Employers are a critical stakeholder in this context as they are a very useful source of intelligence on the changing skills requirements of enterprises. But the experience of some PES is also very useful, as many of them have developed excellent quantitative methodologies for skills needs identification – often in partnership with private organisations.

Mobilising human capital is also an important component of any strategy to enhance the role of PES in addressing skills shortages. Mobilisation can be generated indirectly as well as directly. For example, simply disseminating information to jobseekers and potential jobseekers on the types of skills that are required by industry will act as an incentive for jobseekers to engage in appropriate education and training programmes.

But more proactive intervention is required, especially regarding the mobilisation of groups of potential jobseekers that are not the traditional clients of the PES. These include the inactive and the employed, or vulnerable groups such as migrants, returnees, asylum seekers, disabled and discouraged workers. The objective is to offer customised career paths that result in sustainable employment and a smooth-running labour market, without skills gaps. These two strategies, identifying skills needs and mobilising human capital, are elaborated upon in 3.1 and 3.2 below.

Figure 1: Differences between traditional and proactive, broad-based approach

Traditional approach	Proactive, broad-based approach
<ul style="list-style-type: none"> - PES is mainly reactive. - PES often acts alone. - Most clients receive unemployment payments. - Objective is finding a job for clients as quickly as possible. - Success is number of jobs found, irrespective of quality. 	<ul style="list-style-type: none"> - PES proactive – initiates actions; prevents unemployment. - PES seeks partnerships with external bodies. - Clients are all jobseekers, or potential jobseekers. - Objective is improving long-term employability of clients. - Services like training and career guidance are included. - Success is a smooth-running labour market.

3.1 Building technical expertise to collect and use data appropriately

The responses of the PES to the questionnaire indicate that a significant number of PES are experiencing difficulties in comprehensively identifying skills shortages. While the PES has access to data on jobseekers who are registered with them, and on vacancies which are submitted by employers, this data does not represent the totality of either the supply or the demand for skills in their local labour market.

The PES must adopt more analytical techniques to improve the quality of labour market intelligence. Fortunately, a number of PES have embarked on this course with considerable success and have entered into relevant partnerships to provide more comprehensive information on skills shortages. An example from both the Netherlands PES and the Slovak PES⁴ in particular show how partnering with relevant external institutions can enhance the technical expertise at the disposal of the PES (see Figure 2).

Figure 2: Examples of PES entering partnerships to build its expertise

<i>Netherlands PES: Identifying skills shortages using big data</i>	<i>Slovakia PES: Identifying skills shortages through outsourcing major surveys</i>
<ul style="list-style-type: none"> - Graduate tracking through partnering with SEO University of Amsterdam. - Link unique identifier of graduates to LM status. - Accessing major administrative databases such as employment social insurance. - Creating longitudinal database providing point-in-time data (e.g. 10 years after graduation). - Tension indicator which includes 112 occupation groups across 35 regions on a quarterly basis. - Data enriched by purchase of external vacancies databases, weighted to reduce selection bias. 	<ul style="list-style-type: none"> - Outsources major survey to external private research partners. - Covering 527 employers employing over 20% of total employees in SK (sample = 430,000). - Covers 431 occupation groups. - Provides data at high level of granularity (i.e. ISCO, NUT 1V division). - Results complemented by extensive survey of self-employed (13,200 reporting units). - Results providing 300,000 various combined classifications used for enhancing employability outcomes from PES.

Both examples involve entering into partnerships with bodies who have the technical expertise to provide more comprehensive sources of data on skills shortages.

There is considerable potential in expanding the quality and volume of labour market intelligence through the exchange of data at European level, and globally. As the results of the questionnaire show, several administrative databases – providing data on both employment and vacancies – have not, as yet, been fully explored by the PES and they represent important potential sources of labour market intelligence.

3.2 Mobilising human capital

One of the most striking results to emerge from the responses to the questionnaire⁵ was the relative lack of continuous engagement between the PES and certain sub-groups of jobseekers and potential jobseekers. In general, the responses showed that there was continuous engagement between the PES and jobseekers who qualify for unemployment payments. However, the responses indicate that contact with jobseekers who do not

⁴ The examples referred to are Member States represented on the PES Skills Shortage Working Group.

⁵ 'Perspectives on PES activities and skills shortages', June 2019.

qualify for payments, such as students, inactive people, the employed, migrants, returnees and asylum seekers, was limited, as well as lifelong development of the employed.

PES also has a limited role in attracting jobseekers from third countries. This is because in some countries only certain occupations are eligible for work permits, while in many countries it is also necessary for vacancies to pass a 'labour market test' to qualify for work permit status. Nevertheless, it is argued in this paper that if the PES adopted a more proactive role in early skills needs identification, they would be in a position to exert greater influence on attracting a workforce from third countries and on the issuing of work permits.

All these groups contain significant numbers of active and potential jobseekers. They represent an actual or latent source of human capital that can be encouraged to pursue qualifications associated with skills in short supply and to eschew those associated with surplus skills. This could place PES in a more proactive and preventive role and enhance a smooth-running labour market. For this purpose, specific labour market information for long-term decision making is required (e.g. graduate tracking, forecasting etc.).

Many PES have engaged in initiatives that are designed to deliver support and services to one or more of these groups. Examples from the PES in Spain, Slovenia and Germany are summarised in Figure 3 below. This may also mean engaging in certain activities such as language training and the flexible provision of supports and services. Such activities may attract client groups such as carers and migrants who might not otherwise register with the PES.

Expanding the client base beyond those who register with the PES (who are regular recipients of PES targeted actions and have to go on being mobilised) requires a proactive approach that systematically integrates other relevant labour market partners - including municipalities and NGOs - into the process. There are many examples of how individual PES have created such partnerships and in the process created effective continuous interaction with stakeholders and clients.

A good example of how effective partnerships can be is a formalised agreement between the Croatian PES, Ministry of Labour, Ministry of Education and the Pension Insurance Institute in Croatia for linking and exchanging different data that allow tracking an individual's path and identifying those who drop out from educational system and need further education, training or employment interventions.

The examples summarised in this paper demonstrate that many PES are already involved in proactive broad-based approaches. While these initiatives have been created on an ad-hoc and voluntary basis by individual PES, it should be noted that many of them reflect recent Council recommendations or sentiments expressed by stakeholders in major policy papers. For example, the initiative on graduate tracking is in line with the Council recommendation of November 2017 while the single point of contact (SPOC) envisaged in the Council recommendation on the integration of the long-term unemployment (February 2016) implies the creation of partnerships by the PES. The creation of partnerships - especially between the education and vocational sectors - is also an integral part of the recommendations of the PES Network report on 'Proposal for a structured cooperation between public employment services (PES) and the education sector for better school to work transitions'. Indeed, one of the key recommendations from that report is to 'work towards a formalised agreement for regular cooperation between PES and education'.

Figure 3: Examples of PES using partnerships to broaden client base⁶

<i>Spanish PES: Structural, integration of stakeholders</i>	Slovenian PES: Progressive, integration of asylum seekers	German PES: Effective monitoring of unregistered youth
<ul style="list-style-type: none"> - National network includes social partners and VET representatives. - Based on identified sectors. - Conducts innovative, experimental approaches to vocational training. - Cooperates with qualifications and pedagogic institutes. - Establishes links with relevant external bodies. Does research. 	<ul style="list-style-type: none"> - Provides integrated career path. - Includes counselling, training and on-the-job experience. - Customised for asylum seekers. - Includes language training and integrated vocational training. - Provides opportunities for acquiring certification. - Creates new social network and employment opportunities. 	<ul style="list-style-type: none"> - Partnering with the education sector. - Providing systematic contact with non-registered youth. - Allowing PES to continuously monitor potentially problematic client group. - Promoting awareness of benefits of PES. - A good example of this initiative is based in Hamburg.

4. Recommendations

The PES have the potential to successfully create and sustain a more expansive *modus operandi*, but there are also challenges. As the responses to the questionnaire have shown, many potential clients are unaware of the benefits of registering with the PES⁷, and the association of the PES with 'conditionality' may create a concern among some potential clients that engaging with the PES could result in losing some of their welfare benefits. In addition, some stakeholders need to be convinced of the advantages for them of engaging in meaningful partnerships with the PES.

Also, the responses from the questionnaire indicated that resources are an issue, especially an apparent lack of expertise in some PES regarding the early identification of skills needs. Consequently, the training of staff is a prerequisite for any successful implementation of the proactive, broad-based strategy outlined in this paper.

The implementation of the broad-based strategy requires concerted action by the PES in five key 'task areas'. These 'task areas' have been selected because, taken together, they form an integrated strategy that will deliver the tools to enable the PES to identify skills needs while also empowering both the actual and potential jobseeker to respond positively to good employment opportunities, thus resulting in smoother-running labour markets.

4.1 Proactively seek information on skills needs identification methodologies

The questionnaire revealed that many PES need to enhance their expertise in the area of skills needs identification. Developments in big data analytics and in artificial intelligence generally, have enabled the analyses of very large databases containing detailed

⁶ These and further good practices examples from Belgium (Le Forem), Croatia, Finland, Germany, Latvia, The Netherlands, Slovakia, Slovenia and Spain are elaborated upon in the annex attached.

⁷ See the findings from the 'Perspectives on PES activities and skills shortages', June 2019.

information on employment. As already stated, many PES would need to significantly upskill their staff in order to interrogate such data. This may not be a realistic option in all cases. An alternative strategy is to enter into a partnership with an external institution that already has such expertise. This strategy is being successfully adopted by a number of PES, and any PES that is considering pursuing this strategy should, as a matter of urgency, begin bilateral discussions with those PES who are engaged in such partnerships to assess if the strategy is suitable for them.

Applying big data analytics to large administrative databases is one approach to producing comprehensive intelligence on skills needs; an alternative is to use large surveys. The upskilling of staff would be required if the PES wish to conduct these surveys themselves. Alternatively, the PES could commission an external institution that possesses the appropriate expertise. This approach is used by the Slovak PES, for example, while the Danish PES uses the results of the large 'labour balance' survey, which is conducted by their Ministry.

The commissioning of external partners is not essential, however. A number of PES – notably the Swedish PES – have successfully used in-house survey methods to derive information on the skills needs of their local economies. However, as stated above, the in-house route will require further professional development of PES staff.

Finally, the PES should avail themselves of the expertise of European institutions such as CEDEFOP in learning how to apply skills needs identification methodologies to their own labour markets. These learning exercises could be organised within the framework of the PES Network working programme and specifically through the available mutual learning formats. A number of carefully selected study visits, with an emphasis on 'learning by doing', could radically enhance the current capacity of the PES to conduct quantitative and qualitative skills needs analyses. Such study visits should be organised as an integral component of the strategy to enhance the skills needs identification capacity of the European PES.

One of the best examples of how new technologies can be deployed proactively to produce significant labour market intelligence, and hence enhance the smooth functioning of the labour market, is in Finland. Currently, a working group composed of the representatives of different ministries and agencies is developing a digital ecosystem of lifelong learning (LLL). The ecosystem uses new technologies, including artificial learning, to build a comprehensive support infrastructure based on a 360-degree view of the clients' needs. The vision that underpins this initiative can be summarised as 'the right service for the right customers at the right time with the right providers'. The heterogeneity of the clients is acknowledged. Thus, while peer learning and digital learning are important components of the blended human-centred career guidance service they are developing, face-to-face counselling also plays an important role, especially for vulnerable clients.⁸

At a more strategic level, an important component of successfully addressing skills shortages is the implementation of measures designed to prevent the emergence of such shortages in the first place. The Finnish initiative, by gathering comprehensive information on all the dimensions involved in raising the employability of clients, empowers the jobseeker to shape his or her own career path and in that way moves the orientation of the system from that of a reactive institution to that of a proactive client.

⁸ The English language website may be accessed at <https://kokeile.tyomarkkinatori.fi/en/Etusivu.html>

The results of the questionnaire show that online surveying techniques are used by less than half of the PES, while only seven PES are involved in 'mining' of vacancy databases. For example, the Croatian PES reports using such a methodology to forecast labour market needs for specific qualifications and makes recommendations for enrolment policy and scholarship policies that has found widespread use in practice. Further progress therefore needs to be made on developing methodologies that can anticipate changes in patterns of skills demand, rather than simply react to shortages.

On a positive level, the results of the questionnaire show that the PES have very good relationships with employers and the feasibility of conducting such online surveys should be explored with this stakeholder for the benefit of both employers and the PES.

4.2 Engage in high-profile marketing of PES products and services

Many PES have developed websites that are attractive, but the PES still suffers from not being the destination of choice for many jobseekers and other key clients, especially employers. The PES need to show off the products and services that will attract the attention of jobseekers, employers and other clients. For example, the information that will attract the jobseeker is data on where the best jobs are and how to qualify for them. Some PES have access to such information through surveys they conduct or through links with databases such as the national social insurance database. It is important that the PES create 'branded' customised services based on their knowledge and expertise.

As an example, the German PES has a new focus on vocational and university students and those already in employment. It was felt to be important that the new approach carries its own logo, separate from the usual services, and the title 'PROJEKT ICH' is used. There are some pilot projects underway that so far have tended to show the approach is an effective one.

Visually attractive online portals displaying employment rates and salaries associated with graduates with particular vocational qualifications would represent compelling viewing for jobseekers, while also contributing to changing the perception of the PES. Attracting a broader group of people looking for job changes will also contribute to improved mobility in the labour market. A more extensive use of graduate tracking would facilitate the development of such portals. It is also important that the PES monitor the usage of such portals by potential jobseekers.

The PES are engaged in all kinds of initiatives, through different channels, to improve the marketing of their products and services. Examples include:

- Webinars for jobseekers such as 'Switching to another occupation' or 'How does my CV stand out?';
- Training for job coaches such as 'Labour market in your work' to ensure that job coaches are using labour market information effectively;
- Press releases and campaigns aimed at jobseekers, employers or students such as 'What's the value of your education?';
- Intensive use of social media such as Twitter and LinkedIn with short updates on projects or other relevant activities or information;
- Infographics, visuals, vlogs, and narrowcasting for the majority of people who only scan information;
- Organising regional meetings and conferences for employers and policymakers, at which expertise is shared.

4.3 Create mutually-beneficial relationships with other stakeholders

Beyond the actions on the ground that are related to the co-creation of the service offer, PES have many unique selling points which they should deploy to persuade relevant

stakeholders to enter into more transversal actions such as an exchange of information or facilities. For example, the PES has a unique and comprehensive database on the characteristics of jobseekers. The sharing of this database – subject to data protection protocols – with other stakeholders who have equally relevant databases (National Statistics Office, schools, municipalities etc.) has the potential to confer significant benefits to all involved. In particular, information on the services of the PES and on the types of expertise found on the PES jobseeker register could be of particular interest to many employers.

