**Quick Introduction**

This tool aims at catching the main characterizing aspects of the Case Studies and Good Practices collected and analysed during the VET-EDS project concerned with matching educational provision to employer needs. It is targeted to all the labour market and VET stakeholders interested in developing such a system.

**Background**

The VET-EDS project has identified a great many good practices and interesting case studies and this tool is a route for you to find which of these may be of most interest to solving your particular needs or issues. It looks very specifically at a number of Analysis and Monitoring Tools and summarizes their approaches. It describes whether the examples are very structured as in much traditional proper LMI or more like a consulting tool – that works as a support for the decision making process.

Recent years have seen policy-makers and social partners across the world become increasingly concerned with the match between the workforces’ skills and the labour markets’ needs. Skills mismatch, the gap between the skills required on the job and those possessed by individuals, raises the question of the ability of societies to capitalize on their workforces. Bringing education and the working world closer together is necessary for success. A coordinated strategy is required that builds solid skills through high quality education while involving all relevant stakeholders in the skill matching process.

Preparing young people to successfully enter the labour market therefore requires cooperation between public and private sectors, so that education can respond to labour market needs and provisions are made for opportunities to learn in the workplace. Guiding students in choosing their fields of study, promoting their transition from school to work and maintaining and improving skills throughout their working lives will ensure that the full potential of those skills are exploited and the needs of enterprises are effectively met.

**Summary**

Selected examples show that for solving skills mismatch cooperation between educational institutions and employers plays the most important role. This cooperation is realized on the basis of bilateral cooperation, the initial impulse comes either from the employer or from the school. Applying triple helix model, that involves schools, business and
government either at regional or at national level also represents a frequent approach. The cooperation is aimed at adjusting educational programs so that the acquired knowledge and skills better meet the demands of employers. Part of the training programs realizes directly in employers environment. The skills mismatch is solved not only through the initial education but also through further education. In this case labour offices are involved in the process too. Monitoring of changes in the labour market represents important condition for better skills demand and supply matching.

Within the project VET-EDS sixteen different approaches for improving skills matching and linking it to labour market need were gathered. These are divided into broad categories:

- Case Studies
- National good practices
- Regional good practices

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CASE STUDIES

Agreement between the regional authorities, training centres and the University (Spain, Basque Country)

Abstract
The aim is to facilitate coordination and cooperation between different actors (regional authorities, local development agencies, vocational training centres and the University of the Basque Country) for competitiveness of companies with a high degree of vulnerability (commercial, financial, dependence on clients, inheritance, etc.), designing for them an action plan.

Why it is a Good Practice
Under the collaboration agreement, the local development agencies, as intermediate agents for competitiveness on territories, undertake: (a) To develop a diagnosis of the situation of Gipuzkoa’s SMEs which currently are under an economic, financial, dependency or costs vulnerable situation. This diagnosis is based on the selection and identification of SMEs by local development agencies which require their know-how of the shires/ municipalities they belong to. (b) To draw conclusions to establish the methodological framework for subsequent extrapolation to the rest of Gipuzkoa’s SMEs on a vulnerable situation and subsequent institutional plan or plans for intervention adapted to the reality of this type of companies. As result of the diagnostic phase, a number of proposals for intervention were identified for responding to the detected problems. The priority has been given to three following actions’ lines:

- Implementation of the viability plan
- Management model definition and implementation
- Enhancing productive competitiveness

Although it is difficult to reach SMEs and to make them participate in programmes financed by public funds, this has been achieved through the close relationship with SMEs of two major agents included in the agreement: the local development agencies and the vocational training centers. These two agents have a long history of cooperation with SMEs involving them in their transformation, innovation and training projects, and they are the best connoisseurs regarding the needs related to competitiveness of the business of small and medium companies in their territories and fields of influence.
MyTec Noorderpoort (Netherlands)

Abstract
MyTec is a new and innovative VET program primarily focused on technical education, initiated by the educational institute of Noorderpoort in collaboration with regional companies established in Stichting Support AOT Noord. MyTec’s aim is to bring more qualified technicians on the labour market, as a response to the high demands.

Why it is a Good Practice
The goal of this VET program is to offer practical assignments and internships to students in order to create a larger and well educated technical work force. The participating companies are all leaders in their respective field of work when it comes to technical development, innovation and sustainability. In addition to their big market share in The Netherlands, most of these companies operate internationally. They have great awareness of the practical skills and knowledge needed for professional practice. Therefore, they are given the leading role in arranging the educational program of MyTec. The following companies participate in Stichting Support AOT Noord.

Stichting Support AOT Noord applies 5 successive steps to the educational program of MyTec, which are:

- To perform a strict selection procedure; Every student will be tested at motivation and affinity, before they are being allowed to take part in one of the MyTec programs. This assessment will be carried out by an employment agency.
- To offer appealing study conditions; Students get a laptop and pay a small amount of money for their learning tools. After finishing the MyTec education students receive a partial compensation for the costs.
- To determine content educational program; Before the MyTec program begins participating companies will be involved in determining the contents of the educational program.
- To offer internships and practical assignments; From the second year onwards participating companies in Stichting AOT Noord will offer students practical assignments and internships.
- To assure job security; After finishing MyTec, students will be offered optional job opportunities.
**Teknikcollege Skåne (Sweden)**

**Abstract**
Teknikcollege is a network of competence centers in which companies collaborate with municipalities and education providers in regard to technology-oriented VET courses at different levels. Courses at Teknikcollege are quality assured on the basis of a common list of ten criterias. The companies of a region play a key role in shaping the structure of the courses as well as designing their actual content which guarantees a better matching between labour supply and the industry’s demand.

