



Federal Ministry  
for Economic Affairs  
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# Avoiding skills shortages and mismatches – New strategies for meeting companies’ skilled labour needs

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*Update of the report by the German and Austrian SME Envoys*

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**Central procurement service:**

Tel.: +49 30 182722721

Fax: +49 30 18102722721

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# 1. Preliminary remarks

Against the background of high youth unemployment in many European countries and the threat of rising skills shortages due to demographic and economic developments, Germany and Austria published a report within the Network of SME Envoys in 2013, highlighting strategies in the Member States to meet companies' skilled labour needs. The report gave an overview over first steps towards overcoming the mismatch between supply and demand of skills, strengthening the practical aspects of education and training and supporting SMEs as they seek to cover their need for adequately trained employees.

Even though the problems in the Member States as well as the existing systems for vocational education and training (VET) vary, there is broad agreement that there is still a considerable need for reforms in the field of skills and training across Europe. In April 2013, the EU Member States committed themselves in the framework of the European Youth Guarantee to ensuring that all young people under 25 – whether registered with employment services or not – get a good-quality, concrete offer within 4 months of them leaving formal education or becoming unemployed. The good-quality offer should be for a job, apprenticeship, traineeship, or continued education and be adapted to each individual need and situation. Costs of establishing the scheme are estimated at 21.2 billion euros a year; the estimated costs of inaction, however, would be much higher (153 billion euros a year). Also in 2013, the European Alliance for Apprenticeships was launched which led many Member States to make specific commitments (often linked to the national Youth Guarantee) to improve the provision, quality and attractiveness of training schemes.

Against this background, it seems worthwhile to take a look at recent activities, initiatives and developments in the Member States – developments related to challenges that continue to exist in the area of VET as well as to challenges growing more and more urgent such as changing skills needs in the course of digitisation and the integration of refugees into European labour markets – and to update the 2013 report. For this reason, Germany and Austria have designed a questionnaire (see Annex I) which they have sent via the SME Envoy Network and via Eurochambres to all 28 EU Member States. The answers of 23 Member States have been brought together in this report. They provide valuable insights into the current skills and training situation, its perspectives and the main fields of action in skills policy.

## 2. Skills and training in the Member States – current developments, perspectives and challenges

Although unemployment in Europe has recently been falling, the unemployment rates and especially the youth unemployment rates remain unacceptably high in too many Member States. Besides this, most of them are facing the problem of an ageing population. Thus a lack of skilled labour is looming on the horizon, already manifesting itself in particular regions and sectors, such as health and social services, ICT, engineering and research. In an autumn 2015 Eurochambres survey responded to by nearly 60,000 businesses (the vast majority of which are SMEs), the lack of skilled employees was identified as the fourth most significant challenge after domestic demand, economic conditions and labour costs. The SAFE survey of 2014 conducted by the ECB and the European Commission identified the availability of staff and experienced managers even as the second most pressing problem (after finding customers) faced by SMEs – with its importance rising.

At the same time, we observe an upgrading of qualifications in Europe's workforce: Some Member States, for example, report that the share of people obtaining a qualification in the lowest segment of education is falling in favour of certificates or degrees in the medium and higher segments. Better qualification is also very often supported by government activities: The UK, for example, has pursued a strategy for supporting high standards in vocational education and training to ensure that skills provision is determined by employers and changes as employers' needs change. However, it is not only governments, but also employers themselves who are increasingly recognising the need to improve the skills of their employees. Poland reports that 72% of employers (about 1.4 million entities) finance or co-finance action to develop these skills; the rate is highest in large companies (95%) and lowest in micro enterprises (70%).

Such an improvement of skills is undoubtedly an important step to overcome youth unemployment given that the share of people with low qualifications is generally high among the unemployed, the demands of the labour market in terms of the qualification level are constantly rising and a quarter of the EU population aged 15–64 years do not even have an intermediate level of education.

However, the trend towards better qualification differs a lot among Member States when it comes to the level of education: in most Member States, it is tertiary education which seems most attractive for young people, while the number of persons following VET is declining. All in all, more than a third of all people in the EU between 30 and 34 years held a tertiary degree in 2013, with the highest shares of over 50% being in Ireland, Lithuania and Luxembourg. In Spain, the distribution of the different levels of education is very uneven, creating a large pool of people with a high-level degree as well as with very basic or no completed education. By contrast, the share of people having completed secondary education or secondary VET is below the EU average, resulting in a skills gap in this segment.

At the same time, some Member States observe rising shares of people in the secondary segment of education and/or very attractive and successful VET systems. These can often help avoid two problematic phenomena: over-qualification on the one hand – where young people with tertiary degrees are forced to accept jobs designed for persons with lower qualifications – and inadequate qualification on the other hand. All in all, data from countries where apprenticeship-based VET schemes are implemented show that they prepare young people well for labour market requirements.<sup>1</sup>

Most of these trends are expected to continue in the future. The ageing of the population will reach a perceptible dimension in some – although not in all – Member States; e.g. in Germany, a decline of the workforce by at least 1 million by 2030 is expected. This development is partly counteracted by the high number of immigrants and refugees coming in. Other countries, which were severely hit by the economic crisis, saw many people leave to seek employment abroad. If these economies start growing at a faster pace again, this might further tighten the supply of skilled labour needed to meet the economic demands.

Besides, it is quite clear that the interest of young people in high-level education will rise, as well as the demand of the labour market for highly-qualified personnel in specific

1 Also see CEDEFOP: "Making apprenticeships work for small and medium enterprises", Briefing Note, November 2015.

areas. In particular the digital revolution will generate new needs for knowledge and qualifications in soft skills as well as in IT-skills. In France, for example, a net creation of 36,000 jobs is forecast for the digital sector within five years. The European Commission expects around 900,000 new jobs for ICT experts in Europe up to 2020.

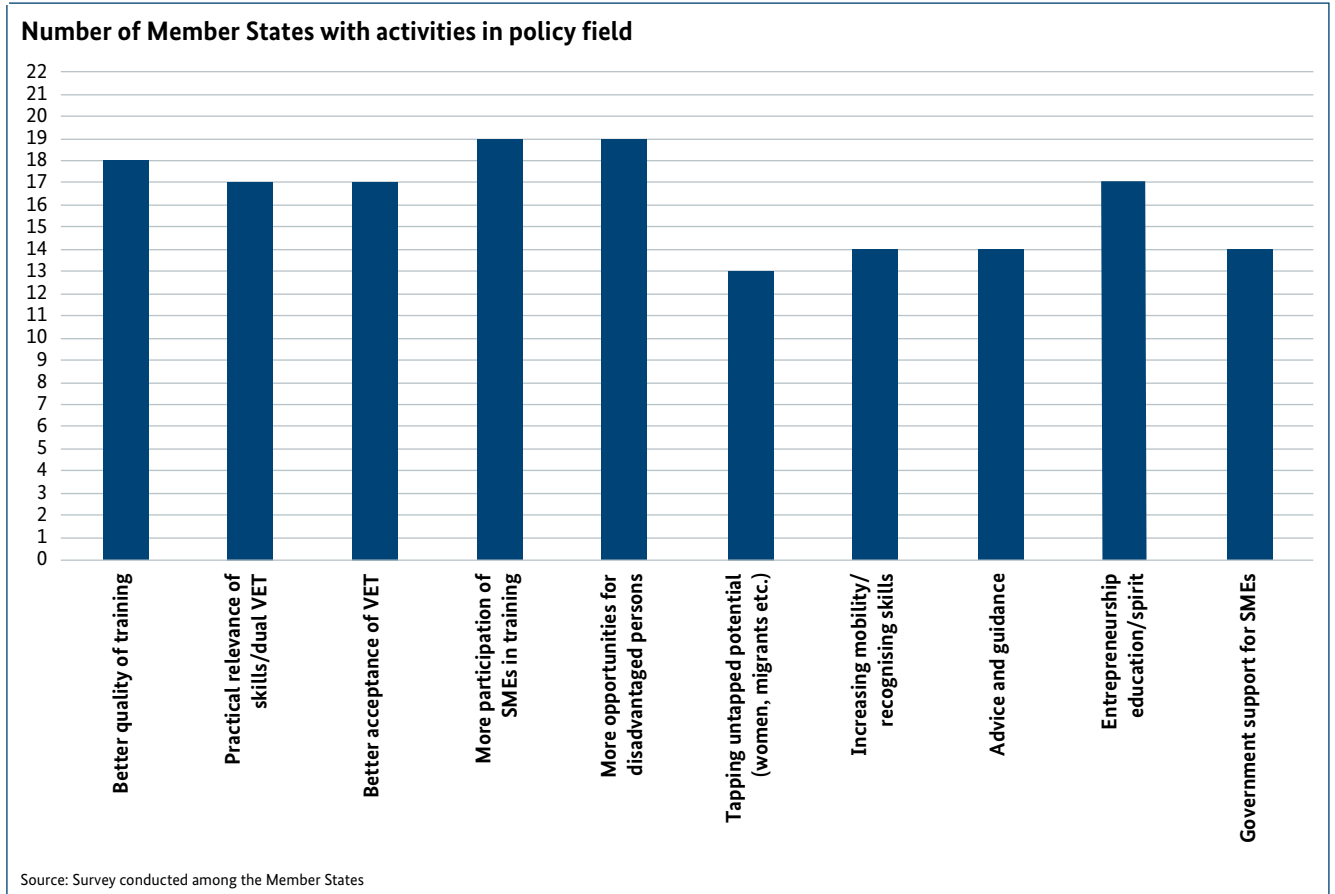
All of these developments point to the main challenge for the future workforce: to acquire a level and type of qualification which meets the needs of the labour market in order to avoid skills shortages and mismatches. In the Joint Employment Report published in March 2015, the European Commission notes that the number of job vacancies in many EU countries has not changed over the past years while unemployment has risen and that the mismatch between demand and supply on the labour market has increased since mid 2011. Such a mismatch makes it hard for companies, especially for SMEs, to find qualified personnel and thus to remain competitive and to grow. A Eurofound survey from 2013 shows that almost 40% of employers in the EU Member States have some difficulties to find personnel with adequate qualifications; the shares range from about 20% in Cyprus to almost 70% in Estonia. A little less than half of these difficulties can be traced back to skills shortages. According to several replies to the survey conducted for this report, employers do not only observe a lack of appropriate knowledge, but also of practical work experience when trying to recruit skilled employees. Against this background, the Member States have set up numerous measures and initiatives in order to increase the quality and the performance of their VET systems, make better use of the existing skills potential and support SMEs in particular. The following chapter will take a closer look at these measures and at a few national best practices.

### 3. Initiatives in the Member States

When analysing the survey responses on policy action, it becomes obvious that large parts of the specific measures described by the Member States correspond to the necessary areas of action listed in the 2015 Guidelines for the employment policies of the Member States. They are also in line with the 2015 – 2020 priorities of the Commission concerning VET. The highest level of priority is placed on two policy fields in particular:

- Firstly, on involving more SMEs in training which is a sine qua non in order to establish a well-working VET system – bearing in mind that SMEs constitute about 99% of all companies in Europe and are the principal source of employment creation;
- secondly, on increasing the chances for disadvantaged persons on the labour market which may include persons with disabilities, the long-term unemployed or early school leavers.

High priority is also given to policy action designed to enhance the quality, relevance and acceptance/image of VET and to strengthen entrepreneurial skills and spirit. By contrast, relatively few Member States have launched any initiatives to enhance mobility, improve advisory and guidance services on training and careers, or to support SMEs with government programmes. The reason behind this could be either that measures in these areas have already been in place for some time, meaning that there is no need for further action – or that their urgency falls behind those areas with a higher activity level. Even fewer Member States reported that they try to tap untapped skills potential, e.g. that of women, elderly people or migrants, although statistics prove a certain urgency to do so. Concerning women's potential, for example, female labour participation rates in all European countries are still lower than those for males: 54% of women were working full time in 2012, compared to 72% of men. However, rates vary considerably between different countries.<sup>2</sup>



<sup>2</sup> [http://ec.europa.eu/europe2020/pdf/themes/31\\_labour\\_market\\_participation\\_of\\_women.pdf](http://ec.europa.eu/europe2020/pdf/themes/31_labour_market_participation_of_women.pdf)

### 3.1 Increasing the participation of SMEs in training

SMEs very often have more difficulties than large companies in attracting well-qualified employees, especially if they are situated in rural areas. They are less visible, they often do not have the resources for supra-regional promotion campaigns and the career perspectives they can offer may, due to this lack of visibility, seem more limited than in large companies. Providing good quality training can help to solve this problem by creating a link between young professionals and the SME, and by providing an incentive for them to stay after the end of the training. Furthermore, the SME becomes to a certain extent independent from the qualifications offered on the market and invests in its reputation as an attractive employer.

Still, companies and SMEs in particular do not automatically get actively involved in VET in all Member States. This is certainly also due to the financial, administrative and human resource (HR) management implications that are associated with active involvement in VET, bearing in mind that smaller businesses are less likely to have personnel specifically responsible for HR or their own qualified training providers. Therefore, 19 out of 23 Member States have taken measures to increase SME participation in VET. A widespread approach to creating incentives for the participation of SMEs in training activities is to partly cover training-related costs. In Hungary, where 70% of practical training places are provided by SMEs, costs can be deducted from the VET levy which is compulsory for all employers and normally amounts to 1.5% of their payroll. If training costs are higher than this, there is a legal method for receiving a refund. The training levy system is re-evaluated from time to time with a view to providing even more incentives for companies to take part in the apprenticeship scheme. As of January 2016, certain costs related to the maintenance of training places in companies are deductible from the VET levy; SMEs will also be able to deduct a part of the trainers' wages from this levy. Similarly, the co-financing of costs for practical training is possible in the Czech Republic and in Slovenia. The Belgian region of Flanders plans to reform the existing KMO-portefeuille (SME-portfolio) programme in order to make it easier to use and more flexible: SMEs will have access to a certain budget that they can spend according to their specific needs – on training or advice or both.

### 3.2 More opportunities for disadvantaged persons

Against the background of the significant demographic changes expected for many European countries, it is necessary to harness as much value as possible from the existing skills potential. This includes people who currently face enormous difficulties to becoming integrated into the job market, like migrants from non-EU countries, people with disabilities and those with few qualifications. Despite the trend for higher education across the EU, an average of more than 11% of young people left school without obtaining a degree in 2014. This leads to a considerable share of young people being unemployed or inactive and neither in education nor in training (NEET) – a situation that none of the Member States can afford in view of a more and more demanding labour market. Some 19 out of 23 Member States having answered the survey have therefore been trying to respond to this situation by taking appropriate measures. The approaches range from very broad to very specific. They place a clear focus on early school leavers and people with low qualification levels – e.g. by offering career guidance to prevent early school leaving, trying to improve key basic skills such as language and career management, establishing basic level VET schemes and providing tailor-made coaching and re-qualification opportunities for the unemployed. Some of the measures are being implemented as part of the national Youth Guarantee.

### 3.3 Better quality, relevance and acceptance of vocational education and training

Ensuring that training is of a good quality, has a high relevance and enjoys a positive image is key if there is to be trust in skills and qualifications and if a national VET system is to find acceptance. For this reason, quality of training ranks very high on the agenda of the European Commission as well as of the Member States. Initiatives at EU level, such as the European Qualification Framework (EQF) and the guidance provided by the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET), contribute to developing a culture of training quality all over Europe. At national level, quality, relevance and image of training clearly seem to be one of the most important areas of skills policy covered by the survey. Almost all of the 23 Member States having answered the survey have been active in this broad area;



among these, 18 have introduced measures to improve the quality of training in general. Very often, the focus is on setting standards and criteria according to which training providers can be assessed, or on improving the competencies of the trainers.

Despite these efforts, many Member States report that the acceptance of VET among young people remains relatively low because it is often considered an inferior career path. In order to overcome this prejudice, 17 Member States are working on improving the reputation of VET so that young people consider it an educational alternative of equal value. Malta, for example, is trying to bring young people into contact with vocational elements at an early age at school. For this reason, vocational programmes have been introduced in the last three years of compulsory schooling. As an incentive for young people to embark on VET, France has introduced, among other initiatives, a list of trainees' rights and services, including the consideration of apprentice work in the computing of pensions. Other countries have launched promotion and information campaigns, VET fairs and competitions in order to promote vocational training among young people, partly focusing specific target groups (like young people with a migrant background in Germany who are still underrepresented in its dual VET system).

According to the results of the survey, another 17 Member States have focused on the practical relevance of skills. Many measures reported on are evidently designed to introduce or strengthen a dual vocational education system with theoretical as well as practical components of training:

#### Overview of activities of the Member States strengthening dual elements of VET

In Slovakia, a Dual Education Scheme was introduced by the new Law on dual education adopted in March 2015. In the Belgian Flanders region, a system of dual learning is to be introduced by September 2017 with work floor competence development of more than 60%. It will be on the same level as other secondary education pathways. In the Walloon region, the Walloon institute for dual vocational training and for the self-employed and SMEs (Institut wallon de forma-

tion en alternance et des indépendants et petites et moyennes entreprises – IFAPME) has been developing a dual training system that links professional practice in companies with courses in training institutes: its employment rate of 85% demonstrates the level of its success.

Spain has also been establishing a dual VET system with pilot and pioneer schemes having been launched some years ago in different Spanish autonomous regions, among others fostering the involvement of SMEs. Moreover, several measures have been introduced in order to ensure the quality, attractiveness and practical relevance of the training. These comprise the updating of the Spanish official catalogue of VET qualifications, an accreditation of non-formal learning and prior professional experience as a method of attracting low-skilled or older workers into the educational system, more flexibility and the modularisation of the VET system.

