



European Network of Public Employment Services

2022 PES Capacity Questionnaire Part II: Labour market training for the long-term unemployed

Survey-based Report

EUROPEAN COMMISSION

Directorate-General for Employment, Social Affairs and Inclusion
Directorate E — Labour Mobility and International Affairs
Unit E.1 — Labour Mobility, Public Employment Services, ELA

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LIST OF ABBREVIATIONS

ALMP	Active Labour Market Policy
BL	Benchlearning
CVET	Continuing Vocational Education and Training
DG EMPL	Employment, Social Affairs and Inclusion Directorate General
EC	European Commission
EMCO	Employment Committee
EU	European Union
ESF	European Social Fund
HR	Human Resources
IAP	Individual Action Plan
JIA	Job Integration Agreement
LM	Labour Market
LTU	Long-Term Unemployed
MS	Member States
NEET	Young person Not in Employment, Education or Training
N/A	Not Available
PES	Public Employment Services

EXECUTIVE SUMMARY

The Council *Recommendation on the integration of the long-term unemployed into the labour market* aims to support sustainable re-integration of the long-term unemployed into the labour market. The Recommendation also requested that the European Network of Public Employment Services (PES Network) contribute to the monitoring of its implementation. The current report, which is part of the monitoring of the Recommendation, complements the monitoring done by the Employment Committee (EMCO) and provides input to the EMCO multilateral surveillance, the other PES Network analyses and mutual learning activities.

As the labour market training represents a key in effective labour market transitions and upskilling and re-skilling the labour force, access to training is an important element of the Recommendation. Public Employment Services (PES) are one of the main actors to integrate long-term unemployed in the labour market. The current analysis, therefore, aims to present the PES activities and the new challenges towards supplying necessary training to the long-term unemployed. The findings in this report are based on information collected via a questionnaire sent to 32 AFEPA (Advisors for European PES Affairs) in EU27 countries, plus Iceland, Liechtenstein and Norway (members of the PES Network). While responding, the PES provided information on the various aspects or responsibilities related to the training programmes for the long-term unemployed, mainly from their PES view. Hence, the report does neither include an impact assessment nor an evaluation or a full overview of labour market training and its efficiency.

The overall conclusion of the current analysis is that PES put a lot of effort into organising and delivering the labour market training to long-term unemployed to improve their ability to access jobs, even in a challenging period due to the COVID-19 pandemic. At the same time, some issues for further consideration, especially by policy makers, when planning or adjusting future training programmes for the long-term unemployed were identified, such as:

- 'On-the-job' or training with a 'practical component' in companies seems to be the most effective (in terms of employment outcomes) for long-term unemployed.
- At the opposite pole are courses without an in-company training component, which appear to be the least effective training for long-term unemployed.
- Professional training in which graduates receive a formal vocational qualification/diploma and self-selected training are also considered to have high effectiveness in case of long-term unemployed. Self-selection of training courses and/or of the training provider is considered an approach that offers a quick and more flexible way for the unemployed to use the resources for further training or re-training (in comparison, for example, with public procurement process).
- Training courses with mixed groups (i.e. unemployed and employed people) seem to work better and are more 'beneficial' to long-term unemployed than the training alongside homogenous groups of learners (i.e. only long-term unemployed) as unemployed can share experiences with employed people, find information about possible vacancies or 'may be inspired by the employed persons' lifestyle'.
- The weak infrastructure of training providers in some local/remote areas (where many long-term unemployed come from), some bottlenecks (i.e. for some courses, at some moments or in some regions) or difficulties encountered in some regions in finding the right training providers and sometimes the limited financial resources are a few issues encountered in providing training programmes to all or almost all long-term unemployed in need of such support.
- Poor financial resources of the long-term unemployed reflected in no possibilities for internet access and IT equipment, a lack of or low digital skills, poor or no support network to assist the long-term unemployed in accessing online

resources/courses or no opportunity to practice the skills are some of the major challenges encountered by long-term unemployed in accessing and attending the distance learning. Moreover, in some cases, the distance learning is considered to have a low effectiveness in reaching out to people who are not motivated and/or unfamiliar with learning.

- Monitoring/evaluation throughout the provision of the training programmes is less carried-out by PES – this could mean that it should be strengthened to quickly intervene on aspects that do not work well or align with the established objectives.
- Monitoring and evaluation in a more systematic way to provide relevant information on the impact/effectiveness of the training programmes for disadvantaged groups, such as long-term unemployed.

Key results by specific aspects analysed in this report are further provided in this executive summary.

The results of the current analysis show that **PES have a wide range of responsibilities in managing and implementing labour market training for the long-term unemployed**. Most PES are responsible for identifying current and future skills needs and disseminating the information on training opportunities (28 out of 32), designing training programmes (20 out of 32), selecting trainees or referring the long-term unemployed to the training courses (25 out of 32), financing (26 out of 32) and monitoring and evaluating the training programmes (24 out of 32). To a lesser extent, PES have other responsibilities, i.e. for budget development or budget proposals to support the implementation of the training plan (13 out of 32). On the other side, some PES (9 out of 32) reported only 'limited' or 'partial' responsibility, as the governance of labour market training for jobseekers, including long-term unemployed persons, is shared between various institutions (including PES) and authorities, the responsibility of institutions other than PES, or is under the remit of the regional/local authorities.

In planning the training interventions, the majority of PES (30 out of 31¹) rely on their **in-house data and information**. For the same purpose, **a variety of other information** is collected by PES **through a close co-operation** with social partners and other relevant institutions.

The training programmes for the long-term unemployed are mainly **funded from national sources** (27 PES out of 32) and **EU financial instruments** (21 PES out of 32). Regional/local funding is typically used in countries where the training programmes are under the responsibility of regional/local authorities (9 PES out of 32).

The majority of PES (27 out of 31²) included in this study considered that **the existing capacity** (funds and network of training providers) **ensures the availability of the training offers for the long-term unemployed and key/growing economic sectors**. As revealed by the explanations to their responses, it seems that some PES consider the training capacity is well aligned with needs estimated in the planning process. Other PES appreciated that, overall, there is enough or adequate training capacity, but specific bottlenecks exist (i.e. for some courses, at some moments or in some regions), difficulties are encountered in some regions in finding the right training providers, or the network of training providers is adequate but the financial resources are limited. However, **a few PES** (4 out of 31) **clearly stated** that the capacity for general or long-term unemployed-specific labour market training **is not sufficient** and should be improved. These PES identified some other **specific issues** i.e. the weak infrastructure of training providers in some

¹ 1 PES (not involved in planning) - no answer to the related question.

² 1 PES - no answer to the related question.

local/remote areas, the limited financial resources to ensure training of all (or almost all) long-term unemployed in need of such support or the jobseekers' demand for training courses that exceeds the possibilities of financial allocation.

Again, the majority of PES (25 out of 32) play an important role in **directing unemployed to the appropriate training programmes**. The decisions on training paths and specific courses are usually agreed with the unemployed whilst developing the individual action plan/job integration agreement. **Self-selection** of the training courses/training providers, which was recently introduced in some countries, **is quite wide-spread**, with 22 PES reporting such an approach. Self-selection is carried out via internet (from PES or other institution databases) or through training vouchers schemes.

Provision of training programmes to jobseekers, including the long-term unemployed, is done by most PES through a combination of different delivery approaches or models. The **most common approach** seems to be **the provision by external training providers, which are contracted out by the PES**, as 25 PES mentioned this delivery model in place. Just over one-quarter of PES (9 out of 32) deliver part of the training courses through their own training centres or premises, but these courses are usually supplemented by other training programmes delivered by external providers.

Regardless of the delivery models used, PES and other training providers have been challenged by the COVID-19 pandemic conditions in supplying the specific programmes. Additionally, as reported by almost all PES, **the total or partial switch away from face-to-face to online, hybrid/blended learning or virtual classrooms was the only alternative** to maintain the supply of labour market interventions, including the labour market training. **The positive side-effect** of this switch was that all training providers, including PES, **improved their capacity to implement distance learning**. On the other hand, the **long-term unemployed have also been challenged** in attending the training courses, which have been delivered through relatively new learning methods. These challenges are mainly linked to poor financial resources and the lack of internet access and IT equipment; low or a lack of digital skills; in some cases, no support network to assist the long-term unemployed in accessing online courses or the new digital platforms/applications. Furthermore, the purely digital training measures appear to be less appropriate for people with high or intensive support needs (like most long-term unemployed) for which the social component and the 'personal approach' plays an important role.

The **vast majority of PES and their partners provide a combination of different types of training**, e.g. training in specific qualifications/occupations (31 out of 32), training to acquire or develop basic skills (30 out of 32), training to upgrade/update the existing skills and knowledge (30 out of 32), re-training courses (29 out of 32) and job-search training (28 out of 32). When looking at the **frequency** of the various types of courses, those designed for **training in a specific qualification/occupation/profession seem to be provided very often**. Development of digital and technology-based competencies of the long-term unemployed is in focus for all PES.

On-the-job training or training with a practical component in companies has been assessed by over half the PES (17 out of 31³) as being **the most effective** (in terms of employment outcomes) training for long-term unemployed persons. Professional training in which graduates receive a formal vocational qualification/diploma and self-selected training are also considered to have high effectiveness in the case of long-term unemployed. Moreover, some PES consider that training courses with mixed groups (i.e. unemployed and employed people) work better and are more beneficial to the long-term

³ 1 PES - no answer to the related question.

unemployed than training with homogenous groups of learners (i.e. only the long-term unemployed). Conversely, **the courses without an in-company training component appear to be the least effective training for the long-term unemployed.**

All PES participating in this survey **provide training courses for clients** besides the long-term unemployed (e.g. unemployed, inactive people, NEETs, recent graduates of the education system, refugees, employees, prisoners or people released from prisons, etc.). Most PES (25 out of 31⁴) stated that, **in general, the training courses are the same for all categories of PES clients.** Only six PES reported that training programmes for long-term unemployed are different, or different in some respects, from those offered to the other customers. Prioritisation of disadvantaged groups, such as long-term unemployed, is usually done through eligibility criteria or defined in specific legislation, policy documents or specific programmes. When training measures or programmes are targeted only to long-term unemployed, they may include a longer or more intensive support or a combination of different services and labour market measures.

Additional support is provided by a vast majority of PES (30 out of 31⁵) and/or their partners **before, during and/or after the training programmes.**

Monitoring and evaluation of training programmes is carried out through a **combination of tools and instruments** which are used to collect quantitative and qualitative data and information about the training programmes and the related results. Monitoring and evaluation is carried out most often **at the end** of the training programmes with almost two-thirds of PES (20 out of 31⁶) reporting such an approach. Above half the PES (16 out of 31) implement monitoring and evaluation **within a period** (from one month to one year) **after the end of training courses** – in many cases this includes, among others, monitoring the employment rates or employment status of trainees or graduates. In a smaller share of PES (13 out of 31), the monitoring is carried **throughout the provision/delivery** of the training courses. It is worth mentioning that several PES carry out monitoring and evaluation in at least two stages of implementation of the training programmes, i.e. during the provision as well as at the end or within a period following the end of the training courses.

Moreover, the current analysis shows that results of the monitoring and evaluation processes are used to adapt the training programmes to the labour market and long-term unemployed persons' needs and expectations. New employment strategies/programmes or re-enforcement of existing training interventions for the long-term unemployed and the jobseekers who have a higher risk of becoming long-term unemployed, refining the way that the most vulnerable sub-groups are targeted by the support interventions, improving the planning process and implementation of new forms of distance learning are some of **the improvement measures in focus for many PES** involved in this study.

⁴ 1 PES - no answer to the related question.

⁵ 1 PES - no answer to the related question.

⁶ 1 PES – no answer to the specific question.