Other possible initiatives include extending the PES vacancy databases and using the information from vacancies to show the type of competences – including soft skills - that are increasingly associated with decent employment. Extending the vacancy database may involve the PES purchasing major private sector databases, as is the case in the Netherlands and Ireland, or simply advertising vacancies in PES offices from private sites as, for example, is the case in France.

Engaging in partnerships with private recruitment agencies may create synergies that are mutually beneficial and should be further explored by PES. The PES already has experience of liaising with other stakeholders that can be extended to new and broader groups of users. PES are, for example, key actors in the implementation of the Youth Guarantee⁹, which covers inactive youth as well as jobseekers.

The PES also has extensive experience of providing relatively short upskilling courses to adults in environments that resemble a workplace rather than a school. Such experience could be very valuable to both third-level colleges and employers as periodic bouts of ‘continuous training’ become the norm for working adults.

These are just two of many examples of both qualitative and quantitative assets that the PES could use to ‘open doors’ to engaging in meaningful and fruitful partnerships with other stakeholders. A clear formalisation of the conductor role and creative and judicious use of financial incentives are other elements that can contribute to effective collaboration.

4.4 Create permanent synergies with education and vocational training

Jobseekers will engage with the PES if they consider it is in their interest to do so. One of the ways in which the PES can cultivate that interest is by integrating the vocational qualification into attractive career paths. Inclusion of vocationally-oriented qualifications from outside the formal education and training area into the National Framework of Qualifications is also an effective way of raising the attractiveness of the vocational career path and, by extension, the PES.

Such initiatives require the creation of partnerships at local level with the vocational education and general education sector. The attainment of the vocational qualifications may be made a condition of eligibility for relevant higher-level vocational-orientated courses,¹⁰ or may lead to exemptions when entering higher-level education or training. There are numerous ways in which the PES can assist the second-level education sector in ensuring that students choose career paths that either result directly in good employment, or result in acquiring a marketable qualification from a vocational training course or a period of study in a third-level college. The type of assistance that the PES

⁹ See, for example, ‘Report on PES Implementation of the Youth Guarantee’, Liliana Luminita, ICON Institute 2017. This is an example of PES involvement in a non-traditional group, namely inactive youth.

¹⁰ For example, third-level engineering courses are essentially vocational in nature yet they are treated differently and often have a higher status than their second-level craft equivalents. Some countries are challenging this distinction by allowing qualified craft engineering workers to enter into third-level engineering programmes.

can provide is documented in the position paper produced in 2017 by the European Network of Public Employment Services on structured cooperation between the PES and the education sector, which includes actions such as the provision of career guidance and counselling and information on sought-after vocational qualifications.¹¹

4.5 Utilise fully the wide range of EU labour market institutions and instruments

A wide range of institutions and instruments have been created by the European Commission which are very useful to the task of alleviating skills shortages. Instruments such as EURES¹², the European Qualifications Framework and Europass support labour mobility in Europe. The Blue Card and the EU Skills Profile Tool for Third Country Nationals are particularly useful for the task of optimising the potential of migrants to become a source of scarce human capital. Furthermore, skills intelligence (EU Skills Panorama and online vacancy tool) and the resources of the Euroguidance advisers support the European dimension of competence development and lifelong guidance. These instruments and resources, if harnessed effectively by the PES, represent a potentially powerful resource in the task of alleviating skills shortages.

In this context, developing a good working relationship with CEDEFOP would also be very useful as CEDEFOP has conducted extensive analyses of European vacancy databases using data-mining techniques. The OECD Skills for Jobs Database is another interesting data source for PES to further explore. Eurofound can also provide assistance in skills needs analyses while the new European occupation classification, ESCO, provides a more comprehensive inventory of competencies than ISCO.¹³

There is a wide range of network activities and projects supported by the European Commission which, in combination, could significantly enhance the capacity of PES to address the skills needs of their labour markets. The network activities provide the fora for the exchange of information; the projects provide information on how different PES are excelling in different aspects of a broad-based strategy. Some PES, for example, have developed state-of-the-art forecasting methodologies; others are successfully engaging with the inactive and with migrants. There are few, if any, elements of the broad strategy that are not being successfully delivered by at least one PES.

However, all of this expertise needs to be systematically harnessed in a manner which is of practical use to the PES. For its part, the PES Network must be prepared to embrace a broader perspective. It must actively seek the assistance of relevant experts such as the Skills Unit in DG Employment, and must educate itself on why some PES exhibit best practice in certain aspects of the broad strategy, and seek to emulate those best practices throughout the PES network.

5. Conclusions

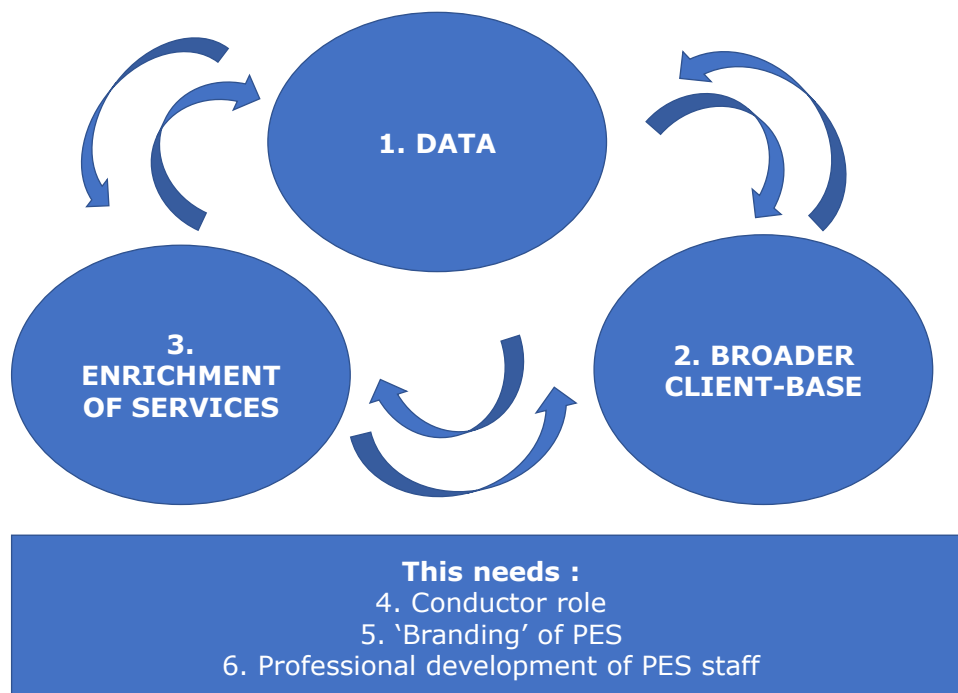
The concrete actions to implement the recommendations included in section 4 should revolve around three main pillars of activity, as outlined in Figure 4 below. Better identification of skills (i.e. data) is key to broadening the customer base and to improving and extending support and services. The interconnection between skills identification, the client base and services, creates a virtuous circle that enables the progressive development of more effective and higher-quality support and services.

¹¹ See 'Proposal for a structured cooperation between public employment services and the education sector for better school to work transitions', 2017.

¹² Including the annual labour shortages and surpluses report.

¹³ ESCO is the classification system used in the Finnish initiative although it has been customised to fit the specific circumstances of the Finnish labour market.

Figure 4: Summary of concrete actions to implement broad-based strategy



1. Build **data and expertise** on identifying skills shortages and promising job opportunities
2. Expand **beyond the traditional client base** of unemployed jobseekers and proactively engage with potential jobseekers such as students, inactive people, vulnerable groups and migrants – including returning migrants.
3. Adopt a longer-term perspective on the **development of services** - including engagement in career guidance and training activities that are compatible with such a perspective.

To effectively implement these actions, however, the PES needs to adopt a different *modus operandi*. In particular, it must do the following:

4. Strengthen its **conductor role** in the labour market. Active networking with other partners and stakeholders and promoting mutual benefits of cooperation is key.
5. Gain better knowledge and branding through engagement in marketing and exploration of **innovative communication strategies**, not only related to PES services, but also to their institutional position and missions.
6. Develop **new skills** in order to adopt a different approach to managing the functioning of the labour market. These skills can be developed in-house through training or through partnerships and should entail all types of PES staff.

The 'PES Network Strategy 2020 and beyond' should be revised accordingly to highlight and support this new role and the type of actions envisaged under a proactive, broad-based strategy. The working programme of the PES Network should include concrete actions to further implement the recommendations included in this paper.

If the PES is to successfully transition to this new approach, there must be a shared appreciation by both the PES and national authorities of the long-term benefits of developing customised, integrated career paths that result in sustainable employment. This will require extra resources for PES, for example the upskilling of staff. But the

changes that are taking place in the European labour market are profound and the PES must adopt new strategies to successfully address them. The failure to do so will eventually reduce the effectiveness of the PES in the management of an efficient, smooth-running labour market. The creation of longitudinal databases – such as a graduate tracer study – will enable the calculation of a return to investment over a prolonged period. The availability of such data will greatly assist in persuading the relevant national authorities that the broad-based approach represents value for money over the longer term.

Annex 1 to Policy report: PES practices from Working Group member countries

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Belgium – Le Forem

Title of the policy or measure	Labour Force Active Monitoring (LFAM)
Short sentence summarising the practice	Constant monitoring via an integrated set of analyses and actions in order to identify and, if possible, correct mismatch problems between supply and demand of work.
Country	Belgium (Wallonia)
Scope of measure	Regular practice at regional level (Wallonia)
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	<p>Wallonia's labour market has been facing three types of problems for many years.</p> <ul style="list-style-type: none"> • Labour shortages – not enough jobseekers are positioned in certain occupations, 72 of which were identified as such in 2019. • Difficulties in recruiting in certain occupations considered as being critical – enough jobseekers wish to work in these occupations, but their skill profiles do not (fully) correspond to employers' expectations. The reasons are, for example, the rapid evolution (technological, environmental, legislative etc.) of the required skill profile. 28 occupations were identified as such in 2019. • 'Surplus' situations – too many jobseekers are looking for a job in occupations that are less and less in demand by employers. These are generally low-skilled jobs.
Name of the PES	Le Forem
When was the practice implemented?	Since 2006
What was the driver for introducing the practice? Was it internal or external?	External – the government wanted to better manage the offers and demands of the labour market. However, solutions (including the LFAM practice), design and implementation were introduced on the basis of a management decision within the Walloon PES.
Which organisation was involved in its implementation?	Employers' federations for sectors considered as being strategic for Wallonia's economy.
Which groups were targeted by the practice?	<ul style="list-style-type: none"> • Jobseekers who positioned themselves in a shortage, critical or surplus occupation. • NEETs. • Employers who recruit in a shortage or critical occupation.
What were the practice's main objectives?	<ul style="list-style-type: none"> • In-depth profiling of the labour force available to fulfil employers' needs in shortage and critical occupations. • Carrying out actions in order to quantitatively and qualitatively improve the labour force. • Reorienting and training jobseekers in surplus occupations in order to maximise their employability.

<p>What activities were carried out?</p>	<ul style="list-style-type: none"> • Roundtables have been organised with strategic sectoral employers' federations in order to determine employers' needs within shortage or critical occupations. Regular contact is maintained with the federations in order to monitor the evolution of needs. • Dashboards regarding labour force supply in each occupation (specifications in terms of experience, certification, qualification, skills...) have been drawn up and are regularly updated. • Jobseekers' files are filled in with exhaustive and relevant information in order to foster an automatic matching process. • Vocational guidance is given towards occupations with a high level of employment, especially for NEETS or jobseekers in surplus occupations. • Vocational training is organised in order to improve or adapt skills according to the labour market's evolving needs (today and for the future). • Intermediation with employers in need of highly-demanded profiles is carried out with a lot of attention.
<p>What resources and other relevant organisational aspects were involved?</p>	<p>Le Forem coordinates the practice at its head office and implements it in the four territorial directorates. More specifically, the head office coordinates the needs analysis and the response design. Territorial directorates implement the action plan, e.g. information sessions, vocational guidance and training.</p>
<p>What were the source(s) of funding?</p>	<p>Internal</p>
<p>What were the outputs of the practice: people reached and products?</p>	<ul style="list-style-type: none"> • People reached: <ul style="list-style-type: none"> - employers who are recruiting in shortage and critical occupations; - jobseekers. • Products: <ul style="list-style-type: none"> - four dashboards are regularly fed and used: <ul style="list-style-type: none"> ○ the barometer for monitoring the occupations that integrate work demand and work supply monitoring (market indicators) as well as job offer satisfaction indicators; ○ the LFAM dashboard which specifically outlines the work demand monitoring and LFAM actions; ○ the vacancies quality dashboard which monitors surplus situations as well as other mismatches between the labour market offer and demand; ○ An annual list of occupations which are in shortage or are critical. - information and trainings sessions for shortage and critical occupations were set up and are regularly delivered to jobseekers.
<p>What outcomes have been identified?</p>	<ul style="list-style-type: none"> • The exact status of the labour force is accurately determined twice a year for shortage and critical occupations. • Thanks to information and training actions, more candidates are capable of filling vacancies which are posted in such occupations.

