



Funded with support from
the European Union's
PROGRESS Programme

THE SKILLS PANORAMA: ACHIEVING NATIONAL AND REGIONAL IMPACT (ARLI)

GOOD PRACTICE SYNTHESIS REPORT

CZ, DE, UK, IT, NL and SE

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Please reference as: Branka, J. Good Practice Synthesis Report. Achieving Regional and Local Impact through Labour Market Intelligence. EU Progress Project. 2014.

February 2014

PARTNERS

The project partners
are all members of:



EUROPEAN NETWORK ON REGIONAL
LABOUR MARKET MONITORING



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INTRODUCTION

The Good Practice Synthesis Report is a final output of Working Package (WP) 3 of the ARLI project, who's first task has been to support the implementation of the EU Skills Panorama (EUSP) – the EU portal providing information about recent and future trends in labour market and skill needs - by utilising the expertise of both project partners and members of the European Network for Labour Market and Monitoring (ENRLMM), interrelating the EUSP with existing skills forecasting provision, and achieving greatly enhanced impact and added value for the EUSP.

The second task has been to use a good practice approach to explore how existing regional and local provision of skills forecasting can be enhanced for stakeholders, including through interrelation with the EUSP.

Throughout WP3, the ARLI project partners:

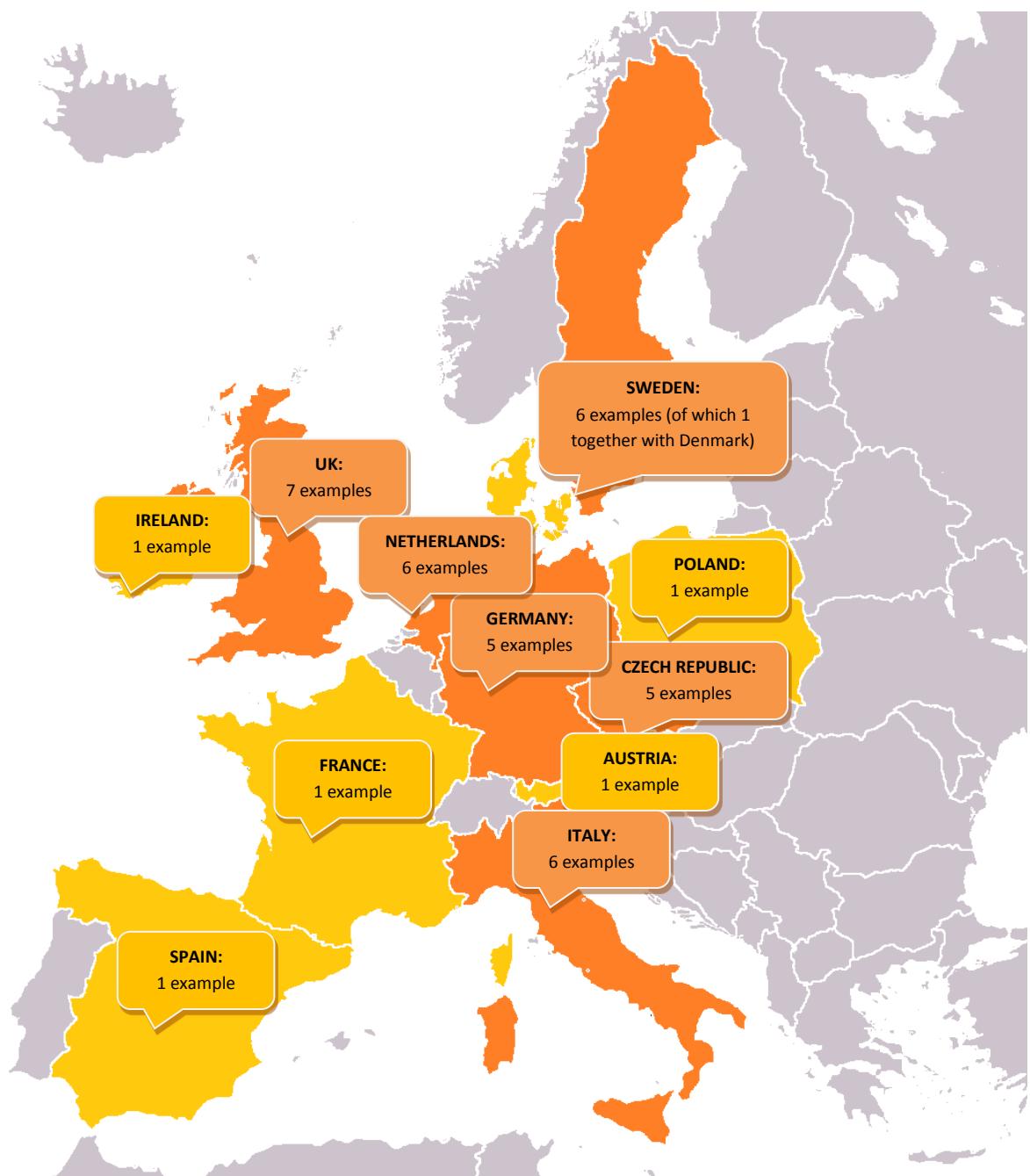
- **Marchmont Observatory** at the **University of Exeter** (project lead) (Exeter, United Kingdom);
- **Das Institut für Wirtschaft, Arbeit und Kultur (IWAK)** at **Goethe University** (Frankfurt, Germany);
- **Employment Research Institute** at **Edinburgh Napier University** (Edinburgh, United Kingdom);
- **Interuniversity Research Centre on Public Services (CRISP)** at **University of Milano-Bicocca** (Milano, Italy);
- **National Observatory for Employment and Training** at **National Training Fund**, (Prague, Czech Republic)
- **KWIZ** (Groningen, Netherlands)
- **Arbetsförmidlingen** (Malmö, Sweden)

... have gathered 38 examples of good practice. These are innovative and/or well-implemented labour market intelligence (LMI) tools (or policy/action which is based on the LMI) that help establish better balance between the demand and supply of skills within a particular region.

The ARLI project partners have analyzed good practice examples not only in their host countries and regions, but also in other European countries in partnership with the (ENRLMM). The Good Practice Compendium, (which complements this report as the other key output of WP3), provides detailed descriptions of these LMI examples from eleven EU countries - the **United Kingdom, Sweden, Italy, the Netherlands, the Czech Republic, Germany, Poland, Ireland, Spain, Austria and France**.

The ARLI project team is aware that the list of LMI good practice examples could be longer as in almost every country there are several approaches and tools worth mentioning. But the goal of the Compendium and of Synthesis Reports was not to provide comprehensive analysis of this topic throughout all of Europe. That would have taken a far larger project. Instead, WP3 focuses on analysis of importance of LMI for matching of skills and jobs with a particular nod towards actions at the regional level and on providing a rich and diverse set of case studies that prove the points made.

