



PILLARS – Pathways to Inclusive Labour Markets:

Collection of good policy instruments that support employers and employees during job transformation, following adoption of automation technologies

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Introduction

The current document presents the collection of **good policy instruments that support employers and employees during job transformation**, following adoption of automation technologies. These instruments have been identified during the case studies that focused on good practices of inclusive labour market policies across regions in Europe. The case studies have been conducted in all parts of Europe (Northern, Western, Eastern, Southern Europe) and accounted for differences in the levels of innovativeness of regions.

The instruments illustrated below have a strong focus on **education/training policies, collective bargaining mechanisms and protective regulations**. However, other policy domains, such as innovation, industry, entrepreneurship, labour mobility, migration and labour market are also captured. Each policy instrument is presented in a **box** that includes a short summary of implemented activities, success factors of an instrument and a weblink to access more information about it.

Each box has a **background colour**, which corresponds to the level of **innovativeness of a region**, based on the Regional Innovation Scoreboard (2021):



Innovation leader – red



Strong innovator - green



Moderate innovator - yellow



Emerging innovator - blue

This should facilitate identification of good policy instruments for regions with **similar innovation performance**. To learn about innovation performance in your country/region, please check the [Regional Innovation Scoreboard](#).



Krajowy Fundusz Szkoleniowy (KFS): National training fund to support employees upskilling and reskilling

The national training fund in Poland (Krajowy Fundusz Szkoleniowy, KFS)¹ has provided subsidies to support employees upskilling/reskilling. Within the Dolnoslaskie region, 80% of employees appreciated the provision of these subsidies.² In 2019, the KFS total expenditure used to finance labour market needs amounted to USD 55million, thereby reaching 19,000 enterprises (half of which are micro enterprises) and engaging 105,000 employees in training. However, it must be noted that most participants of subsidised trainings are employees that already have a secondary or higher education.

The monitoring and evaluation activities proved that the KFS has increased employers' awareness of the need to invest in the training of employees.

The success factors of the KFS include:

- Any employer (organization with employees under contract) can apply for the KFS;
- The funds are used for lifelong learning – covering 80% of the costs in a general situation, and 100% in the case of micro-entrepreneurs (up to 10 employees);

80% of the funds were distributed to enterprises through local labour offices, which shows strong ties between local organisations and the PES within the region.



MEA-EQUIP – Equipping SMES for a More Diverse, Equal and Inclusive Labour Market

In 2013, Malta Employers' Association together with Richmond Foundation, an NGO that offers support to people experiencing mental health problems, have launched a project “MEA-EQUIP – Equipping SMES for a More Diverse, Equal and Inclusive Labour Market”.³ The project aimed to help employers through capacity building measures to research, learn and discuss how diversity, equality and inclusion makes business sense and is good for business, rather than being just a mere legal or social obligation. The activities of the project (i.e., informational and educational measures) focused on raising awareness on mental health issues in the workplace, supporting employee well-being and personal development, but also the success of businesses.

Besides employers from various organisations, the project involved other stakeholders, such as the KNPD (Commission for Persons with Disability), NCPE (Commission for Equality)

¹ <https://wupdolnoslaski.praca.gov.pl/krajowy-fundusz-szkoleniowy>

² http://www.dwup.pl/asset/images/files/2016/Badania/Raport_ko%C5%84cowy.pdf

³ <https://www.maltaemployers.com/equip-esf-project/>

and relevant NGOs. As a result, the project led to more fruitful partnerships among key stakeholders in the field of employment and equipped MEA and employers to play a more effective role in social dialogue.

Among the success factors of the project are listed:

- Involvement of key and diverse stakeholders improved understanding of challenges faced by employers and employees and ensured lasting cooperation, support and commitment to diversity, equality and inclusion at workplaces;
- Discussion of the project and its results in various events, forums and in media drew the attention of a wider community of employers and employees to the project and to the topic in focus and stimulated the development of a more collaborative culture and climate in organisations. The project led to production of 6 social dialogue TV programmes to discuss the challenges and success stories of equality and inclusion in the business world;
- Based on project results, the employers' association has developed a concrete action plan and digital HR guidelines that were later distributed among employers;

Malta Employers' Association set an example by introducing various infrastructural interventions to its premises, including the installation of a lift, the construction of new, suitable and fully accessible toilet facilities and the introduction of a flexible ramp, to make the place fully accessible, especially to wheelchair bound, persons with disability.