<p>What are the lessons learnt and success factors?</p>	<ul style="list-style-type: none"> • PES should bring all labour market stakeholders around the table to address challenges and develop common responses. • Analysing trends in the labour market is a way to support lifelong learning (LLL) and guidance. It's not only skill-matching training strategies that are important, but also keeping an eye on emerging skills and jobs of the future in order to prepare the labour force, and not only 'cure' it. • VET operators must develop agility to be able to develop and adjust on time. • PES should monitor quality information about their jobseekers in order to act in a proper, targeted way.
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Title of the policy or measure	Régie department acting as a support to the conductor role of the PES (Le Forem)
Short sentence summarising the practice	Stimulating, securing, harmonising and supervising integration and training activities carried out with, or via, external operators.
Country	Belgium (Wallonia)
Scope of measure	Regular practice at regional level (Wallonia)
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	Le Forem carries out part of its integration, support and training activities with, or via, several hundred external operators. In recent years, it has created a specific department (the 'Régie') whose objective is to stimulate, secure, harmonise and supervise these actions.
Name of the PES	Le Forem
When was the practice implemented?	The 'Régie' department was created in 2013/2014 within Le Forem. It is part of the Partnership Relations Department.
What was the driver for introducing the practice? Was it internal or external?	Internal – the practice was introduced on the basis of a management decision within the Walloon PES. However, it is a result of an external driver – a political decision to have Le Forem ensure some coordination of actors in the labour market.
Which organisation was involved in its implementation?	In addition to Le Forem, operators (public or private) who offer integration and/or training actions.
Which groups were targeted by the practice?	<ul style="list-style-type: none"> • Actors in the labour market • PES-registered jobseekers
What were the practice's main objectives?	<ul style="list-style-type: none"> • To meet, in an agile and coherent way, the training and integration support needs of the Walloon labour market that cannot be directly and solely met by Le Forem. • To adjust the existing offer to meet current needs, with assistance from a network of internal or external partners.
What activities were carried out?	<p>When a need is expressed (recurring need, request from an authority, request from an external operator), the Régie responds according to the following methodology:</p> <ul style="list-style-type: none"> • analysing the demand (need, volume, possible answers from Le Forem or external operators); • where Le Forem cannot respond to the request itself, organising the response mechanism, i.e. determining the budget, mode of recourse to third parties or the public, the modalities, etc. In some cases Le Forem assigns the entire response to third parties; in others it partners with third parties to propose a joint response; • Launching calls for proposals; • Developing the response in a concrete way by setting up monitoring committees, launching the action;

	<ul style="list-style-type: none"> • Implementing and managing the relationship with operators, monitoring and evaluating the actions; • Evaluating the entire programme (i.e. assessing whether the need has been met, to what extent, how to improve the programme).
What resources and other relevant organisational aspects were involved?	<p>Le Forem coordinates the practice at its head office and implements it in the four territorial directorates. More specifically, the head office coordinates the needs analysis and the response design (setting up calls for proposals, the related legal and financial framework as well as the objectives pursued and the targeted audience) as well as the overall response evaluation. Territorial directorates implement, monitor and evaluate the action plan as well as the relationships with partners.</p>
What were the source(s) of funding?	Internal
What were the outputs of the practice: people reached and products?	<ul style="list-style-type: none"> • People reached: <ul style="list-style-type: none"> - Le Forem's main objective is to offer a range of services in the field of employment integration and training; - The privileged relationships established with many partners also allow Le Forem to achieve other objectives, such as proposing to employers the applications of jobseekers whose profile would not gain their attention at first glance, but who really have potential. This is particularly the case for occupations experiencing shortages. • Products: training or integration support actions implemented by Le Forem with, or via, external partners take the form of public procurement or, alternatively, subsidies or partnership agreements.
What outcomes have been identified?	<p>In 2017, the Régie assigned actions with financial flows to approximately 450 operators via seven different programmes.</p>
What are the lessons learnt and success factors?	<ul style="list-style-type: none"> • Several years after its launch, the Régie department's actions and impact continue to be improved. • The programme actions and impact evaluation steps are key. • Since 2019, the Régie's activities have been described in a directive in which Le Forem identifies the overall process for the use of third parties. The strategy is to increasingly complement Le Forem's training and integration offer with services available externally, in order to get an integrated offer that responds to jobseekers' needs.
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Title of the policy or measure	Incitant +
Short sentence summarising the practice	The financial incentive is a bonus of 350 euros paid, under certain conditions, to jobseekers who have completed training in a profession that is in shortage.
Country	Wallonia (Belgium)
Scope of measure	It is not a pilot project. The measure has been introduced by legislation.
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	Wallonia faces many labour shortages. There is a wide and varied range of training opportunities, particularly in occupations in short supply, but fewer and fewer jobseekers choose to enrol in training. Providing a financial incentive to people who enrol in training in a profession in shortage aims at making this offer more attractive.
Name of the PES	Le Forem
When was the practice implemented?	1 September 2018
What was the driver for introducing the practice? Was it internal or external?	The impetus comes from the Walloon Minister of Employment as a measure to address labour shortage problems.
Which organisation was involved in its implementation?	Walloon public training operators Le Forem and its partner IFAPME. Sectoral federations representing employers also participated in the project by helping to determine which training courses were eligible for the incentive.
Which groups were targeted by the practice?	Non-employed jobseekers registered at Le Forem.
What were the practice's main objectives?	Increase the volume of people who register and complete training in professions that are in shortage.
What were the source(s) of funding?	Public
What outcomes have been identified?	The number of jobseekers entering and completing training in occupations experiencing shortages has increased significantly. However, the measure is too recent to establish official data.
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Title of the policy or measure (English)	'Fighting shortages'
Short sentence summarising the practice	'Fighting shortages' helps companies to recruit the right profile of people through the creation of tailor-made training for jobseekers. The training is carried out both within the company and in a training centre (Le Forem or a partner). This type of training allows jobseekers to acquire the skills expected by the company so that the latter will be able to hire the trainees.
Country	Belgium
Scope of measure	Measure for the whole Walloon Region
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	Companies have specific skills needs and face recruitment difficulties for critical functions or occupations in shortage. In order to meet these needs, a workplace learning system based on existing methodological tools (training standards, certification etc.) and existing administrative devices (vocational training contract) has been used in a targeted and personalised way to fit the companies' needs (one or several companies at a time).
Name of the PES	Le Forem
When was the practice implemented?	Since 1 September 2018
What was the driver for introducing the practice? Was it internal or external?	The Walloon government
Which organisation was involved in its implementation?	Le Forem – and its partner in charge of alternate training (IFAPME)
Which groups were targeted by the practice?	Unemployed jobseekers registered at Le Forem.
What were the practice's main objectives?	Labour market insertion. Help companies that are having difficulties in recruiting for positions in shortage and support business development.
What activities were carried out?	Up to now, a series of tailor-made interventions have taken place in relation to the following areas: <ul style="list-style-type: none"> • Meat processor • Glazier • Operator in machining system • Bovine cutting and deboning machine • Pork cutting machine • Versatile mechanic • Multi-purpose heating systems installer

	<ul style="list-style-type: none"> • Food manufacturing officer - salmon slicers • Business analyst for ERP Microsoft • Java/angular developer • Business analyst: move to digital • Web technician - network security support • Interior carpenter • Driver/storekeeper • Line conductor • Road worker • Public works worker-trackman • Wood production operators • Water piping operators • Driver with special driving licence • Road worker machinist • Electrician with nacelle patent
What resources and other relevant organisational aspects were involved?	Training; enterprise advisers; companies and professional sectors
What were the source(s) of funding?	Public funding
What were the outputs of the practice: people reached and products?	28 agreements have been signed 299 jobseekers have started training, 133 of whom have completed and passed (some training still in progress).
What outcomes have been identified?	Hiring of unemployed people
What are the lessons learnt and success factors?	At this stage of the project we can see that the success factors result from the following formula: motivation of job seekers + involvement of companies in the scheme + employment contract as a key element + tailor-made training. A formal evaluation should be carried out soon.
Contact details for further information	www.leforem.be

Croatia

Title of the policy or measure	Lifelong Career Guidance Centres (CISOK)
Short sentence summarising the practice	CISOK is a partnership-based one-stop-shop model for lifelong career guidance through which users can receive information, advice and guidance on different aspects of career management skills.
Country	Croatia
Scope of measure	National reform
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	<p>CISOKs – or Lifelong Career Guidance (LLCG) Centres – offer Croatian citizens a one-stop shop for career guidance. Thirteen LLCG centres have been established since 2013. As part of the national Youth Guarantee implementation plan, CISOKs are a central point for identifying, tracking and activating NEETs. Between 2013 and 2018, 253,836 users accessed services at the centres.</p> <p>The centres use a partnership-based model and they work with relevant stakeholders to deliver services.</p> <p>Each CISOK tailors its services to local needs. In practice, this means that while there is a standard model with common goals and methods their delivery and target groups vary and it can be challenging to monitor the standard of delivery.</p>
Name of the PES	Croatian Employment Service (CES)
When was the practice implemented?	2013 – ongoing
What was the driver for introducing the practice? Was it internal or external?	<p>CISOKs have been established as a response to the changing perspective that has seen a departure from the traditional view of employment as a 'job for life', to the contemporary concept of employability with the aim of ensuring better flexibility and adaptability to the rapid changes in the labour market.</p> <p>Centres are established to provide accessible, open and recognisable services and to enhance the existing career guidance and counselling services in Croatia.</p>
Which organisation was involved in its implementation?	Croatian Employment Service
Which groups were targeted by the practice?	<p>All Croatian citizens, including:</p> <ul style="list-style-type: none"> • School pupils; • Students; • Employed people; • Unemployed people. <p>The main focus is towards young people, especially inactive NEETs, i.e. those who are not registered at the Croatian PES.</p>

<p>What were the practice's main objectives?</p>	<p>The CISOKs' objective is to increase the availability and quality of lifelong career guidance services to all Croatian citizens and to provide different target groups, at local and regional levels, with appropriate support.</p>
<p>What activities were carried out?</p>	<p>The first CISOK was established in July 2013. So far, 13 centres have been established and there are plans to set them up in all regions in Croatia by 2021.</p> <p>CISOKs use a client-orientated approach to provide individual and tailored services to users, based on their individual needs. These include:</p> <ul style="list-style-type: none"> • self-help web-based services such as self-assessment tools, information on careers, job vacancies, education opportunities and other labour market information; • group activities, including group counselling designed to improve career management skills and other competences required to integrate into the labour market; • individual case-managed services such as career counselling, which is suited to those who need more help in making decisions about their careers.
<p>What resources and other relevant organisational aspects were involved?</p>	<p>CISOKs use a partnership-based model. It requires cooperation among relevant stakeholders including NGOs, youth organisations, local bodies/municipalities, schools, universities and employer organisations.</p> <p>In November 2015, an agreement on data exchange was signed between the Croatian PES, the Ministry of Labour and Pension System, the Ministry of Science and Education, and the Croatian Pension Insurance Institute. The aim is to gather all of the relevant information on tracking NEETs, which will be a basis for creating target-oriented measures for the identification and activation of NEETs.</p> <p>A further agreement established and signed between the CES and the Ministry of Science and Education aims to allow the exchange of data on the career intentions of those in the final years of school, and includes clear roles and responsibilities. This data is collected on an annual basis on 1 November. The results are used to identify, and prevent, those who are likely to be early school-leavers.</p> <p>The Croatian PES's central office coordinates and monitors LLCG activities and help steer the future direction. They also ensure that the services are standardised, according to established quality standards.</p> <p>While the main LLCG services are delivered by the CISOK counsellors, some activities (e.g. workshops or round table discussions) are delivered by specialist organisations such as NGOs and employer organisations.</p> <p>CISOKs are physically independent of the Croatian PES and other statutory services. They are located in town centres in areas that are easily accessible.</p>
<p>What were the source(s) of funding?</p>	<p>The first eight CISOKs were established and financed through the project 'Improving Lifelong Career Guidance and ICT support', implemented within IPA (Instrument for Pre-accession Assistance) Component IV 'Human Resource Development'. Since the project completion, CISOK has been financed from the national budget (regular financial fund of the CES). The plan is to finance further development and establishment of new CISOKs through the Operational Programme 2014-2020 for Human Resources Development.</p>

<p>What were the outputs of the practice: people reached and products?</p>	<p>People reached:</p> <ul style="list-style-type: none"> • From July 2013, when the first eight centres were set up, to 31 December 2018, 287,327 users accessed the centres' services. These include: <ul style="list-style-type: none"> - 128,843 primary and secondary school pupils (43%) - 97,264 unemployed people (36%) - 6,220 others (employed people and jobseekers, students, employers, parents, career counsellors, etc.) (21%) • In 2018 CISOK's resources were used by 4,344 NEETs, of which 4,209 were active jobseekers and 135 were inactive. <p>Products:</p> <ul style="list-style-type: none"> • 13 Lifelong Career Guidance Centres • Web portal: https://www.cisok.hr/ (in Croatian) • Training materials for staff • Guidance and training materials for different user groups.
<p>What outcomes have been identified?</p>	<p>Career guidance services are delivered using a new one-stop-shop approach to new clients which is not covered by services offered by different institutions. In addition, CISOKs have helped raise public awareness about the importance of career guidance.</p> <p>The services delivered are of a high quality, with 97% of users satisfied or very satisfied with the delivery of services.</p> <p>In addition, the established CISOKs and related agreements have led to enhanced cooperation and coordination between employment, education and social inclusion-related organisations.</p>
<p>What are the lessons learnt and success factors?</p>	<p>Well defined and agreed partnerships for delivering the CISOKs' services are a key element to the success of the practice. The agreements that have been established to share information are a real strength as they help the centres to identify and target specific groups and plan activities around their needs. In addition, there is a long tradition of cooperation between the Croatian PES and schools, and this has helped with cooperation on the new initiative.</p> <p>The locations of the CISOKs, away from the Croatian PES premises, have also helped to make the services more accessible to users.</p> <p>Services are created and delivered to the assessed needs of a specific group so that they are closely aligned to their real needs. On a wider level, each centre tailors its services to local and regional needs to ensure that they are fit for purpose. This means that while there is a standard model, with common goals and methods, their delivery and target groups vary. The specific needs of a local area may not be immediately clear and can take time to uncover. For example, one centre targets university students, new graduates and employers, whereas another operates in an area of high long-term unemployment and therefore focuses on supporting hard-to-place groups.</p> <p>As the practice began in 2013, there is further work needed on raising public awareness of the importance of lifelong career guidance and raising the profile and visibility of CISOKs.</p>
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Title of the policy or measure	e-Guidance portal
Short sentence summarising the practice	E-Guidance is a national web portal based on a self-information system that offers information on education, training, employment and other career-related topics. The main assets of the portal are self-assessment questionnaires which help users assess their interests and competencies with the purpose of choosing the right career path.
Country	Croatia
Scope of measure (a pilot project or a national reform)	National reform
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	<p>Development of technology, a new era and a new generation of CES target groups also requires a fresh, tailor-made approach to dealing with these new requirements. Previous methods of providing services and classic channels of performance are out of date and, even though nothing can replace personal contact in certain areas, a new generation of beneficiaries demands a different approach.</p> <p>The e-Guidance portal brings together the vast amount of information available on a number of different websites and provides the broadest groups of users with the potential to find information on education, employment and other career issues in one place.</p>
Name of the PES	Croatian Employment Service (CES)
When was the practice implemented?	2015 – ongoing
What was the driver for introducing the practice? Was it internal or external?	<p>The CES believes that guidance services are of general interest and should be accessible to everyone, irrespective of their knowledge base or their initial skills, as well as being readily understandable and relevant.</p> <p>Before launching the e-Guidance portal, the existing vocational guidance practice and processes in CES did not have sufficient ICT support to allow self-service access to career information, vocational counselling nor self-assessment of competences in a way that would ensure higher accessibility to services and would increase the number of customers to whom vocational guidance services are delivered.</p>
Which organisation was involved in its implementation?	Croatian Employment Service
Which groups were targeted by the practice?	The portal is intended for all target groups, whether they are pupils, students, unemployed persons or employed persons looking for a career change.