1. INTRODUCTION

In response to the increase in long-term unemployment between 2007 and 2014, the Council of European Union (EU) adopted the *Recommendation on the integration of the long-term unemployed into the labour market*⁷ (hereinafter 'the Recommendation') in February 2016. The aim of the Recommendation was to support sustainable re-integration of the long-term unemployed (LTU) back into the labour market (LM) by calling on the Member States (MS) to:

- *encourage the registration of long-term unemployed with an employment service;*
- *provide each registered long-term unemployed with an individual in-depth assessment to identify their needs and potential at the very latest when they reach 18 months of unemployment;*
- *offer a job integration agreement to all registered long-term unemployed at the very latest at 18 months.*

As stated in the Recommendation, the main objective of the 'job-integration agreement' is to facilitate the transition of the LTU into employment on the labour market. It is well known that access to relevant training for LTU is one of the key elements of job integration measures. The Recommendation underlines that addressing skill shortage, equipping more people with relevant skills and competences will help to reduce the number of newly unemployed persons and should contribute to a smooth transition from learning to work and for continued employability. That is why the MS are asked to pursue the modernisation of education and training systems. A better dissemination of relevant information on job vacancies and training opportunities is another key point of the Recommendation. Furthermore, the MS are encouraged to develop partnerships between PES, education and training providers, employers and other relevant actors to provide services and employment measures (including training) that better meet the needs of enterprises and registered long-term unemployed persons⁸. Active support to employment is further emphasized in principle 4 in the European Pillar of Social Rights⁹ and further followed up in the Action Plan of the European Pillar of Social Rights¹⁰. This includes the right to training and re-qualification.

The Recommendation requested that the European Network of Public Employment Services¹¹ contribute to the monitoring of its implementation. The current report is part of the monitoring of the Recommendation.

The report is in line with the 2022 work programme of the PES Network that continues to monitor the implementation of the Council Recommendation on the LTU by the PES. It also complements the quantitative and qualitative monitoring done by the Employment Committee (EMCO) and intends to provide input to the EMCO multilateral surveillance and other analysis and/or mutual learning activities.

The current report focuses on new challenges as well as delivering LM training to the LTU to improve their ability to access jobs in the changing labour market. More precisely, the analysis is focused on aspects, such as:

⁷ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32016H0220%2801%29>

⁸ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32016H0220%2801%29>

⁹ https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

¹⁰ https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-action-plan_en

¹¹ <http://ec.europa.eu/social/main.jsp?catId=1100&langId=en>

- main PES responsibilities in the management, implementation and monitoring and evaluation of the training programmes for the LTU;
- sources of information used in planning the training measures;
- the capacity to implement the training interventions;
- delivery models and methods in place as well as the recent changes in the delivery methods due to the COVID-19 pandemic;
- different approaches in directing LTU to the appropriate training;
- types of training measures provided to the LTU;
- additional support provided to the LTU participating in training;
- monitoring and evaluation of the training interventions;
- the recent measures to better adapt the training measures to the LTU and LM needs.

The findings in this report are based on responses provided to a survey conducted by the ICON team, a supporting contractor of DG EMPL for the implementation of the PES benchlearning initiative. While responding, the PES provided information on the above-mentioned aspects or responsibilities related to the training programmes for the LTU mainly from their PES view. Where necessary and possible, the information collected via the questionnaires was supplemented via desk-research (i.e. in case of some examples only briefly mentioned by PES). The report does neither include an impact assessment nor an evaluation or a full overview of labour market training and its efficiency.

A questionnaire was prepared by DG EMPL and ICON and, in April 2022, was sent to 32 AFEPAs (Advisors for European PES Affairs) in EU27 countries, plus Iceland, Liechtenstein and Norway (members of the PES Network). The data was collected between June and July 2022 from 32 PES¹².

¹² AT, BE-ACTIRIS, BE-Forem, BE-VDAB, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LI, LT, LU, LV, MT, NL, NO, PT, PL, RO, SE, SI and SK.

2. LM TRAINING PROGRAMMES FOR THE LTU - PES RESPONSIBILITIES

PES have a wide range of responsibilities in the management and implementation of the LM training programmes for the LTU.

PES are the main labour market institutions, responsible for the implementation of active measures such as employment incentives, supported employment and rehabilitation, direct job creation, start-up incentives and training.

As illustrated in Table 1, PES have a wide range of responsibilities in the management and implementation of the LM training programmes for the LTU.

Table 1. LM training programmes for the LTU - PES responsibilities

Responsibilities	PES with specific responsibilities
Identification/anticipation of the current and future skills/training needs	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CY, CZ, DE, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LT, LU, LV, MT, NL, NO, PL, RO, SE, SI (28)
Development of/proposals for the national, regional and local training plans	BE-VDAB, CY, EE, ES, FR, HR, IE, IS, LU, MT, NO, PL, PT, RO, SE, SI (16)
Development of the budget/budget proposals to support the implementation of the training plan	AT, EE, EL, ES, FR, HR, LI, LU, NO, PL, RO, SE, SK (13)
Dissemination of information on training opportunities/offers	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CY, CZ, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LI, LU, MT, NL, NO, PL, PT, RO, SE, SI, SK (28)
Design of the training programmes/courses	AT, BE-Forem, BE-VDAB, CZ, DE, EE, EL, ES, FI, FR, IS, LI, LU, MT, NO, PL, PT, RO, SE, SK (20)
Actual implementation/delivery of the training programmes/courses	AT, BE-Forem, BE-VDAB, DE, EE, EL, ES, FR, IS, LI, LT, LU, MT, NO, PL, PT, RO, SE, SK (19)
Co-ordination of implementation of the training programmes/courses	BE-Forem, BE-VDAB, EE, EL, ES, FR, HU, IS, LI, LU, MT, NO, PL, PT, RO, SE, SI (17)
Financing the training programmes/courses	AT, BE-Actiris, BE-VDAB, BG, CZ, DE, EE, EL, ES, FI, FR, HR, HU, IS, LI, LT, LU, MT, NL, NO, PL, PT, RO, SE, SI, SK (26)
Selection of trainees/referral of LTU to training programmes run by others	AT, BE-Actiris, BE-Forem, BE-VDAB, CY, CZ, EE, EL, ES, FI, FR, HR, HU, IE, IS, LT, LU, MT, NL, NO, PL, PT, SE, SI, SK (25)
Assessment of the learning outcomes	AT, BE-Forem, BE-VDAB, BG, DE, EL, ES, FI, LI, MT, NO, PL, PT, RO, SE, SI, SK (17)
Monitoring and evaluation of the implementation of the training programmes/courses	AT, BE-Actiris, BE-VDAB, CZ, DE, EE, EL, ES, FI, FR, HR, HU, IS, LI, LT, LU, LV, MT, NO, PL, PT, SE, SI, SK (24)
Other	BE-Actiris, BE-VDAB, DK ¹³ , ES, NL (5)

Source: responses to the PES Capacity Questionnaire, Part II.

¹³ The municipalities/their job centres are responsible for the management and implementation of the LM training programmes for the unemployed.

Almost all PES (28 out of 32) are involved in the identification of current and future skills needs. This usually starts with the assessment of the skills needs at an individual level and includes analysis of its own databases with jobseekers, vacancies, other LM information and information gathered from: advertisements, discussions with companies, employers/economic sectors' surveys, studies on anticipation of employment and training needs produced by other institutions, long/short-term LM forecasts, occupational barometers, etc. (see Section 2 for more details).

In addition, nearly all PES (28 out of 32) are very active in the dissemination of the information covering training opportunities/offers. In many cases, the dissemination of information is done through the PES websites. Besides the PES websites, other channels and communication instruments are used in disseminating the information on available training programmes, such as mass media, information campaigns, emails to the jobseekers, flyers, etc. Moreover, LTU, as well as the other jobseekers, are informed on available training programmes during the counselling/guidance sessions.

A majority of PES are also responsible for: financing the training programmes for LTU (26 out of 32), selecting trainees or referring LTU to the training courses (25 out of 32); monitoring and evaluation of the training programmes (24 out of 32).

Half or just above half the PES are involved in developing the national/regional/local training plan or proposals for the training plan (16 out of 32), co-ordination of implementation of the training programmes (17 out of 32) and the assessment of the learning outcomes (17 out of 32).

Budget development or budget proposals to support the implementation of the training plan is only the responsibility of just over one-third of PES (13 out of 32).

Involvement in the design of the training programmes was reported by about two-thirds of PES (20 out of 32). The design of the training programmes is carried out in close co-operation with training providers, sectoral training funds/sectoral federations, chambers of commerce, employers and jobseekers themselves.

Actual implementation or delivery of the training programmes is the responsibility of more than half of the surveyed PES (19 out of 32).

Furthermore, some PES are involved, to some extent, in planning and implementing the LM interventions, but they reported having 'limited' or 'partial' responsibilities. In these cases, the governance of LM training for jobseekers, including LTU, is either shared between various institutions (including PES) and authorities, is the responsibility of institutions other than PES, or is under the remit of the regional/local authorities and their jobcentres. For example, as reported by the **Belgian PES Actiris**, the vocational training of jobseekers (including LTU) is under the responsibility of the communities, while the regions are responsible for the employment measures¹⁴. Training programmes for jobseekers in Brussels-Capital Region are provided by two public institutions: the Bruxelles Formation¹⁵ (for the French-speaking community) and the Belgian PES VDAB Brussel (for the Dutch-speaking community). Actiris can 'commission' training measures from the two competent public training services in the Brussels-Capital Region based on a joint analysis of the regional LM needs. The co-ordination approach is ensured by co-operation

¹⁴ Belgium - three communities: the (Dutch-speaking) Flemish Community, the French Community and the German-speaking Community; three regions: the Brussels Capital Region, the Flemish Region and the Walloon Region; four language areas (linguistic regions): the Dutch language area, the French language area, the German language area and the bilingual Brussels-Capital area - [https://en.wikipedia.org/wiki/Communities,_regions_and_language_areas_of_Belgium#:~:text=The%20three%20communities%20are%3A,Community%20\(Duitsprachige%20Gemeenschap%2C%20DG\).](https://en.wikipedia.org/wiki/Communities,_regions_and_language_areas_of_Belgium#:~:text=The%20three%20communities%20are%3A,Community%20(Duitsprachige%20Gemeenschap%2C%20DG).)

¹⁵ <https://www.bruxellesformation.brussels/>

agreements and shared management committees between BE-Actiris and the two training providers.

VDAB mentioned that it has only 'partial' responsibilities in the development of a national, regional and/or local training plan as 'there is not one, single national, regional or local training plan'. On the basis of a sectoral LM analysis and the assessment of the jobseekers' training needs, VDAB estimates what training programmes will be needed per sectors. VDAB finances the self-organised training programmes and the courses procured from the market. Other training programmes, provided by the adult education and financed by the Flemish Ministry of Education or by the Flemish Ministry for Work, are open to PES clients.

Another example is the **Dutch PES**, which has some responsibilities in the field of LM training, but only for the social insurance beneficiaries who are registered with PES and for the people who apply for the STAP budget subsidy ('STimulans ArbeidsmarktPositie'). STAP¹⁶ is a new training allowance scheme launched by the Dutch government in March 2022.

In **Cyprus**, the Human Resource Development Authority (HRDA¹⁷) is the responsible body for the planned and systematic training and development of human potential. The Cypriot PES co-operates with HRDA in designing and implementing the training programmes for unemployed (including LTU).

The **Danish PES** model is decentralised, so the 98 Danish municipalities and their job centres are responsible for the management and implementation of the LM training programmes for the unemployed. In a more or less similar way, the Italian and Spanish regional authorities/autonomous communities and related bodies (own job centres) are responsible for managing and implementing the ALMPs, including LM training for jobseekers.

As mentioned by the **Spanish PES** (SEPE), when the training programmes or actions 'transcend an autonomous community's territorial scope' the co-ordination and consistency in implementing specific measures is ensured by the PES.

At the national level in **Italy**, the Ministry of Labour and Social Policies has adopted the National Program for the 'Guarantee of workers' employability – GOL'¹⁸, which consists of different measures (including training or re-training) for the integration/re-integration of many categories of people excluded from the labour market, including LTU. But the implementation of the programme (GOL), as well as the accreditation of training centres and the planning of training and education policies is a specific responsibility of the regional authorities.

The **Irish PES** reported that SOLAS¹⁹, a state agency under the authority of the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), is responsible for the Further Education and Training (FET) sector in Ireland. SOLAS funds, plans and co-ordinates a wide range of training and further education programmes (including for LTU) and works in partnership with the Department of Social Protection/PES, local Education and Training Boards (ETBs²⁰), schools and colleges, and

¹⁶ All employees and job seekers who want to improve their chances on the LM can apply for STAP Budget Subsidy- <https://www.stapuwv.nl/p/STAP-informatie>.