Training grant for employers in recruitment, upon changing circumstances, and development of Estonian language and ICT proficiency of their employees

Estonia offers the training grant for employers to improve skills and knowledge of their employees. Though the grant, training support is available across four different categories, each reflecting changing demand for skills:

- Recruitment training grant for employers. It is available to support emerging skills demands if a specific skill is considered critical, according to OSKA forecasts. First, employers are obliged to seek new employees matching skill requirement from those registered in the PES (Unemployment Insurance Fund). If no suitable candidates are found, employers receive a grant to train their current employees.¹
- Training grant for employers upon changing circumstances. The grant is supporting employee training due to internal restructuring at the company, the introduction of new technologies or changes to qualification requirements. The measure is meant to help employers and employees through disruptive periods, and to stimulate

¹ <https://www.tootukassa.ee/en/services/employers/recruitment-training-grant-employers>

retention and upskilling of workers. The training funded through the grant must last at least 50 academic hours, indicating the need for significant learning to account for the changing working environment and conditions.¹

- Training grant for employers for the development of employees' Estonian language skills. The grant is aimed at supporting businesses employing foreign talent. The training funded through the grant must be at least 50 academic hours.²
- Training grant for employers for developing employees' proficiency in ICT. The measure is supporting digitisation and other types of technological transformation. Employers are encouraged to consult the OSKA study 'OSKA ülevaade valdkonnaspetsiifiliste IKT-oskuste vajadusest' (OSKA overview of the need for field-specific ICT skills) to select most relevant ICT training. The training funded through the grant must be at least 50 academic hours and can last up to one year.³

The support of employers and, consequently, of vulnerable employees is regarded essential for increasing the labour market resilience and for supporting technological transformation in organisations. The use of OSKA forecasts to guide employers' decisions has been described as a particular strength of the Estonian AMLPs. The grant offers at least 50 academic hours of training, which suggests short-term, yet comprehensive training. Lastly, the grant stimulates the development of ICT-related competences and supports better integration of migrant workers in Estonia.



“Future Skills Initiative”: Financing training through online learning course platforms

The “Future Skills Initiative” in Latvia has been launched in 2021 as a pilot and, following its success, it became a permanent programme. The “Future Skills Initiative” finances training provided by massive online learning course platforms with a particular focus on:

- ICT
- business
- data science
- professional language learning
- transversal skills

¹ <https://www.tootukassa.ee/en/services/employers/training-grant-employers-upon-changing-circumstances>


² <https://www.tootukassa.ee/en/services/employers/training-grant-employers-development-employees-estonian-language-proficiency>

³ <https://www.tootukassa.ee/en/services/employers/training-grant-employers-developing-employees-proficiency-information-and>

The platforms that offer training (e.g., Coursera, edX, FutureLearn) must comply with a set of criteria of the Cabinet of Ministers to ensure high quality of training. One of the key criteria is that the platform must be hosted by at least 10 higher education institutions included in the World University Ranking.

The initiative funds employed and unemployed individuals up to 500 EUR, with 50% of pre-financing. Individuals can participate in multiple courses, while the unemployed are also eligible to a stipend (5 EUR per day).

In 2022, the number of MOOCs offered through the initiative has reached 936, while the number of participants reached 936, of which 673 were women. The initiative has been successful due to selection of relevant themes/topics of trainings (especially in the context of technological transformation), online format that increased accessibility and flexibility of trainings, high quality standards, availability for all population groups that responds to needs of all individuals (employers, employees and unemployed) and stimulates lifelong learning, and due to reduction of financial barrier for participation in training.

 ***“Facilitating Work Life for Individuals with Disability”: A response to individuals with disabilities low employability and technological transformation of workplaces***

The programme “Facilitating Work Life for Individuals with Disability” has been developed in Malta in response to low employability among individuals with disabilities and technological transformation of workplaces.¹ It was suggested that besides leading to job displacement, technologies could also contribute towards the inclusion of this population group on the labour market. Thus, the programme provided a grant to purchase technologies/equipment that will make the workplace more accessible to employees with disabilities. The grant covered 90% of incurred eligible costs to a maximum of 10 thousand EUR per project.

The programme has been very successful, due to its wide promotion by PES among both employers and individuals with disabilities, and substantial financial support for adaptation of the workplaces.

¹ <https://www.maltaenterprise.com/node/1785>



JOBSTARTER – Digital Manufacturing Processes: Additional qualification for the future career in Industry 4.0

The JOBSTARTER - Digital manufacturing processes - Additional qualification for the future career in INDUSTRY 4.0! (Digitale Fertigungsprozesse - Zusatzqualifikation für die berufliche Zukunft in INDUSTRIE 4.0!) is the programme in Germany that support employers and employees during technological transformation.