<p>What were the practice's main objectives?</p>	<p>The objective of launching the e-Guidance portal was to facilitate access to information sources on education, training, employment and other career-related topics to the broadest groups of clients and to provide user-friendly self-service vocational guidance and career counselling services.</p>
<p>What activities were carried out?</p>	<p>The idea behind the e-Guidance portal was to put all the relevant information on choosing educational programmes, improving career-planning, job-seeking, and setting and accomplishing career goals in one easily-accessible place. The e-Guidance offers wide-ranging information and advice that can help clients in the development of their careers and successful decision-making.</p> <p>The portal follows the <i>Career Compass</i>, a tool which enables users to search by target group. For each target group the most relevant information is provided. For pupils there is information on high schools and colleges in order to facilitate their choices with regard to a future career path, and other useful information, such as accommodation in pupils' dorms or high school jobs. Students can find information on scholarships in Croatia and abroad, advice on the next steps after completion of their studies, student jobs or volunteering possibilities. Content for unemployed people and employed persons looking for a career change includes information on available job openings in Croatia and employment possibilities in other EU countries. The portal also offers information on self-employment and advice on increasing employability and competitiveness in the labour market.</p> <p>Furthermore, the e-Guidance offers information on more than 250 occupations. Each profile contains a job description, required education, competences for successful performance, employment possibilities and other relevant information.</p> <p>There are also materials that provide support in career planning, such as advice on writing a resume and how to conduct oneself in a job interview. These materials are accompanied by short videos in order to be more appealing to all target groups, especially to younger users looking for job opportunities.</p> <p>The main assets of this web portal are self-assessment questionnaires which help users assess their interests and competences, with the purpose of choosing the right career path. The system saves the results of the completed questionnaires and makes them available to authorised CES personnel (e.g. the individual counsellor of the jobseeker).</p>
<p>What resources and other relevant organisational aspects were involved?</p>	<p>CES's career guidance counsellors upgraded existing information (including health limitations and educational requirements) and developed additional occupational descriptions for inclusion in the e-Guidance portal.</p> <p>The career guidance counsellors were also involved in the testing of the e-counselling portal, during which advice given to the client by the computer and by the career guidance counsellors were compared.</p> <p>A guide on the e-counselling portal was developed and CES counsellors underwent training programmes for using the tool.</p>

<p>What were the source(s) of funding?</p>	<p>The e-Guidance portal and accompanying self-assessment questionnaires were developed under the project 'the new approaches of CES in delivering services to clients', a 16.5-month project financed within the Human Resource Development Operational Programme 2007-2013, managed by WYG International, in consortium with ÖSB Consulting GmbH and WYG Savjetovanje d.o.o.</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p>People reached:</p> <p>From July 2015, when the e-Guidance portal was launched, to July 2019, 1,036,391 users accessed the portal. The user return rate was 17.2%.</p> <p>Products:</p> <ul style="list-style-type: none"> • e-Guidance web portal (https://e-usmjeravanje.hzz.hr/) • three self-assessment questionnaires on interests, personal traits and work competencies • guidance and training materials for CES personnel.
<p>What outcomes have been identified?</p>	<p>In the view of participants, e-tools have proven to be very useful. Based on feedback from users, further development of the e-Guidance portal is planned – upgrading the self-assessment questionnaires, and developing additional occupational descriptions and accompanying short videos about key tasks and working conditions.</p>
<p>What are the lessons learnt and success factors?</p>	<p>The CES and all of the stakeholders involved (relevant ministries, trade unions, employers' associations, chambers of crafts and commerce as well as representatives from the private sector) gained a fuller understanding of the importance and value of their involvement in the project and were enabled to continue further implementation and development following the successful completion of the project. Involvement of CES staff at all stages and levels (national, regional and local) ensured that outcomes were practical, realistic and sustainable.</p> <p>The result is a one-stop online information point that provides counselling services covering education, employment and career issues and brings together the vast amount of information that is available for CES clients on a number of different websites. The e-Guidance portal is fully accessible for mobile users (iPhone/iPad, Windows and Android phones) and user-friendly for people with visual and hearing difficulties (with text scaling, alt tags, subtitles and transcripts whenever possible).</p>
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Title of the policy or measure	Methodology: Recommendations for Enrolment Policy and Scholarship Policies
Short sentence summarising the practice	Based on the methodology of monitoring, analysis and forecasting of labour market needs for specific qualifications, the Croatian Employment Service (CES) continuously conducts analysis and forecasting of labour market needs for specific occupations/qualifications and prepares and publishes <i>Recommendations for Enrolment Policy and Scholarship Policies</i> , which are widely used in practice.
Country	Croatia
Scope of measure	National
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	<p>The CES implements various measures for addressing the issue of skills mismatch in the labour market. It has been identified as one of the main stakeholders in systematically-organised activities providing information, guidance and counselling aimed at different users. On early intervention activities with school pupils, CES has included career guidance services as an integrated part of its responsibilities to prevent early school-leaving and to support proper decision-making on the choice of education programmes and employment. This approach has been developed on a partnership basis between the CES, schools, employers, and health and social welfare organisations.</p> <p>Being aware of its capacity to provide relevant labour market information at a national and regional level, CES has recognised its commitment to using that knowledge when creating materials for career guidance and to being involved in educational planning.</p>
Name of the PES	Croatian Employment Service
When was the practice implemented?	2010 – ongoing
What was the driver for introducing the practice? Was it internal or external?	The methodology of monitoring, analysing and forecasting labour market needs was implemented pursuant to the <i>Regulation of the Government of the Republic of Croatia on the monitoring, analysis and forecasting of the labour market needs for particular qualifications and on the preparation and taking into account the recommendations for the education policy (OG 93/10)</i> , in order to prevent structural mismatch between labour market supply and demand, which had been one of the main long-term problems of the Croatian labour market.
Which organisation was involved in its implementation?	Croatian Employment Service
Which groups were targeted by the practice?	Ministry of Science and Education, educational institutions, local and regional stakeholders, sector councils, chambers of crafts and commerce, students, career guidance practitioners etc.

<p>What were the practice's main objectives?</p>	<p>The recommendations for the enrolment policy and scholarship policies, as a result of labour market analysis, should in the broadest sense contribute to the harmonisation of education with labour market needs i.e. to the reduction of the structural mismatch between labour supply and labour demand.</p>
<p>What activities were carried out?</p>	<p>The analysis is carried out on the basis of relevant statistical data and indicators on the employment of unemployed persons according to the completed education programme, data on skill and labour shortages from the employers' survey, and qualitative insights provided by expert counsellors from their everyday mediation practice, taking into account the strategies or plans for economic development at the national, regional and local level.</p> <p><i>Recommendations for Enrolment Policy and Scholarship Policies</i> have qualitative character - they are presented as guidelines for increasing or decreasing the number of enrolled pupils/students in particular fields of education in particular regions, as well as those that receive scholarships for certain educational programmes.</p> <p>They are produced annually at local market levels, such as counties, and in some cases individual cities or municipalities, for upper secondary and tertiary level of education.</p> <p>For the purposes of tertiary education enrolment and scholarships, local recommendations are aggregated at the national level.</p> <p>Recommendations are referred to the educational institutions, local and regional stakeholders, sector councils and the Ministry of Science and Education and are to be taken into account when proposing and setting the student enrolment quota.</p>
<p>What resources and other relevant organisational aspects were involved?</p>	<p>The recommendations have been utilised by the CES for the improvement of career guidance services – from providing information on occupations needed on the labour market to pupils and students during career counselling, to developing e-tools with relevant labour market information, to organising job fairs, career guidance days and other events for different target groups in need of career guidance. The CES also funds medical examinations for pupils entering occupations identified as those needed on the labour market.</p> <p>The recommendations are also taken into account when developing annual training plans for the unemployed (one of the active labour market measures - CES delivers plans for training of the unemployed, conducts public procurement procedures, selects the candidates, refers them to educational institutions and makes all eligible payments to the unemployed and service providers).</p>
<p>What were the source(s) of funding?</p>	<p>National budget</p>

<p>What were the outputs of the practice: people reached and products?</p>	<p>Once a year the CES publishes <i>Recommendations for Enrolment Policy and Scholarship Policies</i> online, disseminates it through different channels and refers it to educational institutions, local and regional stakeholders, sector councils, and the Ministry of Science and Education, who take the recommendations into account when proposing and setting student enrolment quotas.</p> <p>The Ministry of Economy, Entrepreneurship and Crafts funds scholarships for students entering programmes for crafts occupations, while the Ministry of Science and Education funds scholarships and dormitory accommodation for students of professions needed on the labour market.</p>
<p>What outcomes have been identified?</p>	<p>The recommendations seem to affect the structure of enrolment in educational institutions and the structure of scholarships (stipends) provided by local, regional and central governments. In addition, regional and local CES offices use this type of information to make decisions on the content of training courses financed by them, as well on designing career guidance activities.</p>
<p>What are the lessons learnt and success factors?</p>	<p>The most important prerequisite for the harmonisation of education with labour market needs is the partnership-based approach of different stakeholders in the labour market at local, regional and national levels. In order to enhance the existing service offers, it is important to make use of all available institutional resources, knowledge and expertise.</p>
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Finland

Title of the policy or measure	Digital services (especially digital platform Jobmarket Finland) and sectoral cooperation to support lifelong learning
Short sentence summarising the practice	<p>The transitional labour market, with the rapid development of ICT and growing use of artificial intelligence, calls for a broad-based approach to public employment services. Digital services and sectoral cooperation (especially as regards education and labour issues) are essential elements to support continuous learning and career transitions.</p> <p>In Finland, a working group was set up this year to develop better digital services for lifelong learning. The digital platform Jobmarket Finland (https://kokeile.tyomarkkinatori.fi/en/Etusivu), which is still under construction, is part of the lifelong learning ecosystem and is aimed at fast, high-quality matching of jobs and jobseekers.</p> <p>This PES practice sheet presents the best practices and biggest challenges regarding digital services – especially Jobmarket Finland – and sectoral cooperation to support lifelong learning.</p>
Country	Finland
Scope of measure	National approach
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	<p>Knowledge on education and skills, as well as on labour markets and work, and personal circumstances, for the changing working life and labour market needs continuous learning and smooth career transitions. New competences that build career-management skills become essential. Instead of a service-centred and knowledge-sharing approach, a larger paradigm shift can be noticed as a human-centred approach to career management calls for a co-working and co-careering approach, due to changes in the use of ICT. This means working on career development in an online community¹.</p> <p>In Finland, a working group was set up this year to develop better digital services for lifelong learning. The working group brings together the Finnish PES (Ministry of Economic Affairs and Employment, Development and Administrative Centre of the ELY Centres and TE offices), Ministry of Education and Culture and Finnish National Agency for Education.</p> <p>The main key digital services of the sectors are:</p> <ul style="list-style-type: none"> • Opintopolku.fi/Studyinfo.fi – a site for searching and applying for education and training; • Työmarkkinatori.fi/JobMarket.fi – a platform / ecosystem for job searching and career planning. <p>The working group has a vision to find joint solutions for:</p> <ul style="list-style-type: none"> • labour market information and skills forecasting; • skills recognition and validation and career planning; • browsing and applying for education and training.

¹ Kettunen, J. 2017. Career practitioners conceptions of social media and competency for social media in career services

	<p>As regards labour market information and skills forecasting, the best practices worthy of mention are the Occupational Barometer (www.ammattibarometri.fi) and the National Forum for Skills Anticipation².</p> <p>The biggest challenge is to understand the big picture of skills needs, in both the present and the future, because information is scattered among different stakeholders.</p> <p>As regards skills recognition and validation and career planning, the best practices to note are digital skills recognition tools, PES career-planning self-assessment tools, and online career guidance tool www.ohjaustaverkossa.fi. The biggest challenge is that for skills validation a shared model would be needed for different sectors – could this be solved by the European Qualification Network?</p> <p>As regards browsing and applying for education and training, the best practices are sites such as studyinfo.fi and te-services.fi, as well as labour market training, including private training companies. The biggest challenge is that browsing and finding suitable education and training should be linked to skills mapping, career planning and job searching.</p> <p>The digital platform Jobmarket Finland, which is still under construction, is part of the lifelong learning ecosystem and is aimed at fast, high-quality matching of jobs and jobseekers. It also provides information on the labour market, occupations and future working life, as well as training services and skills development, both for jobseekers and employers. Jobmarket Finland combines public, private and third sector employment services with a new network-based operating model.</p> <p>Matching on Jobmarket Finland is based on ESCO. The jobseeker and the employer each receive the results of the best matches, based on ESCO skills and occupations, location and other criteria. The biggest challenge when using ESCO is that the 13,485 skills it includes are not enough, and there is a need to add skills that are relevant to the Finnish labour market.</p>
Name of the PES	Finnish PES - Ministry of Economic Affairs and Employment, Development and Administrative Centre of the ELY Centres and TE offices (KEHA Centre)
When was the practice implemented?	<p>The practice is an ongoing process. Sectoral cooperation between the education and labour sectors has a long tradition in Finland.</p> <p>The vision of Jobmarket Finland was approved in December 2017. The plan is that in 2020 and 2020+ the Jobmarket ecosystem will be up and running and evolving through cooperation, data-sharing and the joint innovation management model.</p>
What was the driver for introducing the practice? Was it internal or external?	The driver was digitalisation, artificial intelligence and the transformation of working life and the labour market bringing new challenges for career guidance, skills, training and job search/job-matching.