Figure 1: Good Practice Examples map



Detailed presentation of each Good Practice Example can be found in separate document - the Good Practice Compendium.

The Good Practice Synthesis Report summarizes key findings of each LMI tool presented in the Compendium and also analysis of thematic areas into which the Good Practice Examples were clustered.

GOOD PRACTICE EXAMPLES METHODOLOGY AND FRAMEWORK

Selecting and analysing of Good Practice Examples

The question of what constitutes ‘good’ or ‘successful’ policy or practice is complex. Therefore it was vital to set specific and clearly defined criteria for selecting examples of good practice, and then, for describing them. The first goal within this WP was to develop the Definition of a Good Practice Framework. All project partners discussed and agreed a comprehensive set of criteria, which were used, in a structured format, to share their national skills anticipation exercises.

As a second step, project partners gathered various projects aimed at LMI development, provision or use across Europe, with particular focus on those existing in project partners’ countries that they were most familiar with.

Earlier, in WP2, regional stakeholders had been interviewed by project partners were asked to identify examples of practice that they perceived as ‘good’ or ‘successful’ and that may be worth repeating in other contexts. Partners also examined the good practices through available project documentation (websites, brochures, project records, evaluations etc.) and interviews with project promoters, funders, management and staff.

The Good Practice Framework

The Good Practice Framework is based on set of criteria defined by project partners. Generally, it focused on following key themes:

1. **What are characteristics of the practice?** (Name, accessibility, media, country, level of information (national/regional/local), available languages, year of establishment, focus (demand/supply side/both))
2. **What were the needs for the LMI?** (Objectives of the practice, relation to identified needs of key stakeholders, relation to policy, target groups and area of impact)
3. **What does the LMI consists of?** (Content, activities of the practice, products of the practice, processes of the practice, data sources, data used (taxonomy), methodology (qualitative/quantitative/both), timeframe (current or future skill needs), funding)
4. **What is the use of the LMI?** (Impact of the practice, quality control and evaluation, stakeholder involvement, transferability of the LMI in another region or country)
5. **Summary of the LMI** (Lessons learned, why we consider it a good practice etc.)

Compendium Themes

38 Good Practice Examples were gathered and described in the compendium and represent a wide range of approaches and tools. For the purpose of the Compendium and subsequent Synthesis Report, the examples have been divided into following key themes:

- Occupation based tools
- Sector based tools
- Data mining & monitoring tools

- Skills profiles & matching
- Cooperation / Labour market actions

Many examples focus on more than one theme though. Several LMI examples even focus on four themes - these we call "comprehensive tools" and present them separately in the next chapter of the Compendium.

The above mentioned themes we consider as primary attributes of Good Practice Examples. In addition to these key themes, following additional attributes of Good Practice Examples are also presented in each profile:

- Territorial dimension (National / Regional / Local)
- Availability of forecasting
- Demand / Supply side focus
- Career guidance

THEME 1: COMPREHENSIVE TOOLS

Introduction

This theme consists of eight LMIs - three from United Kingdom (of which one is from Scotland), one from Ireland, one from Austria, one from Sweden, one from Italy and one from the Czech Republic. We call them 'comprehensive' because they usually use a wider range of methodologies concerning how to gather, analyse and publish labour market information. They often combine qualitative and quantitative techniques, sectoral and occupational view on the labour market, forecasting with recent trends analysis and are also strongly linked to policy actions. Although these tools provide some level of regional information, they are mostly focusing on the national level.