¹⁷ https://www.anad.org.cy/wps/portal/hrda/hrdaExternal!/ut/p/z1/04_Sj9CPykssy0xPLMnMz0vMAFIjo8ziPTw8HD0s_Q383F3DjAwCLVydTV2CLY39XUz0w_Wj9KOASgxAECd_YLsbEUAbztbrq!!/dz/d5/L2dBISEvZ0FBIS9nQSEh/

¹⁸ GOL is part of the Italian PNRR (National Recovery and Resilience Plan).

¹⁹ <https://www.solas.ie/>

²⁰ ETBs- education authorities with responsibility for education and training, youth work and a range of other statutory functions - <https://www.etbi.ie/etbs/>.

other education agencies/bodies. The provision of the training programmes is the responsibility of the 16 ETBs and other FET providers.

Other responsibilities mentioned by some PES are related to the involvement in the recognition of non-formal and informal learning (BE-VDAB), testing the jobseekers' (LTU or not) language and digital skills and management and payment of the training incentives for employers (BE-Actiris), monitoring the individual outcomes for participants receiving social insurance benefits (NL).

3. PLANNING THE LM TRAINING PROGRAMMES - SOURCES OF INFORMATION

In planning the training programmes, PES rely on their in-house data and a variety of other information collected through a close co-operation with social partners and different institutions.

To better respond to the LM and the LTU needs, PES use variety of sources information (e.g. own databases, surveys, information from social partners, relevant ministries and local/regional authorities) in planning the training programmes (see Table 2).

As expected, PES databases with unemployed, vacancies/bottleneck vacancies, jobseekers' skills assessment and other in-house LM data are used by all PES (30 out of 31²¹) in identifying the training programmes that respond to the current and future LM and individuals' needs. For instance, the **Belgian PES VDAB**, makes use of its own database/application- 'Arvastat'²². This database includes information about unemployment, vacancies, jobseekers and general LM data. Other databases used by VDAB are: 'Professions in numbers' ('Beroepen in cijfers'²³), which contains insights into vacancies and jobseekers' data at the level of the professions/occupations, and the online 'School-leavers report' ('Studie schoolverlaters'²⁴) that comprises information on how school-leavers are doing in terms of employment a year after graduation. All school-leavers are monitored, including those who do not register with the VDAB²⁵, so the school-leavers report provides a highly accurate overall picture of the connection between education and LM. In addition to these, at the provincial level, there is a consultation platform where VDAB enters a dialogue with social partners and local authorities several times a year and where LM data are discussed.

Table 2. Sources of information used to plan the training programmes for the LTU

Sources of information:	PES
PES databases with unemployed, vacancies, LTU/jobseekers' skills assessment	AT, BE-Actiris, BE-VDAB, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LI, LT, LU, LV, MT, NL, NO, PL, PT, RO, SE, SI (30)
Employers' surveys run by PES	AT, BE-Forem, BG, CZ, EE, ES, FI, HR, LT, LU, MT, NO, PL, RO, SI (15)
Social partners	BE-Forem, BE-VDAB, BG, CZ, DE, EE, EL, ES, FI, FR, HR, IS, LU, MT, NO, PL, PT, SI (18)
Regional/local authorities	BE-Forem, BE-VDAB, BG, EE, EL, ES, FI, FR, HR, IS, MT, NO, PL, RO, SE, SI (16)
Public and private training providers	AT, BE-Forem, BE-VDAB, BG, EE, FI, IS, LI, LU, MT, NO, PL, SI (13)
Regional/local economic development plans	AT, BE-Forem, BE-VDAB, CZ, EE, EL, FI, FR, HR, LT, NO, PL, RO, SI (14)

²¹ PES SK (not involved in planning) - no answer to the related question.

²² <https://arvastat.vdab.be/>

²³ <https://www.vdab.be/trends/beroepen>

²⁴ <https://www.vdab.be/trends/schoolverlatersrapport>

²⁵ Data from PES BE-VDAB, the Department of Education and Syntra network (5 training centres with 22 SYNTRA campuses in Flanders and Brussels) are linked - <https://www.vdab.be/trends/schoolverlatersrapport>.

Sources of information:	PES
National institutes of statistics	BE-Forem, BE-VDAB, BG, DE, EE, EL, ES, FI, FR, HU, IS, LI, LU, NL, PL, SE (16)
National institutes for economic/LM research	AT, BE-Forem, BE-VDAB, EE, EL, ES, FI, FR, IE, IS, LU, NL, NO (13)
Relevant ministries	BE-Forem, BE-VDAB, DE, EE, EL, ES, FI, FR, HR, HU, IS, LU, NO, PL, PT, SI (16)
National/regional/local/sectoral observatories	BE-Forem, BE-VDAB, DE, EE, EL, ES, FR, LI, LU, NL, PL, PT, SE (13)
LM analyses and forecasts by other institutions	BE-Forem, BE-VDAB, DE, EE, EL, ES, FI, FR, IE, IS, LI, NO, PL, SE, SI (15)
Other	CY, ES, FI (3)

Source: responses to the PES Capacity Questionnaire, Part II.

Social partners with whom PES have formal or informal co-operation are another source of information used by almost two-thirds of PES (18 out of 31).

Characteristics and developments of the regional/local LM, skills shortages, training needs (etc.) are also collected via feedback or exchanging information with relevant ministries and regional/local authorities and national institutes of statistics, as reported by more than half the PES (16 out of 31).

Around half the PES (15 out of 31) run employers' surveys. Employers' surveys usually provide information which are not directly related with LTU but may be useful in identifying the skills needs as well as for employment or training guidance purposes.

Regional/local economic plans and LM analyses or forecasts developed by different institutions are other sources of information used by fewer than half the PES (14 out of 31) in identifying future developments and skills needs or problems in the regional/local LM and in planning the specific activities, such as services and ALMP measures, including training. For the same purpose, two-fifths of PES (13 out of 31) co-operate with national institutes for economic or LM research, public and private training providers as well as national/regional or sectoral observatories.

Other sources of information have been reported by three PES. In **Cyprus**, for instance, the Human Resource Development Authority (HRDA), which is responsible for the training activities, provides ten-year forecasts of employment needs in occupations and forecasts of employment needs in sectors of economic activity²⁶. Furthermore, the HRDA conducts annual studies to identify employment and training needs. Information and feedback from enterprises, social partners and other stakeholders are collected and analysed for these studies.

Another example is the 'Catalogue of Training Specialities'²⁷, developed and updated by the **Spanish PES**, in co-operation with autonomous communities, which is intended to support, together with other information, the decision makers to promptly respond to the

²⁶ https://www.anad.org.cy/wps/portal/hrda/hrdaExternal!/ut/p/z1/04_Sj9CPykyssy0xPLMnMz0vMAfiJo8ziPTw8HD0s_Q383F3DjAwCLVydTV2CLY39XUz0w_Wj9KOASgxAECd_YLsbEUAbztbrq!!/dz/d5/L2dBISEvZ0FBIS9nQSEh/

²⁷ Training specialty – 'the grouping of professional skills, content and technical specifications that respond to a set of work activities framed in a phase of the production process and with related functions, or to the acquisition of transversal skills necessary for adequate performance in environment and professional context'- https://www.boe.es/diario_boe/txt.php?id=BOE-A-2019-3642.

training needs of companies and of labour force. The catalogue comprises all types of formal and non-formal training courses developed within the framework of the vocational training system for employment²⁸.

In **Finland**, recent research on the functionality and effectiveness of the LM training conducted by the Ministry of Economic Affairs and Employment and published in April 2022 is/will be used, together with other sources of information, for planning purposes.

²⁸ <https://www.cedefop.europa.eu/en/news/spain-new-measures-support-quality-vocational-training-jobs>

4. SOURCES OF FUNDING AND ADEQUATE TRAINING CAPACITY

4.1 Sources of funding

The training programmes for the LTU are mainly funded from national sources as well as EU financial instruments.

A large part of PES (27 out of 32) participating in this study indicated the government funds as a main source of funding for the training programmes for unemployed, including LTU (see Table 3).

Another substantial support for implementing LM training comes from the EU funds, as reported by around two-thirds of PES (21 out of 32).

Table 3. Sources of funding the training programmes for the LTU

Sources of funding:	PES
State/Government	BE-Forem, BE-VDAB, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, LI, LT, LU, MT, NL, NO, PL, PT, SE, SI, SK (27)
Regional/local authorities	BE-Actiris, BE-Forem, DK, ES, FR, IT, LI, NL, NO (9)
Unemployment insurance/labour/employment fund ²⁹	AT, DE, EE, ES, IS, LI, LU, PL, RO (9)
National training funds ³⁰	BE-Forem, ES, IE (3)
Social partners/sectoral/inter-professional training funds ³¹	BE-Forem, BE-VDAB, IS, LI (4)
Employers	AT, BE-Forem, BE-VDAB, ES, FI, LI, LU, NL (8)
Fees from trainees	HR, IS, LU (3)
EU funds	BE-Forem, BE-VDAB, BG, CZ, DE, EE, EL, ES, FR, HR, IE, IT, LT, LU, LV, MT, PL, PT, SE, SI, SK (21)

Source: responses to the PES Capacity Questionnaire, Part II.

Just over one-quarter of PES (9 out of 32) indicated the unemployment insurance/labour fund and/or funds from regional/local authorities as other sources of funding the LM training for jobseekers.

In some cases (8 PES out of 32) employers participate in funding specific training measures. For example, in **Austria**, employers participate in funding the measure called 'Implacement foundation'³² which aims to place unemployed people with appropriate qualifications in available jobs. This measure involves a broad package of support that includes career guidance, various training measures, active job searches and a work

²⁹ Contributions from employers and employees, managed by national authorities/public institutions and used to finance benefits for people losing their jobs, as well as ALMPs.

³⁰ Usually financed by compulsory contributions of employers, managed by national authorities/public institutions and in the community and voluntary sector, etc.

³¹ Compulsory or voluntary training funds, usually financed by a tax/levy on wages, managed by social partners.

³² <https://www.eurofound.europa.eu/observatories/emcc/erm/support-instrument/implacement-work-foundation>

experience programme. In other cases, employers are involved in funding on-the-job training (e.g. BE-VDAB³³) or apprenticeship and internship schemes (e.g. LU).

Regional/local funding is usually mentioned by PES (9 out of 32) in countries where the training programmes are mainly under the responsibility of regions/local authorities (e.g. Denmark³⁴, Belgium, Italy and Spain) or in cases where specific training measures or plans are foreseen to be implemented and funded at both the national and regional level (e.g. France³⁵).

In **the Netherlands**, the PES budget comes from the government, so services and employment measures, including training, are mainly financed from the state budget. But, in some cases, municipalities open and finance their programmes for social insurance recipients who are registered with PES.

In **Norway**, the ALMPs are regionally/locally financed only if they have the objective of completing the school education (e.g. completing upper secondary school/higher education).

In **Sweden**, municipalities fund their own activities or interventions for beneficiaries of the municipal social welfare support³⁶.

National training funds, social partners' or sectors' training funds and fees from trainees are used less frequently in financing the training courses for LTU.

4.2 Adequate training capacity

The majority of PES considered overall capacity as adequate to ensure the availability of training courses for LTU and the key or growing economic sectors.

A majority of PES (27 out of 31³⁷) considered overall capacity adequate in terms of funds and infrastructure or network of training providers, to offer training places for the LTU in need of such support and to cover a wide range of

skills/qualifications needed by the key or growing economic sectors (see Table 4). Some PES, however, mention problems to offer adequate training or lack of resources, see examples below.

Table 4. Adequate training capacity in place

Yes	AT, BE-Forem, BE-VDAB, BG, CY, CZ, DE, DK, EE, EL, ES, FR, HU, IE, IS ³⁸ , LI, LT, LU, LV, MT, NL, NO, PL, PT, RO, SE, SI (27)
No	HR, IS, FI, SK (4)

Source: responses to the PES Capacity Questionnaire, Part II.

As revealed by the explanations or comments regarding their responses, it seems that some PES consider that the training capacity is aligned with needs estimated in the

³³ Via the sectoral funds and by training the unemployed -on the job training (via 'workplace instruments').

³⁴The training programmes/courses are financed partly by the municipalities/jobcentres and partly by the state/government through reserves, depending on the specific type of training.

³⁵ 'Regional Skills Investment Plan' ('Plans d'investissement dans les compétences'- <https://www.cap-metiers.pro/pages/399/Plan-investissement-Competences-PIC-Pacte-regional.aspx>) and the 'Plan to reduce recruitment constraints' ('Plan de réduction des tensions de recrutement' - <https://www.cap-metiers.pro/pages/553/Plan-national-faveur-reduction-des-tensions-recrutement.aspx>).