² See for instance <https://www.cedefop.europa.eu/da/news-and-press/news/finland-skills-2035>

<p>Which organisation was involved in its implementation?</p>	<p>Companies, education and training institutions, Finnish National Agency for Education, ministries, public and private employment services.</p> <p>As regards Jobmarket Finland, the Development and Administrative Centre for ELY Centres and TE Offices is in charge of the implementation.</p>
<p>Which groups were targeted by the practice?</p>	<p>Jobseekers, employees, companies, training institutions, ministries, public and private employment services.</p>
<p>What were the practice's main objectives?</p>	<p>The sectoral cooperation aims to develop digital services from a more customer-oriented perspective to support citizens' skills development in the best possible way.</p> <p>Jobmarket Finland has been developed from the beginning on the idea of a platform and an ecosystem to make it possible for different actors to create the best possible outcome, even in ways we do not yet know.</p>
<p>What activities were carried out?</p>	<p>The activities of the working group for sectoral cooperation in the digital ecosystem for lifelong learning includes meetings and workshops of the working group, a project to create common terminology together with linguistic experts, and meetings with technological experts to create a common architecture.</p> <p>Jobmarket Finland is a large IT development project with all the different activities this includes (project management, software development, UX design, stakeholder cooperation etc.).</p>
<p>What resources and other relevant organisational aspects were involved?</p>	<p>The working group work consists mostly of the work done by its members. Some financial resources have been put in for the terminology work. The need for more resources to bring the vision into action has been recognised.</p> <p>Jobmarket Finland is being developed in the KEHA Centre, together with its other operations. Consultation is also purchased externally.</p>
<p>What were the source(s) of funding?</p>	<p>Public funding</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p>The working group is still in more of a visionary/planning phase. The next step will be more concrete work to integrate technical systems.</p> <p>The first version of Jobmarket Finland was published this autumn, but it has been piloted and tested with real people all the way. The development continues and more operations are to come.</p>
<p>What outcomes have been identified?</p>	<p>With the working group, for the first time there is a common understanding on the aim both in the employment and education sector administration as regards digital services and lifelong learning.</p> <p>Jobmarket Finland is making it easier for citizens, companies and service providers to navigate the changing world of work.</p>

What are the lessons learnt and success factors?	<p>The working group work is moving forward more slowly than expected and it is sometimes challenging to make progress when trying to bring different operating models and organisational cultures together. However, we think this is what it takes to bust silos.</p> <p>Jobmarket Finland has been developed in a time of constantly changing plans in the realm of the administration of public employment services in Finland. The development needs to be agile and flexible to adapt to the ongoing changes in the operational environment.</p>
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Germany

Title of the policy or measure	MYSKILLS – Recognising professional competencies
Short sentence summarising the practice	MYSKILLS is a technology-based multilingual test that uses pictures and videos to assess the job-relevant skills of refugees and domestic jobseekers without formal qualifications/certifications in order to help them find work or enter training.
Country	Germany
Scope of measure	National
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	<p>MYSKILLS provides an objective and validated way of identifying job-relevant competencies.</p> <p>The main target groups are:</p> <ul style="list-style-type: none"> • Refugees and migrants (the majority of asylum seekers have no formal training or qualifications or at least have no official documentation to prove it); • Formally low-qualified workers with job experience. <p>Jobseekers, PES counsellors and employers benefit from reliable and objective information about skills and competences. Jobseekers gain documentation on their job-related skills which they can use for training or job applications.</p>
Name of the PES	Bundesagentur für Arbeit – German Federal Employment Agency (German PES)
When was the practice implemented?	Test development began in July 2016, twelve tests have been in nationwide use since December 2018.
What was the driver for introducing the practice? Was it internal or external?	The German labour market is highly dependent on formal academic and professional qualifications. Refugees, migrants and low-skilled workers who do not possess formal qualifications are likely to only have access to unskilled work. Furthermore, even though two-thirds of refugees have work experience, the lack of validation of informal and non-formal learning leads to an underestimation of their competencies in the German job market, since these informally acquired competencies are not taken into account properly. This is significant given that the number of low-skilled workers in Germany is projected to increase sharply up to the year 2020, while the need for workers with formal qualifications grows simultaneously. In response to high numbers of refugees in 2015/16, it was decided that instruments were needed early on in the counselling process, so refugees could complement language training in order to speed up the time it takes them to find a job.
Which organisation was involved in its implementation?	<p>German PES (Federal Employment Agency - Bundesagentur für Arbeit - BA): Responsible for project steering, decisions on content and design, piloting tests, engaging employers, integration with BA systems.</p> <p>Bertelsmann Stiftung: A private, non-profit foundation that develops and funds its own projects for social reform; as a partner of the BA, it partly funded the project.</p>

<p>Which groups were targeted by the practice?</p>	<p>Refugees, migrants and formally low-qualified workers with job experience.</p>
<p>What were the practice's main objectives?</p>	<p>MYSKILLS aims to identify the competencies and work-relevant skills of refugees and migrants through technology-based testing, and to use the results of the test for placement, training and apprenticeships. It makes informally or non-formally acquired competencies visible and usable for job entry and enables further training. The aim is that career advisory and job market integration for unqualified refugees, migrants, and low-skilled workers are improved.</p> <p>MYSKILLS is an improvement of previous validation tools by:</p> <ul style="list-style-type: none"> • Being multilingual and culturally sensitive; • Including visual-based learning and simulation (rather than relying on written language only); • Delivering reliable, objective and valid results through a standardised test on competencies (not a self-assessment); • Assessing vocational competencies in professional fields and thus below the level of (full) formal qualifications; and • Being quick and affordable enough to allow it to be scaled up to a large number of clients nationwide.
<p>What activities were carried out?</p>	<p>MYSKILLS is a vocational competence test that is completed by the client following the PES counselling interview, if the client has work experience in an occupation but has no recognised formal qualification or way to prove it. Based on the clients' job experience, MYSKILLS is taken in order to assess their vocational competencies compared to German standards.</p> <p>PES staff put individuals forward for testing in one or more professions. The test takes place in a PES-run test centre and takes about four hours. There are 30 different tests being developed, each covering a particular profession (e.g. sales assistant for retail services or chef). The professions were chosen according to a mix of factors like work experience of refugees and formally low-qualified workers, the existence of partial qualification models, the duration of VET qualification and skills demand. The tests are supported by pictures and videos and are available in six languages (German, English, Arabic, Farsi, Turkish, and Russian). The images show concrete occupational actions in real-life settings.</p> <p>For each profession the test has five to eight different action or competence fields (e.g. for the test 'sales assistant for retail services' these include 'handling customer service' and 'working at the till'). Each action field has several specific tasks associated with it. The competence/action areas are clearly separable, represent occupational areas/assignments in companies, are oriented towards existing partial qualification models, and represent the full vocational proficiency (as established in VET regulations).</p> <p>The individual is evaluated for each area and graded over five levels from high skills to low/no skills. The individual receives feedback on the assessment through their PES counsellor and is given a document containing their test results. Depending on the outcome of the assessment, a decision is made on whether deployment to a particular placement is possible or not, whether extra training is needed, or what occupation placement may be most suitable.</p>

<p>What resources and other relevant organisational aspects were involved?</p>	<p>To develop the tests for each of the 30 professions, professional experts (e.g. training providers or trade bodies) were contracted to help identify associated professional actions and skills to be tested.</p> <p>Bertelsmann Stiftung organised workshops with broader stakeholders (e.g. chambers of commerce, practitioners, vocational trainers) to assure quality and validity of the test. Bertelsmann Stiftung also organised a scientific committee for quality assurance. Universities (Freie Universität Berlin, Humboldt University Berlin) were contracted to construct and validate the test questions, and the German Institute for International Educational Research (DIPF) designed a pilot pre-test to validate the questions.</p> <p>The Research Institute for Vocational Education and Training (Forschungsinstitut Betriebliche Bildung (f-bb) gGmbH) has monitored the pilot phase and supported the German PES to introduce MYSKILLS into their processes.</p> <p>MYSKILLS has been extensively piloted in 10 regions. The IT platform was built by a contractor. It is integrated into PES systems so that test results are received directly by PES counsellors.</p>
<p>What were the source(s) of funding?</p>	<p>No publicly available information.</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p>MYSKILLS is operational for twelve professions (since end of 2018). The following are the key achievements so far:</p> <ul style="list-style-type: none"> • About 4 5100 people have already participated in the twelve available tests (i.e. motor vehicle mechatronics technician, sales assistant for retail services, farmer, chef, skilled metal worker, building construction worker, joiner, building and object coater). • 18 tests in different professions have been developed; • The professions have been integrated into PES operations and training has been given to all BA integration, placement, and advisory staff. Development and piloting of the remaining tests was completed in 2019.
<p>What outcomes have been identified?</p>	<p>Because the initiative is very recent, there are no documented outcomes as of yet. However, anticipated outcomes are as follows:</p> <ul style="list-style-type: none"> • Clients gain documentation on their job-related skills, which they can use to access higher-skilled work or training. • PES gain validated and objective information and are able to better place refugees or develop pathways for further training and qualification. • Employers benefit from reliable and objective information about skills and competencies and can offer appropriate opportunities.

<p>What are the lessons learnt and success factors?</p>	<p>Key lessons are as follows:</p> <ul style="list-style-type: none"> • The extensive test development and piloting, drawing on extensive expertise, has ensured that the tests are of very high quality and reliability. • Stakeholder management has been crucial in ensuring that MYSKILLS test results will be recognised and accepted by trade bodies and others. • Workshops with employers and PES counsellors as part of test development have ensured that these stakeholders are committed and that the results will be utilised by them. • MYSKILLS has a specific approach to what it measures and what it leads to; it does not aim for formal recognition of qualifications and it does not aim to replicate already existing competency profiles. • MYSKILLS is being integrated into PES systems, which will ensure that it is combined with existing procedures and that information is accessible to counsellors. <p>There are some limitations of MYSKILLS:</p> <ul style="list-style-type: none"> • It is a predictor of skills and competencies based on a technology-based test, and it does not measure practical skills in action; • It does not assess theoretical knowledge or social and cognitive abilities; and • It does not assess language proficiency (because it is translated). <p>Given these limitations, it is likely that MYSKILLS will be combined with other provisions, such as ALMPs, soft skills training, and language training. Job counselling will take place before and after the test.</p>
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Title of the policy or measure	One-stop-shop agencies provide preventive guidance and employment services to students and young unemployed people
Short sentence summarising the practice	Youth Employment Agencies bring several actors in the field of youth unemployment together under one roof and provide a combination of preventive and intervention measures.
Country	Germany
Scope of measure	The practice was started as a pilot in Hamburg. The pilot was evaluated and then implemented at national level.
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	Youth Employment Agencies (YEA) address the challenge of facilitating young people's transition from school to the labour market by combining the forces of several actors: youth work, career guidance counselling, youth welfare services and PES.
Name of the PES	Bundesagentur für Arbeit – German Federal Employment Agency (German PES)
When was the practice implemented?	2010 (pilot); 2012 (national level) – on-going
Which organisation was involved in its implementation?	Municipal Youth Welfare Service Organisation; Employment Agencies; Job Centres; Ministry of Education
Which groups were targeted by the practice?	<p>The target group is young people between 15 and 24 years old who are students and/or jobseekers.</p> <p>YEA provide guidance and preventive measures to young people still in school, as well as counselling to young jobseekers.</p> <p>YEA services target youth at all education levels, meaning early school leavers without a degree as well as school leavers with university entrance degrees.</p>
What were the practice's main objectives?	<p>The practice aims to enhance and improve the collaboration of different organisations to ensure young people at the transition from school to work receive targeted support and are made an individualised offer (e.g. further education, youth welfare services, training, professional and job counselling). One-stop-shop centres were created to offer a range of different services. The practice is supported by collaboration agreements between the different organisations involved at local level.</p> <p>While in the short-term the objective of the practice can be summarised as supporting the transition between education and employment, the long-term objectives are to: reduce unemployment, improve the skills of young people, and generally increase the wealth and well-being of young people.</p>

<p>What activities were carried out?</p>	<p>Young people between 15 and 25 years old are reached in schools and after leaving education. The YEA concept is based on a combination of outreach and activation measures. Close collaboration with schools enables YEA to get in contact with young people early on. For instance, YEA staff implement job orientation measures, which are compulsory in many German regions. To this end, YEA go to schools, provide information about jobs and careers, and carry out individual profiling. YEA also use schools' student registers to reach out to those who left education and became NEETs (not in employment, education or training).</p> <p>When young people come to the YEA – either for information or because they need a concrete offer – their personal data is collected and they are informed about the diversity of services on offer. Each young person is then signposted to the relevant contact person within the YEA, depending on his/her profile, status and needs. Special counselling and measures are offered for disadvantaged young people, in order to provide them with the most appropriate services.</p> <p>Cooperation agreements are concluded at local level between the different organisations and authorities: the Federal Employment Agency, Job Centres and the Youth Welfare Services. The legal status of the different organisations is however still separated as it was before the YEA. Indeed, while the agency is physically in one place, the staff coming from the different organisations still operate according to their own mandate, and possibly at different points of the transition period.</p>
<p>What resources and other relevant organisational aspects were involved?</p>	<p>The Youth Welfare Service Organisation, the Job Centres, and in many cases also the Ministry for Education, are involved in implementing the practice.</p>
<p>What were the source(s) of funding?</p>	<p>National</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p>People reached:</p> <p>The outreach activities implemented in collaboration with schools and the use of data from the educational system allows a very high coverage among young people (15-24-year olds). In the case of the pilot YEA in Hamburg, all students in high school are contacted by the German PES. If they haven't registered for further education or an apprenticeship they are supported until they have a professional plan. After graduation, follow-up contacts are then carried out to offer YEA services. Furthermore, between October 2013 and September 2014, the YEA supported 9 221 young people who wanted to start an apprenticeship. In addition, there were 9 330 people looking for support with further education. Out of the 9 221 people looking for an apprenticeship, 4 031 started an apprenticeship, 531 took up employment, 878 went into further education and 162 started university.</p> <p>Products:</p> <p>Across Germany, up to September 2014, 186 Youth Employment Agencies have been established where the Youth Welfare Service Organisation, the Job Centres, and in many cases also the Ministry for Education are represented and provide their services to young people under one roof. By end of July 2015, across Germany, 218 collaboration agreements had been drafted which formalise agreements of YEA partners across labour market programmes and legal frameworks (e.g. the Education Act and Labour Act). Moreover, the organisations cooperating in the practice signed agreements on how to deal with intersection and crossover points.</p>

<p>What outcomes have been identified?</p>	<p>One of the institutional outcomes identified was the optimisation of public resources. The integration of the services of different organisations under the same roof has avoided duplications. Moreover, the organisations involved are learning to work as a team and pursue common objectives. The implementation of the practice has allowed the PES to offer a large spectrum of services to young people: profiling, educational counselling, career and professional counselling, and registration in order to have access to social benefits. The high diversity of services provided ensures better results addressing young peoples' needs and expectations.</p> <p>Customer satisfaction is generally measured among young people, but also from their families. The services provided received very positive feedback. In Hamburg, as a result of YEA action and the cooperation with schools, the number of school leavers who started an apprenticeship immediately after leaving school has risen continuously from 2012 onwards (1 338 out of 5 307 school leavers in total in 2012, 1 443 out of 3 731 in 2013 and 1 893 out of 5 059 school leavers in 2014).</p>
<p>What are the lessons learnt and success factors?</p>	<p>One of the main success factors identified is the creation of a unified point of access for young people. This requires the coordination of different actors to ensure an efficient use of the available resources. In addition, a common understanding and common quality criteria on how to deliver the services needed to be developed between the different organisations involved. This facilitated the organisations' ability to work together and provide the necessary services to young people in a coherent manner.</p> <p>To guarantee trust and positive results, the collaboration in YEA requires a high level of communication between the different public partners and at different levels. To this end, regular meetings are organised between staff members to develop solutions to new barriers in the implementation and to improve coordination. Moreover, at a strategic level different structures are created (Advisory Council, Board of Directors) to ensure a smooth implementation of the practice.</p> <p>An identified success factor of the practice is having a clearly structured list of responsibilities for each partner. Stakeholders involved agreed on it to facilitate a fluent collaboration among partners. Another success factor is the cooperation with schools, which allows the YEA to get in touch with young people early on, receive all necessary data and be able to track early school leavers and inform them about the services offered.</p>
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Latvia