In Hungary, the whole secondary VET has been shifting towards becoming a dual system. The school structure has been modified accordingly so that practical training starts at school. Chambers have been given a greater role, e.g. in elaborating professional standards and in organising and supervising practical training in companies. The modernisation of vocational education and training and the provision of apprenticeships is very high on the agenda of the Greek government. In 2013, the work-based component of vocational education and training was strengthened through legislation and the dual learning approach was enhanced with the expansion of apprenticeships at Vocational Education Schools (Epaggelmatika lykeia) as a fourth year of training.

The UK Government is introducing a UK-wide levy to help fund the increase in quantity and quality of apprenticeship training and raise the level of employer involvement in apprenticeships. No start date has yet been set, but the measure is a key part of the ambition to deliver 3 million new apprenticeship starts by 2020.

Several Member States (e.g. France) also place some emphasis on modular training courses, as well as on a lifelong learning strategy which is facilitated by

means of different training modules. Luxembourg increases the incentive for companies to offer lifelong learning by co-financing the training efforts; SMEs benefit from special conditions in this scheme.<sup>3</sup>

Countries with well-established and approved dual VET systems, such as Austria and Germany, are concentrating their efforts on regularly adapting the content of training around the current requirements of the economy. Next to the mere professional content of training, however, adjustments might also consider general educational, technical or social requirements, e.g. the permeability of VET with respect to the tertiary education or the integration of persons with different cultural backgrounds and of persons with disabilities. In Germany, the initiative to revise training content or create a new occupational profile usually comes from the employers' associations. When developing or revising training regulations, the practitioners in the companies play a leading role: they provide the input for the professional content as well as for the examination requirements. Generally speaking, the involvement of practitioners, stakeholders, social and regional partners (chambers in particular) in the dual VET system has proved to be an important prerequisite for gaining acceptance for the system among companies as well as in society as a whole. In Germany, this acceptance is shown by the fact that every year, more than 50% of a youth cohort start an apprenticeship. For this reason, several Member States are pursuing strategies of working together closely with the relevant groups when further developing their training systems (e.g. the Nationaal Techniepact 2020 in the Netherlands, see Annex II; greater local autonomy in skills provision in England, where decisions on skills provision and funding are now being devolved to 39 employer-led Local Enterprise Partnerships).

### 3.4 Strengthening entrepreneurial skills

For many Member States, entrepreneurship education is a natural part of their national policy activities in the field of skills. 17 out of 23 participants of the survey have reported that they have introduced measures in this area. Strengthening entrepreneurial spirit and skills does not only make a positive contribution to the competitiveness, innovativeness and growth of an economy, but it can also create skills which may be very valuable and relevant in an employer-employee relationship – e.g. managerial skills, self-organisation, planning and creativity. In addition, it can also help provide the training places and work opportunities of tomorrow by fostering start-ups which might one day train their own apprentices and generate employment.

Several Member States have integrated entrepreneurship issues into their VET systems, sometimes even as compulsory elements (e.g. Spain). There is also a strong focus placed on improving the knowledge and didactical methods of teachers and instructors with respect to entrepreneurial skills. Poland takes older employees into consideration by offering training and advisory services for employees aged over 50 with respect to soft skills development as well as setting up and running a business.

Many Member States, such as Belgium, Slovakia, Slovenia or Germany, have launched various promotional activities revolving around entrepreneurial spirit and self-employment as a promising career perspective. These consist, for example, of entrepreneurial competitions at schools or universities, topic-based events, the presentation of best practice entrepreneurs, or measures to sensitise specific target groups (e.g. women). Often, these activities are pooled as part of larger umbrella initiatives like the Action Plan for Entrepreneurship Education in Flanders, or the Programme for Promotion of Best Entrepreneurial Practice and Entrepreneurial Education implemented by the Slovak Business Agency.

<sup>3</sup> The supply of lifelong learning opportunities in the EU has increased in recent years; however, it differs widely across the Member States. According to Eurostat figures, the participation of the population aged 25 to 64 years in lifelong learning ranges from less than 2% in Romania and Bulgaria to more than 25% in Finland, Sweden and Denmark.

### 3.5 Increasing mobility and recognising skills

A promising way to counteract possible skills mismatches is to increase the mobility of job seekers across education levels, jobs and countries. At EU-level, the EURES network of public labour administrations aims at supporting labour mobility within the EU – which is still very moderate – by providing information as well as advisory and recruitment services for employers and employees (since 1994). It thus helps to overcome the imbalance on the European labour market in terms of regions suffering from high unemployment and others that face skilled labour shortages.

With regard to related measures at national level, the Member States evidently do not place as much importance on this policy field when compared to several others, leaving room for further activities: 14 out of 23 Member States having replied to the survey have set up measures to increase the mobility of skilled workers between jobs or between countries. With respect to cross-border mobility, the EU Erasmus programmes are widely referred to which, for example, provide on-the-job training modules at enterprises abroad. Furthermore, the recognition of foreign qualifications is often mentioned as a key condition for unhindered cross-border mobility. In this context, the European and the National Qualification Frameworks are important instruments to facilitate this recognition by making national and foreign qualifications easier to compare. In addition to this, information platforms are also considered helpful, such as the German BQ Portal ([www.bq-portal.de](http://www.bq-portal.de)) where employers and VET stakeholders can find more than 1,600 occupational profiles worldwide, as well as information on VET systems in more than 70 countries. The platform was awarded the European Public Sector Award 2015 by the European Institute for Public Administration for innovative and efficient administration in the category European, National and Regional Award. The platform has currently been extended by including occupational profiles from the countries of origin of the refugees.

Another German programme is 'Training without Borders'. More than 20 mobility coaches in the participating chambers of crafts and of industry and commerce provide trainees and young skilled workers with advice and assistance with respect to traineeships abroad. The mobility coaches are supported by a coordinating office.

As an interesting initiative designed to enhance mobility between jobs during an employee's career, France has introduced a personal activity account which allows each person to keep all of the rights he/she has gained during the course of his/her professional career (personal training account, prevention and hardship account, rights accumulated with respect to unemployment insurance etc.) within one single account, and ensure the continuity of his/her social rights.

### 3.6 Providing advisory services and guidance

In the field of careers advice and guidance, several Member States place an emphasis on pooling all relevant regional or national VET information on one central web platform. Moreover, some have established a form of guidance or incentives to encourage young people to choose a certain educational or occupational field in line with the demand on the labour market. This guidance is often based on national or regional forecast activities which attempt to anticipate future skills demand and possible shortages. At sectoral level, the Malta Chamber of Commerce, Enterprise and Industry has set up a pilot project entitled Skills Gap Analysis in the aviation MRO sector. The project has been set up to assess the skills that are required within the sector, the present skills profile of the workforce and the links between industry and higher education, leading to the development of an action plan for overcoming the particular skills gap that exists in the sector.

## 4. Special focus I: Digital skills

The digitisation of our society – of our private lives, as well as of the economy – is quite a recent phenomenon. This trend engenders the question as to whether activities need to be launched to enhance digital skills in companies, particularly in SMEs. This question probably requires a differentiated approach: on the one hand, some SMEs pursue business activities in the digital sector and basically ‘grow up’ with digital skills; on the other hand, there are more traditional SMEs that pursue business activities in other areas and which are not yet fully aware of the opportunities and challenges of digitisation.

By organising an industry dialogue, which took place in October 2015, the German Federal Ministry for Economic Affairs and Energy sought to address the question as to how to consider the need for digital skills. The discussion with business associations at this expert-level meeting revealed that companies in Germany do not yet see any necessity to create completely new occupational profiles<sup>4</sup> as a result of the digitisation of production processes and other business activities. The German dual VET system – which is characterised by the continual adapting of training content based on cooperation between business stakeholders, chambers, social partners and the administration – is considered to be flexible enough to cope with the challenge of new digital requirements. The importance of central, inter-company VET centres was stressed by the stakeholders in this context, as such centres can help SMEs that are extremely specialised to cover all necessary training content. For certain industries, a combination of dual VET and academic occupational profiles might provide a solution for meeting the demand for new skills. Apart from this, (low-threshold) programmes of lifelong learning and training were considered vital in order to keep employees’ digital skills up-to-date, and in order to allow elderly employees initial access to these skills. Business representatives agreed, however, that this only provides a preliminary picture – with more detailed research being required in order for the new requirements of digital qualifications to be properly assessed.

The topic of digitisation and skills was also raised in a workshop recently held by Sweden. The most pressing issue for SMEs in this context proved to be skills, which at the same time was also shown to be an issue that is already being addressed throughout Europe. Recent estimates by the

Commission based on the Digital Competence Framework underline its urgency: in 2014, 22% of the EU population did not have any digital skills at all while 40% had only insufficient ones – with shares varying considerably across the Member States, though. As the workshop progressed, it became clear that digital skills are strongly linked to age, with elderly business owners being reluctant to invest in new technologies. It was suggested that younger, more digitally apt persons be paired up with older ones. During the discussion, companies identified new needs for skills that are currently not sufficiently being met by tertiary education – in particular IT architecture, sales and IT management. It was mentioned that digital skills are often learnt outside academia – raising the question of how to appropriately recognise these.

It is obvious that the process of dealing with the opportunities and challenges of digitisation is, in several countries, still at the early stages. Nonetheless, we will present some insights into the current activities in the Member States according to what they have reported in the survey – despite the fact that it did not specifically contain any questions on initiatives that focus on digital skills. When continuing the work on ‘skills and training’, we suggest placing a strong focus on the aspect of digital skills and carrying out a more profound analysis in this field.

### Overview of activities of the Member States concerning digital skills

In France, the Minister of the Economy introduced a project entitled ‘New Economic Opportunities’ (Nouvelles Opportunités Economiques, NOE), which addresses the new opportunities generated by digital progress, innovation and societal development. The prospective work aims at anticipating, sector by sector, the changes for companies in terms of professions and skills. The Grand Digital School is a project that was launched by the President of the Republic in February 2015. It will allow young people, people without a degree or those looking for a job to receive training in new technologies. A project call with the deadline of 19 October 2016 has been launched for

<sup>4</sup> In Germany, the occupational profiles of all training professions are defined in the ‘Ausbildungsordnungen’ (vocational training regulations). These are regularly modernised and adapted to the requirements of the companies and the economy, usually on the initiative of business associations and/or social partners.

companies, associations, public administrations and universities that develop innovative education programmes in the area of new technologies, in order for these courses of training to undergo certification. As this project is aimed at persons without a degree or job in particular, it can help raise their chances on the labour market. Moreover, the Digital School Plan (Plan numérique pour l'école) launched in May 2015 together with an investment programme of 1 billion euros over three years (to be spent in part on digital equipment) will strengthen the role of digital technology in the early stages of education. In the Netherlands, Codepact was launched in May 2015, a partnership with the aim to teach as many children as possible in coding and digital skills (see also Annex II). Several Codepact partners (among them companies like Accenture, Google, Oracle etc.) contributed by offering free guest lectures, by free training of teachers and by developing and offering education programmes and materials.

In Estonia, a grant scheme has been set up which is aimed at developing ICT-related skills and knowledge among the adult working age population. The widespread use of digital literacy and ICT skills can contribute to the creation of higher value jobs and can foster the competitiveness of persons possessing those skills on the labour market (see also Annex II). In autumn 2015, Denmark established a partnership on how to improve the digital skills of SMEs ([www.gådigital.dk](http://www.gådigital.dk)). The partnership will provide training and courses in three different sectors (retail, wholesale and transport), e.g. on how to optimise e-commerce. Moreover, the programme 'Help with digital self-service' set up by the Danish Business Authority and the Danish Agency for Culture assists SMEs – primarily micro-enterprises – with digital self-service, learning to use a PC or registering the company online at the local public library. Similarly, Luxembourg has put a focus on SMEs and is planning a project to promote digitisation in the internal procedures of SMEs. Besides, a number of projects have been launched in order to improve the digital skills of women in particular. The “Digital Lëtzebuerg” initiative launched in autumn 2014 seeks to provide a

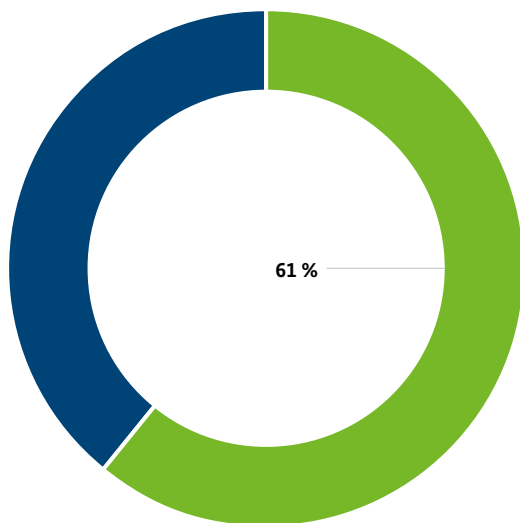
common umbrella for the numerous public and private initiatives that make up the country's digital economy and society. In this context, an ICT competence centre has been set up, which aims at providing ICT-companies continuously and in a sufficient number with adequately skilled workers. This competence centre is based on a partnership between representatives of the ICT industry as well as leading players in the field of high-level training. Besides, the House of Training of the Chamber of Commerce is offering targeted workshops helping SMEs to develop digital skills such as e-marketing. In the UK, degree apprenticeships have just come on stream as part of the Higher Apprenticeships' programme. These apprenticeships are co-designed by employers, universities and relevant professional bodies and are to impart a full set of occupational knowledge and skills, with apprentices completing a degree (bachelor's or master's) as part of their apprenticeship. These high-level apprenticeships tend to be found in high-tech sectors and might help to meet the needs for sophisticated skills, such as those required in the digital world. Apprenticeships which started in September 2015 include, among others, Digital Industries.



## 5. Special focus II: Integration of refugees into national VET and labour markets

In the past year, the EU has seen a major influx of refugees, mainly from Syria, Afghanistan, Iraq and Iran, who have fled their countries due to armed conflicts and unstable situations. In addition to tackling the challenges of accommodation, supplies and medical care, efforts are also being made to integrate people into the labour market once they have been granted refugee status. Some 14 – i. e. almost two thirds – of the 23 Member States having participated in the survey have reported providing specific measures in this field, including language courses, as well as the verification, recognition and, where necessary, upgrading of qualifications – all of these being essential pre-requisites for a quick and successful integration.

Share of MS with activities to integrate refugees into training and work



Source: Survey conducted among the Member States

### Overview of activities in the Member States with a special focus on refugees

The integration of migrants into the Croatian society is an important component of Croatian migration policy. The government's 'Action Plan on the removal of obstacles to the exercise of particular rights in the area of the integration of foreigners 2013 – 2015' is dealing with integration issues within all the areas of society in Croatia. This primarily relates to the right to work and to employ foreigners, and to the provi-

sion of employment opportunities in line with qualifications, professional experience and interests. If the transition into employment is not successful based on regular procedures, a process of inclusion in active labour market policy measures must begin in order to facilitate the employment of all persons who are not easily employable. These measures are conducted by the Croatian Employment Service and include providing persons of foreign origin with information on re-training or supplementary training, motivating such persons to undertake Croatian language learning programmes, integrating them into labour market policy measures, and co-financing employers in order to facilitate the employment of vulnerable groups.

In Greece, foreigners having been granted refugee status can enrol in the training programmes of the Manpower Employment Organization (OAED) as part of which they are subject to the same terms and conditions as Greek nationals. In addition, persons having been officially recognised as political refugees have the opportunity to enrol in vocational training programmes implemented by the Institutes of Vocational Training of the Organisation for Vocational Education and Training, without presenting a high school leavers' certificate from their country of origin if the required documents are missing. Alongside public bodies, civil society institutions are also active in providing employability services for refugees. A characteristic example here is the work of the NGO PRAKSIS (supported by several national and international actors). It implements the Employability Centre programme, whereby free support services for unemployed individuals – e. g. asylum seekers and refugees – are provided, such as advisory services on vocational training, job-hunting online, group workshops, seminars and networking activities. An innovative element of the Employability Centre is the online networking platform for beneficiaries and relevant companies. In Luxembourg, CLAE (Liaison, information and support office for organisations linked to immigration in Luxembourg), a non-profit organisation, has put into place in-situ jobs supported by the European Refugee, Integration and Return Fund and the Ministry of Family, Integration and the Greater Region. This initiative helps refugees in preparing their application files, offers special workshops facilitating integration into the labour

market and provides access to a large network of professionals and organisations committed to social and professional integration.

In the Belgian region of Brussels, a person granted refugee status can register with the regional employment service Actiris and consequently benefit from the services offered, including access to professional training. In the current context of a large influx of refugees, Actiris has created a Refugees Task Force in order to consider the development of an action plan specifically dedicated to refugees. As with other job-seekers who have obtained their qualifications abroad, refugees will be guided towards specialist partners who can offer them assistance with submitting an application to have the equivalence of their qualification assessed and recognised. In its activities, Actiris plans to work with partners and in particular, to establish cooperation with employers. In the Walloon region, resources from the European Social Fund operational programme 2014 – 2020 are being used to support the socio-professional integration of migrants and refugees. This will complement the existing assistance provided to each individual regardless of origin to access the labour market.