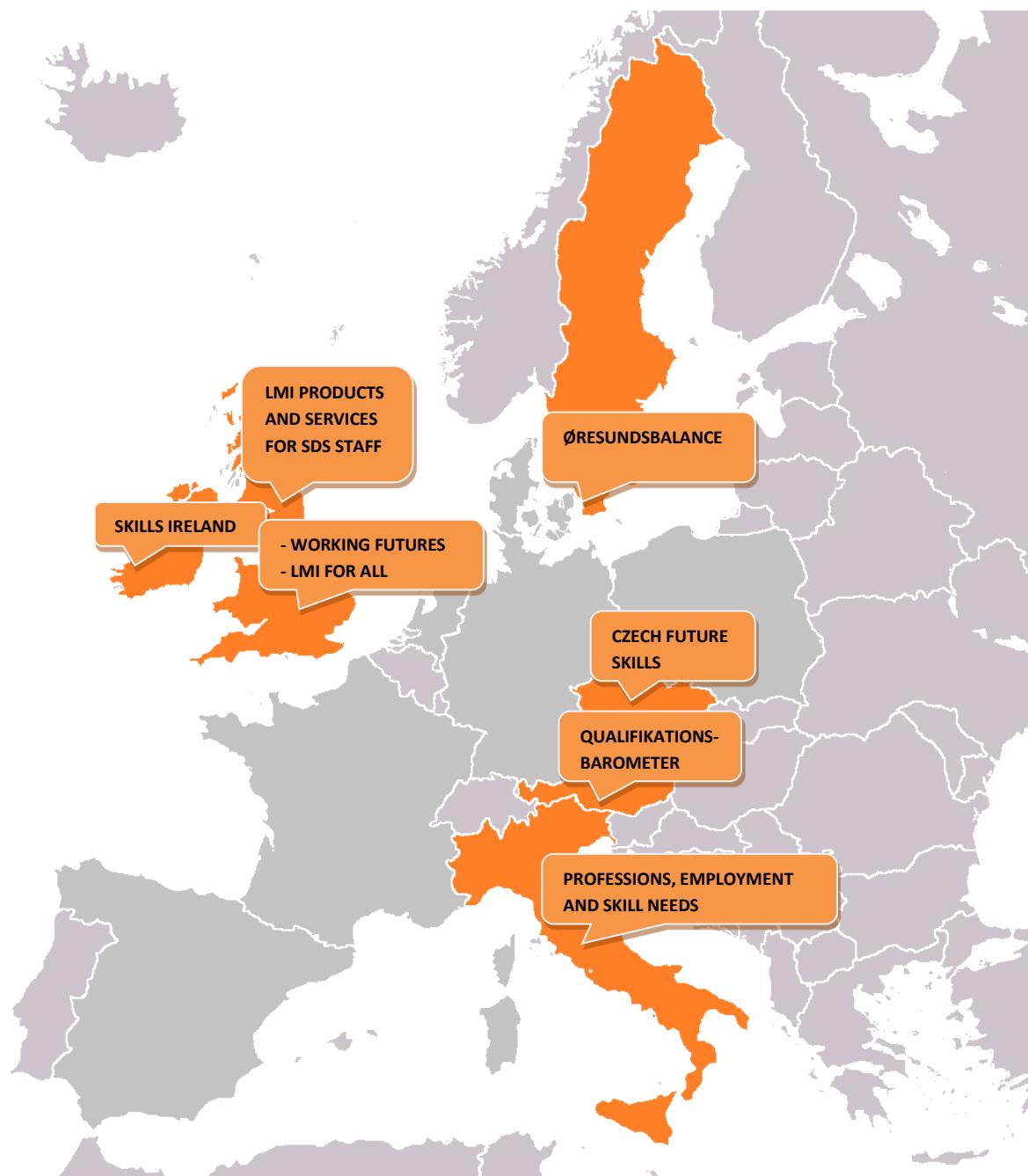
Background and need for these LMIs

The concept behind the development of comprehensive tools most clearly resembles the drivers and ideas behind the EU Skills Panorama. In many cases they were initiated by a relevant ministry (Labour, Education, Industry - in case of Ireland all relevant ministries - or departments - are involved in labour market intelligence tools) or institution which has responsibility for labour market balance (public employment services - PES, regional authority, national skills authority). The strong policy foundations on which these of these tools are built and the support they receive from key public players in the areas of labour market and education policy means they have relatively stable financing, structure, human resources and consequently a long-term perspective. The Czech case is probably the only exception, because the tool has been developed under a research project and is still dependent on project financing.

An important feature of the presented tools is the partnership principle under which they are developed, maintained and used. For example, the Irish case involves not only all relevant ministries (departments), but representatives of social partners, economic development agencies and education and skills agencies as well; similarly the UK example relies on the cooperation of public authorities and the private sector and Nordic Øresundsbalance is a rare example of multi-level cooperation, including a rare, but very interesting, cross-border dimension.

While the ARLI project primarily focuses on regional levels of LMI, these tools are usually built from a national perspective. One reason for this is that labour market development and education and training needs must be observed with due respect to the growing mobility of labour, which often extends beyond regional and even national boundaries. Moreover, in the case of smaller countries like Ireland, Austria or the Czech Republic, the regions are too small to provide sufficient basis for labour force surveys and it is often not possible to provide detailed regional analyses. However, a regional view exists nonetheless, only with a different range and level of detail.

Figure 2: Comprehensive tools map



When exploring the motivations behind the tools, several key objectives behind the comprehensive LMIs can be determined, to:

- Join dispersed sources of information on job opportunities and job descriptions;
- Support labour market mobility (territorial, occupational, sectoral);
- Help individuals make best choices in education and training;
- Maximise the impact of education, employment and skills policies and employer behaviour to support jobs and growth, and;
- Address specific labour market imbalances and needs.

Description and use of these LMIs

As mentioned in the introduction to these tools, their strength lies in combination of various layers of information - mostly sectoral, occupational and regional views. The national focus of most of the tools presented in this chapter means they usually also provide more robust and detailed forecasting which is less available on regional level. The length of forecast differs - from very short (1 year) to long term (up to 10 years) which is dependent on the forecasting methodology used.

The information sources used most frequently are nationwide surveys and their analysis, but administration data monitoring (job seekers, vacancies, graduates) is also often involved. For career guidance and counselling there is also third important feature - mapping of professional requirements (knowledge, skills, abilities, etc..) - but not all examples presented here contain this feature.

The regional level of information also offers comparison of working opportunities for different occupations. Especially Øresundsbalance which provides this in a well ordered and presented way - this is a very important feature which strongly supports labour market mobility especially when the tool covers more regions with different economic development and demand and supply of skills. This is also why nationwide LMI makes sense for matching jobs and skills on regional level.

Therefore, intuitive and easy navigation through different layers of LMI is a key feature which needs to be solved by the LMI (tool) provider.

Most LMI providers use electronic means of dissemination and these tools are no exception. The key difference is whether they also introduce online searching capabilities that allow different queries for different users. While technically demanding, this probably represents major value added for the end users. The best examples in this can be seen in the Austrian, Swedish/Danish or Czech examples - intuitive switching from sectoral to occupational views and rich, easily understood graphics illustrating major trends and developments. For those seeking for more detailed analysis these LMIs also offer thematic analyses and reports.

Summary

The key strengths of the LMIs we analysed are, from the ARLI project team perspective, probably the link to policy and key stakeholders - in most cases, these were always clear and it was clear what must be achieved by the tool – there was an understanding of what were major issues, who were major users and recognition of their needs. The second and similarly important feature of these tools is that they work with an immense range and detail of data. Therefore, it is enormously important to present them in such a way and structure that users can understand - simple and easy for general use while allowing us to go into deeper analysis for limited group of experts and stakeholders that are responsible for strategies and policies.

THEME 2: OCCUPATION-BASED TOOLS

Introduction

This group of Good Practice Examples consists of eight LMI tools – three from Sweden, two from Czech Republic and one from each of Netherlands, Poland and Germany.

The analyzed LMIs differ somewhat in territorial dimension. The first Czech example is the only one that provides information only on national level; three other - two of Swedish examples and Dutch example, provide both national and regional level of information; the third Swedish example covers three regions; and rest (second Czech, Polish and German example) focus on one region only.