Title of the policy or measure	Short-term labour market forecasting
Short sentence summarising the practice	The short-term labour forecast provides NVA workers, partners and clients with information on the short-term demand tendencies of the labour market, which are used for planning training programmes for the unemployed, career consultations and other labour market-related activities.
Country	Latvia
Scope of measure	<p>According to legislation, one of the functions of the State Employment Agency (NVA) is to perform short-term labour market forecasts.</p> <p>The NVA's aims are to provide quality assistance for the unemployed, jobseekers and those at the risk of unemployment, to aid in their competitiveness in the labour market, as well as to prepare suggestions for the creation and implementation of state policy for unemployment reduction. To professionally and qualitatively carry out these functions, NVA forecasts labour market trends in the short term, as well as surveying employers.</p>
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	One of the goals of the forecast is to determine the training and education areas, as well as the profession groups, in which NVA should organise training for the unemployed and jobseekers, according to the demands of the labour market and the direction of the national economy.
Name of the PES	State Employment Agency of Latvia (NVA)
When was the practice implemented?	Since 2013, the NVA labour demand short-term forecast has been made using the econometric model. In 2018 the model was improved.
What was the driver for introducing the practice? Was it internal or external?	According to legislation
Which organisation was involved in its implementation?	<p>The following were involved:</p> <ul style="list-style-type: none"> • Latvian Ministry of Economics (EM) – added-value forecast; • State revenue service (VID) – data on registered employed; • Central Statistical Bureau (CSP) – labour force research data; • NVA – employer surveys.
Which groups were targeted by the practice?	The short-term labour forecast provides NVA workers, partners and clients with information on the short-term demand tendencies of the labour market, which are used for planning training programmes for the unemployed, career consultations and other labour market related activities.

What were the practice's main objectives?	To determine labour market needs
What activities were carried out?	<p>In 2018, when the model was improved.</p> <p>The labour force short-term demand forecast is made up of two components – growth demand and replacement demand:</p> <ul style="list-style-type: none"> • the growth demand is closely linked to the development of the economy – as the economy grows higher added value is created, and to create higher added value more employees are generally needed; • the replacement demand is closely linked with employees leaving their profession groups, which can be caused by several factors, such as inability to work, migration, retirement, or professional mobility. <p>Demand forecasts are also prepared for skill cluster demand fluctuations in the labour market. The skill cluster demand fluctuations are calculated mathematically, multiplying the total demand forecast with the skill cluster matrix value within the corresponding profession group.</p>
What resources and other relevant organisational aspects were involved?	European Social Fund (ESF) project on development of the labour market forecasting system
What were the source(s) of funding?	ESF project
What were the outputs of the practice: people reached and products?	Improved labour market forecasting tool
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The Netherlands

Title of the policy or measure	Career guidance in Education and Work Service Centres (EWSC)
Short sentence summarising the practice	Education and Work Service Centres (known in the Netherlands as Leerwerkloketten) are regional alliances between schools, business/educational and training institutions, business owners/employers and government agencies (municipalities and the UWV). Together they develop activities, information packs, products and services that improve the coordination between educational/training programmes and the labour market. They also provide independent and free training and career guidance in 35 labour market regions.
Country	The Netherlands
Scope of measure	From 2009, it was financed as a project; recently it has become a more structural service.
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	Improvement of the recognisability and visibility of the EWSC and their limited staff capacity are the most important concerns. If the EWSC want to extend their services to new target groups, these aspects need attention.
Name of the PES	UWV
When was the practice implemented?	In 2009
What was the driver for introducing the practice? Was it internal or external?	To provide a more thorough career guidance service to vulnerable people, who have not yet decided whether to continue education or find a job. It stimulates on-the-job training and dual education and the recognition of labour market experience by certificates.
Which organisation was involved in its implementation?	It is funded per region by UWV, regional schools and regional municipalities.
Which groups were targeted by the practice?	Vulnerable people who have not yet decided whether to continue education or find a job. For example, early school-leavers, workers who lack a starting educational level, or people who are illiterate.
What were the practice's main objectives?	To provide a more thorough career guidance service to vulnerable people who have not yet decided whether to continue education or find a job.

<p>What activities were carried out?</p>	<p>Spearheads are the promotion of working learning, career advice and the use of the Experience Certificate (EVC).</p> <p>The career guidance service consists of:</p> <ul style="list-style-type: none"> • individual support (information and advice) on education, labour market and professions; • group information sessions about labour market opportunities and educational projects (learning on the job); • individual counselling and coaching (several contact moments); • occupational choice tests (personality, intelligence, preferences).
<p>What resources and other relevant organisational aspects were involved?</p>	<p>It is funded per region by UWV, regional schools and regional municipalities. UWV is leading in this and coordinates the regional service centres.</p>
<p>What were the source(s) of funding?</p>	<p>The Ministry of Social Affairs and Employment (SZW)</p>
<p>What are the lessons learnt and success factors?</p>	<p>Success factors are the centres' independent role and advice, their expertise in labour market information and knowledge of the formal and informal education infrastructure, and their flexible and additional operations (on demand and adjusted to regional policies, issues or target groups). Moreover, they have developed broad networks consisting of employers and industrial, trade or professional organisations. Other aspects that are worth mentioning are the transparent and clear organisation of tasks and roles; budget available under condition that the activity plan is accorded.</p>
<p>Contact details for further information</p>	<p>Marianne Zoetmulder marianne.Zoetmulder@uwv.nl</p>

Title of the policy or measure	Education and Labour Market Project, Forecasting
Short sentence summarising the practice	Providing medium-term labour market forecasts of supply and demand by industry, occupation, education and region.
Country	The Netherlands
Scope of measure	This project was initiated by the Research Centre for Education and the Labour Market (ROA) in 1986 to increase the transparency of the labour market for youngsters in order to make better-informed decisions on their education. Since then it has continued every year.
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	Despite the excellent (international) reputation of ROA for making forecasts about medium-term labour market conditions, it is difficult to ensure the outcomes are robust and reliable. Therefore, a combination with graduate tracking is recommended.
Name of the PES	UWV
When was the practice implemented?	Since 1986, but every year there is an evaluation. The main financiers are committed until 2026.
What was the driver for introducing the practice? Was it internal or external?	An external driver – the need to develop a systematic, econometric approach to forecasting which covers the whole labour market. It could give youngsters, employers and policymakers a better insight into future developments and imbalances.
Which organisation was involved in its implementation?	The project is funded by the Ministry of Education, Culture and Science (OCW), the Ministry of Economic Affairs and Climate Policy (EZK), the Ministry of Interior and Kingdom Relations (BZK), the Ministry of Social Affairs and Employment (SZW), the Employee Insurance Agency (UWV), the Cooperation Organisation for Vocational Education, Training and the Labour Market (SBB), and employment agency Randstad Netherlands. UWV uses the results in its products and services aimed at jobseekers, employers and policymakers.
Which groups were targeted by the practice?	Via their press release and report, students, employers, jobseekers and policymakers were directly targeted. Also indirectly, because other institutes like UWV, SBB or studiekeuze123 use and communicate the information as well.
What were the practice's main objectives?	A better understanding of the medium-term developments in supply and demand on the Dutch labour market. These activities include analyses of the match between skills supply and demand, the development of labour market indicators for the current equilibrium between supply and demand, and labour market forecasts of supply and demand by industry, occupation, education and region. The indicators for the current state of the labour market as well as the medium-term forecasts are gathered in an open online database, the Labour Market Information System (AIS).

<p>What activities were carried out?</p>	<p>1. Gathering information, research, theoretical framework, econometric modelling, evaluating</p> <p>2. Disseminating information.</p>
<p>What resources and other relevant organisational aspects were involved?</p>	<p>Besides the organisations who fund this project (see above), the Central Bureau of Statistics (CBS) and Central Planning Bureau (CPB) in the Netherlands are involved. Furthermore, ROA cooperates with Cambridge Econometrics and CEDEFOP for the European forecasts.</p>
<p>What were the source(s) of funding?</p>	<p>The project is funded by the Ministry of Education, Culture and Science (OCW), the Ministry of Economic Affairs and Climate Policy (EZK), the Ministry of Interior and Kingdom Relations (BZK), the Ministry of Social Affairs and Employment (SZW), the Employee Insurance Agency (UWV), the Cooperation Organisation for Vocational Education, Training and the Labour Market (SBB), and employment agency Randstad Netherlands. UWV pays for about one fifth.</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p>It is a well-known research project, but it is hard to assess whether it reaches people and influences choices.</p>
<p>What outcomes have been identified?</p>	<p>In an additional experimental study, it was confirmed that information about labour market outcomes influenced choices.</p>
<p>What are the lessons learnt and success factors?</p>	<p>The advantages of a systematic, econometric approach are clear. It is too narrow to look only at expansion demand (e.g. employment growth). The approach is also necessary when considering developments in replacement demand, substitution demand and inflow of newcomers on the labour market. Many other studies only focus on one particular industry and ignore mobility between industries and occupations.</p>
<p>Contact details for further information</p>	<p>For UWV, Michel van Smoorenburg, michel.vansmoorenburg@uwv.nl</p> <p>For ROA, prof. D. Fouarge, d.fouarge@maastrichtuniversity.nl</p>

Title of the policy or measure	Graduate tracking
Short sentence summarising the practice	Combining several administrative databases to track graduates in the first 10 years of their career and using this information for guidance purposes towards youngsters.
Country	The Netherlands
Scope of measure	A project – initiated and financed by UWV
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	To extend the scope of the research to school-leavers at secondary level. Until now school-leavers surveys were used for them.
Name of the PES	UWV
When was the practice implemented?	In 2018, the graduate tracking project was initiated in the labour market information and advice department of UWV, which is in line with a recommendation of the European Commission. Its purpose is to create reliable labour market information for prospective students of initial education.
What was the driver for introducing the practice? Was it internal or external?	UWV does indeed have a legal duty to make the labour market more transparent, and this project contributes to a preventive and more comprehensive role for UWV. Since the labour market lacks transparency for prospective students, UWV has decided to initiate this project.
Which organisation was involved in its implementation?	In this project, UWV collaborates with the research institute SEO which is affiliated to the University of Amsterdam.
Which groups were targeted by the practice?	<ol style="list-style-type: none"> 1. Young people who are preparing to choose a subject of study 2. Schools and universities, to improve labour market-oriented guidance and foster a better understanding of what is needed in the labour market.
What were the practice's main objectives?	<p>Its purpose is to create reliable labour market information for prospective students of initial education. Prospective students are not a natural target group of UWV but UWV does indeed have a legal duty to make the labour market more transparent, and this project contributes to a preventive and more comprehensive role for UWV. A more transparent picture of the (economic) consequences of study choices, by way of better information, may facilitate the transition from school to work, prevent unemployment and decrease the marginalisation of low-skilled workers in favour of the highly-skilled. Besides, acquired knowledge and skills will be better used, leading to higher educational output. Certain skill shortages may also be prevented.</p> <p>In summary, it may contribute to a more adequate adjustment of the education system to the needs of the labour market.</p>

What activities were carried out?	<p>In order to analyse the labour market position of graduates, SEO analyses anonymised administrative data from the microdata of CBS (Central Bureau of Statistics). The microdata consists of various data (educational data, personal characteristics, income, type of contract) which is linked on a personal level. This microdata will be processed and analysed by SEO for the annual publication <i>Study & Work</i>. UWV performs additional analyses for 87 clusters of bachelor's programmes in higher professional education and for 70 clusters of master's programmes in university education. It is no sample, but a comprehensive measurement among 103,000 graduates. The labour market positions of the various clusters are compared with each other. The labour market position is determined on the basis of time required to find a job, gross hourly wage, annual income and the percentage of permanent employees. The starting position of graduates is examined as well as the labour market position 10 years after graduation. Furthermore, an analysis has been made of the development and robustness of the labour market position.</p>
What resources and other relevant organisational aspects were involved?	<p>Central Bureau of Statistics (providing the microdata), SEO University of Amsterdam (processing the data and developing the variables) and Elsevier (funding SEO for similar data).</p>
What were the source(s) of funding?	<p>UWV</p>
What were the outputs of the practice: people reached and products?	<p>At the end of 2018 and the beginning of 2019, publications have appeared for university education (master's programmes) and higher professional education (bachelor's programmes). These publications have attracted a lot of attention in the press and on social media. This relevant and reliable information meets an urgent need. A follow-up will be published in January 2020.</p>
What outcomes have been identified?	<ol style="list-style-type: none"> 1. The labour market position greatly differs per type of education 2. The labour market position of types of education remains fairly robust in the 10 years after graduation.
What are the lessons learnt and success factors?	<p>It produces very reliable and relevant labour market information, which is essential for guidance. Its robustness is a main advantage when compared with forecasting.</p>
Contact details for further information	<p>Michel van Smoorenburg, michel.vansmoorenburg@uwv.nl</p>