³⁶ Not linked to the PES budget.

³⁷ IT- no response to the specific question; BE-Actiris - information not available.

³⁸ IS - 'yes' and 'no', some improvements are necessary.

planning or programming process, and the PES implement training programmes according to the plans in place. For example, the **Austrian PES** said that the 'offers for LTU are taken into account in the planning process at the regional level'.

The **Bulgarian PES** explained that it organises the training courses for adults in line with 'the LM needs, the requirements of employers and the annual plan approved by the Ministry of Labour and Social Policy'.

The **German PES** argues its response by the fact that 'the local labour market programmes are tailored to the customer groups so that all necessary measures can be promoted'. Moreover, in order to maintain the 'provider landscape during the COVID-19 pandemic, the federal government adopted a law aimed to support the social service providers'. Also, the legislation in place foresees that 'sufficient funds are made available for all reasonable measures of employment promotion'. This PES said that up to now the funds were sufficient, but 'there are no guarantees for the future'.

As explained by the **Greek PES** the 'national planning aims at ensuring the availability of training programmes/courses for the LTU and the key/growing economic sectors'. To achieve this goal, two new major programmes will be implemented: one for the development and operationalisation of the skills forecasting systems at national/regional and sectoral level; the second one includes 'upskilling or reskilling interventions in basic and digital skills for a diverse set of social groups and sectors'.

In its explanation, the **Latvian PES** mentioned that the training programmes are planned by the training commission of the Ministry of Welfare, on the basis of 'the labour market forecasts and the views of the sectors' on the necessary qualified workforce.

Other PES appreciated that there is enough or adequate training capacity, but:

- 'the problem is multifactorial and does not primarily relate to the availability of training programmes' (BE-Forem);
- specific bottlenecks can exist (certain courses, at certain moments or in certain regions) (BE-VDAB);
- occasionally, in some regions it is more difficult to find the 'right' service providers/courses (EE, NL);
- the training capacity must be further reinforced, and this will be done within the new ministerial structure to be implemented in the current year (HU);
- some additional human resources are necessary, so 'a rolling call to recruit part-time trainers was introduced' (MT);
- 'it is not possible to ensure a quick response to everybody, as the resources are always limited', although the PES own network of training centres and the other providers are able to train many of the LTU in need of such support and cover a wide range of qualifications (PT).

In case of other PES, the adequate capacity is ensured by: the wide range of training providers existing across the country (CZ and PL); the sufficient funds and infrastructure/network of training providers (PES and other institutions/partners) that ensure training places for all LTU in need of such support and cover a wide range of skills needed by the key or growing economic sectors (LU); the specific funds that have been allocated for LTU as part of the plan to reduce the recruitment constraints³⁹ (FR).

³⁹ <https://www.cap-metiers.pro/pages/553/Plan-national-faveur-reduction-des-tensions-recrutement.aspx>

Nevertheless, there are few PES (4 out of 31) which clearly mentioned that the capacity for general or LTU-specific LM training is not sufficient and should be improved, because:

- resources are not sufficient for the skills development needs of the LTU (FI);
- in some local areas the infrastructure of training providers is weak (HR);
- there is need for improved and increased access to education for LTU, especially in the fields of trades, technology and in the health sector (IS);
- the jobseekers' demand for training courses exceeds the possibilities of financial allocation (SK).

5. DELIVERING THE TRAINING PROGRAMMES TO THE LTU

5.1 Delivery model/approach

The training programmes are provided through a combination of different delivery models, of which provision by external training providers contracted by PES is the most common one.

The institutions responsible for/ or which are involved in the provision of the training to jobseekers include a wide variety of national and regional training bodies, agencies of the local authorities, the PES, social partners, public and private adult training providers as well as individual

employers. As it can be seen in the Table 5, there are different approaches or models for delivering the training to the LTU.

The most common approach seems to be the provision by external training providers that are, in most cases, contracted out⁴⁰ by the PES – a major part of PES (25 out of 32) participating in this survey reported such a delivery model in place.

Table 5. Delivery model/approach in place

Delivery model/approach in place:	PES
Provision by the PES' own training centres	BE-Forem, BE-VDAB, EL, ES, IS, LI, MT, PT, RO (9)
Training programmes/courses provided by external training providers contracted out by PES	AT, BE-Actiris, BE-Forem, BE-VDAB, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IS, IT, LU, LV, MT, NO, PL, PT, RO, SE, SI (25)
Provision within the education and training frameworks	BE-Forem, BE-VDAB, CY, DK, ES, FI, HU, IE, IS, IT, LT, MT, NL, NO, PL, SE, SI (17)
Provision through partnership agreements	BE-Actiris, BE-Forem, BE-VDAB, BG, DE, EL, ES, FR, IE, LU, NL, NO, PL, SI (14)
Provision by employers	BE-Actiris, BE-Forem, BE-VDAB, BG, CY, CZ, DK, EE, ES, FR, IE, IS, LU, MT, NL, SI (16)
Other	SK ⁴¹ (1)

Source: responses to the PES Capacity Questionnaire, Part II.

Above half the PES (17 out of 32) direct LTU to places in the existing education and training system or fund such courses that have been identified as appropriate by the unemployed and/or case managers.

Half the PES (16 out of 32) reported that some training courses are provided by employers. This delivery model is used regularly for apprenticeship and internship schemes or on-the-job training/practical skills development.

Partnerships between PES and relevant actors (e.g. local authorities, social partners, sector councils/committees, foundations/associations, etc.) for provision of specific employment services and measures, including training, have been mentioned by over two-fifths of PES (14 out of 32).

⁴⁰ Contracted following a public procurement procedure or commissioned by PES (the local PES offices organise training from a range of external providers through a commissioning process rather than procured from the existing supply –e.g. PL).

⁴¹ 'REPAS+' and 'KOMPAS+' measures - jobseekers choose their own training course and training provider from publicly available sources, according to their individual needs.

Only around one-quarter of PES (9 out of 32) deliver part of the training courses through their own training centres or premises, but these courses are usually supplemented by other training programmes provided by external providers.

In few cases, only a single approach is used to deliver all training courses, such as provision by external training providers (AT, HR, LV, SE⁴²) or by the PES itself (LI⁴³) or within the education and training frameworks (such as LT where jobseekers choose one of the training providers from a list published on the PES website).

Still, most PES use a combination of two or more different approaches in organising and providing the wide range of training courses to jobseekers, including LTU. In **Bulgaria**, for instance, some training programmes for unemployed, including LTU, are organised and financed under projects of social partners, other courses by employers (in case of employment contracts for graduates) and other 'through a partnership/contract between a training institution, one or several employers and the labour office directorate'.

In **Germany**, measures for activation and professional integration, including continuing vocational training, are delivered by external training providers (selected through an 'award procedure' or by client-vouchers) and by employers - in this case the length of training courses is up to 6 or 12 weeks.

In **Iceland**, some training courses, mostly limited to job-search and motivation, are provided by PES itself, while others are delivered by contracted external providers and by education and training institutions. The Icelandic PES co-operates as well with employers, especially for workplace training and recruitment grants.

In **Hungary**, the State Vocational Education Centres are responsible for the training and re-training of LTU, but in some cases, county government offices organise a procurement process for adult education programmes.

As reported by the **Greek PES**, in 2021, some courses have been organised and provided through its own special training centres for unemployed with disabilities (situated in Athens and Thessaloniki). Other courses were provided on the basis of partnership agreements and/or by contracted external providers. The Greek PES is in fact one of the few PES in the EU that has its own training centres. More specifically, it has under its authority six VET centres (adult education and training) and 31 VET schools (for initial education)⁴⁴.

The **Belgian PES - VDAB** is another PES that is also a training provider, with its 60 vocational training centres at the local level⁴⁵. VDAB mentioned that different training providers and models are used, and very often, combinations of learning methods are made in delivering the training courses.

The **Portuguese PES** provides the training programmes to jobseekers, including LTU, through its large network of vocational training centres⁴⁶. But at the same time, the Portuguese PES works with external training entities, which apply to co-operate in certain measures and which are selected through a public procurement procedure. In a similar way, part of the training programmes is provided by the **Romanian PES'** own regional and

⁴² To a smaller extent, there are possibilities for studies within the education and training framework, e.g. at universities or short-term courses.

⁴³ But with external trainers and coaches that must have a HR-specialist background.

⁴⁴ <https://www.dypa.gov.gr/more-katartisi>

⁴⁵ https://www.vdab.be/sites/default/files/media/files/Report%20PES_Belgium-Flanders.pdf

⁴⁶ 31 Vocational Training Centres, 1 Vocational Rehabilitation Centre and 8 Business Creation Support Centres - <https://eige.europa.eu/gender-mainstreaming/structures/portugal/iefp-instituto-de-emprego-e-formacao-profissional-institute-employment-and-vocational-training>.

county vocational training centres and part by external training providers contracted by PES.

A summary of the different models used by each PES to organise and provide the training programmes is presented in the Annex A, Table A1.

5.2 Delivery/learning methods - recent changes due to the COVID-19 pandemic

The total or partial switch from face-to-face to remote learning methods was the solution to maintain the training courses during the COVID-19 pandemic. The positive side effect was that all training providers, including PES, improved their capacity to implement distance learning.

No matter the delivery models, PES and the other training providers have been challenged by the COVID-19 pandemic in supplying specific services and measures. And, as reported by almost all PES participating in the survey (29 out of 31⁴⁷), the total or partial switch from face-to-face to online⁴⁸, hybrid/blended learning or virtual classrooms was the only

alternative, under the pandemic conditions, to maintain the supply of labour market interventions, including the LM training (see Table 6).

Table 6. Recent changes in the delivery/learning methods, due to the COVID-19 pandemic

Yes	No
AT, BE-Forem, BE-VDAB, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, LI, LT, LU, LV, MT, NL, NO, PL, PT, RO, SE, SI, SK (29 ⁴⁹)	LI (1)

Source: responses to the PES Capacity Questionnaire, Part II.

But, as stated by some PES (including DE, EE, MT and PT), it seems that the hybrid or 'digital' delivery models are not suitable to the same extent for all types of measures or categories of participants. In particular, purely digital training measures appear to be less appropriate for people with high or intensive support needs, for which the personal approach plays an important role. Moreover, not all clients, among which includes the LTU, have the necessary digital skills, equipment and/or internet access to attend the online training programmes (see also section 5.3). Furthermore, the training offers are less suitable for the online provision, especially in 'those occupations which are essentially manual' or for practical skills development.

This changing process, 'imposed' in a way by external factors, was monitored or is still under analysis with a view to define problems, effects, possible and necessary changes for further development, changes in the regulatory framework, administrative procedures, adapting/introducing client-friendly online platforms, etc.

Nevertheless, as reported by several PES, many training providers and responsible institutions, including PES, learned from the experiences of the last two years, improved their capacity to promote distance learning and offer increasingly hybrid/blended training courses.

⁴⁷ IT- no response to the specific question; BE-Actiris- information not available.

⁴⁸ Training delivering methods: face-to-face: in-person, instructor-led training in a physical setting; online: online courses and quizzes, video tutorials, dialogue simulations; virtual classroom: in-person, instructor-led training in a virtual space; blended learning: face-to-face sessions and online learning - <https://www.ispringsolutions.com/blog/learning-delivery-methods#blended-learning>.

⁴⁹ BE-Actiris- information not available.

5.3 Impact of the recent changes on participation of the LTU in training programmes

The switch from traditional to distance/remote learning had some positive aspects, but also a lot of challenges, mainly linked to the LTU lack of internet access, IT equipment and digital skills.

Two-thirds of the PES (21 out of 31⁵⁰) participating in this study expressed the opinion, based on their experience and results/preliminary results of their own assessments or evaluations, that the recent changes in the delivery methods had an impact on the participation of the LTU and/or their motivation to participate in

training programmes (see Table 7).

In the case of some PES, either the information/official data is not yet available (e.g. BE-Actiris, BE-VDAB and NO), or the impact of recent changes has not yet/sufficiently been evaluated (AT, EE and SE). This shows that, as mentioned in the previous section, specific analyses are still ongoing or should be done in order to better adapt, even under special conditions, the learning methods to the needs, capabilities and personal circumstances of disadvantaged unemployed, such as LTU.