In Poland, refugees participate in individual integration programmes (IPI) lasting up to 12 months and implemented by local family assistance centres. They are obliged to participate in language courses, with expenses covered by the programme, and have to register as unemployed at their local labour office. They are thus entitled to all forms of support generally available to the unemployed, including various courses of training. There is also a wide range of activities aimed at individualised support, such as advisory services on vocational training provided by non-governmental organisations and financed using EU funds.

The UK Government covers the full cost of English Language Training for those who have been in the UK for at least 3 years, are in receipt of Jobseekers' Allowance and who need to improve their English in order to find work. Refugees are eligible to have the costs of their training paid for on the same basis as EU and UK citizens.

In addition to 'first aid' language training and the provision of labour market services, some Member States try to enable refugees to quickly acquire practical work experience or training and to integrate this experience into the basic training schemes. Portugal, for example, has created a completely new measure called 'Acolher em Português'. This measure is inspired by work-based training methods and provides refugees with a short work-experience placement at a company as a means of practising the language and of learning about the Portuguese way of working. This measure takes effect after refugees have acquired some basic language skills in the courses offered for this purpose. At the same time, the government is working together with entrepreneurs and municipalities in order to settle refugee families in areas where there is a need for labour, usually associated with low population density.

Finland wants to speed up the learning process and the transition from basic language training to the vocational and/or higher education or – if the person already has the necessary qualifications – straight into working life. They therefore plan to integrate more training of vocational skills into the basic training framework and, if possible, to relocate parts of the basic training to the workplaces where the refugees are 'practising their trade' during their training.

In Malta, individuals having obtained 'refugee' status have the same rights concerning the services of the Employment and Training Corporation (ETC) as Maltese nationals. The ETC offers various forms of training initiatives, which include short courses (ranging from literacy and numeracy skills, to vocational courses, such as office-related skills, care workers courses, computer courses, trade and technical courses etc.); traineeship schemes; a work exposure scheme; as well as trade testing. Besides, the Malta Communications Authority offered basic ICT courses under a new project entitled 'ENTER' in 2015 in order to combine the provision of digital skills with the upskilling of refugees. The project targeted individuals, including refugees, between 25 and 64 years. The focus was on the basic use of internet in daily life and at the workplace. All in all, 70 refugees attended these courses.

In Flanders, an increasing amount of emphasis is being placed on mentoring, traineeships and on-the-job language support, all of which require various degrees of goodwill and networking in order to create opportunities with employers – who in turn have more faith in enrolling candidates whose work and attitude they have come to value.

Austria relies on its proven dual VET system in order to successfully integrate refugees into training and work. The clear goal is to integrate around 1,000 young people into VET every year who might help to overcome regional skills mismatches and fill apprenticeship places in certain regions which remain vacant. In November 2015, a pilot project was launched to support the nationwide transition of 150 young refugees into apprenticeships. From 2016, an additional 10 million euros have been made available for accompanying measures (language courses, career preparation, monitoring for companies and apprentices/young adults) in the company-based apprenticeship funding system to bring young people with integration difficulties into VET. In addition, a central online platform ([www.fachkraeftepotenzial.at](http://www.fachkraeftepotenzial.at)) has been established, which provides useful information on occupations in which there is a skills shortage, on legal conditions and on opportunities for receiving support when training or employing refugees, as well as drawing together a number of best practice reports.

When integrating refugees into training and work, it is vital that several different actors – public bodies at both national as well as regional level, stakeholders, companies and private institutions – cooperate in order to offer solutions which best fit the conditions in a specific country or region. For this purpose, the Swedish Agency for Economic and Regional Growth has appointed a team to work together with the Swedish Immigration Agency in order to improve the integration of new immigrants, e.g. through social entrepreneurship, matching activities according to labour-market needs, support for refugees who would like to start a business in Sweden and for Swedish companies as they recruit staff from abroad. In this context, there will be workshops and other activities organised, often at regional level, which look at integration and multicultural issues and at the potential benefits that refugees can offer for Swedish companies. One of the initiatives in Denmark has been the

establishment of a partnership entitled ‘Together on integration’ aimed at helping companies who wish to employ refugees by providing a hotline for this purpose, and seeking to increase the level of coordination between local job centres and educational institutions. In Luxembourg, a special working group has been set up between the University of Luxembourg, the Ministry of National Education, the Ministry of Higher Education and research and the Luxembourg Reception and Integration Office (OLAI). The major aim is to exchange ideas, develop and implement the university’s policy for the recognition of academic qualifications of refugee students and create integration bridges with the university community. A welcome group will accompany refugee students with their first steps at the university.

In Germany, existing programmes have been extended for the benefit of refugees. Many of these directly address or support companies, particularly SMEs. The so-called ‘welcome pilots’ are designed to help SMEs that want to offer vocational training or employment to refugees by providing information and assistance on issues such as recruiting qualified refugees for training, internships or open positions, and integrating them into the company and the local community. Up to 150 advisors will be recruited to work at the regional chambers and non-profit private-sector organisations. The first ‘welcome pilots’ will start their work in spring 2016 for a limited period of 3 years. The initiative is based on a more general (non-refugee-specific) programme which managed to fill 73,000 vacancies in SMEs with young people in the period between 2007 and 2014. In addition, the ‘Company Network’ offers companies ideas and expertise both face-to-face and online on how to support and integrate refugees in a way that is both effective and sustainable. The network also includes a platform which showcases what companies are doing to support refugees and encourages other companies to participate.



# Discussion and further work

The results of this report were discussed at the meeting of the SME Envoys in Amsterdam on 1 April 2016. In the discussion, several representatives of the European business associations stressed the importance of work-based learning. A target of 50% of all trainees in Europe who participate in practical training was proposed; at present, the share amounts to only about 30%. Support structures like chambers, vocational schools, vocational training centres or networks were considered vital for a well-functioning dual system of VET; these structures allow even very small companies in Austria and Germany to engage in and to benefit from dual VET. With respect to the different stages and systems of VET in the Member States, the issue of cross-border recognition of qualifications and certificates was raised. A way to facilitate this recognition could be to establish an electronic platform on EU level which comprises all VET institutions and certificates in the Member States. The German BQ Portal which was presented during the meeting could be a model for such a platform.

Talking about strengthening VET, several Member States agreed that the lack of acceptance and positive image is a considerable obstacle. In France, apprentices have the reputation that they are incapable of pursuing a higher education path; thus, VET is a very unattractive choice for young people there. Similarly, only few young people in Belgium and Greece prefer VET to an academic education. Since nowadays, university degrees are no guarantee to find a good job anymore, this turns more and more into a problem. Spain affirmed the considerable mismatch between supply and demand of qualifications in the country. Both the shares of people with a university degree and without any formal qualification are above the EU average while people with a medium-level VET are underrepresented – a situation which is not likely to change in the short run because of the likewise missing acceptance of VET.

However, the low demand for VET among young people is only one side of the coin; on the other side, it is a problem for several Member States to provide enough training places “on the job” because many jobs were lost during the crisis. Thus, it is important to create alternatives for practical training and to make VET and the educational system as a whole more flexible in order to be able to meet these and future challenges.

Summing up, Germany stated the necessity to make every effort on national and European level to promote the equal value of VET and academic education. In this way, it might be possible to stop the trend of low and falling shares of young people choosing a vocational education in favour of a high and rising popularity of university enrolments – although this will probably only be achievable in the longer run.

With this report, the work on the topic of skills and training within the Network of SME Envoys is not terminated. In order to reflect current challenges, further work should concentrate on the following three issues:

- an exchange of experiences with strengthening dual VET among the Member States, focusing on specific aspects such as actors involved, financing, flexibility and image,
- the need for digital skills in SMEs and
- the integration of refugees into training and work.

# Annex I:

## Questionnaire sent out to the Member States

- Could you briefly elaborate on how the availability of a skilled workforce has developed in your country in the past 2 – 3 years?
- What is the perspective for the availability of a skilled workforce in your country over the next 10 years?
- Have you introduced new measures to improve the situation of skills and training in your country in the past 2 – 3 years?
  - Yes
  - No (if „no“ please explain why)
- In which areas?
  - Better quality of training in general (please specify in a few words)
  - Improving practical relevance of skills for the job market/introducing aspects of dual vocational training
  - Better acceptance of vocational training among young people
  - Increasing the participation of SMEs in training activities
  - More chances for early school leavers, low-skilled-workers, people with disabilities and other groups which are difficult to integrate into the workforce
  - Tapping untapped potential of skilled labour (e.g. women, migrants etc.)
  - Increasing mobility/recognising skills
  - Improving employment and counselling services for young job seekers
  - Entrepreneurship education/increasing entrepreneurial spirit
  - Support for SMEs through e.g. governmental programmes/promotion programmes (please specify in a few words)
  - Other (please specify)

Please describe very briefly the design and the effects (actual and expected) of the most successful measures (maximum: three) in your country which you would recommend as best practices. Use the following table:

Title of the measure		
Start date		
Duration		
Organisations involved		
Objectives pursued		
Budget		
EU financial support	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Brief description of the measure (200 words maximum)		
Results (actual and expected)		
Contact person/ links for more information		

- Do you have any measures specifically designed to integrate refugees into training and into the labour market?
  - Yes
  - No
- If yes: Please describe very briefly (200 words maximum) one or two best practices!

# Annex II: Selected best practices in the Member States

## AUSTRIA

<b>Title of the measure</b>	<b>Coaching and counselling of apprentices and training companies</b>
Start date	October 2015 (the pilot-programme was launched in 2012 in 4 Laender)
Duration	Open
Organisations involved	Ministry of Economy and Ministry of Social Affairs as well as social partners
Objectives pursued	<ul style="list-style-type: none"> <li>- Reducing dropout rates</li> <li>- Support for passing the apprenticeship final exam</li> <li>- Increasing the quality of company-based training</li> </ul>
Budget	3 – 5 million euros p. a.
EU financial support	No
Brief description of the measure (200 words maximum)	<p>With a focus on decreasing the NEET-rates, Austria implemented the programme “coaching and counselling of apprentices and companies”. This programme allows to provide support on an individual basis – even regarding occupational or private problems.</p> <p>The programme „Coaching and counseling for apprentices and training enterprises“ provides apprentices and trainers free advice and, if necessary, social counselling. After the pilot phase in 4 Laender (Upper Austria, Styria, Tyrol, Vienna), the programme was rolled out throughout Austria in October 2015.</p> <p>Three specific target areas are defined: young people and companies with an immigrant background, young women in non-traditional jobs and training in SMEs.</p>
Results (actual and expected)	<ul style="list-style-type: none"> <li>- Reducing of dropouts</li> <li>- Increasing positive apprenticeship final exams</li> <li>- Better acceptance of dual VET in SMEs with or without immigrant background</li> </ul>
Contact person/ links for more information	Coordination Office (Koordinationstelle): Ms Dagmar Zwinz, <a href="mailto:dagmar.zwinz@inhouse.wko.at">dagmar.zwinz@inhouse.wko.at</a>

<b>Title of the measure</b>	<b>New quality management tool</b>
Start date	July 2014
Duration	Open
Organisations involved	Ministry of Economy and social-partners
Objectives pursued	Increasing quality in specific occupations/sectors with special challenges at regional level
Budget	3 million euros p. a.
EU financial support	No
Brief description of the measure (200 words maximum)	<p>In order to foster quality of vocational education and training in companies, Austria started the implementation of a new systematic, data-driven quality management together with the social partners.</p> <p>To support the quality of vocational education and training in companies nation-wide, a systematic, data-driven quality management – with the German short name „QML“ (Qualitätsmanagement Lehre) – is implemented gradually together with the Austrian Economic Chambers and the Austrian Chamber of Labour. New analysis methods in the apprenticeship statistics facilitate more differentiated statements about e. g. specific success rates or dropout rates in vocational training and responding to emerging challenges in detail by evolving and enhancing quality-related and sector-specific support measures.</p>
Results (actual and expected)	Sector-specific support programmes on regional level
Contact person/ links for more information	Mr Alexander Hölbl, <a href="mailto:Alexander.Hoelbl@bmwfw.gv.at">Alexander.Hoelbl@bmwfw.gv.at</a>

<b>Title of the measure</b>	<b>Bildungsteilzeit (part-time training allowance)</b>
Start date	July 2013
Duration	Unlimited
Organisations involved	PES
Objectives pursued	
Budget	9 million euros p. a.
EU financial support	No
Brief description of the measure (200 words maximum)	Combination of part-time employment and training leave, employees receive partial wage compensation in the form of a part-time training allowance (Bildungsteilzeitgeld)
Results (actual and expected)	No evaluation yet
Contact person/ links for more information	Gabriele Strassegger, WKÖ

### **BELGIUM (Brussels region)**

<b>Title of the measure</b>	<b>Convention de premier employ Youth Guarantee dans les OIP</b>
Start date	2014
Duration	12 months
Organisations involved	Actiris
Objectives pursued	To offer young people (less than 26 years old) a 12 months job experience in a Brussels public institution with learning/training dimensions.
Budget	
EU financial support	Yes (Youth Employment Initiative)
Brief description of the measure (200 words maximum)	The measure consists of a 12 months full-time job contract which includes the obligation of the employer (a regional public institution) to provide the young worker with professional training.  The aim is to enable young people to have the required job experience in order to enter the regular labour market.
Results (actual and expected)	
Contact person/ links for more information	

### **(Flanders region)**

<b>Title of the measure</b>	<b>IBO</b>
Start date	Has been existing for 20 years but has been improved and elaborated over the last years
Duration	1 – 6 months, occasionally 12 months
Organisations involved	PES (VDAB) – 1 employer
Objectives pursued	Hiring at the end of the programme
Budget	
EU financial support	No
Brief description of the measure (200 words maximum)	The unemployed persons are trained at the workplace. This makes the employer responsible for the greatest part of training. After the training (max. 6 months) the employer can hire the person if he wants to.
Results (actual and expected)	Almost 80 % of the trained persons are getting employed in the enterprise where they followed the training.
Contact person/ links for more information	VDAB (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding; Public Employment Service for Flanders)

**(Walloon region)**

<b>Title of the measure</b>	<b>Wallonia Marshall Plan 4.0.</b>
Start date	2015
Duration	Until 2019
Organisations involved	Agency for Enterprise and Innovation (Wallonia)
Objectives pursued	To increase and improve in-company training
Budget	For the pillar „Faire du capital humain un atout“: 304.5 million euros for measures on training and education
EU financial support	No
Brief description of the measure (200 words maximum)	Implementation of a single interactive platform matching the requests from the companies and the proposals from the potential trainees
Results (actual and expected)	
Contact person/ links for more information	See <a href="https://www.aei.be">https://www.aei.be</a> <a href="http://planmarshall.wallonie.be/mesures/accueillez-un-stagiaire-en-alternance">http://planmarshall.wallonie.be/mesures/accueillez-un-stagiaire-en-alternance</a>

**CROATIA**

<b>Title of the measure</b>	Lifelong career guidance centre (CISOK)
<b>Start date</b>	July 2013 (up to now 11 CISOKs were established successively)
<b>Duration</b>	On-going
<b>Organisations involved</b>	<i>Hrvatski zavod za zaposljavanje</i> (Croatian Employment Service), Ministry of Labour and Pension System
<b>Objectives pursued</b>	The CISOKs are established in order to provide lifelong career guidance services to all citizens based upon their identified needs with the main purpose of (re)integration into the labour market.
<b>Budget</b>	<p>Approximately, annual costs for maintenance of the centres are as follows: counsellors' salaries = 613,000 euros annually; production of informative materials, enhancement of web portal, maintenance of the premises, lease etc. = 40,000 euros annually</p> <p>Additionally, in OP HRD 2014 – 2020 additional ESF funding is planned – a total amount of 4,750,000 euros for the purpose of establishing new CISOK centers, including employment of new counsellors (1,599,000 euros), improving capacities for the already established CISOKs (780,000 euros); other costs: new equipment, including ICT, information delivery (leaflets, brochures, promotion activities), etc.</p>
<b>EU financial support</b>	Yes
<b>Brief description of the measure (200 words maximum)</b>	<p>The CISOK is based upon a differentiated services model which includes different levels of support according to the assessed clients' needs: self-help and e-services, brief assisted services and individual case managed services. These services are delivered through individual and/or group counselling, workshops for developing and improving career management skills, e-tools (e. g. self-assessment questionnaires, labour market information system, statistics on-line, job exchange portal), brochures, guides etc.</p> <p>Self-assessment of needs and possibilities consists of identifying resources and services which are used to make an informed choice on occupation, education or employment possibilities. Self-help websites include self-assessment tools, information on occupations, job vacancies, educational opportunities etc. Group activities are conducted to improve career management skills and other competencies needed for successful integration into the labour market/education. Case managed services include career counselling – individual coaching for those who need more help in career decision making.</p>
<b>Results (actual and expected)</b>	<p>From July 2013 when first 8 CISOK centres were set up until November 30th 2015, there were 105,736 users of the CISOK services:</p> <ul style="list-style-type: none"> <li>– 41,015 primary and secondary school pupils (38.8%)</li> <li>– 42,966 unemployed persons (40.6%)</li> <li>– 21,755 others (employed persons and job seekers, students, employers, parents, career counsellors, etc.) (20.6%)</li> </ul> <p>Satisfaction with the service is very high: 95.6% of the clients were satisfied or very satisfied with provided services.</p> <p>It is planned to set up 11 new CISOK centres by 2020. An increase in the number of centres is expected to reflect the scope of clients that receive career guidance services.</p>
<b>Contact person/ links for more information</b>	<p>Andrea Tomšić, <a href="mailto:andrea.tomsic@hzz.hr">andrea.tomsic@hzz.hr</a>  <a href="http://www.cisok.hr">www.cisok.hr</a> (official web page, available only in Croatian)</p>