The main stakeholders of this programme are the Federal Ministry of Education and Research and the Federal Institute for Vocational Education and Training. The scope of the programs is to target advanced manufacturing technologies and to prepare individuals for future transformations on the labour market. Some success factors are:

- There are no costs implied for participants, meaning they get additional qualifications for free.
- It links individuals to SMEs where they have the possibility to take apprenticeships and eventually get employed at this company.
- There is a high degree of networking and knowledge transfer in competitive and innovative environments – as demand to participate in the program is high (from individuals and companies).

Results of the program are implemented in vocational training and colleges since mid-2019 – assuring the transferability and scalability of the program¹.



“Bridge to the World of Work”: Providing young people with training and individualised life path planning

The “Bridge to the World of Work” initiative was implemented between 2008 and 2011 in Hungary. The initiative focuses on providing young people who were not in any type of formal education, or who had dropped out of school with training and individualised life path planning.² The programme also tended to further focus on people who had behavioural and learning difficulties.

The initiative aimed to improve the self-image of young people, better their skills in relation to their peers and employees, and to acquire and/or further develop professional competences.

The success factors of the initiative include:

¹ https://skills4industry.eu/sites/default/files/2019-11/EA-01-19-571-EN-N_incl-exec-sum.pdf

² http://fogyatekossagtudomany.elte.hu/wp-content/uploads/2020/11/Billedi_FT_2020_2.pdf

- Both employed and unemployed young people who did not complete formal education could join the initiative and develop necessary skills;
- The initiative offered a comprehensive support to young people with disadvantages, recognising additional, behavioural difficulties, that prevent from successful integration on the labour market;

Young people were given insights about work through workplace visits, discussions with employers and employees. This has increased their awareness of job-related tasks, activities and career choices, and stimulated their better preparation to the world of work.

✓ ***Rampa Digital: Expanding people's digital skills in Portugal***

The project Rampa Digital aims to expand people's digital skills in Portugal, regardless of their current job situation. The project offers a self-assessment tool to evaluate the baseline digital skills level and to tailor each participant's training. Following that, it provides free in-person training sessions to firms that want to integrate digital tools in their business, and to other NGOs (such as charities) so that they can then provide training to their communities.

Rampa Digital has been promoted by .PT (a non-profit entity responsible for managing and registering the webdomain .pt) and privately sponsored (together with Google.org). In view of experts, it has been an important support for businesses, given its comprehensive support and in-person trainings.

✓ ***CPRPFOP: Helping regions re- and up-skilling regional labour forces***

CPRPFOP is the French national program aiming to help regions implementing ALMPs and re- and up-skilling regional labour force. However, this programme hasn't been very successful in addressing new demand for skills. To correct for this insufficiency, Pays de la Loire implemented a reform, and created CREFOP, a regional committee for employment, training and professional orientation. Such reform attracted attention of national policymakers overseeing the original program. Success factors of the program are:

- Increasing the quality of matches on the labour market;
- Reinforcing durable competencies of the region, aligned with the actual needs of the labour market;

Its main rationale is not to invest in trainings and up-skilling as a goal but rather as a means to achieve inclusive employment and guaranteed integration on the labour market.¹



Growth Through Knowledge: Inciting growth and employment by providing bigger supply of highly skilled labour

“Growth through Knowledge” is a programme, implemented in the North Jutland region (Denmark) between 2016 and 2020.² The aim of the programme was to incite growth and employment in North Jutland companies by providing a bigger supply of highly skilled labour. This was done by matching graduating students with companies, with the support of PES. A precondition of this matching was that the graduate’s skills must support the company’s growth ambitions.

The graduates followed an eight-week internship and then were employed for at least four months. Their wages were subsidised by the programme’s funds. In total, 98 graduates participated in the programme, most of which received long-term contracts following the programme. In the coming two years, it is expected that the programme will create at least 175 new jobs.

Success factors of the programme included:

- Close relationships between local PES and businesses to ensure the match;

The costs for business were minimised through subsidised wages.



InDaHouse Hungary Association: Providing education services to vulnerable children

InDaHouse Hungary Association is a grassroots organisation that works with disadvantaged, mainly Roma, children starting from the age of 5.³ With the help of volunteers, the Association provides education services to vulnerable children until they become “responsible and self-fulfilling adults”.⁴

The Association has been enrolled in the Second Chance Education Programme in Hungary. The programme is implemented during the school year, on the weekends. It offers

¹ <https://www.paysdelaloire.fr/sites/default/files/2020-01/defp-2018-strategie-formation-professionnelle.pdf>

² <https://kohesio.acceptance.ec.europa.eu/en/projects/Q2100888>

³ <https://indahousehungary.hu/make-it-possible>

⁴ http://fogyatekossagtudomany.elte.hu/wp-content/uploads/2020/11/Billedi_FT_2020_2.pdf

individual and group development sessions at school, in combination with individual early childhood development sessions in the families' homes. The sessions focus on bettering the children's self-awareness and self-confidence, learning to deal with negative feedback that children face in education institutions.