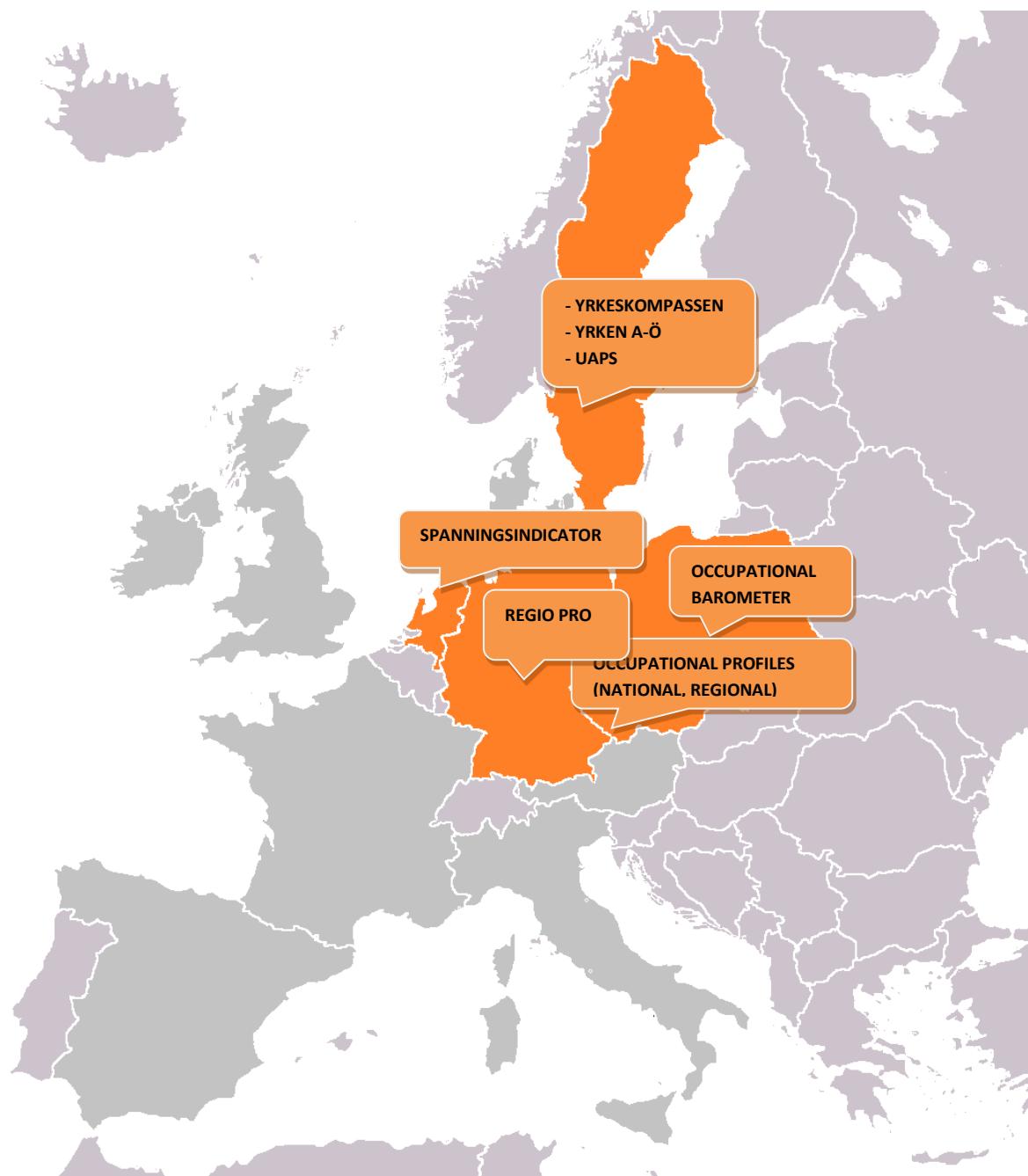
Background and need for these LMIs

Occupation-based tools are generally most suitable for use in career guidance counselling. Examples from Sweden, Netherlands and Poland also show this approach has very close to public employment services (PES) – tools are either developed by PES (or together with PES) or intensively used by them. Therefore matching of demand and supply of skills is a significant attribute of these LMIs as well. Although occupational based tools are mostly used in careers guidance, there are examples in which the occupational approach also serves as a basis for specific labour market actions – notably in Germany Regio pro and the Czech regional occupational profiles.

When comparing these with the comprehensive tools in Theme 1; the occupation-based tools have even closer links to education policy. For example, the "national" Czech case aims at supporting the development of adult education through evidence for actions on a system wide and national level. The reason for the development of the tool was also the growing dissatisfaction of employers with the quality and quantity of graduates and the need to provide analysis and data for labour market strategies. This is also the case in Poland where the LMI (although developed by the PES) serves as significant input mechanism for shaping regional development policy. This is also the case for German Regio pro, who's forecasts are used to start negotiations on labour market development strategies in the administrative districts. A similar driver is also behind Swedish and Dutch tools.

Some of purely regional LMIs in this theme - especially the Swedish Skane LMI and the Czech Moravian-Silesian Observatory were also established to meet a need where the respective regions were affected by significant structural changes that required an even stronger focus on dealing with unemployment and matching the demand and supply of jobs and skills.

Figure 3: Occupation-based tools map



Description and use of these LMIs

Because analyzed tools were often developed with (or by) the PES, the administration data - information on job vacancies and job seekers is typically the content used. On the other hand, forecasting is not always available and where it is present, it is usually of a short-term nature.

Occupation based tools following ISCO classification (or its national equivalent), by which we normally mean *the statistical office* are usually also involved in providing relevant labour market data (from Labour Force Survey – the LFS). They can cover up to several hundred of occupations.

The LMI provides wide a range of analytical information on occupations, often including skills profiles and forecasting (although the methodology for occupational-based forecasting differs significantly from example to example).

Some (e.g. Czech and Swedish examples) also include some sector-based information, focusing on the merging of occupational and sectoral approaches in the LMI. But the range of information on the economic sector is not particularly wide. Some skills 'requirement' information is also available (for example in the case of Swedish "Occupations A-Z" (Yrken A-Ö), which further improves the usefulness of the tool by the inclusion of career guidance. Most tools presented here focus both on students in initial education and adults - in both cases to allow more informed career choices at the individual level.

Beside administration and labour force surveys the employer surveys are also a significant input into the occupation based tools - focusing on hard-to-fill vacancies and skill mismatches.

As for the methodology, most LMIs combine quantitative (data analysis) with some expert assessment. As quality and level of detail of survey data at the regional level is often lower than on national level, this is significant when exploring how to improve end user value and the reliability of the information tools.

Summary

Occupation-based tools serve as a mechanism for significant input for regional development strategies. This is especially the case of Polish, German, Czech and one Swedish (Skane) example. Here it is also recognizable how labour market observatories, that often initiate the process of skills and labour market mapping, shift their roles from data and analysis provider to more engaged initiator of strategy or moderator and mediator between different interest groups.

Therefore it is increasingly important to build such LMI tools in close partnership with key regional stakeholders - firstly because it is vital to understand what are needs and interests of potential users and social partners within the region and secondly because the policy that should ideally follow the LMI findings is then more easily agreed and implemented.

We must not forget that the occupation-based tools serve primarily for career guidance and for individuals. For this purpose, it is necessary to provide end users with simple and concise information which can be quickly absorbed without the unnecessary burden of a complex background description of methodology and without the need to look up, study and compare data from different information sources. All examples presented here do this efficiently and well.

THEME 3: SECTOR-BASED TOOLS

Introduction

This theme contains profiles of three LMIs – one from United Kingdom, one from Germany and one from France. Unlike occupation-based tools (where the methodology is more or less bound by availability of occupational classifications), variety of sector approaches can be much wider. Therefore there are big differences in sector approaches to labour market intelligence.

Some sector-based tools follow the 'NACE' (or similar) classification scheme, but other specific sectoral views are also quite common – such as in the IT sector (or rather IT skills in the economy or e-skills), science and engineering, green sector, life sciences and many others.