Table 7. Impact of the recent changes on participation of the LTU in training programmes

Yes	No
BE-Forem, BG, CZ, DE, EL, ES, FI, FR, HR, HU, IE, IS, LT, LV, MT, NL, NO, PL, PT, RO, SI (21)	DK, EE, LI, LU, SK (5)

Source: responses to the PES Capacity Questionnaire, Part II.

As mentioned already, 21 PES expressed the opinion that the total or partial replacement of traditional delivery methods with distance learning during the COVID-19 pandemic had an impact on LTU participation or motivation to take part in training programmes. Five other PES saw no impact, but they also provided some opinions on the issue.

It appears that the impact was both ways: positive, in some aspects, and less positive, in other aspects.

It is noteworthy a couple of positive aspects, as specified by some PES (e.g. CY, IE⁵¹, EE, LU, SI and SK), such as:

- increased possibility to attend training programmes, especially for people with problems commuting from home (rural/remote areas) to the training premises;
- trainees have been active in a period which might otherwise have been unproductive;
- acquisition of the new skills, particularly digital skills – trainees had developed such skills as a result of remote learning methods;
- increased self-confidence as a result of overcoming the challenges of remote learning;

⁵⁰ IT - no response to the specific question; AT- not yet evaluated; BE-Actiris, BE-VDAB- information not available; CY and SE-no clear answer, but some comments/opinions provided for the issue in matter.

⁵¹ National further education and training (FET) learner forum 2020/2021 learner report - <https://www.aontas.com/assets/resources/AONTAS-Research/National%20FET%20Learner%20Forum%202020%20-%202021%20Learner%20Report.pdf>.

- improved capacity to learn as a result of using diverse and engaging teaching and instruction methods;
- flexibility afforded by the online/remote learning.

However, 16 other PES (BG, BE-Forem, CZ, DE, FI, FR, HR, HU, IE⁵², IS, LV, MT, NL, PL, PT and RO) saw the less positive effects and consider that the main challenges and difficulties that affected or could affect the LTU engagement or effectiveness of the online training courses are mainly related to:

- lack of LTU financial resources reflected in no internet access and IT equipment;
- lack of or low digital skills;
- no support network to assist LTU in accessing online resources;
- in some cases, lack of LTU willingness to try new things;
- missed opportunity to practice the skills;
- lack the 'social contact' component or peer-interaction that is particularly important for LTU;
- challenges posed by 'at-home learning environment' particularly for learners with limited living space and home-caring or childcare responsibilities;
- low effectiveness in reaching out to people who are not motivated and/or not used to learning; some of LTU became more passive and not motivated enough by the online methods;
- in some cases, the duration of the training courses has been extended, and because of this some trainees quit the programmes;
- limited, at least in the initial phase, of appropriate pedagogical skills and materials that are necessary to capture and maintain the trainees' attention in a 'virtual' environment.

⁵² Positive and negative aspects - *National further education and training (FET) learner forum 2020/2021 learner report* – <https://www.aontas.com/assets/resources/AONTAS-Research/National%20FET%20Learner%20Forum%202020%20-%202021%20Learner%20Report.pdf>.

6. ASSISTING/DIRECTING LTU TO PARTICIPATE IN TRAINING PROGRAMMES

The majority of PES are involved in directing the unemployed to the 'right' training, in a process of IAP/JIA development; self-selection approach is also quite widespread.

As illustrated in Table 8, the majority of PES (25 out of 32) play an important role in directing unemployed to the appropriate training programmes. And, as reported again by the majority of PES (25 out of 32), the decisions are not solely made by PES. Instead, the decisions on training

paths and specific courses are usually agreed with unemployed within the process of development of the individual action plan (IAP)/job integration agreement (JIA). Moreover, such decisions are made taking into consideration the individuals' needs assessment as well as the current and future LM demands.

As mentioned by some PES, hard-to employ jobseekers, such as the LTU, may have priority for being included in training over the other jobseekers with better chances on the LM. For instance, the **Belgian PES - VDAB** mentioned that its aims are to prevent long-term unemployment and to ensure that an increased number of vulnerable jobseekers (such as LTU) have access to the training programmes. In **Cyprus**, the LTU vulnerable group is prioritised by PES counsellors to be referred to training programmes. Another example is the 'Reincorpora-T' plan in **Spain**, which is mainly aimed at supporting the integration of the LTU and other vulnerable groups into the LM. As a consequence, LTU are prioritised when selection for training programmes is done.

Table 8. Approach of assisting/directing LTU to participate in training programmes

Approach in place:	PES
LTU are directed by PES to training	AT, BE-Actiris, BE-Forem, BE-VDAB, CY, CZ, DE, EE, ES, FI, FR, HR, IE, IS, IT, LT, LU, MT, NO, PL, PT, RO, SE, SI, SK (25)
Participation in training is agreed upon in IAP/JIA process	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CY, CZ, DE, EE, ES, FI, FR, HR, HU, IE, IT, LT, LU, MT, NL, NO, PL, RO, SI, SK (25)
Self-selection of course-individuals/LTU choose (e.g. training vouchers)	AT, BE-Actiris, BE-Forem, BG, CY, CZ, DE, EE, EL, ES, FR, HR, IS, LI, LT, LU, LV, MT, NL, NO, PL, SK (22)
Other	DK ⁵³ (1)

Source: responses to the PES Capacity Questionnaire, Part II

Another approach mentioned by over two-thirds of PES (22 out of 32) is the self-selection, which allows participants to choose their training courses and/or training providers.

Self-selection can be done online through PES or other institution databases (e.g. AT, BE-Forem, BG, CZ, FR, MT, PL and SK). In **Austria**, for instance, the PES training database ('Training Compass') offers an overview of the Austrian education system (initial and continuing training system) and provides information on over 3 500 training courses and

⁵³ The municipalities/jobcentres are assisting/directing LTU to participate in training programmes/courses.

over 1 100 training institutions⁵⁴. In addition, this platform provides information on the financial support that is available for further education⁵⁵.

Another example is the online 'FORMAPass Catalogue' of the **Belgian PES - Forem** that contains information on more than 5 000 training offers and socio-professional integration services⁵⁶.

In France, the jobseekers can use the PES platform 'Find My Training' ('Trouver Ma Formation'⁵⁷) that is linked to 'My Training Account' ('Le Compte Personnel de Formation'⁵⁸). 'My Training Account' is in fact a universal training scheme, available for every member of the active population that enables the accumulation of credits/resources over time for the purpose of training⁵⁹. The platform/application allows people to: receive support in developing the professional project from a professional development advisor (CEP); choose the training as part of a direct purchase process and to find additional funding resources for the chosen training⁶⁰.

In **Slovakia**, within the support measures 'REPAS+' and 'KOMPAS+', young jobseekers can choose a training course and a provider from publicly available sources. 'REPAS+' focuses on gaining knowledge and skills through re-training, while 'KOMPAS+' focuses on acquiring key competences applicable to the LM (e.g. communication, computer and language skills) and to personal development. Under these schemes, unemployed people apply to PES for the selected training course and provider, PES assess the application based on some criteria, and in the case of approval, PES concludes an agreement with the young jobseeker to provide a financial contribution which covers the duration of the training course.

Self-selection can also be done via training vouchers or cheques/cards schemes, as reported by some PES (e.g. DE, EE, EL, ES, HR, LT, LU, NL and PL).

Several PES expressed the opinion that the training vouchers/cheques offer a quick and flexible way for the unemployed to use the resources for further training or re-training. Training vouchers in **Germany**, for example, can be used for training aimed to the professional integration of unemployed, to support people threatened by unemployment or for further education of people lacking a qualification. Vouchers cover expenses for training, travelling, external accommodation, childcare and services for livelihood. Training vouchers are valid for three months, and unemployed can choose a course and a training institution that is approved for further education⁶¹.

Another example is the new training scheme, introduced in **Croatia** in 2022, for digital and green skills, that involves the allocation of vouchers to beneficiaries, who choose educational programmes and institutions in which they want to complete the training programmes.

⁵⁴ <https://www.ausbildungskompass.at/>; <https://www.weiterbildungsdatenbank.at/>

⁵⁵ <https://erwachsenenbildung.at/bildungsinfo/kursfoerderung/>

⁵⁶ <https://www.leforem.be/FORMAPass/catalogue-des-formations-insertions.html>

⁵⁷ <https://www.pole-emploi.fr/accueil/>; <https://candidat.pole-emploi.fr/formations/accueil>

⁵⁸ <https://www.moncompteformation.gouv.fr/espace-prive/html/#/>

⁵⁹ Since 1 January 2015, all employees and job seekers aged 16 or over have had a personal training account (CPF)-<https://www.pole-emploi.fr/candidat/en-formation/mes-aides-financieres/le-compte-personnel-de-formation.html>.

⁶⁰ The training sessions paid through the 'Personal Training Account' are financed by a compulsory tax paid by each company that could be completed by other funds such as: the state funding, the PES funds (in case of jobseekers) and the Regional Councils funds-<https://www.moncompteformation.gouv.fr/espace-public/comment-obtenir-un-financement-complementaire>.

⁶¹ https://www.arbeitsagentur.de/en/further-training?pk_vid=a021f1915d89d32616583104121c177f

Unemployed people in **Spain** can choose the centre where they want to participate in training. They receive a 'training cheque' ('cheque formación'⁶²) and at the end of the course, PES pays for the training costs directly to the centre.

In **Lithuania**, training is organised by issuing training vouchers. Jobseekers choose one of the training providers from the list of training providers published on the PES website. A similar approach is in place in **Luxembourg**, where LTU can choose the training courses and receive training vouchers ('bon de formation') or may ask for financial training support. In Poland, training vouchers can be used by unemployed up to 30 years of age.

Different approaches used by each PES in assisting/directing LTU to participate in training programmes are summarised in the Annex A, Table A.2.

⁶² <https://www.chequeformacion.es/2015/04/la-cuenta-atras-del-cheque-formacion/>

7. MAIN FEATURES OF THE TRAINING PROGRAMMES

7.1 Types of training programmes provided to the LTU

A combination of different types of training programmes are provided to LTU by the vast majority of PES and their partners.

As illustrated in Table 9, a wide range of LM training programmes are organised and provided to LTU by all or almost all PES and their partners: 31 PES (out of 32) provide training in specific qualifications/occupations, 30 PES provide

training to acquire or develop basic skills and programmes to upgrade/update the existing skills and knowledge, 29 PES offer re-training courses while 28 PES deliver job-search training.

Table 9. Types of training programmes/courses provided to the LTU

Types of training programmes/courses:	PES
Job-search training	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LI, LU, LV, MT, NO, PL, PT, SE, SI, SK (28)
Training to acquire/develop basic skills/key competences ⁶³	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LI, LT, LU, MT, NO, PL, PT, RO, SE, SI, SK (30)
Training in specific qualifications/occupations ⁶⁴	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LT, LU, LV, MT, NL, NO, PL, PT, RO, SE, SI, SK (31)
Re-training/acquisition of new skills/qualification ⁶⁵	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CY, CZ, DE, DK, EE, ES, FI, FR, HR, HU, IE, IS, IT, LT, LU, MT, NL, NO, PL, PT, RO, SE, SI, SK (29)
Upgrading/updating ⁶⁶ training	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CY, CZ, DE, DK, EE, ES, FI, FR, HR, HU, IE, IS, IT, LI, LT, LU, MT, NL, NO, PL, PT, RO, SE, SI, SK (30)

Source: responses to the PES Capacity Questionnaire, Part II.

Regarding the frequency⁶⁷ of the various types of courses, those designed for training in a particular occupation or profession are reported to be provided frequently (16 PES out of 31), followed by the programmes to acquire or develop basic skills (14 PES out of 30), job-search training (13 PES out of 28), re-training programmes (11 PES out of 29) and upgrading/updating training (7 PES out of 30). The following table provides an image of the frequency of different training programmes in each country included in this report.

⁶³ Skills needed by all for personal fulfilment and development, employability, social inclusion and active citizenship - <https://education.ec.europa.eu/levels/school/key-competences-basic-skills>; <https://education.ec.europa.eu/focus-topics/improving-quality-equity/key-competences-lifelong-learning>.

⁶⁴ Usually targeted/provided to LTU/jobseekers without any qualification.