<b>Title of the measure</b>	<b>Integration of migrants into Croatian society (optional, no official title)</b>
Start date	July 2015
Duration	On-going
Organisations involved	<i>Hrvatski zavod za zaposljavanje</i> (Croatian Employment Service), Ministry of Labour and Pension System
Objectives pursued	Integration of migrants into a society primarily implies the right to work and the provision of employment opportunities in line with qualifications, professional experience and interests.
Budget	<p>According to the Activity Plan, the funds required for the implementation of the ALMP measures for the inclusion of migrants into the labour market within the competence of the <i>Hrvatski zavod za zaposljavanje</i> (Croatian Employment Service) are planned in the state budget for 2016. The amount planned is 20,269,334 HRK (which is approximately 2,739,099 euros). The ALMP measures include incentives for the employment of special groups, funding the training of unemployed migrants, funding employment in public works and activating, motivating and involving foreigners in Croatian language learning programmes.</p> <p>Additional ESF funding is planned for the Croatian language learning courses and the establishment of the Migration Integration Centres, including employment of new counsellors. The other costs refer to ICT support, information delivery (leaflets, brochures, promotion activities), trainings etc.</p>
EU financial support	Yes
Brief description of the measure (200 words maximum)	<p>In July 2015, the Croatian Government adopted the Decision on Relocation and Resettling of Third Country Nationals or beneficiaries under humanitarian protection who fulfill the conditions for approval of humanitarian protection. According to the decision, all institutions of the Republic of Croatia are included in the design of the Activity Plan on Relocation and Resettling of the Third Country Nationals.</p> <p>The Government's "Action Plan on the removal of obstacles to the exercise of particular rights in the area of the integration of foreigners 2013 – 2015" is dealing with the integration issues within all areas of Croatian society. This primarily implies the right to work and to employ foreigners and the provision of employment opportunities. If employment is not successful through regular procedures, a process of inclusion into active labour market policy measures must begin in order to facilitate the employment of all persons who are not easily employable. The Activity Plan precisely describes the activities and measures which are to be provided by the Croatian Employment Service.</p>
Results (actual and expected)	<p>From September 2015 up to now, more than 450,000 refugees passed through the borders of Croatia. In order to assist refugees upon their arrival on Croatian territory, the Croatian Employment Service included the unemployed persons from the HZZ unemployed persons registry in the implementation of the ALMP measure called <i>Official Communal Public Works</i>. It resulted in 927 persons included in the ALMP measure.</p> <p>It is planned to set up 6 new Migration Integration Centres by 2017. The establishment of the centres as well as all the integration measures provided through the ALMP and additional ESF funding are aiming at a successful integration of migrants into the labour market and society in general.</p>
Contact person/ links for more information	<p>Vilma Mostahinić, <a href="mailto:vilma.mostahinic@hzz.hr">vilma.mostahinic@hzz.hr</a>;  Web page: <a href="http://www.hzz.hr/default.aspx?id=14361">http://www.hzz.hr/default.aspx?id=14361</a>  <a href="http://www.hzz.hr/default.aspx?id=11799">http://www.hzz.hr/default.aspx?id=11799</a></p>

<b>Title of the measure</b>	<b>Introducing a dual model of vocational education</b>
Start date	1 September 2016
Duration	
Organisations involved	Croatian Chamber of Economy, Croatian Chamber of Trades and Crafts, Croatian Employment Service and the Ministry of Science, Education and Sports
Objectives pursued	Reduction in unemployment (a major national goal is to achieve an employment rate of 62.9% by 2020) and the resolution of a non-compliance problem and a lack of skills, preserve jobs and prevent a further rise in unemployment, strengthen the flexibility and mobility in the labor market, linking education and the labor market
Budget	1 million euros first year, 2 million euros second year and 3 million euros every further year (from ESF)
EU financial support	Yes
Brief description of the measure (200 words maximum)	<p>In the reform of vocational education and in the Education Strategy, it is planned to shift part of the system to a dual system of vocational education, where the classes are held in the company and at school. This process is demanding because it is impossible to copy models from countries that have already implemented these models a long time ago (Austria, Germany, Switzerland).</p> <p>However, the introduction of dual vocational education is also promising because it is one of the most effective contributions to meet some of the major national objectives such as an employment rate (rate of people aged 20 – 64 years who are employed) of 62.9% and not more than 150,000 people at risk of poverty and social exclusion. The acquisition of practical skills through the introduction of dual education will support the harmonisation of vocational education and training with the actual needs of the labor market and contribute to employment.</p> <p>Some studies indicate long-term and uncertain youth transition from school to work. Dual education can also offer a solution here because the acquisition of work experience allows these young people to enter the labor market in a much easier way. In addition, it is expected that very vulnerable groups (e. g. people with health problems or disabilities, or the Roma ethnic minority) will benefit because due to the financial compensation for workplace learning, the dual system allows education without or with minimal parental support.</p> <p>Resources of the ESF will be used in order to return to education, aimed at young people aged 15 – 29 years, and especially for the help and motivation of students, parents and employers, to engage in dual education.</p>
Results (actual and expected)	Reduction in unemployment (5% every year to a national goal of 62.9% by 2020), the resolution of non-compliance and lack-of-skills problems, preserve jobs and prevent a further rise in unemployment, strengthen the flexibility and mobility in the labor market, linking education and the labor market
Contact person/ links for more information	Stankica Vrban, Croatian Chamber of Economy <a href="mailto:svrban@hgk.hr">svrban@hgk.hr</a>



**CYPRUS**

<b>Title of the measure</b>	<b>Scheme for the Employment and Training of Tertiary Education Graduates</b>
Start date	2015 A similar Scheme operated during the period 1983 – 2014.
Duration	2015 – 21
Organisations involved	HRDA (Human Resource Development Authority)
Objectives pursued	The goals of the scheme are to: <ul style="list-style-type: none"> <li>– combat unemployment among tertiary-education graduates, helping them to find productive and suitable employment through acquiring work experience and specialised knowledge.</li> <li>– maximise the utilisation of valuable human resources and make better use of acquired skills.</li> <li>– support businesses to improve their competitive position by employing qualified people.</li> </ul>
Budget	The 2015 target is for 660 unemployed graduates to benefit from the scheme, with a budget of 3,990,000 euros. The 2016 target is for 720 unemployed graduates to benefit from the scheme, with a budget of 4,000,000 euros.
EU financial support	No
Brief description of the measure (200 words maximum)	The Scheme aims at providing opportunities to tertiary education graduates less than 30 years old, to secure a suitable job and acquire work experience and specialised knowledge and skills, while at the same time strengthening enterprises and organisations through the employment and training of qualified persons.  The length of the training period under this measure is 6 months. Training programmes consist of workplace training (implemented by the enterprise employing the graduate) and training with the participation of the individual in programmes/seminars implemented either by the employer or by other organisation/training institutions in Cyprus or abroad, for specialisation and advancement of his/her knowledge.
Results (actual and expected)	In order to evaluate the impact of its activities, the HRDA has in place a comprehensive system which was designed by independent external consultants. In 2014, the HRDA carried out an evaluation study regarding the impact of the Special Prevention Scheme – Action Plan on the Human Resources of Cyprus during the period 2009 – 13. The evaluation found positive outcomes in terms of access to employment and enhanced employability of participants. After completing their participation in the scheme, 83.9% of participants were in employment, while 64.3% of those employed were working in the firm where they were initially employed.
Contact person/ links for more information	Gregoris Demetriou, Human Resource Officer 1 <sup>st</sup> grade Tel: +35722390224 <a href="mailto:g.demetriou@hrdauth.org.cy">g.demetriou@hrdauth.org.cy</a>

<b>Title of the measure</b>	<b>Scheme for Job Placement of Unemployed Young Tertiary Education Graduates for the Acquisition of Work Experience in Enterprises/Organisations</b>
Start date	2013
Duration	2013 – 20
Organisations involved	HRDA and the Ministry of Labour, Welfare and Social Insurance (Public Employment Service)
Objectives pursued	To provide the unemployed young tertiary education graduates with the opportunity to acquire work experience in order to improve their employability, while at the same time providing the opportunity to enterprises/organisations to utilise qualified human resources.
Budget	Programming period 2007 – 13: 13.2 million euros for 3,800 placements Programming period 2014 – 20: 10.4 million euros for 2,600 placements
EU financial support	Yes, European Social Fund
Brief description of the measure (200 words maximum)	The Scheme offers job placements in enterprises/organisations to young unemployed tertiary education graduates less than 35 years old with limited work experience.  Applications are submitted by graduates and enterprises/organisations during the time-period the call is open. The selection of participants is based on eligibility and priority criteria defined by HRDA. The matching of graduates to placement positions is effected through a software system. The placement is of a 6-month duration (26 weeks) and a training allowance is provided.
Results (actual and expected)	An evaluation study in 2015 covered the participants in the Scheme. The study was carried out by telephone interviews in a statistically representative sample of the participants in the Scheme, taking into consideration the category of the enterprise/organisation of the placement, that is, whether they were placed in the public or private sectors.  Results of the study for the Scheme show that it significantly improves the employability of young persons, given that half of the participants (49.8%) at the time of the field research, approximately 6 months after the completion of their participation, were found to be employed. The employment rate was higher (56.1%) for the people who were placed in enterprises/organisations in the Private sector. The study also showed that approximately 1 in 4 (23.9%) of the participants in the Scheme who were employed, continued to work in the enterprise/organisation of their placement.
Contact person/ links for more information	Eleftheria Christodoulou, Human Resource Officer 1 <sup>st</sup> grade Tel: +35722390215 <a href="mailto:e.christodoulou@hrdauth.org.cy">e.christodoulou@hrdauth.org.cy</a>

<b>Title of the measure</b>	<b>Job placement of unemployed young secondary graduates for the acquisition of work experience</b>
Start date	2015
Duration	2015 – 20
Organisations involved	HRDA and the Ministry of Labour, Welfare and Social Insurance (Public Employment Service)
Objectives pursued	The Scheme aimed at providing the young unemployed graduates of lower secondary, upper secondary and post-secondary education with the opportunity to acquire work experience in order to improve their employability, while at the same time providing the opportunity to enterprises/organisations to utilise suitable human resources.
Budget	The target is for 2,500 young unemployed to benefit from the scheme, with a budget of 8.5 million euros.
EU financial support	Yes, European Social Fund
Brief description of the measure (200 words maximum)	<p>The Scheme offers job placements in enterprises/organisations to young unemployed graduates of lower secondary, upper secondary and post-secondary education of up to 2 years less than 25 years old.</p> <p>Applications are submitted by young unemployed persons and enterprises/ organisations during the time-period the call is open. The selection of participants is based on eligibility and priority criteria defined by HRDA. The matching of the unemployed to placement positions is effected through a software system. The placement is of a 6-month duration (26 weeks) and a training allowance is provided.</p>
Results (actual and expected)	<p>An evaluation study in 2015 covered the participants in the Scheme. The study was carried out by telephone interviews in a statistically representative sample of the participants in the Scheme, taking into consideration the category of the enterprise/organisation of the placement, that is, whether they were placed in the Public or Private Sectors.</p> <p>Results of the study showed that approximately 1 in 3 (32.7%) of the participants in the Scheme were employed at the time of the field research, approximately 4 months after the completion of their participation. Again, the employment rate was higher (37.2%) for the people who were placed in enterprises/organisations in the Private sector. More than 2 in 5 (42.9%) of the participants in the Scheme who were employed continued to work in the enterprise/organisation of their placement.</p>
Contact person/ links for more information	Evi Tofidou, Human Resource Officer 1 <sup>st</sup> grade Tel: +35722390236 <a href="mailto:e.tofidou@hrdauth.org.cy">e.tofidou@hrdauth.org.cy</a>

## CZECH REPUBLIC

<b>Title of the measure</b>	<b>Tax reliefs for businesses participating on education in schools</b>
Start date	1/2014
Duration	Unlimited
Organisations involved	Ministry of Finance, Ministry of Education, Youth and Sports
Objectives pursued	Increase involvement of business in education
Budget	No budget
EU financial support	No
Brief description of the measure (200 words maximum)	A tax relief for businesses that participate in education in the form of providing equipment, employing students and/or providing internships for teachers
Results (actual and expected)	So far only a limited number of businesses participate while we expect a greater use of this measure. Apart from this, there are still some outstanding legal issues to be tackled to smooth the cooperation.
Contact person/ links for more information	<a href="http://www.mfcr.cz/en/contacts">http://www.mfcr.cz/en/contacts</a>

**ESTONIA**

<b>Title of the measure</b>	<b>Entrepreneurship awareness programme</b>
Start date	The old period measure was open until 2015, 1 <sup>st</sup> quarter. The new period measure continues from there and was opened in February 2015.
Duration	2015 – 2020
Organisations involved	Enterprise Estonia
Objectives pursued	The aim of the programme is to increase the awareness for entrepreneurship in society as a whole as well as in specific target groups. Moreover, its aim is to help operating companies to develop. Within this programme, a wide range of supporting services are offered to potential entrepreneurs as well as to entrepreneurs that are already operating; the support does not consist of direct financial grant, though, but of different other activities.
Budget	53 million euros
EU financial support	Yes
Brief description of the measure (200 words maximum)	<p>Activities include:</p> <ul style="list-style-type: none"> <li>– Entrepreneurship consultancy and information sharing in the 15 county development centres</li> <li>– Training in various key areas of business such as management, marketing, etc.</li> <li>– Events to raise awareness for entrepreneurship, such as Entrepreneurship Week and Day, in addition competition for projects raising awareness for entrepreneurship in society</li> <li>– Activities aimed at the cultivation of export capability of entrepreneurs, e. g. visits to trade shows, export advisers and liaison networks in foreign markets</li> <li>– Activities oriented to improve Estonia's reputation</li> </ul> <p>The target groups are:</p> <ul style="list-style-type: none"> <li>– People interested in entrepreneurship/potential entrepreneurs</li> <li>– Entrepreneurs (including corporate executives, employees and business owners)</li> <li>– Business-related organizations</li> <li>– Existing and potential investors</li> <li>– People and legal entities who contribute to the promotion and development of entrepreneurship</li> </ul> <p>This programme also involves funding projects that raise entrepreneurial awareness in society (mainly among youths) and giving direct support (max. 10,000 euros) for projects that highlight the importance of non-formal and informal learning.</p>
Results (actual and expected)	<ul style="list-style-type: none"> <li>– The survival rate of businesses having attended consulting is more than 75 % of the Estonian average.</li> <li>– Export growth in enterprises having used services in this programme is more than Estonian average.</li> <li>– The rating of the usefulness of activities to raise entrepreneurship awareness is 8 on scale 1 – 10.</li> </ul>
Contact person/ links for more information	Anette Järvpõld, Executive Officer of Innovation Division <a href="mailto:anette.jarvpold@mkm.ee">anette.jarvpold@mkm.ee</a>

<b>Title of the measure</b>	<b>Developing digital literacy</b>
Start date	1 January 2015
Duration	2015 – 2020
Organisations involved	Ministry of Economic Affairs and Communications for Estonia
Objectives pursued	<ul style="list-style-type: none"> <li>– Increased number of internet and computer users</li> <li>– More ICT skills in the working-age population which results in an increased amount of professionals (including ICT-specialists) in total employment</li> <li>– Sufficient ICT expertise among residents of Estonia to increase their quality of life and well-being</li> </ul>
Budget	8,500,000 million euros
EU financial support	Yes
Brief description of the measure (200 words maximum)	The grant scheme is aimed at developing the ICT-related skills and knowledge among working-age population. The widespread use of digital literacy and ICT skills can contribute to the creation of higher value-added jobs and ensure higher competitiveness on the labour market for people possessing those skills.
Results (actual and expected)	<ul style="list-style-type: none"> <li>– Higher share of ICT-professionals in total employment (4.5 % by 2023)</li> <li>– 7 performed training, restructuring (pilot)programmes by 2023</li> <li>– 11,500 participants in the trainings of ICT-skills by 2023</li> </ul>
Contact person/ links for more information	Ave Lauringson, <a href="mailto:ave.lauringson@mkkm.ee">ave.lauringson@mkkm.ee</a>

<b>Title of the measure</b>	<b>Programme for developing entrepreneurship studies</b>
Start date	1 January 2015
Duration	2015 – 2023
Organisations involved	Ministry of Education and Science, universities, vocational schools, Gymnasiums, elementary schools
Objectives pursued	To bring learning in vocational and higher education more in line with labor market needs and to support entrepreneurship
Budget	8,370,000 million euros
EU financial support	Yes
Brief description of the measure (200 words maximum)	<ul style="list-style-type: none"> <li>– Integrating entrepreneurship in education and training, improving the quality of education</li> <li>– Development and implementation of training methods for professionals carrying out entrepreneurship studies</li> <li>– Developing strategic skills and capacity of the strategic leaders in the field</li> <li>– Awareness and recognition activities</li> </ul>
Results (actual and expected)	<ul style="list-style-type: none"> <li>– Methodologies developed for teaching entrepreneurship are ready to use</li> <li>– Teachers trained in entrepreneurship modules utilise and possess adequate knowledge</li> <li>– Programme partners are competent and possess knowledge of modern business and entrepreneurial training modules to develop a system for the development of education</li> <li>– Information about the importance of entrepreneurship education and the modules available to use is widely distributed</li> </ul>
Contact person/ links for more information	Kristi Ploom, <a href="mailto:Kristi.ploom@htm.ee">Kristi.ploom@htm.ee</a> <a href="https://www.hm.ee/et/tooturu-ja-oppe-tihedama-seostamise-programmem">https://www.hm.ee/et/tooturu-ja-oppe-tihedama-seostamise-programmem</a>