Background and need for these LMIs

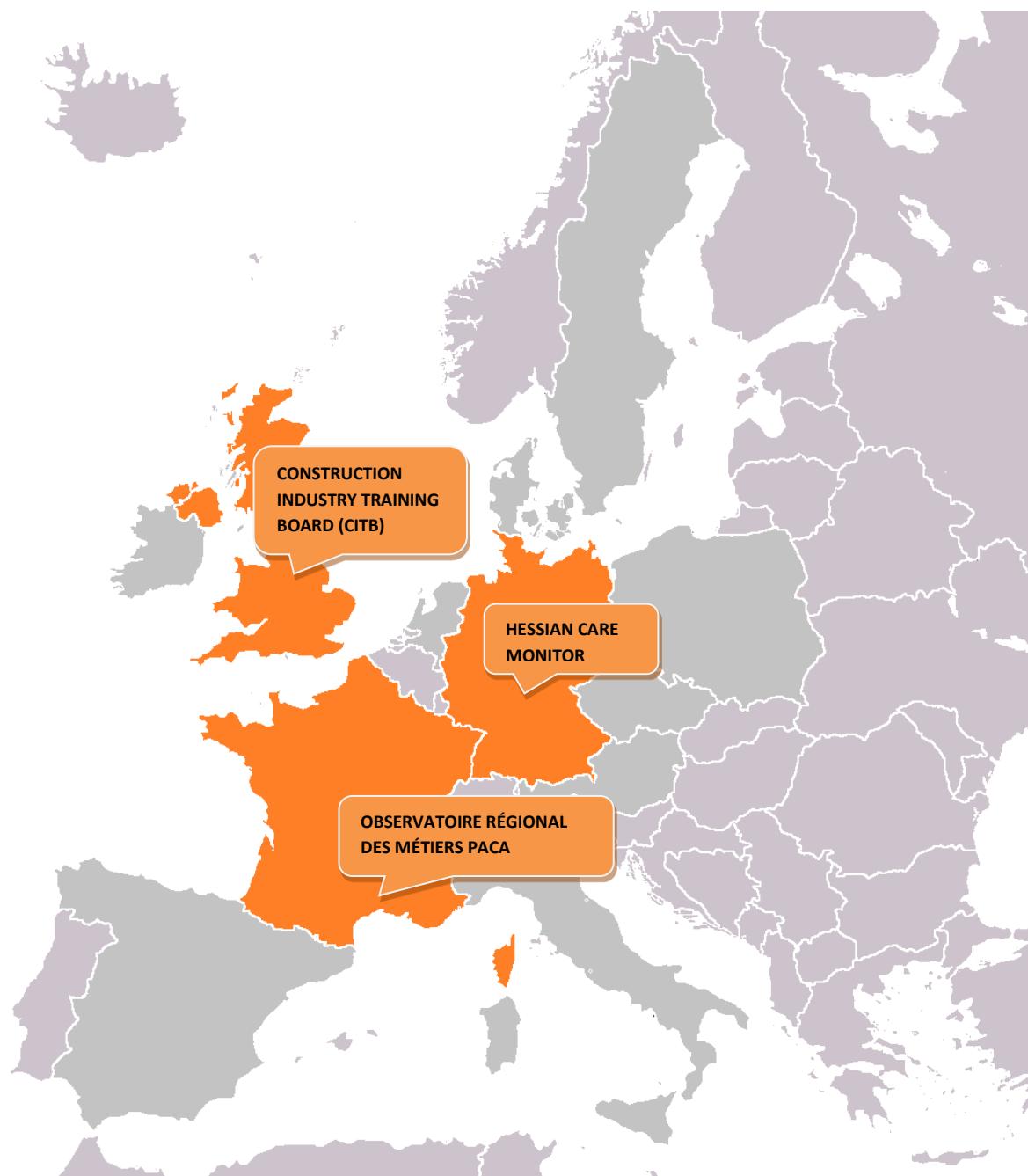
These three LMIs focus on one sector only. Two examples were developed at regional level – France offers example of green sector skills analysis in PACA (Provence-Alpes-Côte d'Azur) region, Germany provides labour market monitoring and forecasting in the care sector of Hesse and UK Construction Industry Training Board (CITB) delivers nationwide analysis of labour market development in the construction sector. The focus is on one sector allows even deeper analysis of the labour market balance and skills needs; and there is also an even stronger connection between labour market intelligence and actions aimed at matching jobs and skills within the sector.

Behind sectoral approaches to LMI there is usually a strong influence from employers. The UK example proves this as employers (and employer associations) use these tools to improve their competitiveness (enhancing skills provision and thus respond swiftly to changing and emerging areas of skills demand) and increasing the interest of graduates and adults alike in employment within the respective sector. Sector skills councils which have been established in more EU countries in past decade also use such tools for business and strategic planning.

This strategic planning is also behind the German example, where the Federal State of Hesse has developed LMI to address a shortage of skilled labour in the field of health and elderly care and also to establish a reliable data/evidence base for stakeholders' planning activities. The public sector here represents the driver for the demand for LMI; and it is not surprising as human resources in health care are in short supply in many countries. It is also worth mentioning the Czech Occupational profiles and Skills Ireland were also responding to employer demand for such tools. In the Irish case the driver was chronic shortage of IT specialists - another European wide topic.

The French case looks at another thorny issue for Europe. The Green Economy and related jobs are still a rather "young" topic in labour market analyses. Therefore LMI tools focusing on this specific theme are much more research oriented, because it is first necessary to develop a methodology to establish how to identify green jobs and related skills. The LMI then also helps better understand how the skill needs are changing within the regional economy and contributes to green innovation through developing skills in all sectors.

Figure 4: Sector-based tools map



Description and use of these LMIs

Sector approaches to LMI combine various methodologies in order to provide a reliable basis for labour market actions by stakeholders. The UK case, with the advantage of a robust nationwide database, uses its own skills forecasting model, supported by surveys among 700+ members of the Construction Skills Network (CSN). Additional research is also made aiming at skills assessment for various construction jobs, the impact of the recession on the sector, the assessment of training provision and demographic trends.

It is important to mention that CSN also operates in regions together with partners from education and authorities to provide training, recruitment and labour market policy. A forecasting model is also used in the case of Hessian LMI, and has been for a very long time span (30 years). Here the demand for workers can be forecast for such a long period because trends in the health and elderly care are strongly influenced by demographic development (which is generally more easily predicted than trends in industry sectors). French "green" LMI has probably the widest aim in its analyses. Green jobs and green skills are needed in almost every sector of the economy (industry, construction, infrastructure, public and private services etc.) Therefore publications of the PACA Observatory are more of a qualitative nature, providing definitions of green jobs and sectors, notes on limits of standard classifications for mapping of green jobs and characteristics and essential statistics/data on jobs and training in the green economy in the region.