⁶⁵ Provided to LTU/jobseekers with obsolete skills/qualified in occupations not in demand on the LM.

⁶⁶ Aimed at refreshing/improving current skills and knowledge, acquisition of new knowledge in the same profession/occupation.

⁶⁷ How often are the different types of training courses organised/provided.

Table 10. Frequency of the different types of training programmes provided to the LTU

Types of training programmes /PES	1 Job-search training	2 Training to acquire /develop basic skills /key competences	3 Training in specific qualifications /occupations	4 Re-training /acquisition of new skills /qualification	5 Upgrading /updating training
AT	Very often	Very often	Often	Often	Often
BE-Actiris	Often	Often	Often	Often	Often
BE-Forem	Very often	Very often	Often	Often	Often
BE-VDAB	Often	Often	Often	Often	Rare
BG	Often	Very often	Very often	Often	Often
CY	No training	Often	Often	Often	Often
CZ	Very often	Very often	Often	Very often	
DE	Very often	Often	Often	Often	Often
DK	Often	Often	(Very) Often	(Very) Often	(Very) Often
EE	Very often	Rare	Very often	Very often	Very often
EL	Often	Often	Often	No training	No training
ES	Very often	Very often	Very often	Often	Often
FI	Often	Very often	Very often	Very often	Very often
FR	Often	Very often	Very often	Very often	Very often
HR	Often	Rare	Often	Often	Often
HU	Very often	Often	Rare	Rare	Rare
IE	Often	Often	Very often	Very often	Very often
IS	Very often	Very often	Rare	Rare	Often
LI	Very often	Very often	No training	No training	Often
LT	No training	Often	Very often	Very often	Often
LU	Often	Very often	Very often	Often	Often
LV	Often	No training	Often	No training	No training
MT	Often	Very often	Often	Often	Often
NL	No training	No training	Very often	Often	Often
NO	Very often	Very often	Very often	Very often	Rare
PL	Very often	Rare	Very often	Very often	Very often
PT	Very often	Very often	Often	Often	Often
RO	No training	Often	Very often	Rare	Rare
SE	Very often	Very often	Very often	Rare	Rare
SI	Often	Often	Very often	Very often	Very often
SK	Rare	Often	Very often	Very often	Often

Source: responses to the PES Capacity Questionnaire, Part II.

7.2 Basic skills developed by the training programmes for the LTU

Development of digital and technology-based competencies of the LTU is in focus for all PES.

As shown in Section 7.1, training programmes to acquire and develop basic skills or key competences are provided by nearly all PES participating in this study.

Among the eight main basic skills⁶⁸, the digital and technology-based competencies are included as training for LTU in nearly all PES (31 out of 32 – see Table 11).

Table 11. Main basic skills developed by the training programmes for the LTU

Basic skills developed:	PES
Literacy	AT, BE-Forem, BE-VDAB, CZ, DE, DK, ES, FI, FR, HU, IE, IS, IT, LI, MT, NL, NO, PT, RO (19)
Multilingual	BE-Actiris, BE-Forem, BE-VDAB, CY, DK, EE, ES, FI, HR, IS, IT, LU, MT, NL, NO, PT, RO, SE, SI, SK (20)
Numerical, scientific and engineering	AT, BE-Forem, BE-VDAB, BG, CZ, DE, DK, FI, HU, IS, IT, LU, MT, NO, PT, RO (16)
Digital and technology-based competencies	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IS, IT, LI, LT, LU, LV, MT, NL, NO, PL, PT, RO, SE, SI, SK (31)
Interpersonal skills, and the ability to adopt new competencies	AT, BE-Forem, BE-VDAB, CY, CZ, DE, DK, EL, FI, FR, IS, IT, LI, LU, MT, PT, SI, SK (18)
Active citizenship	BE-Forem, BG, FI, IS, IT, LU, PT, SI (8)
Entrepreneurship	AT, BE-Forem, BE-VDAB, BG, CY, CZ, DE, EE, FI, HR, IS, IT, LI, LU, LV, PL, PT, RO, SE, SI (20)
Cultural awareness and expression	DK, FI, IS, SI (4)

Source: responses to the PES Capacity Questionnaire, Part II.

Well over half the PES provide entrepreneurship and multilingual training for LTU (20 out of 32), literacy courses (19 out of 32) and programmes aimed to develop the interpersonal skills of the LTU and their ability to adopt new competencies (18 out of 32).

Half the PES (16 out of 32) reported training programmes to develop the numerical, scientific and engineering skills of the LTU and a quarter of PES (8 out of 32) highlighted training in active citizenship.

Cultural awareness and expression training seems to be provided less often and was mentioned by only 4 PES (see Table 11).

7.3 Training programmes for LTU and other groups of PES clients

In general, the training courses are the same for all categories of PES clients, but when targeted only to LTU they may include a longer or more intensive support or a combination of different services and LM measures.

All PES participating in this survey have training offers for clients other than LTU (31 out of 32⁶⁹ - see Table 12).

The other groups of PES clients for which training offers are available include unemployed, inactive people, NEETs, recent education graduates, refugees, employees, prisoners or people released

from prisons, etc. As mentioned by the **Finnish PES**, for example, 'all persons living in

⁶⁸ <https://education.ec.europa.eu/focus-topics/improving-quality/key-competences>

⁶⁹ IT - no answer to the related question.

Finland or Finnish citizens living abroad (during application period) can apply for the LM training.

Table 12. Training programmes/courses are provided to the other groups of PES clients

Yes	No
AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, LI, LT, LU, LV, MT, NL, NO, PL, PT, RO, SE, SI, SK (31)	-

Source: responses to the PES Capacity Questionnaire, Part II.

The majority of PES (25 out of 31⁷⁰) stated that training programmes for the LTU do not differ from those offered to other groups of clients (see Table 13).

Moreover, in filling in the questionnaires, many PES specified that 'there are no training plans and training programmes only for LTU or that the training courses are 'not exclusively targeted to the LTU.

Table 13. Training programmes for LTU and other groups of PES clients - differences in place

Yes	No
BE-Actiris, CZ, DE, FR, MT, SE (6)	AT, BE-Forem, BE-VDAB, BG, CY, DK, EE, EL, ES, FI, HR, IE, IS, LI, LT, LU, LV, MT, NL, NO, PL, PT, RO, SI, SK (25)

Source: responses to the PES Capacity Questionnaire, Part II.

In addition, some PES (e.g. AT, BE-Forem and RO) stated that training programmes are not segmented by groups or duration of unemployment and 'mixed' participants take part in different courses. Furthermore, the **Austrian PES** specified that training measures 'exclusively for jobseekers did not work'. More or less the same opinion was expressed by the **Maltese PES**, which mentioned that mixing LTU with, for example, employed individuals is 'beneficial' for the LTU as they can share experiences with employed people, find information about possible vacancies, and/or 'may be inspired by the employed persons' lifestyle', etc.

According to other PES (e.g. EE, LU, FI and NL), the focus of vocational training is not on the different target groups, but rather on the skills that need to be improved.

Other PES provided some other information on the training courses for jobseekers or LTU. In **Croatia**, for instance, the training programmes financed by the PES (including those for LTU) are designed by the training provider on the basis of the national approved curricula for the specific occupations.

In **Portugal**, the legislation defines the eligibility criteria for each measure, the intensity/length and content of the training, as well the support given to the trainees. But it must be emphasised that these criteria 'do not put all LTU in one single box' – on the contrary, the LTU can participate with other jobseekers in training programmes that are the most adequate to their personal needs.

In **Ireland**, the Further Education and Training provision is open to everyone, but there are currently some initiatives, such as 'Skills to Compete' (initiated to support people losing

⁷⁰ IT - no answer to the specific question; PES HU - no 'yes' or 'no' option selected, commented that training 'could be the same or based on the local and individuals' needs'; PES MT- both 'yes' and 'no' options selected.

their jobs due to the COVID-19 pandemic), that will be extended to all employees and/or LTU. Under this scheme, free re-skilling and re-training is offered and the online, full-time and part-time courses focus on improving participants' employability and ability to compete for jobs.

On the other side, six PES (BE-Actiris, CZ, DE, FR, MT and SE) reported that training programmes for LTU are different, or different in some aspects, from the ones offered to the other categories of customers. The **Belgian PES - Actiris** provided two examples of such training programmes, or combination of training, and other measures targeted only to people considered to be at a long distance from the LM, such as the LTU or low-skilled individuals:

- 'LAB' - co-financed by Actiris and VDAB⁷¹; consists of vocational training in a profession with real employment opportunities combined with intensive guidance and mediation. The difference with the regular training programmes is that: the training can last longer (up to two years), more intensive guidance can be offered, and, if necessary, it is possible to integrate a language or digital component in the training;
- 'GLOW' ('Growth and Learning on the Workplace') - implemented in co-operation with VDAB; the target group consists of job seekers with insufficient work-related self-confidence, who need intensive guidance and mediation through the use of workplace learning to bridge the gap to sustainable employment.

The **Czech PES** mentioned that the main difference is that the training courses for LTU are generally aimed at gaining motivation to change the current situation.

In **Germany**, in principle, all labour market measures are open to the LTU, depending on individual needs. But the eligibility criteria establish, for example, the services or measures that are only available to LTU/long-term benefit recipients. The support services for LTU usually allow a longer support period or a higher level of support, such as in case of wage subsidies. In addition, LTU/long-term benefit recipients can receive additional support services such as holistic employment support during employment, further training and internships and socio-educational support for community service jobs.

The **French PES** also mentioned that training programmes for LTU differ from the ones offered to the other categories of customers as they put an emphasis on basic skills and focus on practical training in companies.

In **Malta**, under the 'VASTE' programme, LTU are grouped and a combination of support options can be provided. These options include pre-employment, basic ICT and sheltered employment training, the 'Headstart' Programme and 'Supported Employment' (On-the-Job Coaching)⁷².

The **Swedish PES** reported that the LTU who participate in the 'Job and Development Guarantee programme' (JDG⁷³) may have possibilities to study at vocational higher education, higher education colleges or universities. The JDG programme targets jobseekers who have been outside the labour market for a long time.

⁷¹ VDAB is the training operator.

⁷² <https://jobsplus.gov.mt/schemes-jobseekers/vaste>

⁷³ https://www.riksrevisionen.se/download/18.78ae827d1605526e94b32a3c/1518435464852/summary_rir_%202009_22.pdf

7.4 Most effective - least effective training programmes for LTU

'On-the-job' training or 'jobs/vacancies-related training' proved to be the most effective in case of LTU.

As evidenced from the opinion⁷⁴ of over half the PES⁷⁵ (BE-Actiris, BE-Forem, BG, CY, DE, DK, FI, FR, HU, IS, LI, LT, LU, MT, PT, SE and SI), 'on-the-job'/'practical training'/'training in companies' or

programmes related/geared, in one way or another, to jobs or vacancies, are the most effective in case of LTU – these training programmes have a positive impact on the LTU employment and earning outcomes of the LTU.

Other training programmes considered to have a high effectiveness, as mentioned by PES are:

- self-selected programmes/training vouchers – e.g. CZ, PL and SK;
- professional education/training programmes in which graduates receive a formal vocational qualification/diploma - e.g. DE, EE, IE and NO;
- cross-occupational continuing vocational training and re-training programmes – e.g. DE;
- traineeships/internships – e.g. DK;
- training combined with wage subsidies and special advice/support – e.g. AT and IS;
- short-term, modular training - e.g. BE-Actiris;
- training in digital skills - e.g. EL;
- training in the services area/low threshold training programmes – HR and RO.

The least effective training programmes for LTU (with low/no positive impact on the LTU employment and earning outcomes) were more difficult to identify as the answers were sometimes ambiguous or not straight to the point. Nevertheless, some PES (e.g. CZ, HU, IS, FI and MT) expressed the opinion that training for basic skills or 'general guidance/general training' are less effective in case of LTU if effectiveness is linked to the graduates' employment at the end of the courses. However, these PES also stated that the primary objective of these training programmes is not getting employment after the training, but rather to continue to other training (e.g. specialised professional training) or to other active measures. Another example of less effective training programmes has been given by the **French**, **Maltese** and the **Swedish PES**. These PES said that programmes which 'do not include items of practical training within a company' or 'only classroom courses' are the least effective ones for LTU. Moreover, as the **Maltese PES** explained, 'classroom-based training' seems to be less 'attractive' for low skilled LTU, as they already participated in other similar courses (e.g. training for basic skills). This comes to certify, in a way, that on-the-job training or LTU training in companies are effective. The **Slovak PES** mentioned that training courses ensured centrally, through the public procurement process, proved to be ineffective. Long-term courses (HU) and training programmes/courses for older workers (DK) are other examples of training programmes considered to be less effective.