**DENMARK**

<b>Title of the measure</b>	<b>Business Development through Leadership</b>
Start date	January 2012
Duration	January 2012 – May 2015
Organisations involved	The 5 regional Growth Houses, Danish Chamber of Commerce, the Danish Federation of Small and Medium-sized Enterprises, Danish Business Authority, University of Southern Denmark (and Federation of Danish Industries).
Objectives pursued	To improve leadership skills within local SME's in the Danish regions
Budget	13.3 million euros
EU financial support	Yes
Brief description of the measure (200 words maximum)	A programme for ambitious companies and leaders with the aim of mapping competencies of the leader, creating a dialogue on leadership skills etc.; background for the project was the fact that mismanagement can be one of the barriers for scaling up a company.
Results (actual and expected)	The programme has included 724 company leaders.
Contact person/ links for more information	<a href="http://www.vvl.dk">www.vvl.dk</a> Pernille Gravina Husby, Danish Business Authority <a href="mailto:pegrhu@erst.dk">pegrhu@erst.dk</a>

## FINLAND

<b>Title of the measure</b>	<b>Coordination Project “Kohtaamo”</b> – <b>One-Stop Guidance Centres</b> – <b>Web based Guidance</b>
Start date	August 2014
Duration	3 years (30 June 2017)
Organisations involved	Ministry of Employment and the Economy, Ministry of Education and Culture, Ministry of Social Affairs and Health, Centers for Economic Development, Transport and the Environment, schools and training Centres/ education, employment and economic services, municipalities, Outreach youth work, insurance and rehabilitation, third sector organizations
Objectives pursued	<ul style="list-style-type: none"> <li>– To create over 30 One-Stop Guidance Centres in Finland</li> <li>– To create common or integrated e-guidance or web-based guidance systems for customers and for different guidance actors</li> </ul>
Budget	
EU financial support	Yes
Brief description of the measure (200 words maximum)	<p><b>Overview</b></p> <p>One-Stop Guidance Centres and integrated e-guidance provide low-threshold support for young people in various transitions in their individual life path. The Centres' wide collaborative networks include third sector organisations, voluntary organisations and other bodies that work with young people as well as official bodies, educational institutions and workshops, social rehabilitation and health services. The Centres also function as a link to the business community through local companies and trade associations and promote connections between employers and young people. The young people themselves have an active role in the design and evaluation of the Centres and are actively involved in the daily activities.</p> <p><b>Rationale</b></p> <p>As an integrated model with face-to-face and online services, the Centres strengthen and simplify services for young people and eliminate the duplication of activities. Development of this service is co-ordinated by a national Meeting Site project (Kohtaamo). In addition, the Centres complement the national telephone help-line and education advisory service provided through the TE Customer Service Centre and the Finnish National Board of Education's Studyinfo.fi portal.</p> <p><b>Key Features</b></p> <p>The One-Stop Guidance Centres are based on the knowledge, advisory and guidance services of various organisations as well as on the complementary skills and cooperation between social and health care providers. The operating model requires strong partnerships between the various actors and will develop new operating practices and skills in multi-sector management.</p> <p>The fundamental idea of the operation of the Centre is that the professionals working at a Centre work as employees of their host organisations (e.g. municipality, career and education guidance, educational institution, the Kela benefits service, etc.), but are based at the common Centre premises. The professionals' input into a Centre's operation can vary from full-time to collaborative periodic on-duty sessions. The development of the competences of those working at the Centre is supported by the Ministry of Education and Culture. A long-term goal is to develop an integrated career guidance model with parallel face-to-face and multi-channelled online services.</p>
Results (actual and expected)	<p>Already 25 One Stop Guidance Centers have started to work. To build the e-guidance system is in the beginning. Later we expect that:</p> <ul style="list-style-type: none"> <li>– we will distribute and establish this (One-Stop Guidance) operation model. We will also ensure funding for it.</li> <li>– this operation model will be a permanent part of lifelong guidance.</li> <li>– we will match One-Stop Guidance Centres and e-guidance.</li> </ul>
Contact person/ links for more information	<p>Pasi Savonmäki, Project Manager <a href="mailto:pasi.savonmaki@ely-keskus.fi">pasi.savonmaki@ely-keskus.fi</a> Tel. +358 295024260</p> <p>Marko Kilpeläinen, Web Service Planner <a href="mailto:marko.kilpelainen@ely-keskus.fi">marko.kilpelainen@ely-keskus.fi</a> Tel. 358 295024224</p> <p>The temporary website provides information of the current progress mostly in Finnish at: <a href="http://www.peda.net/veraja/keskisuomenely/ohjaamot">http://www.peda.net/veraja/keskisuomenely/ohjaamot</a></p>

<b>Title of the measure</b>	<b>Entrepreneur workshops for the youth</b>
Start date	Autumn 2015
Duration	Until 31 December 2016
Organisations involved	Ministry of Employment and the Economy/Regional Centre for Economic Development/PES
Objectives pursued	The main idea is to support young people who are interested in entrepreneurship as a career option and to have new innovative entrepreneurs in Finland. Furthermore, the project aims at a more efficient recognition of the entrepreneurship potential among young people. The objective is to open about 30 workshops over the country. The initiative follows the Government Programme's objective to increase entrepreneurship in Finland.
Budget	1.3 million euros + start-up loans, if applicable
EU financial support	No (ESF support possible, so far not used)
Brief description of the measure (200 words maximum)	Currently about 10 workshops have been launched and the aim is to have the remaining 20 workshops opened during 2016. A pilot project was implemented at Uusimaa Region (Helsinki). The workshop model will be implemented as Labour Market Training and Uusimaa Region will take care of the tendering process for the whole country. The estimation is that about half of the applicants will be accepted (500–600 out of 1,200). The applicants will be interviewed and their business ideas and motivation will be carefully tested. The training will be partly net-based learning and a mentoring-model will be used. The length of the training course varies between 8–20 months according to personal needs.
Results (actual and expected)	500 new businesses expected, actual results not yet available
Contact person/ links for more information	Ms. Tiina Polo, Ministry of Employment and the Economy <a href="mailto:tiina.polo@tem.fi">tiina.polo@tem.fi</a>

<b>Title of the measure</b>	<b>F.E.C-training (Further Educated with Companies)</b>
Start date	1 June 2015
Duration	31 December 2016 (+ option for 2 more years)
Organisations involved	Ministry of Employment and the Economy/Regional Centre for Economic Development/PES and training organisations, in close co-operation with companies involved
Objectives pursued	Training programme (registered trademark) targeted to unemployed or persons under the threat of unemployment with higher level education. The main objective is to find sustainable employment for the target group. The programme has been implemented regionally for almost 8 years and is now being spread all over the country under the co-ordination of Uusimaa Regional Centre for Economic Development.
Budget	4.5 million euros – 6 million euros
EU financial support	No
Brief description of the measure (200 words maximum)	Training is implemented in a very close co-operation with companies. Training consists of about 1 month training and an about 5 months work-based learning session within a chosen company. The participant/company "pairs" will be matched before the start of the training in order to get the best possible combination and thus support the employability of the participants. Companies pay a participation fee of about 1,000 euros/month. The national training programme consists of 14 different training options, mainly in the field of business administration or ICT.
Results (actual and expected)	70% of participants employed after training
Contact person/ links for more information	Mr. Markku Virtanen, Ministry of Employment and the Economy <a href="mailto:markku.virtanen@tem.fi">markku.virtanen@tem.fi</a>



**FRANCE**

<b>Title of the measure</b>	<b>Priority training plan (Plan relatif aux formations prioritaires)</b>
Start date	2013
Duration	Five Years (2013 – 2017)
Organisations involved	The State, the Regions, Unemployment office (Pôle Emploi), social partners
Objectives pursued	Improve training and education for priority groups, in particular job-seekers
Budget	200 million euros for the first part in 2013
EU financial support	
Brief description of the measure (200 words maximum)	<p>2013: First priority training plan for 30,000 people.</p> <p>2014: Second plan for 100,000 people.</p> <p>2015: Third plan for 60,000 people, through the mobilisation of the personal education account and 40,000 people for the training of job-seekers.</p> <p>2016: Fourth plan for 150,000 job-seekers. In order to target priority education, the conclusions of the assignment guided by the general inspection of social affairs regarding the challenges of emergent and rare education (July 2015) as well as the recommendations formulated by the CNI in his notice from 16 October 2016 will be taken into account.</p>
Results (actual and expected)	For the 2013 and 2014 plans: 14% increase in training participation for job-seekers with an employment insertion rate of 57%.
Contact person/ links for more information	Délégation générale à l'emploi et à la formation professionnelle, Mission Politiques de Formation et de Qualification, Michel Ferreira-Maia

**GERMANY**

<b>Title of the measure</b>	<b>BQ Portal – The information portal for foreign professional qualifications</b>
Start date	April 2012
Duration	End of the pilot Project May 2014. Extension until the end of 2015. Planned to continue 2016 – 2018.
Organisations involved	Project-team: Cologne Institute for Economic Research (IW), IFOK, init
Objectives pursued	Raising the skills level and integrating people with foreign professional qualifications
Budget	800,000 euros in 2015
EU financial support	No
Brief description of the measure (200 words maximum)	<p>The BQ Portal – The information portal for foreign professional qualifications is a web-based platform for working and sharing expertise for authorities. Institutions that are in charge of assessing professional qualifications obtained abroad and of deciding whether these can be recognised as equivalent to German qualifications as well as companies interested in the subject can access the portal at <a href="http://www.bq-portal.de">www.bq-portal.de</a> to find detailed information on professions and vocational training systems abroad. This information is available for professions for which dual vocational training is available in Germany (not for professions for which a degree is required). As of today, the portal holds more than 1,600 “professional profiles” from more than 70 countries. These also include professional profiles from the countries of origin of many of the refugees coming to Germany.</p> <p>The BQ Portal was awarded the European Public Sector Award trophy 2015 as the most innovative and successful project in the public sector.</p>
Results (actual and expected)	More than 13,200 foreign professional qualifications were recognised in 2014, the Federal Statistic Office reports. This is a twelve % increase as compared to the previous year. Since the Recognition Act entered into force in April 2012, some 32,500 applications were granted full or limited recognition, which is good news in view of rising skills shortages.
Contact person/ links for more information	<a href="http://www.bq-portal.de">www.bq-portal.de</a>

<b>Title of the measure</b>	<b>Kompetenzzentrum Fachkräftesicherung (KOFA) (“one-stop-shop”)</b>
Start date	February 2011
Duration	Until end of 2016
Organisations involved	Bundesministerium für Wirtschaft und Energie, Institut der deutschen Wirtschaft Köln, Institut der deutschen Wirtschaft Köln Medien GmbH
Objectives pursued	Support of SMEs in securing skilled labour. SMEs can find practical guidance, best practice examples, data and statistics on all aspects of human resource management.
Budget	1 million euros
EU financial support	No
Brief description of the measure (200 words maximum)	The competence centre „Kompetenzzentrum Fachkräftesicherung“ (KOFA) supports SMEs in all aspects of human resource management. Its website is tailored to the specific needs of SMEs (especially HR-managers and managers responsible for HR-development and training). KOFA offers analyses on skills mismatches in the labour market with a focus on offer and demand in particular qualifications and professions, practical guidance, best practice examples, charts as well as interactive learning tools free of charge. KOFA also provides information on lifelong learning and integration of refugees. In addition, KOFA can contribute to or organise lectures and panel discussions.
Results (actual and expected)	Provision of practical guidance and interactive learning tools (page impressions and qualitative feedback), teaching sessions for SME consultants on refugee issues etc.
Contact person/ links for more information	Dr. Olga Schenk (BMWi) <a href="http://www.kofa.de">www.kofa.de</a>

<b>Title of the measure</b>	<b>Alliance for Initial and Further Training 2015 – 2018</b>
Start date	12 December 2014
Duration	2015 – 2018
Organisations involved	Federal Government, Federal Employment Agency, business, trade unions and Laender representatives
Objectives pursued	<ul style="list-style-type: none"> <li>– To clearly enhance the significance and attractiveness of vocational training in Germany</li> <li>– To further reduce the number of young people without a school-leaving certificate</li> <li>– To provide each person interested in training with a „path“ – in the context of the training guarantee addressed in the Coalition agreement – which can lead him or her as quickly as possible to a vocational qualification</li> <li>– To achieve a lasting reduction in the mismatch between applicants and companies, both in regional and occupational terms</li> <li>– On the basis of better data, to increase the number of training places on offer and the number of companies willing to provide training</li> <li>– To further reduce the number of young people in the transitional sphere, and to orient the transitional sphere towards state-recognised vocational training courses as much as possible</li> <li>– To keep developing the quality of training,</li> <li>– To strengthen further training, in particular training to upgrade qualifications</li> </ul>
Budget	
EU financial support	No
Brief description of the measure (200 words maximum)	For more information: <a href="http://www.bmwi.de/English/Redaktion/Pdf/alliance-for-initial-and-further-training-2015-2018,property=pdf,bereich=bmwi2012,sprache=en,rwb=true.pdf">http://www.bmwi.de/English/Redaktion/Pdf/alliance-for-initial-and-further-training-2015-2018,property=pdf,bereich=bmwi2012,sprache=en,rwb=true.pdf</a>
Results (actual and expected)	<i>work in progress</i>
Contact person/ links for more information	<a href="mailto:Buero-VIIB5@bmwi.bund.de">Buero-VIIB5@bmwi.bund.de</a>

**GREECE**

<b>Title of the measure</b>	<b>Training voucher for the access to the labour market for NEETs aged 18 – 24</b>
Start date	September 2014
Duration	June 2016
Organisations involved	Ministry of Labour, Greek Manpower Organisation (OAED)
Objectives pursued	The programme is aiming at providing 12,000 young unemployed people up to the age of 24 with a pathway to the labour market. The beneficiaries can benefit from vocational training, on-the-job training and subsidisation of social security contributions in case the employer wants to hire them after the end of the training phase.
Budget	43.2 million euros
EU financial support	Yes
Brief description of the measure (200 words maximum)	The action consists of two components: initial theoretical training and on-the-job training; constitutes an integral part of the national Youth Guarantee Implementation Plan and it is Youth Employment Initiative financed
Results (actual and expected)	The main aim is to facilitate the transition to the labour market and bring enterprises closer together with NEETs. The success of the programme stems from its format that combines a blend of theoretical and on-the-job training
Contact person/ links for more information	Ministry of Labour Social Security and Social Solidarity Directorate of Employment Head of Directorate Mrs Athina Diakoumakou Tel +302131516123 <a href="mailto:adiakoumakou@ypakp.gr">adiakoumakou@ypakp.gr</a>

<b>Title of the measure</b>	<b>Apprenticeship programmes for NEETs aged 15 – 24 in vocational schools (EPAS)</b>
Start date	October 2014
Duration	
Organisations involved	Ministry of Labour, Social Security and Social Solidarity – Greek Manpower Organisation (OAED)
Objectives pursued	Improve the employability of young people through the enhancement of their skills.  Improve their connectedness to the labour market by offering actual on-the-job training both in the private and the public sector
Budget	16,000,000 euros
EU financial support	Yes
Brief description of the measure (200 words maximum)	The programme is aiming at providing 4,000 young unemployed people up to the age of 24 with a pathway to the labour market. The aim is to help apprentices obtain both specialised knowledge and work experience in actual working conditions (on-the-job training) in order to facilitate their transition to the labour market within the scope of the dual system.
Results (actual and expected)	The reduction of unemployment in the young NEETs group, the upgrade of technical qualifications on demand on the labour market and the smooth transition into the labour market.
Contact person/ links for more information	

**HUNGARY**

<b>Title of the measure</b>	<b>Chamber guarantee</b>
Start date	2014
Duration	
Organisations involved	Ministry for National Economy, VET schools, regional chambers
Objectives pursued	Increase the rate of vocational school students from the present 50% to 70% by 2018
Budget	
EU financial support	No
Brief description of the measure (200 words maximum)	The chamber guarantees that it makes every possible effort to help potential students to find a proper apprenticeship company site. If the chamber is able to find such a site, it is obliged to organise the practical part of the training at this company with an apprenticeship contract. If the chamber cannot find such a site, it issues a certificate on this for the vocational school. After this certificate is issued, the vocational school organises the practical training.
Results (actual and expected)	The VET schools can no longer retain their students eligible for apprenticeship contracts in their school workshops. All the potential students can become apprentices.  While before the student status of the youngster was dominant, the employment status prevails after introduction of the chamber guarantee.
Contact person/ links for more information	Dr. János Szilágyi, Director of the Department of Education and Training

<b>Title of the measure</b>	<b>Supporting entrepreneurship for young people</b>
Start date	Adopted and/or implemented during 2014 and the first trimester of 2015
Duration	32 months
Organisations involved	One consortium per region consists of professional bodies, foundations, private companies
Objectives pursued	Around 3,200 young people have been envisaged to be trained through the first phase and 1,500 plan to launch their own business.
Budget	The programme is ESF co-financed, the dedicated resources for the first phase is 2 billion HUF, for the second phase 4.94 billion HUF.
EU financial support	Yes
Brief description of the measure (200 words maximum)	The programme consists of two phases: In the first phase ("Component A"), young people between 18–35 years of age who intend to set up a micro business receive entrepreneurial training, mentoring and support for the preparation of their business plans from business development organisations selected through an application process in every region. In the second phase ("Component B"), those young people who have been enrolled in the first phase, conclude their studies successfully and prepare a business plan to be accepted by the business development organisation, can apply for a grant (max. 3 million HUF for a single entrepreneur, max. 6 million HUF for entrepreneurial partnerships) to cover the initial costs of the enterprise. Apart from this, the participants receive 6 months mentoring and counselling service.
Results (actual and expected)	The programme continues in the framework of the Economic Development and Innovational Operative Programme in 2016.
Contact person/ links for more information	<a href="http://www.vallalkozz2016.hu">www.vallalkozz2016.hu</a>