Summary

Strong partnerships between LMI providers and the stakeholders using it were established in all three examples. What is also common for all three cases are significant changes in the economic sectors they cover:

- construction, facing at the same time downturn after the 2008 recession and shortage of skilled workers;
- health and care sector where demand for jobs is increasing so fast that education systems cannot provide sufficient supply; and the
- green sector which is driven by public support and policies that address climate change.

However, the impact and use of sector based tools is not so different from occupational based tools. There is still a strong link to the education and training sector and to policies trying to improve balance between supply and demand of skills. What is different is the role of employers - in some cases they are leaders of LMI activities and even finance them, as the UK case illustrates.

THEME 4: DATA MINING & MONITORING TOOLS

Introduction

Theme 4 brings nine examples of good practice – three from Italy, two from the Czech Republic and one each for Sweden, the Netherlands, Germany and Spain. The theme focuses on advanced tools for gathering, analysing and publishing of primary data (employment, graduates, vacancies, job seekers etc).

Background and need for these LMIs

It is clear from the introduction to this chapter that the variety of approaches and tools is quite wide. What is generally common for them is the initial driver - dissatisfaction with the quality and detail of information on the labour market, especially with the not-so-efficient use of data sources available. This is especially true for the Italian and Czech LMIs - for example, the recent development in publishing of job vacancies by employers increased the importance of web-based monitoring tools. These tools are more of research origin because they explore new methodologies and data analysis concepts.

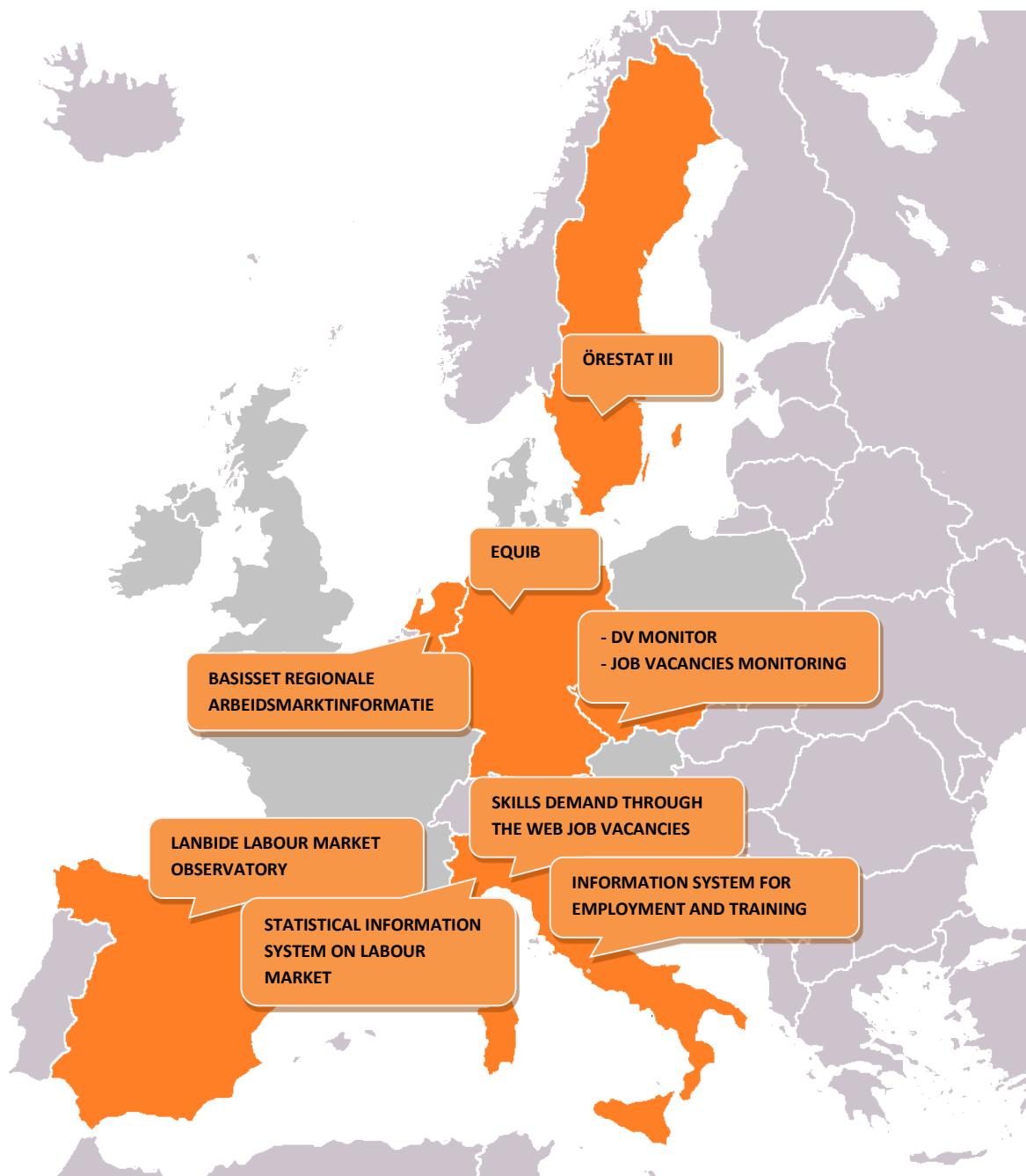
Effective use of current data sources available has also other substantial benefits. With the impact of the economic recession on public budgets it is more and more difficult to maintain traditional sources of LMI, such as surveys - they become simply too costly. Building an LMI on the efficient use of data which is gathered by someone else - usually a public provider such as a statistical office, public employment services or even private job recruitment agency - is therefore vital for the long-term sustainability of the tool. There is also another coincident feature - these tools are usually less suitable for use by individuals (for example for those seeking job opportunities or deciding about selection of education path or training courses). Public authorities, policy makers or analysts are major users of these tools, because they can help better identify trends and changes in the level of economy, sectors or broad qualification and skills levels. Czech DV Monitor is a typical example of this, focusing on providing all necessary information and data sources for policy makers in the area of adult education.

Örestat III supports the (previously mentioned in Theme 1) Øresundsbalance in order to improve cross-border labour market mobility and the coordination of labour market actions. The Dutch example helps better target active employment policy in the Netherlands both on national and regional level and German and Spanish examples primarily provide reliable data sources for the coordination of education and labour market policies within the regions of Bremen and Basque.

Description and use of these LMIs

Italian Crisp and Czech National Training Fund both focus on the interesting topic of monitoring job-vacancies via web-based sources and – in Czech example – also on merging of public and private job vacancies data on the basis of the ISCO classification. It has significant added value for labour market analysts - as it turned out in the project, private job vacancies providers can cover up to 40 % of labour market demand and without their participation in development of job vacancies information system the view on labour market balance is quite distorted.