It should be mentioned that, in some cases, responses seem to be based on PES opinion. In other cases, as resulted from the additional information or explanations provided by PES, responses are based on the results of different sorts of monitoring and evaluation of

⁷⁴ The opinions expressed on the basis of PES' experience or results of different monitoring and evaluation of training programmes, tracer studies, etc.

⁷⁵ IT- no answer to the specific question; BE-VDAB - no evaluation only related to the LTU; NL - N/A.

the training programmes (including employment rates of graduates), tracer studies, research, etc., done by PES or other institutions (e.g. BG, CY, DE, DK, EE, IE, IS and SE).

The **Belgian PES - VDAB** mentioned that there was no research or monitoring that focuses on the effectiveness of learning for LTU as a target group. The **Norwegian PES** explained that an analysis or evaluation on 'what works/most successful ALMPs, etc.' is not yet in place, but a project group has been established 'to look at a more sound/valid indicators' such as exit to jobs, exit to education or activity. In the case of other PES, the information was not available (e.g. NL) or not available for the least effective training programmes (e.g. BE-Actiris and BE-Forem).

8. ADDITIONAL SUPPORT PROVIDED TO THE LTU WHO PARTICIPATE IN TRAINING

Additional support is provided before, during and/or after the training programmes by a vast majority of PES and/or their partners.

Nearly all PES reported that additional support is provided to the LTU who participate in training measures (see Table 14). This support is provided before the training programmes (25 PES out of 31⁷⁶), during the training courses (24 PES

out of 31) and after the participation (22 PES out of 31).

Table 14. Types of additional support provided to the LTU who participate in training

Types of additional support:	PES
Pre-training services	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CZ, DE, EE, ES, FI, FR, HR, HU, IS, IT, LT, LU, MT, NL, NO, PL, PT, SE, SI, SK (25)
Additional support/services during training sessions	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, DE, EE, ES, FI, FR, HU, IS, IT, LT, LU, LV, MT, NO, PL, PT, RO, SE, SI, SK (24)
Support/services to promote the transition of graduates to employment (after the training)	AT, BE-Actiris, BE-Forem, BE-VDAB, BG, CY, DE, EE, ES, FI, FR, HR, HU, IT, LT, LU, MT, NL, NO, PL, SI, SK (22)
Other	BE- Forem ⁷⁷ , DK ⁷⁸ , EL ⁷⁹ (3)

Source: responses to the PES Capacity Questionnaire, Part II.

The pre-training support consists of a mixture of services. These services include information sessions, vocational guidance, counselling, motivation and pre-training sessions to get a better picture of the different professions in a sector, short preparatory training (languages), occupational psychology and medical services (if necessary), career tests, etc.

A variety of additional support is also provided during the implementation of the training programmes, such as:

- mentoring, coaching - e.g. AT, DE, BE-Forem, BE-VDAB, FI, FR, HU, LU, MT and SI;
- childcare services, reimbursement of the related costs - e.g. BE-Actiris, BE-Forem, BE-VDAB, DE, ES and PL;
- socio-pedagogical/professional or social guidance, addiction, debt counselling, etc. – e.g. BE-Actiris, BE-Forem and DE;
- financial support (training allowances, travel, accommodation, meals costs, etc.) – e.g. BE-Actiris, BE-VDAB, BG, EE, ES, LT, LU, LV, PL, PT, RO, SI and SK.

Furthermore, in order to promote the graduates' transition to employment, assistance is provided by PES and/or their partners, at the end of training programmes. Such type of support comprises services or measures, like:

⁷⁶ IE - no answer to the specific question; LI - no additional support.

⁷⁷ Diverse and varied services.

⁷⁸ The municipalities/jobcentres have frequent meetings/conversations with all unemployed jobseekers in order to help them gain employment.

⁷⁹ Employment incentives, to facilitate the integration of trained unemployed jobseekers into the LM; combination of training with work experience programmes.

- Counselling, mediation, LM information, job offers/placement, job fairs, etc.- e.g. BE-VDAB, DE, EE, FI, HR, LU, NL, PL and SK;
- Job coaching – e.g. BE-Actiris, FI and HU;
- Participation in other active employment measures such as employment subsidies, support for mobility, support for self-employment, internships, etc. – e.g. EL, LT, LU, MT, SI and SK;
- Services to improve the soft or behavioural skills or evaluation of skills in companies (planned for the end of 2022) – e.g. FR.

It is important to point out that a major part of the PES provide a combination of additional support to LTU participants in training, i.e. before, during and after the training programmes. PES that provide this include AT, BE-Actiris, BE-Forem, BE-VDAB, BG, DE, EE, ES, FI, FR, HU, IT, LT, LU, MT, NO, PL, SI and SK.

Different types of additional support provided by each PES are presented in the Annex A, Table A3.

9. MONITORING AND EVALUATION OF THE TRAINING PROGRAMMES FOR THE LTU

Most often monitoring and evaluation is carried out at the end of the training programmes.

Monitoring and evaluation and/or collection of qualitative feedback can be done in any stage of the support.

As shown in Table 15, monitoring and evaluation is carried out most often at the end of the training programmes with almost two-thirds of PES (20 out of 31⁸⁰) reporting such an approach. One instrument used by many of these 20 PES to collect qualitative feedback at the end of the training is the satisfaction survey or questionnaire (with the AT, BG, CZ, FI, HR, IS, MT, RO and SI PES reporting so).

Table 15. Monitoring and evaluation – What stage is this carried out?

Stages:	PES
Throughout the provision/delivery of the training programmes/courses	AT, BG, DE, DK, EE, FI, IE, LU, MT, NL, NO, SE, SI (13)
At the end of the training programmes/courses	AT, BG, CZ, DE, EE, FI, FR, HR, HU, IS, LI, LU, LV, MT, NL, NO, PT, RO, SE, SI (20)
Within a period of time after the end of training programmes/courses	AT, BE-Actiris, CY, DE, EE, ES, FR, HR, LT, LU, NL, NO, RO, SE, SI, SK (16)
Other	BE-Forem, BE-VDAB, DE ⁸¹ , EL, FI ⁸² , PL (6)

Source: responses to the PES Capacity Questionnaire, Part II.

Other aspects are also monitored, analysed and evaluated when the courses are closed. In the **Czech Republic**, for instance, in addition to the satisfaction questionnaires, the completion and the exit rates to the LM are monitored and evaluated.

In **Germany**, in case of procured training measures, reports related to the implemented activities, results for each trainee and the problems that appeared during the implementation are provided by the education/training providers.

Similarly, in **Malta**, the 'trainers' provide a feedback report on the implemented training activities and programme.

The **Croatian PES** mentioned that besides the participants' evaluation questionnaires, feedback is collected via self-evaluation questionnaires applied to the training providers and the questionnaires applied to the employers that employ graduates of the training programmes. In addition, the Croatian PES monitors data on the participants' employment rates in six months after the completing the programme, as well as whether the trainee was employed in jobs for which he/she completed the training programme.

In around two-fifths of PES (13 out of 31), the monitoring is carried throughout the provision/delivery of the training courses. This is done, as mentioned by the **German PES**,

⁸⁰ IT – no answer to the specific question.

⁸¹ Evaluation done by the Institute for Employment Research (IAB) of the German Federal Employment Agency- the final report will be published in 2024.

⁸² Research was also carried out on the functionality and effectiveness of the LM training; report was published in April 2022.

through random audits of the training measures that are carried out by the training supervision and the labour market auditing service.

In **Estonia**, the PES employment counsellor collects qualitative information and feedback from the clients during work-focused counselling sessions, which take place once a month. Additionally, the Estonian PES carries out on-site visits to the services providers to assess how the training is implemented.

On-site visits are also organised by the **Slovenian PES**. In addition to these visits, monitoring of the training throughout the provision/delivery of the training courses is done through documents (e.g. participation records), and different communications with the training providers.

In **Ireland**, the training courses provided as part of the 'Work Placement Experience Programme' ('WPEP'⁸³) are evaluated on a monthly basis through an exchange of emails with the provider to verify the compliance of the training with the participants' learning plan; and two monitoring meetings (virtual or in person) of the PES case officers with the host organisations and the participants to check if the goals and targets of the course are being met.

In a more or less similar way, monthly monitoring meetings are organised by the **Maltese PES** for the VASTE programme⁸⁴. Additionally, an assessment is completed after each module of the VASTE programme and discussions take place (PES, trainers and trainees) about any difficulties encountered during the implementation. Moreover, the VASTE training programme passes through a Quality Assurance process.

In around half the PES (16 out of 31) monitoring and evaluation is implemented within a period after the closing date of the training programmes. For instance, in **Austria**, a final report for each participant, including the placement on the LM, is issued on the 92nd day following the completion of training.

The **Belgian PES - Actiris** mentioned that the Brussels employment and training observatory⁸⁵ produces, each year, reports regarding the 'exit to employment rates' and 'positive exits rates' taking place in a 12-month period after exiting a professional training. These rates are monitored for the training programmes aiming directly at learning a profession - 'formations professionnalisantes'.

Employment rates or employment status of trainees or graduates are monitored⁸⁶ by other PES as well (e.g. CY, DK, FR, HR, LT, LU, RO, SE, SI and SK).

In **Cyprus**, the PES partner - Human Resource Development Authority (HRDA) - which is the responsible body for the training, has established a comprehensive system for evaluating the impact of its activities. Evaluations are usually carried out some months after the successful completion of the training schemes. The computerised tool for monitoring and evaluation used by the PES is still under improvement due to some technical problems.

The **German PES** analyses the outcomes of the ALMP participants (including training) in comparison to estimated outcomes without participation through its impact evaluation called 'TrEffeR' ('Treatment Effects and Prediction'). 'TrEffeR' measures the effectiveness

⁸³ https://www.citizensinformation.ie/en/employment/unemployment_and_redundancy/employment_support_schemes/work_placement_experience_programme.html

⁸⁴ <https://jobsplus.gov.mt/schemes-jobseekers/vaste>

⁸⁵ <https://www.actiris.brussels/fr/citoyens/view-brussels/>

⁸⁶ During the participation, at the end of the programme and/or in 3, 6 or 12 months after the training is completed.

of ALMPs according to different sub-groups and local areas. Mid-to-long term and unintended effects, like deadweight, substitution, etc., are not part of this systematic analysis. The information provided by 'TrEffeR' is used by the PES caseworkers, local managers and central planners to improve the design and targeting of ALMPs. This comprehensive impact analysis system was designed by the German PES, the PES-affiliated Institute of Employment Research (IAB) and experts from Harvard University. A control group is used, which is composed of similar people as the group of participants but who did not participate in a programme during a defined entry period ('statistical twin'). The statistical twins must match participants exactly in criteria such as local LM district, legal sphere of unemployment status, age group, gender and benefit status. In addition, other socio-demographic, employment history and LM related characteristics are taken into consideration. The data system that is used and the required IT capacity were already in place (PES and IAB), so no additional costs were necessary. The German PES and IAB already had the necessary experts in econometrics and ALMPs provision so there was no extra staffing. The operation of 'TrEffeR' involves around four to five staff members. The German PES at the national level provided manuals to local offices and delivered workshops when 'TrEffeR' was first implemented⁸⁷.

In **Spain**, the PES works closely with the competent bodies and entities of autonomous communities, as well as the most representative business and labour organisations to draw-up an annual plan for evaluation of the quality, impact, effectiveness and efficiency of the entire employment training system. This plan includes, among others, impact analysis in terms of trainees' employment in a field/profession related to the received training; job performances; promotion opportunities of the employed people.

Other approaches of monitoring and evaluation have been mentioned by six PES (see Table 15), yet some of them are a combination of different methods and instruments applied in different stages of implementation of the training programmes. For example, the **Belgian PES - Forem** reported that the evaluation of in-house training programmes is carried out by the General Directorate for Products and Services of PES that manages Forem's training offer; another 'form of evaluation' is done by monitoring the participants' insertion into the LM (after 3, 6 and 12 months). In addition, the general quality assurance systems for the training programmes ensures monitoring and evaluation of projects/programmes during and at the end of interventions.