Title of the policy or measure	Tension indicator
Short sentence summarising the practice	The Labour Market Tension Indicator presents detailed labour market information, categorised by occupational group and region.
Country	The Netherlands
Scope of measure	An indicator to address skills shortages and skills surpluses on a quarterly basis.
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	We found a methodological solution for getting a representative figure of the total number of vacancies. The challenge will be to find a representative figure of the unemployed (not only the registered).
Name of the PES	UWV
When was the practice implemented?	UWV has been publishing the result of the Labour Market Tension Indicator since 1 October 2012. This indicator shows the existing tension between labour market supply and demand.
What was the driver for introducing the practice? Was it internal or external?	To achieve a more reliable and representative number of vacancies (not only the vacancies registered at PES). An internal driver to improve the quality of our labour market information.
Which organisation was involved in its implementation?	UWV and Panteia
Which groups were targeted by the practice?	Employers, jobseekers, policymakers
What were the practice's main objectives?	To improve the quality of our labour market information. To gain a better knowledge of our skills shortages and skills surpluses.
What activities were carried out?	<p>Jobfeed serves as the basis of the estimation of the total number of vacancies. This database of online vacancies is provided to UWV Employee Insurance Agency by the company Textkernel. The vacancies are presented via werk.nl, allowing registered jobseekers to consult them. The database is also used as a new labour market information source.</p> <p>More and more vacancies are published online. The Jobfeed database is created by trawling the Internet searching for vacancies. Textkernel eliminates double entries and codes the vacancy data. The resulting file contains a major segment of the total number of vacancies that have arisen as measured by Statistics Netherlands. It may occur that certain sectors (e.g. the agrarian sector) publish relatively few vacancies on the Internet, while others (e.g. the IT sector) publish a significant percentage online. The Jobfeed file is therefore weighted and raised on a per-sector and per-professional level basis each quarter. The total number of vacancies that have occurred according to Statistics Netherlands is used for this purpose. In this way, not only is UWV's data consistent with those of Statistics Netherlands, but sectors can be compared.</p>

	<p>UWV next derives the number of open vacancies from this total. This total number of open vacancies is also made consistent with the Statistics Netherlands data once every quarter. A moving quarterly average is used by sector in order to increase the robustness of the data and decrease the effect of rounding figures.</p> <p>In October 2017, another step was added. Previously, vacancies filled via intermediary services were not considered, as they cannot be easily allocated to a sector. As a consequence, the number of vacancies for professions where recruitment often takes place via intermediary services was underestimated. Following the weighting of the vacancies to have them correspond to the Statistics Netherlands figures, an additional weighting per profession is now being conducted to adjust the figure for recruitment by way of intermediary services. In this way, the vacancy rate now better reflects the total demand per profession. However, the total number of vacancies that have arisen and are open as registered by Statistics Netherlands remains the guiding figure, so as to maintain consistency with Statistics Netherlands.</p> <p>The Labour Market Tension Indicator is calculated by dividing this number of open vacancies by the number of persons receiving unemployment insurance benefits who have been receiving such benefits for less than six months. These quantities are used to approximate the existing demand and immediately-available supply.</p> <p>The Labour Market Tension Indicator is expressed as a figure between zero and infinite. The higher the figure, the tighter the labour market for employers. An indicator of zero means that the labour market is very slack, as there are no open vacancies while there are short-term unemployed persons. If there are many vacancies compared with the number of the short-term unemployed, the labour market is very tight. Five categories are distinguished: very slack; slack; average; tight, and very tight. The range of values for the different categories are determined by looking at the time series of the indicator and identifying the values of the indicator at times in which the tightness of the labour market is known. The categories correspond to the following values:</p> <ul style="list-style-type: none"> • 0 to 0.25: very slack • 0.25 to 0.67: slack • 0.67 to 1.5: balanced • 1.5 to 4.0: tight • 4.0 or over: very tight.
<p>What resources and other relevant organisational aspects were involved?</p>	<p>Job Feed (Textkernel), National Vacancy Survey (Central Bureau of Statistics) and Panteia (together we developed this method).</p>
<p>What were the source(s) of funding?</p>	<p>UWV</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p>We use this indicator in several products and services aimed at different client groups such as employers, jobseekers and policymakers.</p>

What outcomes have been identified?	The Labour Market Tension Indicator presents detailed labour market information, categorised by occupational group and region. The data is calculated on a quarterly basis. The indicator encompasses almost all professions and all educational levels. The proportion of existing demand and immediately-available supply provides an indication of the tension on the labour market, skills shortages and skills surpluses. It does not provide an indication of future labour market tension. The categorisation by BRC profession categories does allow for making a comparison with the per-occupational group forecast for the medium term published by the Research Centre for Education and the Labour Market.
What are the lessons learnt and success factors?	High quality (reliable, valid, representative, consistent) labour market information is essential to achieve a solid position.
Contact details for further information	Michel van Smoorenburg, michel.vansmoorenburg@uwv.nl

Title of the policy or measure	Training for job coaches: 'The Labour Market in your Work'
Short sentence summarising the practice	In order to improve the skills of the operational staff of UWV WERKbedrijf, the 'Labour Market in your Work' training has been developed. Staff of UWV who have direct contacts with jobseekers and employers can participate in this training, in which they acquire knowledge of the labour market that is relevant to them. They learn how to search for information and how to interpret and apply this information in their work situation.
Country	The Netherlands
Scope of measure	A service to improve knowledge of the labour market.
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	It is essential to practice what one has learned and to keep learning, as knowledge becomes obsolete. Management has a role to monitor and reward progress.
Name of the PES	UWV
When was the practice implemented?	It started in 2001, but the training was redesigned several times. Since 2014, it has been blended, and both e-learning and a workshop are included.
What was the driver for introducing the practice? Was it internal or external?	It was internal. The main driver was the lack of knowledge among job coaches, while the knowledge was available within an internal staff department.
Which organisation was involved in its implementation?	Staff members in the labour market information and advice department had to be trained to become trainers. These six trainers remained members of the staff department but had an additional role at the UWV Academy.
Which groups were targeted by the practice?	Staff of UWV who have direct contact with jobseekers and employers (job coaches) can participate in this training.
What were the practice's main objectives?	<p>What are the developments on the (regional) labour market? And how can this information be used to help even more jobseekers get a job? The training provides an insight into the functioning of the labour market and what trends and developments are important. What does this mean for the referral or re-integration of jobseekers, and for mediation services? In the training, participants search for labour market information that can be used in their daily work.</p> <p>Learning objectives are:</p> <ul style="list-style-type: none"> • better insight into the functioning of, and developments and trends in, the regional labour market; • being capable of using sources of labour market information to get a picture of the (regional) labour market situation, both from the employer's and the jobseeker's perspective; • being capable of making better plans to help jobseekers get a job more quickly;

	<ul style="list-style-type: none"> • being capable of pointing out job opportunities to jobseekers and explaining what job search channels can be used best; • providing tailored advice to employers about bottlenecks in their personnel needs and about the most effective recruitment channels that could be used.
What activities were carried out?	<p>The training consists of three parts: an online programme, a preparation assignment and a workshop. The online programme needs to be completed before participating in the workshop. In the online programme, the most important themes of the labour market are dealt with. The preparation assignment for the workshop is a realistic case study from actual work practice.</p> <p>The workshop starts approximately five weeks after the beginning of the online programme. In the workshop, colleagues work on a case study example that they themselves have contributed. The online programme consists of nine items that, together, last for about four hours. The workshop comprises one half-day session of three hours. The participants who have successfully completed the training receive a certificate. The training is held by several staff members from the labour market information and advice department who have been selected for this purpose and have been trained to deliver the workshop. This training is part of the generic learning pathway of UWV WERKbedrijf staff and has been included in the training courses that are offered by UWV Academy.</p>
What resources and other relevant organisational aspects were involved?	Cooperation between UWV Academy and the labour market information and advice department.
What were the source(s) of funding?	UWV
What were the outputs of the practice: people reached and products?	Thousands of employees have been trained since 2001.
What outcomes have been identified?	They are satisfied by what they learned and hopefully they have applied their knowledge and skills to their work as a job coach.
What are the lessons learnt and success factors?	It is important to share knowledge within an organisation. Trainers provide information, but also get feedback from the participants about what kind of information is needed.
Contact details for further information	Michel van Smoorenburg, michel.vansmoorenburg@uwv.nl

Title of the policy or measure	Webinars
Short sentence summarising the practice	The webinars of PES Netherlands (UWV) help jobseekers to find work, apply for a job or build a network.
Country	The Netherlands
Scope of measure	A new service
Name of the PES	UWV
What was the driver for introducing the practice? Was it internal or external?	Providing a more efficient way of delivering services for jobseekers. Both internal and external.
Which organisation was involved in its implementation?	UWV
Which groups were targeted by the practice?	Jobseekers
What were the practice's main objectives?	Providing a more efficient way of delivering services for jobseekers.
What activities were carried out?	<p>The webinars of PES Netherlands (UWV) help jobseekers to find work, apply for a job or build a network. Around the 8th week of their unemployment, the national UWV webinar team sends all jobseekers who receive an unemployment benefit an online invitation (through the 'Werkmap' feature) to participate in the UWV webinars. Around the 16th week, the jobseeker will automatically receive a reminder in his/her 'Werkmap', irrespective of whether he/she has participated in a webinar before. You can read more about the UWV webinars on werk.nl: https://www.werk.nl/werkzoekenden/solliciteren/ontwikkel-uzelf/webinar/</p> <p>Examples of available webinars are:</p> <ul style="list-style-type: none"> • Switching to another occupation • Networking: how to proceed • Difficult questions during the job interview • A job application letter in 5 steps • How does my CV stand out? • The power of 50+ • Creating opportunities through profiling • The first impression • Find a job through LinkedIn (basic) • Get the most out of LinkedIn (advanced)

What were the source(s) of funding?	UWV
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Slovak Republic

Title of the policy or measure	Forecasting of Slovak labour market needs
Short sentence summarising the practice	Comprehensive five-year project forecasting labour market needs, in cooperation with an external private partner, examining 20% of the Slovak workforce.
Country	Slovak Republic
Scope of measure	National project run on a multi-year basis
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	In the Slovak Republic, we are currently facing the problem of quantitative and qualitative disparities in the labour market, which are a result of historical neglect of the necessary linking of the education system with the needs of the labour market. The disparity between the structures of the labour market in terms of supply and demand causes problems with the ability of graduates to succeed in the labour market. This results in a high level of graduate unemployment, as well as relatively high costs of active labour market policies for retraining and inclusion in the labour market, and ineffective spending of resources in the educational system. Namely, in the past there was no relevant information in the context of the Slovak Republic at the required level of granularity to detail the current and future needs of the labour market. Without this information, it is impossible to set up a system of education and employment policy that would follow up on these very needs.
Name of the PES	Central Office of Labour, Social Affairs and Family
When was the practice implemented?	2016 – ongoing
What was the driver for introducing the practice? Was it internal or external?	External – missing information on the future labour market needs of employers
Which organisation was involved in its implementation?	Central Office of Labour, Social Affairs and Family (PES), Ministry of Labour, Social Affairs and Family, and private research company Trexima.
Which groups were targeted by the practice?	Employers
What were the practice's main objectives?	To determine the needs of the labour market and implement them into decision-making processes as the key factor in the elimination of labour market disparities, and to increase the efficiency of decision-making at all autonomous levels of the labour market and system of education.

<p>What activities were carried out?</p>	<p>This objective was achieved based on the national project of 'Forecasting Labour Market Development', which comprised the preparation of a forecast indicating the future anticipated needs of employers within a timescale of the next five years, looking into 431 occupational subgroups of the National Statistical Occupational Classification (SK ISCO-08) within the breakdown into self-governed regions and districts (NUTS IV level), as well as industrial breakdown according to types of economic activities. The forecast of the development of occupational opportunities in a specific division, based on demand resulting from economic development as well as generational shift, is carried out in almost 300,000 various combined classifications. Based on its parameters of an excellent combination of results granularity and the timescale involved, this forecast significantly exceeds all the previously-implemented forecasts of occupational structure of employment in the Slovak Republic, as well as most efforts abroad, including those implemented in advanced EU and OECD member countries with long-established practices of labour market forecasting.</p>
<p>What resources and other relevant organisational aspects were involved?</p>	<p>Externally-contracted project</p>
<p>What were the source(s) of funding?</p>	<p>European Social Fund + state budget</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p>Data was collected by way of extensive qualitative and quantitative surveys of labour market needs. The selected sample representing the whole of the Slovak Republic comprised 527 organisations whose combined number of employees exceeded 430,000 (more than 20% of all employees in Slovakia).</p>
<p>What outcomes have been identified?</p>	<p>By the year 2020, the number of employed specialists will grow by more than 29,000, while there will be roughly 17,000 more technicians and professional employees. On the other hand, we can anticipate a reduction in employment of occupations from the main class 9 – auxiliary and unskilled workers – of approximately 2,300 by 2020.</p> <p>All in all, by 2020, employment in the Slovak Republic will grow by more than 81,000. The most significant absolute growth in employment is anticipated in the following occupations: assembly operators in machinery production; technicians in physical, technical sciences and transport; machinery engineering specialists; assembly operators of electrical and electronical equipment; nursing specialists, and accounting and controlling specialists.</p>
<p>What are the lessons learnt and success factors?</p>	<p>Critical for success is linking outcomes to the educational sector. In Slovakia we do that through agreement between SK PES and the Ministry of Education.</p>
<p>Contact details for further information</p>	<p>boris.katuscak@upsvr.gov.sk</p>

Slovenia

Title of the policy or measure	Occupational Barometer
Short sentence summarising the practice	The Occupational Barometer (Poklicni barometer) is a qualitative method of forecasting the short-term balance between labour supply and demand in the next 12 months, by occupation.
Country	Slovenia
Scope of measure	The project comes under the broader ESF-co-financed activity of 'increasing the effective coordination of supply and demand in the labour market' (UUPP). The activity is conducted by the Employment Service of Slovenia (ESS).
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	The purpose of the Occupational Barometer is to provide a short-term forecast of the balance between labour supply and demand for around 180 key occupations. From a methodological point of view, this research follows Sweden, Finland, Poland and Estonian examples of a short-term (one-year) forecast of the supply/demand situation for selected occupations. The result of the Occupational Barometer is a list of occupations classified into three groups: shortage, balance and surplus. In case a shortage is envisaged, the main reasons for the shortage are identified. The results are presented by ESS regional office, as well as at national level.
Name of the PES	Employment Service of Slovenia (ESS)
When was the practice implemented?	2018 – ongoing The pilot was carried out in seven out of 12 ESS regional offices in 2018. In 2019, the Occupational Barometer became a regular task for all regional offices. The barometer has become a part of the ESS annual business plan.
What was the driver for introducing the practice? Was it internal or external?	The drivers were both internal and external. The main driver was awareness that we should use the expertise of our counsellors on the local labour market situation in order to improve career guidance and active labour market measures. The barometer also complements the short-term survey on labour market needs among employers. Having more reliable information on labour market shortages and surpluses is also beneficial for other institutions and the wider public. The importance of this kind of information has increased particularly since the crisis due to increased labour demand.
Which organisation was involved in its implementation?	ESS and private employment agencies
Which groups were targeted by the practice?	Jobseekers, policymakers, schools, universities, other stakeholders on the labour market, ESS staff

