



Summary of good policy practices across the case studies

The current document presents three boxes with **key findings** across the conducted case studies on good policy practices for the...

- Creation of innovative and inclusive jobs,
- Prevention and mitigation of job displacement,
- Support of employers and employees during job transformation.

Good policy practices for the creation of innovative and inclusive jobs include...

- The policymakers develop a policy approach on innovative job creation in line with the level of their economic development, focusing on innovation in prioritised economic sectors, digitisation/IT sector development, and entrepreneurship;
- The economic policies of more developed regions stimulate innovative job creation by prioritising innovation in advanced manufacturing, professional service sectors. Key instruments include investments in R&D&I and industrial clusters;
- The economic policies of transition regions stimulate innovative job creation by prioritising digitisation and IT sector development, and several moderately developed industries. Key instruments include internationalisation, investments in selected industries;
- The economic policies of less developed regions stimulate innovative job creation by prioritising entrepreneurship, digitisation and IT sector development. Key instruments include regulatory frameworks for ease of doing business, investments in the education sector and in selected key industries;
- To stimulate innovative job creation, the more developed regions seek to address labour shortages across all skills levels due to growing economy;
- To stimulate innovative job creation, the transition and less developed regions seek to address labour shortages of highly-skilled workers;
- In supporting less developed regions/areas, the strategies on innovative job creation aim to enhance their connectivity through the following:
 - Integration of less developed regions into the value chains of organisations/industries of more developed regions by offering complementary capabilities/resources that result in a win-win situation;
 - Development of preferential conditions in less developed regions and active promotion of them;
 - Shifting some economic activities or public organisations from more to less developed regions (without harming the more developed regions);
 - Establish organisations that will drive the local economy, innovation and attract resources from other regions.



- Industrial clusters and business/innovation hubs are connected to relevant STI stakeholders (including to the policymakers), have access to high-quality expertise/advisory services and financial resources, and are characterised by effective coordination/leadership;
- Long-term university-industry linkages are supported by technology transfer offices (TTOs), R&D&I projects and other financial incentives;
- Collaborative culture is stimulated in regions, especially in less developed regions;
- To address labour/skills shortages, the following approaches are used:
 - Investing in education/training activities of local labour;
 - Offering childcare and/or other services to increase participation of women and other vulnerable groups on the labour market;
 - Facilitating labour mobility through the PES (public employment services);
 - Attracting labour from other regions/countries, in cases of more urgent need or acute shortages.
- To attract migrants, the following approaches are used:
 - Marketing/promotion of employment and entrepreneurship opportunities in a region/country;
 - Provision of citizenship and removal of administrative barriers for employment and entrepreneurship;
 - Recognition of foreign education certificates and of skills;
 - Support in business development for foreigners.
- The policymakers effectively manage migration, preventing inflation of consumer goods, of housing/renting costs, and overload of the systems connected to provision of public services.
- To effectively manage the labour market effects, the policymakers practice the following:
 - Evidence-based approach to policy design;
 - Continuous learning of good policy practices in other regions/countries;
 - Involvement and mobilisation of relevant stakeholders in the policy design;
 - Development of a clear and comprehensive medium/long-term vision/strategy, characterised by coherence with other policies/strategies and capitalisation on synergies;
 - Strong political commitment to the medium/long-term vision/strategy across all relevant public organisations;
 - Effective coordination of policy implementation;
 - Assigning clear responsibility/mission to each implementing organisation to make it responsible for a specific outcome;
 - Monitoring and evaluation of the policies;
 - Dissemination and knowledge sharing of lessons learned.

**Good policy practices for the prevention and mitigation of job displacement include...**

- The policymakers across different domains (education, labour market, economy) regularly inform themselves on the impacts of automation technologies on the labour market, including on job displacement effect, and design appropriate evidence-based measures to tackle challenges;
- There are institutions commissioned to systematic monitoring and forecasting of the labour market trends, and to inform the policymakers, stakeholders and the public about relevant skills in demand across specific occupations;
- The education system stimulating relevant knowledge and skills for the current industry needs, in line with smart specialisation policies, and for the future of work, based on labour market insights/forecasting models. The following activities are undertaken:
 - Transformation of education across all educational levels, starting from kindergartens and primary schools;
 - Integration of different areas of IT in education and digital tools for education to build digital skills and attract more students to IT careers;
 - Introduction of education specialisations;
 - Development of entrepreneurial competences;
 - Up-to-date knowledge, skills and methodologies of teachers across all educational levels;
 - Strong collaboration between the education providers and employers/industries;
 - High quality of STEM education;
 - Excellent education/career counselling at education institutions that helps individuals to identify their personal strengths and career options.
- The ALMP (active labour market policy) approaches and instruments are characterised by the following:
 - Address all three effects associated with technological transformation on the labour market simultaneously (i.e., job creation, job displacement, job transformation);
 - Account for both current and future labour market needs. In other words, they are evidence-based and forward-looking;
 - Have a strong focus on prevention rather reactive measures, thereby targeting individuals at risk of unemployment, and also supporting the unemployed and currently employed;
 - Comprise a comprehensive package of instruments that targets individuals at different skills levels and with different needs, thereby providing a personalised, assessment-based approach that targets barriers of individuals.