Figure 5: Data mining & monitoring tools map



The second Italian example, Excelsior, also has demand-side monitoring because it focuses on the recruitment and training requirements of employers.

Other examples provide thematic monitoring databases. Czech DV Monitor focuses on the adult education sector and monitoring all data sources relevant for development of this sector in detailed national and regional comparison (14 regions). The good practice here is particularly the merging of different data sources in a concise and effective way and the ability to provide cross-regional (and also international comparisons). The Dutch Basisset regionale arbeidsmarktinformatie provides a similar level of detail, covering the whole of the Netherlands, divided in 35 regions.

The last four examples focus on providing the detailed monitoring of the labour market and/or education system within specific region. The Swedish Örestat III provides in-depth view on border-regional statistics for the Öresund region including demography, housing, employment and work. Given its focus, it is available in Danish, English and Swedish – on websites, but LMI is also presented in regular publications on hard paper and thematic Workshops. Örestat III also aims not only at the labour market, but also at the competitiveness of the region.

Similar approach to systemic monitoring of education and labour market is provided by Italian Piedmont Region Statistical Information System, which also includes tools for the analysis and presentation of statistical information service to various user groups. The Regional Monitoring of Qualification Development in the Bremen region provides labour market intelligence through a combination of an expert pool, business survey and secondary data source analysis. Also here, the strong point lies in the fact that LMI connects economy, education and labour market policy priorities.

Spanish Lanbide was built on both quantitative and qualitative data depending on the type of information. Like Czech DV Monitor, it combines various data sources both on national (EUSTAT, INE) and international (Eurostat) level and brings in also data from the education and training system and administrative data. Besides this state-of-the-art data exploitation, the LMI is a very good example of partnership principle as it has started with detailed analysis of key stakeholders and their needs and stands on long-cooperation with them.

Summary

This is the largest group of good practice examples, and is consequently difficult to summarize. Examples of data monitoring tools provide different approaches and are used for different purposes. Once again there are nationwide projects covering the whole labour market (but with regional information also available), targeted tools that answer very detailed answer to limited number of topics, research projects that develop new methodologies and regional LMIs providing database for all areas of region competitiveness.

The key points in the good practice examples analyzed are firstly, the sustainability – building an LMI tool on creative and efficient secondary data mining is less costly and thus offers better long-term perspective in a time of limited sources for public projects. The second is – once again – cooperation with stakeholders and analysis of their needs, which helps to better focus the LMI and improve its usefulness. This is especially true for LMI built in one region, such as Swedish/Danish, Spanish, German and one Italian example. Third is the effort to overcome the limitations placed by the information sources available by new innovative techniques on how to gather and analyse primary data.

THEME 5: SKILLS PROFILES & MATCHING

Introduction

This group contain six LMIs, two coming from Italy, three from the Netherlands and one from the United Kingdom. These examples focus especially on matching labour supply and demand. They focus at two major target groups – young people and graduates (which is the case of Italian and UK example) and unemployed and job seekers (Dutch examples). In the second Italian case an extensive employer survey is conducted in order to better identify skill needs and improve matching of school programmes to employer needs.

Background and need for these LMIs

LMIs focusing on young people, students and graduates are increasingly important as their target group becomes more and more threatened by labour market developments. Unemployment rates among graduates and young people in general have increased significantly since the recession in most EU countries.

Young people need particularly strong support, aimed at improving their access to the labour market – information about possible career paths, employment prospects for jobs most relevant to their field of study, and counselling with regard to how to apply for a job, how to prepare for an interview and so on. In the short term, to give young people the opportunity to develop best skills needed at the labour market; and ensure that those skills are used effectively at work.

However, the first Italian and UK examples do not only have young people as their target group – schools and universities also need information including the unemployment rate and employer satisfaction with skills profiles of graduates in order to increase labour market relevance of their education.

The three Dutch LMIs represent good practices in collaboration among different institutions aimed at active work with unemployed people or job seekers and potential employers and at providing relevant supporting information. Their strength is the establishment of partnerships between different institutions, including private companies (for example important temporary employment agency), social services authorities and regional authorities. Once again, individuals – unemployed and job seekers - are not the only target group. Employers are also provided with a range of services aimed at HR management and mapping their demand for employees. Focusing on both demand and supply side of the labour market is another element worthy of mention.

The second Italian example was developed because of a lack of information about skill needs development in the labour market, related particularly to the mechanical, electronic, computer and administrative fields of studies. The LMI has been developed with the close cooperation of employers and education institutions in the Italian provinces of Lombardy, Brescia, Milan and Varese.

Figure 6: Skills profiles & matching tools map



Description and use of these LMIs

The LMIs presented in this chapter are based on combining data monitoring tools with a range of services for identified users. Examples focusing on young people work primarily with administration data on students, graduates, their employability, fields of study and competence profiles. The demand side of the labour market – employer's needs – is also covered, though (but usually not in same range and level of detail which is available in comprehensive or sectoral tools mentioned in previous sections). Surveys aim mostly at graduates and their success in the labour market.

First Italian example provides on-line recruiting services, but also information on university graduates' employment conditions and graduates' profile that can be sorted by several search criteria. UK LMI is very comprehensive web tool that brings together a range of complex information in one place in a format of use to the end user, i.e. especially young people and advisors. The main goal is to help young people to make informed decisions about their future.

The Dutch examples offer similar services to their users – mapping the skills and talents of individuals, providing suitable training and matching to available vacancies. Here the good practice lies in combination with labour market analyses (focusing at current needs and balance/mismatch between supply and demand) customized support for target group – unemployed and job seekers. Another value added is the support for new types of job opportunities through the promotion of social entrepreneurship.

The second Italian LMI - Assolombarda: Report on the Companies Demand for Competences –included several hundred of companies describing their needs in 40 skills areas. The questionnaire provides, for each professional profile, a list of competencies that describe in detail the content of the work of the major professional positions (mechanical, electronic, computer, chemical and administrative addresses). Different skills have been linked to various elements of the work process. The study also clarified the description of the skills and arrived at a unique definition of "transversal" skills (communication, interpersonal, organizational) for all the addresses. Although schools were major users of study outcomes (changes in school programmes), enterprises and policy makers also took advantage of the findings – either for the evaluation of their HR management or for defining priorities for changes in their education system.

Summary

Every example analyzed has a key strength in that it links to other LMIs or services in the field of employability, education and training. This is very important as each of these LMIs do not provide comprehensive information but rather focus on providing high quality of information and services in a narrower field/range.

All LMIs are also strongly performance oriented – meaning they carry out regular screening of their users and their success at the labour market or gather extensive feedback from all partners (employers, schools, etc.). This is very important for improving and upgrading their services and the better matching of jobs and skills in the labour market.