<b>Title of the measure</b>	<b>„Dobbantó”: Women Entrepreneur Competence Development Programme</b>
Start date	Adopted and/or implemented during 2014 and the first trimester of 2015
Duration	1 year
Organisations involved	The programme is carried out by SEED Foundation for Small Enterprise Economic Development (SEED) and has been financed by ESF, participants and firms' contributions.
Objectives pursued	The programme aims at increasing entrepreneurial potential and a focused development of key competencies (e.g. business planning, presentation, IT and networking skills) through the combination and synergy of training, advising and mentoring.
Budget	
EU financial support	No
Brief description of the measure (200 words maximum)	It is an accredited intensive training programme (90 hours in 12 days) for groups of 20 participants. It includes the main elements of business start-up and how to run a business and there are also modules on self-consciousness and communication skills. At the end, participants have to present their own business plan. The programme also builds on peer support within the participant groups. The programme contains a closed online knowledge-sharing facility (using the Confluence Enterprise Wiki Portal environment), personal mentoring and a club system to create opportunities for networking. Participants of the programme are women who plan to or currently run a business. The Women Entrepreneur Competence Development Programme was elected as the „Best Practice in 2014“ by the EIGE (European Institute for Gender Equality) and by the ETF (European Training Foundation) too.
Results (actual and expected)	20 women/women entrepreneurs
Contact person/ links for more information	<a href="http://www.dobbanto.seed.hu">www.dobbanto.seed.hu</a>

## IRELAND

<b>Title of the measure</b>	<b>Springboard Programme</b>
Start date	2011
Duration	Ongoing
Organisations involved	The Higher Education Authority manages Springboard on behalf of the Department of Education
Objectives pursued	Re-skill, up-skill and cross-skill the long term unemployed to enable their re-entry to the workforce, based on industry skills demand
Budget	
EU financial support	No
Brief description of the measure (200 words maximum)	<p>This was established to retrain the unemployed with in-demand skills. Courses focus on IT, communication, international languages and international financial services.</p> <p>The Springboard Programme assists those unemployed to gain employment by retraining and acquiring skills which are in demand in industry.</p> <p>Courses focus on IT, communication, international languages and international financial services, the Green Economy and Bio-Pharma.</p>
Results (actual and expected)	By August 2015, over 21,000 people had participated on 812 courses across 42 colleges under the Springboard programme. In 2014, 40% of graduates were reported to be in employment or self-employment within just six weeks of finishing their course. 60% of graduates reported being employed or self-employed two years after completing their course. In a survey of Springboard+ 2013 – 14 graduates, 98% of respondents said that they would recommend Springboard+ to others
Contact person/ links for more information	<a href="https://www.springboardcourses.ie/">https://www.springboardcourses.ie/</a>

<b>Title of the measure</b>	<b>The Apprenticeship Council of Ireland</b>
Start date	18 November 2014
Duration	Ongoing
Organisations involved	Further Education and Training Authority, Higher Education Authority
Objectives pursued	To address the low level of apprentices in Ireland, while ensuring high standards
Budget	
EU financial support	Yes; Ireland's European Structural and Investment Funds Programmes 2014 – 2020
Brief description of the measure (200 words maximum)	The Apprenticeship Council is tasked with the expansion of Apprenticeship into new sectors of the economy and mapping out the sectors where new apprenticeships can make a real difference to both employers and employees. The Council is enterprise led and has representatives from business, trade unions, further education bodies and the Department of Education and Skills.
Results (actual and expected)	25 New Apprenticeship Programmes developed
Contact person/ links for more information	<a href="http://www.apprenticeshipcouncil.ie/">http://www.apprenticeshipcouncil.ie/</a>

## LUXEMBOURG

<b>Title of the measure</b>	<b>Train the tutors</b>
Start date	May 2010
Duration	n. a.
Organisations involved	Chamber of Commerce Luxembourg
Objectives pursued	Improve the quality of initial vocational education and training
Budget	130,000 euros
EU financial support	Yes
Brief description of the measure (200 words maximum)	<p>Due to the modified law of 19 December 2008 concerning the reform of vocational education and training, the Employers' Chambers have the legal obligation to offer training to each tutor. This is why, since May 2010, the Chamber of Commerce of the Grand Duchy of Luxembourg offers the training "Train the tutors".</p> <p>Every company training apprentices must nominate a tutor for its apprentice(s). Each tutor can train a maximum of three apprentices. The tutor must register for the training a least six months after the signature of the apprenticeship contract. The participation in the training is a legal obligation for every company willing to train an apprentice.</p> <p>The "Train the tutors" training accomplishes several objectives and thus contributes to higher quality assurance:</p> <ul style="list-style-type: none"> <li>- Train the tutor to assure a better follow-up of the apprentice during the apprenticeship.</li> <li>- Supply the tutor with the necessary pedagogical and legislative knowledge.</li> <li>- Familiarise the tutor with the reform of vocational education and training (modular system, competence based evaluation).</li> <li>- Seek a rapprochement between the economic world and the school environment.</li> </ul>
Results (actual and expected)	Actual (2010 – 2016): more than 3,600 registered tutors
Contact person/ links for more information	<a href="mailto:line.jacoby@cc.lu">line.jacoby@cc.lu</a> <a href="http://www.former.lu">www.former.lu</a>

<b>Title of the measure</b>	<b>BUILD UP SKILLS - LUXBUILD 2020</b>
Start date	July 2014
Duration	3 years
Organisations involved	myenergy, Chambre des Métiers, Fédération des Artisans et le IFSB
Objectives pursued	<p>BUILD UP SKILLS is a strategic European initiative to stimulate the training of craftspeople and other on-site workers in the building sector on the topics of energy efficiency and renewable energy. It is part of the European Commission's Energy Efficiency Plan and is funded by the Intelligent Energy Europe (IEE), a European Union funding programme to promote energy efficiency and renewable energy in Europe.</p> <p>The project LUXBUILD 2020 is a Luxembourgian national initiative pursuing the following objectives:</p> <ul style="list-style-type: none"> <li>- Long term objective: development of a centre of excellence and a new qualification framework</li> <li>- Short term objective: upgrading and updating existing training schemes for energy efficiency and renewable energies</li> <li>- General objective: change management by information and training concerning the challenges defined for 2017/2020</li> </ul>
Budget	500,000 euros
EU financial support	Yes
Brief description of the measure (200 words maximum)	<p>LUXBUILD 2020's roadmap proposes the following measures:</p> <ul style="list-style-type: none"> <li>- <b>Upgrading the existing skills and qualification framework</b> for trades in masons and brick layers</li> <li>- <b>Upgrading of training schemes, development of new training schemes</b> as well as <b>training for trainers</b>. Training measures include for instance setting up training for new roles in the building sector (inhouse trainers and external coaches) for craftspeople (practice-oriented, short duration, winter courses), but also encouraging cross-trade training.</li> <li>- <b>Creation of new technical infrastructures</b> for training</li> </ul>
Results (actual and expected)	<p>Achieved results:</p> <ul style="list-style-type: none"> <li>- <b>Development and implementation of 2 centres of excellence</b></li> <li>- <b>Conception of an information campaign</b> 2017/2020 and providing of 6 information sessions</li> <li>- <b>Conception of a modular training system</b> for passive-house craftsmen (onsite training – in house coaching – external expert coaching)</li> <li>- <b>Development of new training material</b> to target more effectively blue collar workers. This is a tool box which contains material for air tightness, information about new materials, insulation material etc. The green box will mainly serve the in-house coaches as didactic material for training blue collars in their companies.</li> </ul>
Contact person/ links for more information	<p>Project coordinator: Christiane Conrady, myenergy G.I.E. Project website: <a href="http://www.myenergy.lu">www.myenergy.lu</a></p>

**MALTA**

<b>Title of the measure</b>	<b>Training Aid Framework (TAF) 2</b>
Start date	November 2014
Duration	End 2015
Organisations involved	Employment & Training Corporation
Objectives pursued	The objective of the ESF under the European Union's Cohesion Policy 2007 – 2013 is to contribute to the European Union's economic and social policy by improving employment and job opportunities, encouraging a higher level of employment and the quality of jobs. TAF2 was in line with this objective.
Budget	1.3 million euros (actual expenditure)
EU financial support	Yes – European Social Funds
Brief description of the measure (200 words maximum)	<p>Training Aid Framework 2 (TAF2) was structured on the Commission Regulation (EU) No 651/2014 of 17 June 2014.</p> <p>TAF2 aimed at promoting access to the training of persons actively participating in the Maltese labour market, with a view to increasing productivity and enhancing adaptability. It continued to increase and/or improve the knowledge and skills of employed persons through funds granted by this scheme. The applicable aid intensity depended on the size of the undertaking. The size is determined according to the SME definition as stipulated by the applicable Commission Regulation.</p> <p>TAF2 also promoted accredited training by offering a subsidy on the entire duration of the training programme. Non-accredited training was subject to a capping of refundable training costs.</p>
Results (actual and expected)	<p>The Training Aid Scheme (TAF 2) contributed to:</p> <ul style="list-style-type: none"> <li>– train a number of people employed in the private sector;</li> <li>– make undertakings more competitive, flexible and innovative;</li> <li>– sustain competition of the local industry;</li> <li>– upgrade the local workforce's knowledge, qualification and competencies;</li> <li>– raise awareness of the benefits of life-long learning;</li> <li>– increase the professionalism of the local training providers' services;</li> <li>– increase the competitiveness of small and medium undertakings over larger organisations;</li> <li>– increase the employability of individuals; and</li> <li>– instill a learning culture in the private sector, especially within small organisations.</li> </ul> <p>Almost 9,000 trainees were trained through TAF2 over a six months period.</p>
Contact person/ links for more information	<p>Marthanne Castillo – Project Leader; <a href="mailto:marthanne.castillo@gov.mt">marthanne.castillo@gov.mt</a>  Tel: +356 2220 1305  <a href="http://etc.gov.mt/etc-portal/Page/55/taf-employers.aspx">http://etc.gov.mt/etc-portal/Page/55/taf-employers.aspx</a></p>



<b>Title of the measure</b>	<b>Support classes for form 5 students</b>
Start date	November 2015
Duration	November 2015 – May 2016
Organisations involved	San Gorg Preca College, St Thomas More College, Directorate for Lifelong Learning and Early School Leavers
Objectives pursued	To give extra support to students in their last year of secondary school to enable them to get good results in the end-of-year exams in February and in the Secondary Education Certificate examination in May, in Maths, English and Physics.
Budget	13,000 euros
EU financial support	No
Brief description of the measure (200 words maximum)	Aim of the measure is to enable students who might need extra help to sit for the end-of-year and SEC examinations in the core subjects (Maltese, English and Mathematics). Both examinations are crucial for the students' future educational pathways. Students get two hours of after school extra support in one or more subjects of the three mentioned above. Support is given in small groups to ensure better personal support. Students who manage to get a good result in these three subjects in the SEC examination will be able to proceed to Higher Secondary or to MQF level 3 or level 4 courses at MCAST or ITS. This is a pilot project. The project is being continuously assessed so that a possible extension of the service to other state colleges will be contemplated.
Results (actual and expected)	111 students have applied to participate in this pilot project. It is expected that more than 50% of students remain in the classes till the end, obtain 60% or more in their end-of-year February examinations in the subjects taken and obtain a grade between 1 and 7 in the SEC examinations in the subjects taken.
Contact person/ links for more information	Mario Cardona, Director, Directorate for Lifelong Learning and Early School Leavers, Ministry for Education and Employment Ministry for Education and Employment, Directorate for Lifelong Learning and Early School Leavers Great Siege Road Floriana VLT 2000 Malta Tel: +356 2598 2443 <a href="mailto:mario.cardona@gov.mt">mario.cardona@gov.mt</a>

<b>Title of the measure</b>	<b>Entrepreneurship through Education Scheme (EnE)</b>
Start date	Yearly since 2011
Duration	1 year
Organisations involved	Ministry for the Economy, Investment and Small Business, Ministry for the Economy and Employment, all primary and secondary education institutions (including State, Church and independent schools) in Malta
Objectives pursued	<ul style="list-style-type: none"> <li>- Support the development of motivation, competence and experience, amongst other skills, within students, making it possible for them to implement, manage and participate in value-added processes</li> <li>- Collaborate and perform joint initiatives with local and foreign schools, businesses, business representatives and other entities in the community such as local councils</li> <li>- Generate initiatives and opportunities which can be translated into value for others</li> </ul>
Budget	50,000 euros (maximum of 5,000 euros per project)
EU financial support	No
Brief description of the measure (200 words maximum)	<p>“Entrepreneurship is when actions take place on the basis of opportunities and good ideas, and these are translated into value for others. The value thus created can be of an economic, social and cultural nature”.</p> <p>Entrepreneurship is a major driver of innovation, competitiveness and growth. The promotion of entrepreneurial attitudes and skills in our society through education at all levels has been on the political agenda and has been recognised as one of the new basic skills that should be provided through lifelong learning. Hence, a competitive call for proposals via the EnE Scheme is launched annually, committing funds to all primary and secondary schools in Malta enabling them to implement projects that contribute to the achievement of the above mentioned objectives. Each project must reflect at least one of each of the following dimensions:</p> <ul style="list-style-type: none"> <li>- Action – students perform activities involving planning, setting of goals, collaboration and networking;</li> <li>- Creativity – to cultivate within students the ability to generate ideas, identify opportunities and problems in the world around them;</li> <li>- Outward Orientation – enable students to interact with the world outside the classroom and be empathetic towards the social and cultural contexts around them;</li> <li>- Personal Attitude – encourage students to have faith in their own capabilities, being prepared to make decisions and solve uncertain and new tasks.</li> </ul>
Results (actual and expected)	Students gain the opportunities and tools to shape their own lives; they develop into educated and committed responsible citizens, have the knowledge and innovation to establish businesses and jobs and/or increase creativity and innovation in existing organisations, create cultural, social and economical sustainable growth and development.
Contact person/ links for more information	<p>Yanika Chetcuti, Manager (Enterprise Policy)  Policy Development and Programme Implementation Directorate  Ministry for the Economy, Investment and Small Business  Tel: +356 22209863  <a href="mailto:yanika.chetcuti@gov.mt">yanika.chetcuti@gov.mt</a></p>

## NETHERLANDS

<b>Title of the measure</b>	<b>Nationaal Techniekpact 2020</b>
Start date	13 May 2013
Duration	2013 – 2020
Organisations involved	Three ministries: Education, Economy and Employment, social partners and education. 60 organisations have signed the Techniekpact.
Objectives pursued	To reach a balanced technical labour market in 2020 – i.g. demand and supply of technical labour are in balance.
Budget	The Nationaal Techniekpact 2020 has no budget of its own. The measures are mostly part of the regular policy measures of the three ministries and are financed out of the ministerial budgets. 1 million euros a year are available for a support structure
EU financial support	No
Brief description of the measure (200 words maximum)	There are 22 action points in this pact. These are carried out along three action lines: <ul style="list-style-type: none"> <li>– <b>Going for technology:</b> more school pupils choosing to study in the field of technology (up to 4 out of 10 in 2020)</li> <li>– <b>Learning in technology:</b> more school pupils and students with a technical qualification progressing to a job in technology (increasing from 50 % to 60 % in 2020)</li> <li>– <b>Working in technology:</b> retaining technology workers in the technology sector (25 % increase) and finding alternative jobs in technology for people with a technology background whose jobs are under threat or who have been marginalised (25 % increase)</li> </ul>
Results (actual and expected)	Most of the measures have a long term implementation period. In 2020, results must be visible. For now: enrollment in higher technical education is rising. In secondary technical education, there is still work to do.
Contact person/ links for more information	Toon Janssen, <a href="mailto:atjanssen@minszw.nl">atjanssen@minszw.nl</a> Merit Clocquet, <a href="mailto:m.a.clocquet@minez.nl">m.a.clocquet@minez.nl</a> <a href="http://www.techniekpact.nl">www.techniekpact.nl</a>

<b>Title of the measure</b>	<b>Codepact</b>
Start date	21 May 2015
Duration	May 2015 – July 2016 (under the flag of StartupDelta – a temporary network organisation lead by the previous Vice President of the European Commission, Ms Neelie Kroes, with representatives from the Ministries of both Economic Affairs and Education, the Chamber of Commerce and the municipalities of Amsterdam and Eindhoven, that has been asked by the Cabinet to promote the startup ecosystem in the Netherlands)
Organisations involved	StartupDelta and several Codepact partner organisations (mostly companies)
Objectives pursued	To reach as many young children as possible with coding activities (at school but also outside school)
Budget	The Codepact has no budget of his own. The actions are paid for by the participating companies.
EU financial support	No
Brief description of the measure (200 words maximum)	With Codepact, several companies (like Accenture, Google, Oracle etc.) took the initiative to help educating children in coding and digital skills by offering free guest lectures, by free training of teachers and developing and offering education programmes and materials. Teaching coding skills to children is necessary to make sure that they will have these necessary skills in the future, both with respect to their private lives as well as to their future job opportunities.
Results (actual and expected)	No concrete figures; the focus is on reaching as many of 400,000 children at primary and secondary schools as possible
Contact person/ links for more information	Robin van Ijperen, <a href="mailto:r.vanijperen@minocw.nl">r.vanijperen@minocw.nl</a> <a href="http://www.codepact.org">www.codepact.org</a>