<p>What were the practice's main objectives?</p>	<p>To obtain reliable short-term prognoses about the labour market. Data is used for informing the general public (jobseekers, pupils, students, media), policymakers and social partners. Data is also used internally, for the purpose of counselling, preparation of ALMPs and the job-brokering process.</p> <p>The barometer is used by the Ministry of Labour, together with other data, for two purposes. Firstly, the ministry uses it for updating a list of occupations for which work permits could be issued without checking the availability of the domestic labour force and, secondly, to prepare a list of occupations for which pupils can apply via the national scholarship scheme.</p>
<p>What activities were carried out?</p>	<p>The Occupational Barometer summarises the ESS regional offices' estimations on the relationship between demand and supply within key occupations in the near future (next calendar year). The Occupational Barometer is carried out annually, in September. The regional estimates are compiled, visualised and published by the UUPP activity experts and Analytical Department at Central Office.</p> <p>The barometer is focused on two aspects of labour market developments. Firstly, an evaluation is made on how employers' demands will change in the next year, especially how their demands for specific occupations will change. Will they increase, decrease or remain unchanged? Secondly, the balance between labour supply and demand for the next year is evaluated regarding how the ratio between the available labour force and employers' demands by occupation will develop. Will there be a labour surplus, labour shortage or a balance in occupations that are the most important in the regional labour markets? Thus, a forecast of the ratio between supply and demand for the next year is provided. The results of the barometer are a list of occupations classified into the following three groups for each regional office: 1) shortage; 2) in balance, and 3) surplus. In case a shortage is envisaged, the main reason for the shortage in the respective occupation is identified by using the following classification: 1) no candidates available; 2) candidates lacking skills/knowledge/competences; 3) lack of candidates due to poor working conditions (low wages, shift-work, hard physical work, etc.) and 4) structural factors (structure of unemployment is unfavourable due to characteristic of unemployed persons - age, disabilities, health problems, etc.).</p> <p>The Occupational Barometer is carried out in regional offices in the form of focus groups of six to eight experts (employment counsellors, counsellors for employers). In addition to the ESS employees, representatives of private employment agencies also participate.</p> <p>The barometer evaluates general trends on the labour market, which means that seasonal fluctuations are not taken into account. The results for the national level are estimated by weighting the number of employed by occupation and the size of ESS regional offices. Using this methodology, a national list of occupations is prepared, showing the same three main groups: shortage; in balance; and surplus.</p>
<p>What resources and other relevant organisational aspects were involved?</p>	<p>The Occupational Barometer is part of broader activity in 'increasing the effective coordination of supply and demand in the labour market'. The implementation of each Occupational Barometer is a demanding logistical process since almost 100 people are included. An important part of the process is therefore a clear common understanding of the purpose and methodology of the barometer. Training of all participants for successful implementation is crucial and needed.</p>

What were the source(s) of funding?	The Occupational Barometer project is jointly funded by the European Social Fund and the national budget through the broader activity of ‘increasing the effective coordination of supply and demand in the labour market’ .
What were the outputs of the practice: people reached and products?	Currently, the results are published on the ESS web page .
What outcomes have been identified?	<p>The barometer indicates significant structural disparities in the labour market.</p> <p>Shortages are often found in occupations that are low paid, physically demanding or characterised by unfavourable work schedules. The shortages in technical occupations and for professionals are also evident and associated with a lack of specific work experience or knowledge, which in many cases can't be obtained via short training programmes. If we focus on the employment gender structure, the occupations with the highest shortages are predominantly male-dominated. This could be illustrated by the fact that sectors with high shortages are construction, manufacturing, transportation and storage. Other sectors facing shortages are also accommodation and food service activities, human health and social work activities and the ICT sector.</p>
What are the lessons learnt and success factors?	The implementation of each barometer requires a well-prepared plan as well as motivated and experienced staff with a good understanding of local and regional labour markets. Other success factors are good visualisation and interpretation of the results and their communication both internally and to the public.
Contact details for further information	<p>Employment Service of Slovenia</p> <p>Tjaša Žakelj, Ph.D., Senior Adviser – tjasa.zakelj@ess.gov.si</p> <p>Viljem Spruk, Senior Adviser – viljem.spruk@ess.gov.si</p>

Title of the policy or measure	On-the-job training
Short sentence summarising the practice	The purpose of the programme is to improve the employment opportunities of the unemployed persons and to increase their competitiveness in the labour market by enabling them to acquire new occupation-related skills and knowledge.
Country	Slovenia
Scope of measure	National Active Labour Market Policies (ALMP) programme
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	The programme is aimed at improving the knowledge, skills and employability of unemployed persons. The programme supports the inclusion of unemployed people in working processes in a real work environment, through practical training on specific jobs. The programme is also beneficial for employers since it supports them in the process of hiring new employees. In general, the main added value of the programme is in alleviating skill shortages and mismatches on the labour market. The programme has two implementation schemes – one for young people and one for other groups of unemployed people, such as the elderly, low-skilled or long-term unemployed (LTU).
Name of the PES	Employment Service of Slovenia (ESS)
When was the practice implemented?	The first schemes were introduced in the 1980s. The on-the-job training programme schemes represent an important part of the national ALMP. The implementation design of the on-the-job-training schemes have been constantly adjusting to the labour market situation. Since 2005, the programme has been co-financed by the European Social Fund.
What was the driver for introducing the practice? Was it internal or external?	To increase the employability of unemployed people, and to alleviate labour market mismatches through the upskilling of those unemployed people with inadequate skills and insufficient working experience.
Which organisation was involved in its implementation?	PES and social partners
Which groups were targeted by the practice?	Current target groups are: <ul style="list-style-type: none"> • unemployed persons aged 50+, registered at ESS; • unemployed persons under 30, registered at ESS; • unemployed persons aged 30 and over who have been registered for 12 months or more; • unemployed persons aged 30 and over who have been registered for at least 3 months and whose education is below ISCED 3; • unemployed persons aged 30 and over who have been re-activated on the labour market through social activation programmes; • unemployed recipients of financial social assistance, aged 30 and over.

<p>What were the practice's main objectives?</p>	<p>To increase the employability of unemployed people and to alleviate labour market mismatches through the upskilling of those unemployed people with inadequate skills and insufficient working experience. The programme includes unemployed persons who are not immediately employable due to their insufficient skills and knowledge. The on-the-job training programme supports the inclusion of unemployed people in working processes in a real work environment, and helps employers to deal with labour market shortages at the same time.</p>
<p>What activities were carried out?</p>	<p>The programme is implemented on the basis of a public invitation for employers. Once the employer's application is approved, a contract with the PES is signed. Candidates from target groups are referred to the employer. If the preliminary medical examination is positive, a contract between the PES and unemployed person is signed. The employer trains the unemployed person on a work placement for two or three months. Shorter training placements of two months are used for less demanding jobs.</p> <p>Eligible costs for the employer are calculated as flat rates, depending on duration (including mentorship, preliminary medical examination, insurance against occupational diseases and accidents):</p> <ul style="list-style-type: none"> • for three months of training: EUR 732,00 • for two months of training: EUR 526,00 <p>Eligible costs for training participants are:</p> <ul style="list-style-type: none"> • activity compensation: 3,30 EUR per hour • transportation costs: 0,15 EUR per kilometre. <p>At the end of the training, the employer submits the final report to the PES. In the report, the employer also provides a description of competences and skills acquired during the training.</p>
<p>What resources and other relevant organisational aspects were involved?</p>	<p>On-the-job training is part of the ALMP. The annual ALMP programme is adopted by the government.</p>
<p>What were the source(s) of funding?</p>	<p>The programme is jointly funded by the European Social Fund and national budget.</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p>In the period from 2015 to 2018, 9,384 unemployed people participated in both programme schemes, of which 2,171 took part in the programme for the youth.</p> <p>The structure of participants is as follows: in the youth programme 34% were LTU, 10% were unemployed for more than 24 months, and 9% had primary school-level education or below. In the training scheme targeted to the other groups, there were 59% LTU, 26% unemployed for more than 24 months, 15% with elementary education and 15% aged 50+. The most frequent occupations covered by on-the-job training schemes are mainly from the list of labour shortages, i.e. waiters, shop sales assistants, cleaners, commercial sales representatives, stock clerks, kitchen helpers, health care assistants, etc.</p>
<p>What outcomes have been identified?</p>	<p>In the period from 2015 to 2018 50% of participants found regular employment in the first three months after the conclusion of the programme, 62% within six months and 75% within 12 months. The success rate is even higher for youth, i.e. 81% found employment in the 12 months after the programme's conclusion.</p>

What are the lessons learnt and success factors?	<p>The programme prioritises unemployed people with employability issues and with longer unemployment spells. Among them, preference is given to those who have not been included in any other ALMP measures, as well as people for whom there are social and health barriers. Taking into account the participants from these priority groups, as well as high transition rates into regular jobs after finalisation of the programme, the overall assessment of the programme results are very positive.</p> <p>Since the programme has a long tradition, it is well known and accepted among employers who are also key implementation partners. An important element of the practical training is adequate mentorship.</p>
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Spain

Title of the policy or measure	Vocational Training for Employment on the basis of the users' skill needs
Short sentence summarising the practice	All stakeholders work together to better anticipate skills requirements and to ensure the supply of training is adapted accordingly.
Country	Spain
Scope of measure	National reform
Short summary of key challenges addressed by the practice and outcomes/lessons learnt	All stakeholders are working on the identification of skills needs and the relevant role of each stakeholder was highlighted. A common methodology is necessary to benefit from the potential for coordination of all the instruments and actors carrying out the analysis and anticipation of the labour market.
Name of the PES	State Public Employment Service (SEPE)
When was the practice implemented? (including start and end date for pilot projects)	Pilot projects since June 2019. The official launch of the project happened in September 2019.
What was the driver for introducing the practice? Was it internal or external?	<p>Law 30/2015, of 9th September, regulating the Vocational Training System for Employment, undertakes comprehensive reform and establishes a training model for workers (employed and unemployed) and companies in the whole national territory, observing the autonomous communities' framework of powers.</p> <p>The system of observation and forecasting of the labour market has been reinforced by the new model in order to make it more efficient and able to identify changes in demand for skills – whether specific, transversal or basic.</p> <p>All the stakeholders will participate in the design of the multiannual scenario, which is the strategic planning framework for the whole system, including: the most representative employer and trade union organisations; autonomous communities; joint sectoral structures; and inter-branch organisations representing self-employed workers and social economy companies in their specific fields, alongside the cooperation of other ministerial departments, observatories and subject-specific experts.</p>

<p>Which organisation was involved in its implementation?</p>	<p>The following organisations are involved in the implementation:</p> <p>(a) the Observatory of Occupations of the SEPE, whose tasks in analysing and identifying training needs include reporting on changes in economic activity and occupations, with the aim of anticipating and responding to the challenges and requirements of labour market demand. This network is organised around complementary working groups, enabling interrelationships between methodologies and output. The Observatory of Occupations produces the yearly “<i>Report on research and detection of training needs</i>” which aims to be a starting point and reference to produce a training programme that will cover the imbalances and challenges posed by the changes happening in the labour market, pursuant to the regulatory framework established in the abovementioned Law 30/2015.</p> <p>(b) the National Reference Centres for Vocational Training (NRCs). NRCs provide reference points and guidance for the productive and training sectors. They specialise in the different productive sectors and serve as a national benchmark within a professional group. The NRCs have a council for social participation made up for representatives of the General State Administration, of the regional administrations, and for members of the most representative associations of employers and unions in the sector.</p> <p>(c) the Joint Sectoral Structures, (by Law 30/2015), which are part of the organisation structure of the vocational system for employment, as the participatory bodies in training. They are composed by the most representative employers’ organisations and trade unions within the framework of the state collective bargaining at the sector level.</p> <p>(d) the Department for Training provision and Certification of the SEPE, which operates within the Deputy General Directorate of Active Labour Market Policies of the SEPE, is responsible for the development and updating of the Catalogue of Training Specialities, according to the regulatory legislation of Vocational Training for Employment in the labour sphere.</p> <p>(e) the State Foundation for Training in Employment (FUNDAE). This is a public body comprising the State General Administration, the regions and the most representative employers and trade union organisations.</p>
<p>Which groups were targeted by the practice?</p>	<p>Employed and unemployed workers, as well as companies.</p>
<p>What were the practice’s main objectives?</p>	<p>The main objective is to obtain a proposal for a methodological process for detecting training needs and converting them into training specialities.</p>
<p>What activities were carried out?</p>	<ul style="list-style-type: none"> • A technical seminar on the detection of new demands for skills and the conversion of these training needs into training specialities was organised with representatives from National Reference Centres, the Observatory of Occupations, the training provision and certification department, FUNDAE and social partners, among others (September 26-27, 2019). Sectoral groups were organised to continue the work. • A seminar on good practices and benchlearning within the National Employment System on the skills needs to fill job vacancies, now and in the future, as a result of the creation of new jobs, new needs resulting from technological developments and of job replacements (November 14-15, 2019).

<p>What resources and other relevant organisational aspects were involved?</p>	<p>PES staff at national and regional level (Observatory of Occupations and training provision and certification department, among others) FUNDAE staff and Sectoral Joint Committees (future Joint Sectoral Structures) NRC staff</p>
<p>What were the source(s) of funding?</p>	<p>Spanish PES's budget (the state and the autonomous communities)</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p>The ministerial Order TMS/283/2019, published recently, regulates the structure and content of the <i>Catalogue of Training Specialities</i>, as well as the management and updating procedures, in a way that rapidly responds to the training demand by sectors and emerging occupations, according to the regulatory legislation of Vocational Training for Employment in the labour sphere. The <i>Catalogue of Training Specialities</i> is valid and applicable in the whole of the national territory.</p>
<p>What outcomes have been identified?</p>	<p>For the first time a synergy has been implemented with all stakeholders engaged in the observation and forecasting of the labour market and vocational training for employment.</p>
<p>What are the lessons learnt and success factors?</p>	<ol style="list-style-type: none"> 1. It is necessary to integrate the efforts to establish a common procedure for collecting the information systematically and continually, as well as for sharing it quickly. 2. The conversion of these training needs into training specialities is part of the process of the detection of training needs, and the following must be considered: <ul style="list-style-type: none"> - each stakeholder's area of expertise; - multidisciplinary work, which will benefit everybody; - specific training and technical seminars; - the evaluation of the impact of the training; - rapid update of the <i>Catalogue of Training Specialities</i>.
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<p>Additional information (in Spanish)</p>	<p>http://www.sepe.es/HomeSepe/que-es-el-sepe/observatorio/necesidades-formativas.html http://www.sepe.es/HomeSepe/Personas/formacion/centros-de-referencia-nacional/que-son-los-CRN.html https://www.fundae.es/Publicaciones</p>

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