The Italian employer survey is a unique LMI in this group bringing value added not only for schools and policy makers but also employers too – usually surveys only take information from companies and the benefit for employers is indirect. Here even those participating in the survey can use its outcomes to improve their HR management and better plan training needs.

THEME 6: COOPERATION & LABOUR MARKET ACTIONS

Introduction

This group contains three LMI examples, one from Sweden, one from the Netherlands and one from the United Kingdom. These LMIs do not provide as detailed and wide an analysis of labour market development (with the exception of the UK case). They focus on the collaboration of all important actors in the labour market, but in a different way, and with a different level of complexity.

Background and need for these LMIs

The UK example represents a local approach to LMI. It recognizes the importance of local partnerships in supporting job creation as local people and businesses understand best what is needed in their area. Building partnerships between businesses and local authorities is seen as important step in determining local economic priorities and undertaking activities to drive economic growth and the creation of job opportunities. Partnership is also necessary in order to reach agreement on priorities and actions on the local level.

Supporting cooperation between schools and businesses is also a topic for the Swedish example. It attempts to overcome the barrier between the education system and labour market which can worsen the chances of young people finding good jobs in the labour market. Similar drivers are also behind Dutch example – the only difference is that here municipalities are also involved in the partnerships and labour market actions.

Description and use of these LMIs

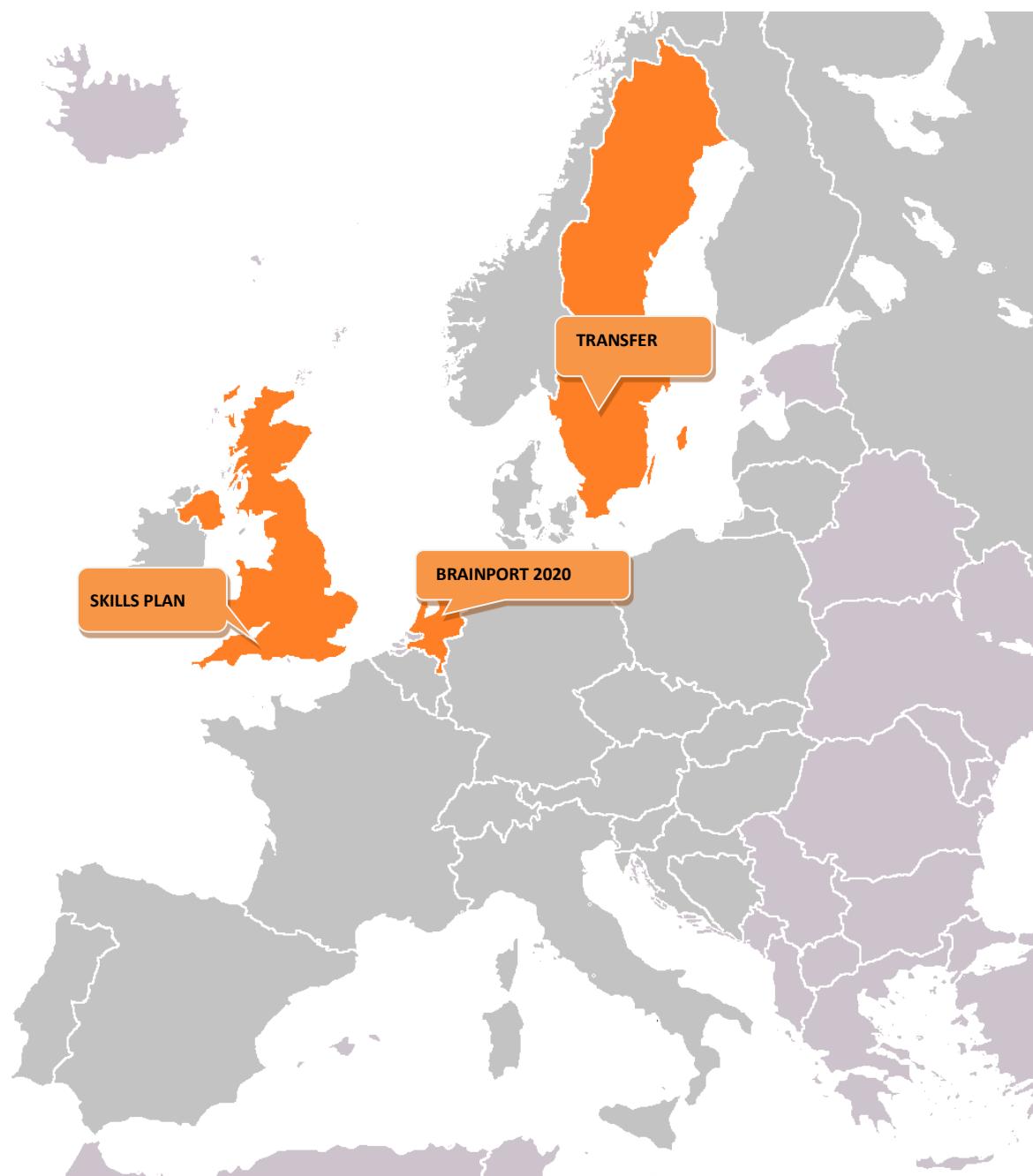
The UK example is the most complex one. It focuses on skills and provides information about the underpinning LMI needed for working out a high-quality Skills Plan that sets out the labour market opportunities and challenges of the Solent area and highlights the strategic priorities and actions. It provides a wide range of labour market analyses, although much of them were developed outside the LMI, like Working Futures (presented in Theme 1). But the strongest point of this example is development of shared understanding of key labour market issues, and stimulating actions in order to improve labour market balance. On the local level it is a unique example that works with forecasts and trends analyses – something that is usually available on national and only sometimes on regional level.

The other two LMIs presented in this chapter focus on networking and sharing of good practices. One case represents very unique approach enhancing collaboration between schools and business by mediating the contacts between schools and different professionals willing to share their experience with the pupils/students on the voluntary base. Lecturers come from different industries and represents many professions; business leaders, economists, engineers, marketers, entrepreneurs, human resource managers, etc. The LMI then provides the platform (a web-site) for organizing the knowledge transfers and connecting the members with schools.

The third LMI is the comprehensive multiannual programme aiming at increasing the competitiveness of the region by strengthening the knowledge based economy. The LMI - Human capital agenda -

represents the important part of this programme and one of its goals is improving the cooperation between schools and the business community.

Figure 7: Cooperation & labour market action tools map



Summary

Partnerships on the local level between schools, businesses and municipalities are key features of these LMIs, although they serve different purposes – from supporting easier transitions for young people from education to work to the development of local labour market strategies. Developers of these LMIs also work as mediators in discussions and contacts between different actors. This is still

new, but an important development in how LMI developer can contribute to matching jobs and skills – not just by data and analyses, but also by communication, promotion and networking.