<b>Title of the measure</b>	<b>Human Capital Agenda ICT (HCA ICT)</b>
Start date	2014
Duration	2017
Organisations involved	Ministry of Economic Affairs and stakeholders from business, education, government and industry organisations
Objectives pursued	The Human Capital Agenda ICT is an action plan to satisfy the need for a growing demand for ICT-professionals.
Budget	The Human Capital Agenda ICT has a small budget for project management. The actions are financed by the stakeholders themselves.
EU financial support	No
Brief description of the measure (200 words maximum)	<p>The action plan aims at enhancing the connection between supply and demand concerning ICT qualifications and at improving lifelong learning. The targets are worked out in the following action points:</p> <ul style="list-style-type: none"> <li>- Stimulating awareness and interest amongst students</li> <li>- Labour market research for a better understanding of the market needs and demands</li> <li>- More (regional) centres with a special attention given to ICT</li> <li>- Scholarships for excellent students (IT Talent Grants)</li> <li>- Reducing the shortage of ICT teachers</li> <li>- More and better internships and places for graduation projects for ICT college students</li> <li>- Investing in education with continuing learning</li> <li>- More attention to personal career development of ICT professionals</li> </ul>
Results (actual and expected)	There are numerous targets for 2016 and 2017 specifically related to the action points above. Work will be in cooperation with Smart Industry, Top Sectors and Technology Pact. Some activities of the Sectorplan ICT will be involved in the HCA ICT as well.
Contact person/ links for more information	Barbera Bourne, <a href="mailto:B.J.Bourne@minez.nl">B.J.Bourne@minez.nl</a> <a href="https://www.dutchdigitaldelta.nl/en/ict-professionals">https://www.dutchdigitaldelta.nl/en/ict-professionals</a>

**POLAND**

<b>Title of the measure</b>	<b>National Training Fund (NTF)</b>
Start date	2014
Duration	ongoing
Organisations involved	Ministry of Family, Labour and Social Policy; Regional and Local Labour Offices; employers
Objectives pursued	Preventing loss of employment due to competencies being inadequate to the requirements of a changing economy and support of lifelong learning activities.
Budget	2 % of the Labour Fund 2014: 40 million PLN 2015: 179 million PLN 2016: 191,4 million PLN
EU financial support	No
Brief description of the measure (200 words maximum)	<p>At the request of an employer, a starost can grant funds from NTF to finance lifelong learning (continuous education) of the employers and their employees.</p> <p>NTF can finance (for use by employers through Local Labour Office):</p> <ul style="list-style-type: none"> <li>- lifelong learning of the employers and their employees, which consists of: identifying the needs of employers in the area of lifelong learning, trainings and post graduate studies, exams that provide documents proving skills, qualifications and licenses, medical and psychological examinations required to undertake training and employment after completion of the training, insurance against accidents.</li> </ul> <p>NTF can also finance (for use by Local and Regional Labour Offices and Minister of Family, Labour and Social Policy):</p> <ul style="list-style-type: none"> <li>- identifying the demand for occupations on the labour market,</li> <li>- evaluation of effectiveness of the aid granted,</li> <li>- NTF promotion,</li> <li>- consulting and guidance for the employers using NTF.</li> </ul> <p>The employer can be granted 80 % of the costs of lifelong learning (in a case of a micro-enterprise: 100%), but not more than 300 % of an average remuneration in a given year for a given participant.</p>
Results (actual and expected)	1,433 companies (36 % of them SMEs) were supported in their lifelong learning activities in which participated 10,417 persons in 2014. The data for 2015 will be available soon.
Contact person/ links for more information	<a href="https://www.mpips.gov.pl/praca/fundusz-pracy/rok-2016/">https://www.mpips.gov.pl/praca/fundusz-pracy/rok-2016/</a>

<b>Title of the measure</b>	<b>Biznes dla Edukacji</b>
Start date	1 May 2012
Duration	Until 31 July 2014 (27 months)
Organisations involved	Polish Agency for Enterprise Development; Polish Association of Human Resources Management
Objectives pursued	<ul style="list-style-type: none"> <li>- Encouraging enterprises to cooperate with schools in order to attract ,tailored' workers,</li> <li>- Developing and disseminating a cooperation model between entrepreneurs and schools</li> </ul>
Budget	Over 6 million PLN
EU financial support	No
Brief description of the measure (200 words maximum)	The project encouraged entrepreneurs and managers to cooperate with schools by presenting cooperation as a method to alleviate the problem of lack of workers with competencies which the employers are seeking. 10 educational programmes developed a universal cooperation model that was disseminated among entrepreneurs both during the project implementation and after its completion. The project focused on the expectations of entrepreneurs and specific sectors. For this reason, activities in which entrepreneurs were involved in schools and universities concentrate on the competencies required in specific sectors and the need for pupils and students to take these requirements into account when selecting their educational paths.
Results (actual and expected)	<ul style="list-style-type: none"> <li>- Promotional campaign addressed to entrepreneurs</li> <li>- Educational programmes (implemented with 44 enterprises in cooperation with 22 universities/schools)</li> <li>- Media-related events</li> <li>- Report promoting idea of cooperation and best practices</li> <li>- 3 regional seminars</li> <li>- Employer of tomorrow contest – I edition</li> </ul>
Contact person/ links for more information	Anna Balcerzak-Raczyńska, <a href="mailto:Anna_balcerzak@parp.gov.pl">Anna_balcerzak@parp.gov.pl</a>

<b>Title of the measure</b>	<b>Improving employment and counselling services for young job seekers – realization of YEI and ESF project in Poland</b>
Start date	August 2014 – 4 systemic projects implemented by Voluntary Labour Corps started in August 2014; other competitions for projects under YEI started after 1 January 2015
Duration	Typically, projects are annual or 1.5 years maximum. The duration of projects selected in a competition mode usually does not exceed 2 years.
Organisations involved	Voluntary Labor Corps, poviats and voivodship labour offices, social partners, non-governmental organisations, non-public and public employment agencies
Objectives pursued	Enhancing the employability of young people aged up to 29 years who are not in employment, including those who are not in education and training either (so-called NEET)
Budget	2,035,181,126 EUR – EU contribution 1,757,133,267 EUR
EU financial support	Yes
Brief description of the measure (200 words maximum)	<p>Actions aimed at providing support to young people on the labour market are included in the national ESF programme – Knowledge Education Development. The implemented projects take into account the European Youth Employment Initiative. Pursuant to the Youth Guarantee Implementation Plan, support under the OP KED is addressed to young persons (unemployed, inactive and job-seekers) who are particularly disadvantaged on the labour market and require comprehensive and individualised support.</p> <p>Support covers labour market services and instruments. Support provided in these projects must always be preceded by the identification of the needs of the participant, by developing an Individual Action Plan. In addition to diagnosis, each project must either implement comprehensive and individual job agency services in terms of selection of a profession corresponding to qualifications and competencies or career counselling in terms of planning the career development, including upgrading or supplementing professional competencies and qualifications depending on the diagnosed needs. This will ensure a high quality of support and is expected to contribute to increasing the employment rate among young people.</p>
Results (actual and expected)	<p><b>Actual result indicators for the YEI:</b></p> <ul style="list-style-type: none"> <li>– Unemployed participants who complete the YEI supported intervention: 783</li> <li>– Unemployed participants who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving: 369</li> <li>– Unemployed participants who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving: 586</li> <li>– Long-term unemployed participants who complete the YEI supported intervention: 205</li> <li>– Long-term unemployed participants who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving: 101</li> <li>– Long-term unemployed participants who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving: 141</li> <li>– Inactive participants not in education or training who complete the YEI supported intervention: 878</li> <li>– Inactive participants not in education or training who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving: 231</li> <li>– Inactive participants not in education or training who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving: 551</li> </ul> <p><b>Expected result indicators for the YEI:</b></p> <ul style="list-style-type: none"> <li>– Unemployed participants who complete the YEI supported intervention: 162,863</li> <li>– Unemployed participants who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving: 132,769</li> <li>– Unemployed participants who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving: 122,147</li> <li>– Long-term unemployed participants who complete the YEI supported intervention: 63,834</li> <li>– Long-term unemployed participants who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving: 52,289</li> <li>– Long-term unemployed participants who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving: 40,066</li> <li>– Inactive participants not in education or training who complete the YEI supported intervention: 12,602</li> <li>– Inactive participants not in education or training who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving: 16,947</li> <li>– Inactive participants not in education or training who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving: 20,858</li> </ul>
Contact person/ links for more information	Piotr Krasuski, Deputy Director Department of the ESF Ministry for Economic Development

**PORTUGAL**

<b>Title of the measure</b>	<b>Active Life Programme</b>
Start date	2013
Duration	25 to 300 hours + on-the-job training (3 – 6 months)
Organisations involved	IEFP – Institute of Employment and Vocational Training (coordinator); training providers; SMEs and other employers (providing on-the-job training)
Objectives pursued	Active Life Programme is a flexible and modular training offer directed to unemployed people enrolled in the employment centers and aims to reinforce the quality, efficiency and the agility of the active employment measures, namely vocational training, allowing people to acquire competencies relevant to the labour market.
Budget	No data
EU financial support	No
Brief description of the measure (200 words maximum)	Training paths duration can vary between 25 hours (minimum) and 300 hours (maximum). The average duration of training paths is 200 hours. Additionally, trainees must develop on-the-job training with a duration between 3 and 6 months (up to 12 months in specific circumstances, i.g., when the training conclusion allows the acquisition of a qualification level, there is a priori consent of the trainee or if it may confirmedly lead to a job at the end of the training path), and a maximum of 35 hours per week.
Results (actual and expected)	227,371 trainees enrolled in 2014
Contact person/ links for more information	<a href="mailto:dfp@iefp.pt">dfp@iefp.pt</a>

<b>Title of the measure</b>	<b>Apprenticeship courses</b>
Start date	1984
Duration	2.5 years (3,700 hours)
Organisations involved	IEFP – Institute of Employment and Vocational Training (coordinator); training providers; SMEs and other employers (providing on-the-job training)
Objectives pursued	These courses are a professional qualification response, with equivalence to the 12 <sup>th</sup> grade (level 4 of the National Qualifications Framework) for young adults primarily aged between 18 and 24 years, contributing effectively to increasing their employability levels as well as their social and professional inclusion. Furthermore, when completed with success, they allow young people to continue their studies/training by upgrading their educational attainment through further education or higher education pathways.
Budget	No data
EU financial support	Yes
Brief description of the measure (200 words maximum)	This model focuses on the acquisition of knowledge, skills, competencies and values by the trainees, through the development of operational tasks or predominantly practical ones combining theoretical knowledge with the expertise developed in the companies (learning by doing). It also values the contribution of companies/ enterprises as true learning spaces where 40% of the total course length takes place, contributing in a highly effective way to adjust the trainees' skills profiles to the requirements of the labour market.
Results (actual and expected)	34,868 trainees enrolled in 2014
Contact person/ links for more information	<a href="mailto:dfp@iefp.pt">dfp@iefp.pt</a>



<b>Title of the measure</b>	<b>Recognition of Prior Learning</b>
Start date	2000
Duration	Variable (flexible qualification pathway according to the amount of validated competencies)
Organisations involved	ANQEP – Agência Nacional para a Qualificação e Ensino Profissional (coordination at a national level)  CQEP – Qualification and Vocational Training Centers (training providers certified to implement recognition of prior learning processes)
Objectives pursued	These processes aim at promoting adults' qualifications through recognition of prior learning processes. It awards a scholar certification (basic or secondary level of education) or a professional qualification (level 2 or 4 of qualification).
Budget	No data
EU financial support	Yes
Brief description of the measure (200 words maximum)	RPL processes are very flexible. It is possible to combine these processes with training pathways. In this case, adults develop an RPL process, have some competencies validated and certified and after that, they are guided to a training pathway tailored to their specific training needs according to the RPL process results.
Results (actual and expected)	No data
Contact person/ links for more information	<a href="mailto:anqep@anqep.gov.pt">anqep@anqep.gov.pt</a>

## SLOVAKIA

<b>Title of the measure</b>	<b>Dual Education Scheme</b>
Start date	March 2015
Duration	ongoing, first phase: 2015 – 2020
Organisations involved	Ministry of Education, secondary vocational schools, entrepreneurs, business support organisations
Objectives pursued	Allow students to study theoretical knowledge at vocational schools while combining this with work experience with the aim to achieve a better placement of graduates.
Budget	2015: 1.8 million euros 2016: 5.6 million euros
EU financial support	No * Preparation of the scheme supported by the project funded from EU structural funds
Brief description of the measure (200 words maximum)	The Dual Education Scheme is implemented at secondary schools. It is based on theoretical education taking place at schools while practical training is entrusted to companies. Employers who join the project will enter into learning contracts with secondary school students. The time spent in the company may range from 60 to 80% of the total number of lessons. Students can receive a scholarship from the state budget of between 25 and 65% of the subsistence level (22.61 – 58.77 euros) per month depending on their results at school, plus a monthly scholarship from the company, up to four-fold the subsistence level (361.68 euros per month).  Participating companies are also entitled to a tax relief of up to 3,200 euros per student for whom they provide practical training of more than 400 hours annually.
Results (actual and expected)	By 1 September 2015 participation of: – 89 companies, – 31 vocational secondary schools, – 422 students.
Contact person/ links for more information	Ms. Marcela Kulifajova, <a href="mailto:marcela.kulifajova@rsov.sk">marcela.kulifajova@rsov.sk</a> State Institute for Vocational Education <a href="http://www.rsov.sk">www.rsov.sk</a> ; <a href="http://www.siov.sk">www.siov.sk</a>

<b>Title of the measure</b>	<b>Education, Training and Counselling Programme for Selected Groups Interested in Starting a Business</b>
Start date	May 2001
Duration	ongoing
Organisations involved	Slovak Business Agency, business support organisations in regions
Objectives pursued	Attraction and motivation of disadvantaged social groups (like unemployed, young people, women) to develop their own business as a guarantee of economic prosperity and independence from difficulties they might be facing on the labour market. The specific focus is on young people.
Budget	Annual budget replenishments ranging between 10,000– 60,000 euros
EU financial support	No
Brief description of the measure (200 words maximum)	Under the programme, different assistance, consultancy and training services are offered focusing on the preparation of business plans, administrative duties related to starting and operating a business, recruiting of personnel, managerial skills, financial planning, raising of finance, etc. The programme is implemented in synergy with the active labour policy measures implemented by the Office for Labour, Social Issues and Family.
Results (actual and expected)	<ul style="list-style-type: none"> <li>– 38,000 beneficiaries received support, out of them: young people 51%, women 38%; around 70% of those receiving support started their own business within several months,</li> <li>– 620 training courses carried out with:</li> <li>– 12,500 graduates,</li> <li>– 61,300 hours of consultancy provided,</li> <li>– 4,900 business plans prepared.</li> </ul>
Contact person/ links for more information	Ms. Ivica Forrova, <a href="mailto:forrova@sbagency.sk">forrova@sbagency.sk</a> Slovak Business Agency <a href="http://www.sbagency.sk">www.sbagency.sk</a>

<b>Title of the measure</b>	<b>Start-up Support Programme</b>
Start date	January 2015
Duration	January 2015 – March 2017
Organisations involved	Slovak Business Agency, organisations supporting start-ups
Objectives pursued	To create favourable conditions for commercialisation of innovative business ideas by provision of support to starting companies throughout the initial phases of their life cycle
Budget	2015: 1.3 million euros 2016: 2.5 million euros
EU financial support	No
Brief description of the measure (200 words maximum)	Start-up Support Programme consists of 3 components. The first component is focusing on the provision of information and consultancy, training and organisation/support of start-up events in Slovakia, enabling the participation of Slovak start-ups at international start up events. Within the second component, start-ups receive consultancy and guidance with regard to the development of their business ideas, realisation of feasibility studies or finalisation of product or prototype development. The third component is targeted to support skills and competencies of newly created start-ups by visits/internships to global RTD centres and start up hubs.
Results (actual and expected)	<ul style="list-style-type: none"> <li>– 450 participants at Start-up Sharks Roadshow 2015 (presentations, trainings, individual consultations carried out in different regions of Slovakia)</li> <li>– Beneficiaries of the programme present at 85 international start-up events</li> <li>– Many local promotional events, e.g. Business Idea of the Year, Start-up Awards or Slovak venture capital forum</li> </ul>
Contact person/ links for more information	Ms. Monika Pohlova, <a href="mailto:pohlova@sbagency.sk">pohlova@sbagency.sk</a> Slovak Business Agency <a href="http://www.sbagency.sk">www.sbagency.sk</a>