- The ALMP approaches and instruments account for longer or different learning pathways of vulnerable groups and focus on ensuring their long-term employability;
- Evaluations and impact assessments of the ALMP instruments are performed to learn about good practices, understanding success factors and improving the future design and implementation of ALMP instruments;
- The quality of the PES is ensured through the following measures:
 - Ability of PES/municipalities/regional authorities to decide which set of ALMP instruments will be prioritised in a region;
 - Collection and analysis of data on needs of unemployed individuals, and the development of the customer categorisation system;
 - Creation of the online, free job search tool on the PES website for employers and job seekers;
 - Selection or design of high-quality, labour market-relevant education/training programmes;
 - Availability of funding for providing sufficient and high-quality support at the PES;
 - Provision of trainings and labour market insights to PES staff members;
 - Collaboration between the PES and the policymakers.
- Hands-on and on-the-job education/training programmes are offered to the unemployed in different formats (online, in-person and hybrid), are of different duration (short, medium, long-term), depending on upskilling/reskilling needs;
- The education/training programmes for the low-skilled (and especially for the long-term) unemployed are offered in-person, for small groups;
- The combination of ALMP and PLMP (passive labour market policy) measures are designed in a delicate balance to ensure high employment, low unemployment and to reduce labour market mismatches. The regions/countries, characterised by more extensive social protection, provide sufficient incentives for education and employment. The regions/countries with more limited social protection ensure that the ALMP mechanisms are effective and do not lead to labour market mismatches.

Good policy practices for the support of employers and employees during job transformation include...

- The capacities of business-oriented organisations, PES, employers' and industry/sectoral associations are strengthened to provide effective support to employers;
- Information on organisations that can support employers during technological transformation and on their services is shared with employers to ensure their



awareness of assistance channels and to stimulate relationship-building with such organisations;

- The platforms for regular collaboration between the policymakers and employers/employers' organisations are established to ensure adequate and timely public support;
- The organisational structure and approach at PES encourage staff members to build trustful and lasting relationships with organisations to which they deliver services;
- Awareness about the rights, standards and obligations of employers and employees in workplaces is strengthened, including through user-friendly online platform that serves as a one-stop-shop on work-related regulations and other support;
- The policymakers stimulate activation of trade unions, an effective tripartite co-operation between the trade unions, the employers' organisations and the public sector, and promote collaborative culture at workplaces;
- Organisations that represent employers' and employees form lasting relationships with the relevant stakeholders, develop concrete actions and ensure leadership on implementation of actions to address issues of workers and employers;
- The labour inspection systems are reviewed and assessed to ensure their effectiveness, in light of job transformation;
- The EU and national policymakers introduce regulations that ensure decent working/employment conditions of workers engaged in new technology-enabled forms of work, and these workers are either included in existing trade unions or form a new association of workers.
- Adult, vocational education/training and lifelong learning systems have a strong focus on digital, social and transversal skills;
- Policymakers invest in promotion of lifelong learning and of available training opportunities through communication campaigns, involving different communication channels (i.e., social and traditional media, events, training providers and influencers/thought leaders);
- The skills self-assessment tools and individual accounts for learning pathways are developed;
- Employers, especially SMEs, are offered subsidies for training, free training programmes for employees;
- The PES that provide services to the currently employed individuals promote them to increase awareness of the labour force, and they are involved in the design of tailored trainings;
- Training programmes are offered in flexible learning formats (e.g, online, at own pace, at convenient time) to encourage participation. The low-skilled individuals are provided more in-person, small group training programmes.



- Training programmes provide diverse learning opportunities for all skills levels and meet different learning needs, especially of vulnerable groups.
- The adult, vocational education/training and lifelong learning systems are developed, based on the following approach:
 - Close collaboration between the policymakers (across different ministries – Ministry of Education, Labour), education providers, employers and employees to align training with industry needs and policies (e.g., smart specialization), to understand what skills are needed and how to design and deliver effective training programmes for the specific occupation group;
 - Analysis of future skills in demand for a specific occupation or industry;
 - Development of clear quality standards of training programmes;
 - Delivery of training in collaboration with other providers, particularly higher education institutions, and with industries;
 - Verification of the quality of offered training programmes.
- The education/training qualifications system is developed, based on the following approach:
 - Development of standards of qualifications in consultation with experts and stakeholders;
 - Promotion of the recognition of qualifications in an open platform that publishes information about approved professional qualifications;
 - Detailed instructions are provided for the examination for each qualification, thereby ensuring compliance with standards.