Additionally, the Association transports children to and from schools to encourage employability among parents. It is also an active employer in the communities and a social enterprise that offers its facilities as a guesthouse.

Among the success factors of the InDaHouse Hungary and of the Second Chance Education Programme in which it has been involved are the following:

- Long-term and individualised support is offered to children/students from disadvantaged backgrounds;
- The programme focuses on empowerment of children, as it aims to provide skills that will support their experience in education institutions and in places of work;

The programme actively engages with local communities and brings awareness to families on the long-term benefits of education. Thus, it focuses on long-term relationship building to affect the local culture.



“Access to Labour”: Tackling limited accessibility to the labour market

“Access to labour” programme is the policy instrument in Pays de la Loire, tackling limited accessibility to the labour market. It constitutes the third pillar of the region's approach to labour market integration of both the unemployed and employed workers seeking job transition. Together with the local labour market office (Pôle Emploi), the programme co-finances 400 to 800 hours of training for individuals that require up-skilling or re-skilling.

The programme has been popular among the population in the region, and it has been considered successful due to the following factors:

- The regional council has partnered up with relevant local actors, such as the local unemployment organisations consisting of Pôle Emploi offices and smaller more local organisations;
- Individualised training programmes, to both unemployed and employed people, are aligned with the needs of a company that will eventually employ the person;

The programme focuses on *why* a person has been unemployed or *why* he/she wants to receive a specific training, instead on *how* to re-integrate individuals in the labour market. Such differentiated approach turns reemployment policies tailormade to the individual and requires involvement of a person in the construction of a long-term employment plan. As

emphasized by all interviewees, long-term and inclusive employment is a result of close collaboration between an unemployed person and the local labour office, as the latter enhances the sense of meaning and belonging, increasing the odds of reemployment.



The National Pedagogical Institute of the Czech Republic (NPI): Developing general, vocational, art, linguistic, and continuing education for teachers

The National Pedagogical Institute of the Czech Republic (NPI) prepares strategies for further development of general, vocational, art and linguistic education, continuing teachers' education, and the area of pedagogical-psychological, educational and career counselling.¹ Through 14 regional centres, NPI provides support to teachers, trainers and schools across all educational levels, except higher education.

Among the key missions of NPI is to develop standards of vocational CVET qualifications, to oversee the certification of vocational qualifications and to handle issues concerning the recognition of certified qualifications. In addition, it also supports career guidance at schools and cooperates with career guides for the labour market via networks such as Euroguidance.

The work of NPI has been stimulating adult, lifelong learning in the Czech Republic, as it supported the education/training providers in acquisition of certifications, which triggered the provision of qualifications for individuals that attended training programmes of these education/training providers. The qualifications issued by the education/training providers are in line with the European Qualifications Framework. Hence, they are recognised in the Czech Republic and in the European Union.

The effectiveness of the work of NPI has been ensured by the following factors:

- NPI has developed standards of vocational CVET qualifications in consultation with experts and stakeholders;
- NPI has promoted the recognition of qualifications by launched an open platform that publishes information about approved professional qualifications;

NPI provides detailed instructions on how the examination for each qualification should take place, thereby ensuring compliance with standards.

¹ <https://en.npi.cz/our-tasks>

 **Free Childcare Programme: Providing free childcare services to parents/guardians in employment or education**

The Free Childcare Programme, launched in 2014, is an initiative of the Malta's government that provides free childcare services to parents/guardians who are in employment or are pursuing their education, with the aim to help families achieve a work/life balance.¹ In light of technological and workplace transformation, the Programme supported upskilling/reskilling of employees with children.

The childcare service is either provided directly through government services or alternatively through Registered Childcare Centres. The services are offered to children between the three months and three years old.

The programme ensures a greater availability of time among parents that could be dedicated to training and employment. In addition, it lifts the financial constraints associated with childcare services and stimulates female participation on the labour market. In 2022, more than 8,000 children have been benefiting from this programme, which costs about 31 million EUR per year. The PES in Malta report that the programme had a strong positive impact on employability among women, allowed many young parents to complete education/training and addressed the skills needs of many employers.

The success factors of the programme include its good design that recognises that individuals with children need support to find and undergo relevant training, and to find suitable employment.

¹ <https://jobsplus.gov.mt/free-childcare>