**SLOVENIA**

<b>Title of the measure</b>	
Start date	1 January 1999
Duration	Ongoing
Organisations involved	Chamber of Commerce and Industry of Slovenia, Slovenian Chamber of Craft and Small Business of Slovenia and Slovenian Chamber of Commerce
Objectives pursued	This measure is important in terms of providing labour demand and reducing the human resource deficit.
Budget	500,000 euros per year
EU financial support	No
Brief description of the measure (200 words maximum)	The main purpose of the measure is co-financing costs to employers for practical training of human resources in the field of secondary vocational and technical education. Chambers participate in conjunction with which we co-finance actions to promote vocational education and training, to ensure the acquisition of professional competencies for students and the possibility of creating human resources for the needs of the economy for employers and, not least, building and training of future staff.
Results (actual and expected)	800 inclusions/year
Contact person/ links for more information	Mitja Korunovski, <a href="mailto:mitja.korunovski@ozs.si">mitja.korunovski@ozs.si</a> Mojca Cek, <a href="mailto:mojca.cek@cpu.si">mojca.cek@cpu.si</a> Petra Fras, <a href="mailto:petra.fras@gov.si">petra.fras@gov.si</a>

**SPAIN**

<b>Title of the measure</b>	<b>Accreditation of professional skills acquired by work experience</b>
Start date	2009
Duration	Still ongoing
Organisations involved	Ministry of the Presidency, Ministries of Education and Employment and corresponding regional organisms in the Governments of the Autonomous Communities (regions)
Objectives pursued	Accreditation of non-formal or informal learning is gaining importance as a method of recruiting unemployed people, low-skilled workers or older workers into the education world, so that they can complete or update their training in their professional field or in another. Accreditation allows and fosters up-skilling and re-skilling of the workforce as well as it supports lifelong learning.
Budget	Financing depends on Autonomous Communities (regions) but the Ministries of Education or Employment usually support together with Autonomous Communities.
EU financial support	It depends. Most of the times it is co-financed by the ESF.
Brief description of the measure (200 words maximum)	<p>A relevant number of ministries and governmental organisms jointly worked in order to find a measure that may improve the citizens' possibilities to develop their professional and personal pathways, reaping the benefits of their prior working experience and hence strengthening the lower-skilled workforce.</p> <p>The greater flexibility and modularization introduced in the VET system allows and supports an easier possibility of studying the modules needed to complete a Diploma and therefore of being more competitive in the labour market.</p> <p>Guidance services have also been involved in the process as a voluntary accompanying measure that may help citizens.</p> <p>The Ministry of Education, Culture and Sport, through its Portal "TodoFP" on guidance and VET, offers a section on accreditation, "Acredita", with wide information about the process, the different calls in all Spanish regions and an on-line tool that will help users to get started on the validation and accreditation process.</p>
Results (actual and expected)	<p>The Autonomous Communities annually issue regional calls to start the accreditation process focusing on the professional sector that is relevant to their own regional or local needs. The above mentioned "Acredita" Portal becomes a leading coordinating tool in this process.</p> <p>Until now, 64,083 vacancies have been available to carry out this process in the different Autonomous Communities.</p>
Contact person/ links for more information	<p>Deputy-Directorate General for Guidance and VET, DG for VET, Ministry of Education, Culture and Sport  <a href="mailto:subdireccion.fp@mecd.es">subdireccion.fp@mecd.es</a>          TodoFP Portal, "Acredita" section  <a href="http://www.todofp.es/todofp/acreditacion-de-competencias.html">http://www.todofp.es/todofp/acreditacion-de-competencias.html</a>          Royal Decree 1224/2009, on the accreditation of professional skills acquired by work experience.          (Official Bulletin 25 August 2009)  <a href="http://www.boe.es/boe/dias/2009/08/25/pdfs/BOE-A-2009-13781.pdf">www.boe.es/boe/dias/2009/08/25/pdfs/BOE-A-2009-13781.pdf</a></p>

<b>Title of the measure</b>	<b>Dual Vocational Training</b>
Start date	2012 – 2013
Duration	Continuous
Organisations involved	Ministry, Regions, Chambers of Commerce, companies
Objectives pursued	To provide a professional qualification and harmonise the teaching and learning with educational institutions and workplaces
Budget	n.a.
EU financial support	Yes
Brief description of the measure (200 words maximum)	<p>The Organic Law for the Improvement of Educational Quality (LOMCE, 2013) has established optional career paths in the final year of lower secondary education from age 15; this aims at facilitating the access to vocational training at intermediate level.</p> <p>The dual vocational training system, developed in 2012, combines training with work placements. The basic requirements of the dual system are regulated by the Ministry of Education, Culture and Sports, with the implementation of the governments of the autonomous communities. In just one year, the new system has doubled the number of students and companies. They have also introduced measures to support higher education.</p>
Results (actual and expected)	
Contact person/ links for more information	<a href="http://www.todofp.es/todofp/sobre-fp/informacion-general/formacion-profesional-dual.html">http://www.todofp.es/todofp/sobre-fp/informacion-general/formacion-profesional-dual.html</a> <a href="http://www.camara.es/formacion-y-empleo/formacion-dual">http://www.camara.es/formacion-y-empleo/formacion-dual</a>

<b>Title of the measure</b>	<b>Integral Qualification and Employment Programme (National youth system warranty)</b>
Start date	2014
Duration	
Organisations involved	Ministry, Regions, Chambers of Commerce, etc.
Objectives pursued	<p>To boost employment and youth entrepreneurship, in particular:</p> <ul style="list-style-type: none"> <li>– To increase the employment among the young population through guidance, training and qualification, improving their skills for proper integration into the labour market. In addition, fostering entrepreneurship and mobility among our young people with European experiences for their employment.</li> <li>– To ensure the participation and commitment of business and industry on the improvement of youth employment, through actions to host labour practices, hiring and, in general, actions that allow them to approach the labour market and professional development.</li> </ul>
Budget	
EU financial support	
Brief description of the measure (200 words maximum)	<p>A series of measures offered to the entire group of young recipients of the Youth Guarantee with a customised itinerary that address both the improvement of education and qualifications as well as hiring and promotion of self-employment. This programme was designed and implemented by the Chambers of Commerce of Spain.</p> <p>Thus, the Integral Qualification and Employment Programme (PICE) is an individualised programme that accompanies the young on a training route up to their integration into the labor market or self-employment. It is designed for the needs of young people and businesses.</p> <p>It starts with the development of qualifications in order to improve the quality of young people's jobs</p>
Results (actual and expected)	
Contact person/ links for more information	<a href="http://www.camara.es/formacion-y-empleo/programmea-integral-de-cualificacion-y-empleo">http://www.camara.es/formacion-y-empleo/programmea-integral-de-cualificacion-y-empleo</a> <a href="http://www.empleo.gob.es/es/garantiajuvenil/home.html">http://www.empleo.gob.es/es/garantiajuvenil/home.html</a> <a href="http://ec.europa.eu/social/main.jsp?catId=1079&amp;langId=en">http://ec.europa.eu/social/main.jsp?catId=1079&amp;langId=en</a>

**SWEDEN**

<b>Title of the measure</b>	
Start date	2013
Duration	On-going – since 2015 transferred from a project to a regular measure
Organisations involved	Swedish Employment Agency and The Swedish Federation of Business Owners, (the largest business organisation in Sweden representing the interests of around 70,000 business owners)
Objectives pursued	Find “hidden” jobs among SMEs – match with job seekers Better definition of SMEs actual needs leads to more effective matchmaking on the labour market
Budget	Not known
EU financial support	
Brief description of the measure (200 words maximum)	<p>Officers from the Swedish Employment Agency work together with the Federation of Business Owners in order to detect “hidden” jobs (and hidden skills gaps) among SMEs. By visiting and talking to SMEs, the employment officers manage to detect jobs that would otherwise not be found. At the same time, SMEs learn which services they may receive from the Employment office and can work more efficiently.</p> <p>The project was initiated by the Federation of Business owners following a questionnaire among their members.</p> <p>From being six jobseekers in the beginning, the project has expanded and now consists of 16 officers spread throughout the country. The concept is based on outreach and entrepreneurs in 18 regional and 260 local associations.</p> <p>SMEs often have too little time even to analyse recruitment needs and skills gaps. This cooperation between officials and SME-organisations has proved efficient in helping SMEs and creating jobs.</p>
Results (actual and expected)	Over 2,000 recruitments made
Contact person/ links for more information	<a href="http://www.foretagarna.se/Opinion/Nyhetsarkiv/2014/April/Framgangsrika-Jobbokarna-fordubblas/">http://www.foretagarna.se/Opinion/Nyhetsarkiv/2014/April/Framgangsrika-Jobbokarna-fordubblas/</a> <a href="http://www.arbetsformedlingen.se/For-arbetsgivare/Hitta-medarbetare/Nyheter/Nyheter-for-Arbetsgivare/2015-07-13-Jobbokarna-hjalpte-arbetsgivare-med-over-2000-rekryteringar.html#.VjoZ0WCFOUk">http://www.arbetsformedlingen.se/For-arbetsgivare/Hitta-medarbetare/Nyheter/Nyheter-for-Arbetsgivare/2015-07-13-Jobbokarna-hjalpte-arbetsgivare-med-over-2000-rekryteringar.html#.VjoZ0WCFOUk</a>

Title of the measure	Swedish for professionals
Start date	Tested around year 2000. Mostly in metropolitan areas where there is a critical mass of professionals with similar skills
Duration	Project based initiatives with various starting and stopping times throughout the country
Organisations involved	Organisers of Swedish for immigrants together with trade organisations
Objectives pursued	Faster Swedish knowledge and faster integration into labour market
Budget	Difficult to say since this is not nationally coordinated
EU financial support	Yes, from the ESF
Brief description of the measure (200 words maximum)	<p>SFX – Swedish for professionals is a measure to get immigrants quickly into a job that matches their professional skills and to learn Swedish faster than if you mix people with very different educational backgrounds.</p> <p>SFX – Swedish for professionals – consists of several different courses focusing on professional Swedish language related to specific areas of work.</p> <p>The goal is to shorten the path through the educational system and the time it takes before the immigrants can start working in their profession or start their own business in Sweden. If possible they are offered work practice and a chance to complete their education if needed. The courses are free for students and paid by the home municipality. Examples of different professions:</p> <ul style="list-style-type: none"> <li>– Entrepreneurs</li> <li>– Bus drivers</li> <li>– Craftsmen</li> <li>– Economists, lawyers, social scientists</li> <li>– Teachers</li> <li>– Engineers</li> <li>– Entrepreneurs</li> <li>– Medical staff</li> <li>– Programmers</li> <li>– Truck drivers</li> </ul>
Results (actual and expected)	Faster proficiency in the Swedish language and faster integration to the labour market
Contact person/ links for more information	<a href="http://www.jarfalla.se/barn--utbildning/vuxenutbildning/sfx---svenska-for-yrkesutbildade--swedish-for-professionals-.html">http://www.jarfalla.se/barn--utbildning/vuxenutbildning/sfx---svenska-for-yrkesutbildade--swedish-for-professionals-.html</a>

**UNITED KINGDOM**

<b>Title of the measure</b>	<b>Traineeships</b>
Start date	2013
Duration	Current
Organisations involved	Employers, Providers, Skills Funding Agency
Objectives pursued	The programme was developed 'to help young people who are focused on getting an apprenticeship or sustainable job but who do not yet have the skills or experience to compete successfully for vacancies.
Budget	
EU financial support	No
Brief description of the measure (200 words maximum)	<p>A traineeship is an education and training programme with work experience that unlocks the great potential of young people and prepares them for their future careers by helping them to become 'work ready'.</p> <p>Designed to help young people aged 16 to 24 who don't yet have the appropriate skills or experience, traineeships provide the essential work preparation training, English, maths and work experience needed to secure an apprenticeship or employment.</p>
Results (actual and expected)	<p>Over 10,000 young people started programmes in the first year.</p> <p>Traineeships: first year process evaluation (BIS March 2015) provided an early evaluation of the scheme. Evidence demonstrated that trainees gave positive feedback on the impact the traineeship had made on their jobsearch activities. Four in five trainees (80%) said that the support they received during the work preparation training had helped to improve their job search.</p> <p>Employers and providers had very positive views about the impact of traineeships. Almost all respondents (98% of providers and 97% of employers) agreed that traineeships allow young people to develop new skills that will help them find paid jobs and apprenticeships, while almost as many (84% of providers and 94% of employers) agreed that traineeships are an effective way of increasing young people's chances of finding paid jobs and apprenticeships.</p>
Contact person/ links for more information	<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412424/bis-15-189-traineeships-first-year-process-evaluation.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412424/bis-15-189-traineeships-first-year-process-evaluation.pdf</a></p> <p><a href="https://www.gov.uk/government/collections/traineeships-programme">https://www.gov.uk/government/collections/traineeships-programme</a></p>



<b>Title of the measure</b>	<b>Apprenticeships Reforms</b>
Start date	2013
Duration	Current
Organisations involved	Employers, Providers, Skills Funding Agency
Objectives pursued	Make apprenticeships more responsive to the needs of businesses, simpler to understand, and with employers having greater control of the funding.
Budget	Within existing Apprenticeships budget
EU financial support	No
Brief description of the measure (200 words maximum)	<p>The new apprenticeships standards – “Trailblazers” – replaced existing complex frameworks with simple accessible standards focusing on high level assessment and rigorous testing and grading. New funding arrangements are being piloted through Trailblazers whereby for every £1 the employer invests the governments add £2. Employer-led groups develop and design Trailblazer standards themselves for approval by the Department. The digital apprenticeship voucher for employers is the new mechanism for giving employers direct control of funding. It is being developed and tested as part of the Trailblazers for wider implementation from 2017.</p> <p>Professional bodies play an important part in Trailblazers to ensure that achieving an apprenticeship in future ensures that an individual is ready to secure professional accreditation where that is available. As they develop the assessment approach, Trailblazers will need to work with experts in this area to draw on their experience. A number of organisations have set up a central email account for Trailblazers to use if they are seeking help in identifying training providers</p>
Results (actual and expected)	Over 140 trailblazers have been delivered involving more than 1,300 employers in their design and development. More than 150 further standards are in development. No separate evaluation of the Trailblazers or the funding pilots has yet been completed separate from the main programme.
Contact person/ links for more information	<a href="https://www.gov.uk/government/collections/apprenticeship-standards">https://www.gov.uk/government/collections/apprenticeship-standards</a> <a href="http://www.gov.uk/government/publications/apprenticeship-standards-in-development">www.gov.uk/government/publications/apprenticeship-standards-in-development</a> <a href="https://www.gov.uk/government/news/pm-and-dpm-announce-increase-in-the-national-minimum-wage">https://www.gov.uk/government/news/pm-and-dpm-announce-increase-in-the-national-minimum-wage</a> <a href="https://www.gov.uk/government/publications/future-of-apprenticeships-in-england-guidance-for-trailblazers">https://www.gov.uk/government/publications/future-of-apprenticeships-in-england-guidance-for-trailblazers</a>

<b>Title of the measure</b>	<b>Higher Level Apprenticeships at levels 4 – 7</b>
Start date	2010
Duration	Current
Organisations involved	Employers, Providers, Skills Funding Agency
Objectives pursued	Widening access to the professions and increasing higher level technical skills in businesses
Budget	Funded within Apprenticeships Budget
EU financial support	No
Brief description of the measure (200 words maximum)	<p>Higher Apprenticeships are available in occupations such as Solicitor, Software Developer, Accountant, Dental Technician and Space Engineer – and range from level 4 (certificate of HE level) up to level 7, master’s degree level.</p> <p>There are around 50 Higher Apprenticeship frameworks, which can include FE, HE or professional qualifications, or any combination of them. There are over 60 new Higher Apprenticeship standards developed or in development, and they can include any training or qualifications that employers deem necessary for the apprentice to achieve full occupational competency and meet any professional registration requirements.</p> <p>Degree apprenticeships involve employers, universities and relevant professional bodies co-designing apprenticeships to meet full occupational competency where the apprentices must complete a degree (bachelor’s or masters’) as part of their apprenticeship. They came on stream in Sept 2015.</p> <p>There are two Degree Apprenticeship models:</p> <p>a) includes an existing degree as part of the training with additional training to meet the full apprenticeship training requirements, and a separate independent end point assessment, or</p> <p>b) a new model (introduced in November 2014) where employers and universities design a training and assessment programme that combines the academic and applied skills as a new bachelor’s/master’s degree just for apprentices that meets our apprenticeship standards’ requirements, and there is no separate independent end point assessment as the degree end test is the apprenticeship end test.</p>
Results (actual and expected)	<p>Higher Apprenticeships are relatively new (introduced in 2009/10), but are the fastest growing part of the apprenticeship programme in England.</p> <p>In 2013/14 there were 18,100 people participating on a Higher Apprenticeship, a 40 % increase compared to the previous year (13,000). Provisional data for August to April 2015 shows there were 24,300 participants, surpassing 2013/14 (with a quarter of the year to go).</p> <p>Fifteen Degree Apprenticeships are ready for delivery in occupations including Automotive, Digital Industries and Banking occupations. A further 11 have been approved for development, such as chartered surveyor, construction site manager and public relations consultant and aerospace engineer.</p> <p>The number is growing and we expect this to increase further as the number of Degree Apprenticeships goes up. Currently, 40 Higher Education Institutions have funding to deliver Higher and Degree Apprenticeships.</p>
Contact person/ links for more information	<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412019/Higher_Apprenticeship_and_Degree_Apprenticeship_Delivery_from_April_2015_to_April_2016.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412019/Higher Apprenticeship and Degree Apprenticeship Delivery from April 2015 to April 2016.pdf</a></p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412019/Higher_Apprenticeship_and_Degree_Apprenticeship_Delivery_from_April_2015_to_April_2016.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412019/Higher Apprenticeship and Degree Apprenticeship Delivery from April 2015 to April 2016.pdf</a></p>