VDAB is another PES that uses the general quality assurance systems for the training programmes that include evaluation of projects or programmes.

In **Poland**, the local labour offices are responsible for monitoring the training programmes and conduct analyses of the effectiveness and efficiency of training. The periodicity of the evaluation is established by the Polish labour offices.

In **Greece**, the monitoring and evaluation of training programmes for registered unemployed, implemented in 2021, was done at the end of the programmes, while for the training programmes to be implemented in 2022 will be carried out throughout the implementation and at the end of the programmes.

It is worth mentioning that in many PES (AT, BE-Forem, BE-VDAB, BG, DE, EE, FI, LU, MT, NL, NO, SE and SI) monitoring and evaluation is implemented both during the provision as well as at the end/or within a period following the end of the training courses. As demonstrated above, PES use a combination of tools and instruments to collect quantitative and qualitative data and information about the training programmes and related results.

⁸⁷ <https://ec.europa.eu/social/BlobServlet?docId=18219&langId=en>

10. ADAPTING THE TRAINING PROGRAMMES TO THE LM AND THE LTU NEEDS

Measures to better adapt the training programmes to the LM and LTU needs have been initiated or are planned by all PES.

As mentioned in the previous section, PES use a combination of tools and instruments to collect quantitative and qualitative data and information about the training programmes and the related results. It is not only that PES collect this

information, but rather they use it to improve the training offers to jobseekers, including LTU. This is certified by the fact that all PES (29 out of 29⁸⁸) mentioned that new measures have recently been implemented or are planned to be implemented to improve and adapt the training interventions to the LM and LTU needs and expectations. These measures refer to improvements in different areas, from the design of the training policies and training plans to monitoring and evaluation processes (see Table 16).

Table 16. Areas of improvement

Areas of improvement:	PES
Training policy	BG, EE, EL, ES, FR, HR, IS, LT, LV, MT, NL, PL, PT (13)
Planning the training programmes	AT, BG, EL, FI, FR, LU, MT, NL, PL, RO, SI (11)
Quality of the training programmes	BG, EE, EL, FR, LU, MT, PL, SI (8)
Partnership practices	BG, EL, IS, LU, NL, NO, PT, SE, SI (9)
Targeting the most vulnerable sub-groups	DE, DK, EL, ES, FI, FR, IE, IS, LU, MT, NL, SI (12)
Delivery of the training programmes/course	EL, LT, LU, NL, NO, PL, SI (7)
Flexibility of the training plan and budget	BG, EL, LI, NO, PL, SI (6)
Distance learning (online and offline)	AT, BG, CY, EE, EL, LT, LU, MT, NO, SI, SK (11)
Access of the most disadvantaged LTU to training	BG, EL, ES, FI, FR, LU, MT, NL, SI (9)
Monitoring and evaluation	EL, FR, IS, LU, NO, PL, SI (7)
Other	BE-Actiris ⁸⁹ , BE-Forem ⁹⁰ , CZ ⁹¹ , EE ⁹² , FI ⁹³ , SE ⁹⁴ (6)

Source: responses to the PES Capacity Questionnaire, Part II.

The most frequent improvement measures seem to be in the area of training policies. Almost half the PES (13 out of 29) reported such initiatives in place or planned to be implemented soon. Initiatives in this area refer to:

⁸⁸ IT, BE-VDAB and HU – no answer to the specific question.

⁸⁹ More emphasis on the LTU in its new/next management contract 2023-2027.

⁹⁰ Remove obstacles that are not directly related to employment.

⁹¹ Labour Office will focus on vulnerable groups, such as parents caring for children, persons with disabilities.

⁹² Training courses on how to use smart devices/different digital tools.

⁹³ Support for seeking LM training, preparation of applications and in the transition period from training to working life.

⁹⁴ Changes of some specific regulations.

- amendments to the specific employment promotion law - a new procedure was introduced for validating professional knowledge, skills and competences (non-formal/informal learning) (BG);
- more emphasis on the LTU will be envisaged in the new/next management contract (2023-2027) of PES (BE-Actiris);
- the framework of new common programmes of active policies for employment which includes a new programme to prevent age-based discrimination and foresees actions to facilitate the reactivation and insertion of jobseekers aged 45+ into the workforce, with a focus on LTU individuals - in this way the LTU are included with priority in various active employment programmes (ES);
- within the 'Skills Investment Plan' and the 'Plan to Reduce Recruitment Constraints' access to training for the LTU was reinforced by funding additional training interventions (FR);
- a new 'Adult Education Act' that foresees that the adult training/education can be financed by vouchers (HR);
- increased funding with an emphasis on individualised counselling for LTU and follow-up in relation to participation in active measures (IS);
- the new 'National Employment Policy (2021-2030)' stresses the importance of up-skilling and re-skilling through the establishment of a lifelong learning culture (MT);
- some policy changes made to simplify the process of 'placing orders' for the training programmes for the PES professionals and for the educational institutions (NL);
- Flexible instruments for self-selection of training and new educational loans for all unemployed (PL).

Refining the way that the most vulnerable sub-groups are targeted, improving the planning process and implementation of new forms or better promotion of distance learning is in focus for more than one-third of PES participating in this study.

Access of the most disadvantaged LTU to training, partnership practices and quality of the training programmes are addressed by over one-quarter of PES.

Other improvements reported by more than one-fifth of PES are related to the delivery of the training programmes/courses (7 out of 29), flexibility of the training plan and budget (6 out of 29) and monitoring and evaluation (7 out of 29).

Some other concrete examples of new initiatives or measures meant to better address the needs of the LTU are provided in the following:

- low-threshold training offers for the most disadvantaged LTU (people with disabilities or reduced work capacity, migrants, etc.) - e.g. LU;
- flexible duration of the training programmes - e.g. PL;
- active involvement of employers/employers' organisations in designing training programmes and curricula - e.g. BG, LU and MT;
- interconnected mechanisms for short-, medium- and long-term anticipation of the LM skills needs - e.g. RO;
- new and better profiling tools to identify those jobseekers who really need support or an intensified support - e.g. IS;
- new or extended forms of distance learning in order to increase the jobseekers' autonomy and to foster activation of LTU - e.g. LU, NO and SI;
- improving quality indicators, monitoring the effectiveness of the training courses over a longer period of time - e.g. NO and PL.

11. CONCLUSIONS

The results of the analysis in this report show that PES put a lot of effort into organising and delivering the labour market training to LTU to improve their ability to access jobs in a changing labour market during a challenging period due to the COVID-19 pandemic. Different types of training and re-training courses are provided to LTU, and digital and technology-based competencies are the subject of training for LTU in all countries included in this report. Directing unemployed, including LTU, to the 'right' training is done by PES within a process of developing individual action plans/job integration agreements. The self-selection of training, which was recently introduced in some countries, is used on a significant scale. Furthermore, except for some specific issues, in the view of PES, the existing capacity (national and EU funds and network of training providers) is overall sufficient to ensure the availability of the training offers that respond to the LTU and key or developing sectors' needs. Provision of the wide range of training programmes is done in co-operation with other training institutions/providers and social partners.

Under the new circumstances imposed by COVID-19, PES and their partners have adjusted the learning methods to continue to deliver the training measures. The LTU benefit from additional support before, during and/or after the training programmes provided by PES and their partners. This additional support mainly consists of mentoring, coaching, socio-pedagogical/professional or social guidance, childcare services, financial support or participation in other active employment measures. In general, monitoring and evaluation is carried out and measures have recently been introduced or are planned to be applied in order to make the training measures more effective in supporting the LTU in their transitions into the labour market. Impact evaluation has been mentioned by only a few PES, but this aspect was not specifically asked in the related questionnaire.

However, there are some aspects which should perhaps be further analysed and nevertheless considered, especially by policy makers, when planning or adjusting future training programmes for the LTU, such as:

- Which type of training programmes proved to have high to low effectiveness (in terms of employment outcomes) in case of LTU?
- Which composition of trainees' groups work better or is beneficial to LTU?
- Is the distance learning suitable for all groups of unemployed, especially for persons who are not motivated and/or unfamiliar with learning, with high or intensive support needs (like most LTU) for which the social component and the 'personal approach' plays an important role?
- What challenges and support do the LTU need (e.g. financial, IT equipment, assistance, etc.) to access the online resources/courses?
- Is a systematic monitoring and evaluation system in place? Does it provide relevant information on the impact/effectiveness of the training programmes for disadvantaged groups, such as LTU?
- Is a monitoring/evaluation throughout the provision of the training programmes in place? Does it allow the responsible institutions to quickly intervene on aspects that do not work well or align with the established objectives?
- Is there an adequate capacity (infrastructure of training providers and financial resources) to provide training programmes to all or almost all LTU in need of such support?

12. ANNEXES

Annex A

Table A1. Delivery models/approaches in place

Delivery model in place/PES	Provision by the PES' own training centres/facilities	Provision by external training providers contracted out by PES	Provision within the education and training frameworks	Provision through partnership agreements	Provision by employers	Other
AT		✓				
BE-Actiris		✓		✓	✓	
BE- Forem	✓	✓	✓	✓	✓	
BE-VDAB	✓	✓	✓	✓	✓	
BG				✓	✓	
CY			✓		✓	
CZ		✓			✓	
DE		✓		✓		
DK		✓	✓		✓	
EE		✓			✓	
EL	✓	✓		✓		
ES	✓	✓	✓	✓	✓	
FI		✓	✓			
FR		✓		✓	✓	
HR		✓				
HU		✓	✓			
IE			✓	✓	✓	
IS	✓	✓	✓		✓	
IT		✓	✓			
LI	✓					
LT			✓			
LU		✓		✓	✓	
LV		✓				
MT	✓	✓	✓		✓	
NL			✓	✓	✓	
NO		✓	✓	✓		
PL		✓	✓	✓		
PT	✓	✓				
RO	✓	✓				
SE		✓	✓			
SI		✓	✓	✓	✓	
SK						✓

Source: responses to the PES Capacity Questionnaire, Part II

Table A2. Approach of assisting/directing LTU to participate in training programmes

Approach in place/ PES	LTU are directed by PES to training	Participation in training is agreed upon in IAP/JIA process	Self-selection of course- individuals/LTU choose (e.g. training vouchers)	Other
AT	✓	✓	✓	
BE-Actiris	✓	✓	✓	
BE-Forem	✓	✓	✓	
BE-VDAB	✓	✓		
BG		✓	✓	
CY	✓	✓	✓	
CZ	✓	✓	✓	
DE	✓	✓	✓	
DK				✓
EE	✓	✓	✓	
EL			✓	
ES	✓	✓	✓	
FI	✓	✓		
FR	✓	✓	✓	
HR	✓	✓	✓	
HU		✓		
IE	✓	✓		
IS	✓		✓	
IT	✓	✓		
LI			✓	
LT	✓	✓	✓	
LU	✓	✓	✓	
LV			✓	
MT	✓	✓	✓	
NL		✓	✓	
NO	✓	✓	✓	
PL	✓	✓	✓	
PT	✓			
RO	✓	✓		
SE	✓			
SI	✓	✓		
SK	✓	✓	✓	

Source: responses to the PES Capacity Questionnaire, Part II

Table A3. Additional support provided to the LTU who participate in training

Additional support/ PES *	Pre- training services	Additional support/services during training sessions	Support/services to promote the transition of graduates to employment (after the training)	Other
AT	✓	✓	✓	
BE-Actiris	✓	✓	✓	
BE-Forem	✓	✓	✓	✓
BE-VDAB	✓	✓	✓	
BG	✓	✓	✓	
CY			✓	
CZ	✓			
DE	✓	✓	✓	
DK				✓
EE	✓	✓	✓	
EL				
ES	✓	✓	✓	
FI	✓	✓	✓	
FR	✓	✓	✓	
HR	✓		✓	
HU	✓	✓	✓	
IS	✓	✓		
IT	✓	✓	✓	
LI				
LT	✓	✓	✓	
LU	✓	✓	✓	
LV		✓		
MT	✓	✓	✓	
NL	✓		✓	
NO	✓	✓	✓	
PL	✓	✓	✓	
PT	✓	✓		
RO		✓		
SE	✓	✓		
SI	✓	✓	✓	
SK	✓	✓	✓	

Source: responses to the PES Capacity Questionnaire, Part II

IE – no answer.

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