**Why it is a Good Practice**
Teknikcollege Skåne is a good example of how a region can work with competence and labour supply in cooperation with companies. It provides a clearer structure that could be used as a blueprint for other regions and business organizations that needs to address the problem of shortage of regional competence and labour.

One of the best proofs of the Teknikcollege concept is that it has spread all over Sweden. There are now about 28 active Teknikcollege regions and 128 certified educational providers and about 2000 affiliated companies. There are a few key elements to the project’s success:

*Industry commitment as a guarantee for better matching*
One of the corner stones in the Teknikcollege is the connection with the regional industrial companies. That the initiative to create Teknikcollege Skåne came from the companies themselves is an important factor for success. The regional companies become stakeholders and are through their engagement committed to take responsibility for the education of the pupils. Teknikcollege gives employers a real influence over the education which is one of the accomplishments of the concept and a prerequisite for effective matching.

*Change of mindset: Supply of Competence is a business issue, not a school issue*
The educational providers cannot solely be responsible for cover the industries’ demand for labor. That industries reached this understanding opened doors to the regional companies and facilitated important parts of the Teknikcollege concept as “On the job education” (learning at workplaces) summer jobs, internships and apprenticeships. The Teknikcollege initiative is a proof of this change of mindset and a very important factor for success.

*A Voluntary scheme*
That the concept is voluntary have resulted in a more deep and sincere commitment than if the concept were part of mandatory scheme. That companies put a lot of time and resources in the project stands as a proof of the concept.

*Open source between actors*
One of the preconditions for being able to spread best practices and knowledge between the different regions is that there is a sense of open source mentality between the education providers and partner industry. To have the open source mentality is stressed as by the Teknikcollege organization as one of the keys to success.
Hezibi (Spain, Basque Country)

Abstract
HEZIBI is a new model of work-linked training which promotes a type of training that takes place alternating periods of time between the VET centre and the workplace. Its aim is to facilitate the student to acquire some other skills in order to complete those acquired in the VET centre, discover the daily management of a company and acquire knowledge, skills and competences needed to practise a profession and meet the specific needs of a company.

Why it is a Good Practice
HEZIBI, is not simply adopting models which exist in other countries but instead it is developing its own methods. Therefore, throughout the training contract (which lasts for between one and three years, with a maximum of 75% internship hours in the first year), it has been possible to design a model with the following features:

- It is intended for students in the 2nd year of any training course or for people who want to obtain a Certificate of Competence, who have volunteered for this type of training, and who have been selected by both the VET’s teacher and the participating company as sufficiently mature and equipped candidates to participate in the programme and.
- The work carried out in the company must be associated with the course or certificate for which the student is studying, so that they can learn on the job.
- During the training time agreed in the contract, students learn and train in the Training Centre and in the workplace, with both learning methods complementing one another to acquire the skills defined for the Course or Certificate.
- It is an employment contract model whereby the students become trainees, with all of the rights and obligations this entails, and for which they will receive the corresponding salary.
- The company actively participates in the training of the current and future workers, reaping the benefits straight away at an affordable cost due to the reduction in social security contributions and the receipt of additional funding to allow the teacher to devote time to coordinating and scheduling the students’ activities.
Innovation Learning Work, IAL (Italy)

Abstract
IAL - Innovation Learning Work offers services and highly competitive "tailored" training programs based on efficiency, flexibility and certified quality, guaranteed by the accreditation of 14 social enterprises. This requirement is essential for work in the field of publicly-funded education and inter-professional funds. The IAL's system provides integrated services planned taking into account the real needs of people, enterprises and territories to develop growth opportunities.

Why it is a Good Practice
The vocational training courses are structured to meet the needs of young people to acquire skills, abilities and qualifications spendable in the labour market and the need for workers to maintain and constantly update their skills, including in relation to the needs expressed by companies. The vocational training system, therefore, includes a set of courses and training opportunities, calibrated - also flexibly - because of the profile and needs of the people, confirming its strategic role for the promotion of adaptability and employability of young people and workers.

Guiding the young people to choose their own way but also accompanying learning adults, especially in education in the transition to new jobs, often as a result of crises in employment, is a fundamental activity for the IAL. The identification of qualification pathways, upgrading and re-training, specialization, functional to capitalize on the talents each of which is a carrier, a process is effective only if seriously anchored to the knowledge of the labour market and professional needs it expresses. IAL, also due to the daily confrontation with the many companies that have chosen us as a partner, can be a decisive resource to help one side to recover, through training, the large mismatch between skills possessed and those required by the market and on the other, to promote and mediate the meeting of demand and supply of labour in the market, in response to the demands of relocation but also flexibility and conciliation, in synergy with the network of institutional, economic and social.
National Register of Vocational Qualifications (Czech Republic)

Abstract
The National Register of Vocational Qualifications is bridging the VET sphere and employment in the economy. It helps to match both formal and substantive requirements of employers on qualification and skills of employees and job applicants. It is a tool for obtaining a state certified document of competences and knowledge for job applicants who want their qualifications to be recognized in practice or in professions.

Why it is a Good Practice
The development of the NRVQ takes place through the creation of partial qualifications by sector councils. The sector councils monitor the coverage of their sectors by vocational qualifications and propose, with reference to the National System of Occupations and the needs of the labour market, new vocational qualifications as needed.

To obtain vocational qualification, the applicant needs to demonstrate all competencies listed in the qualification standard of the National Register of Vocational Qualifications. Verification is carried out by means of examination implemented by the so-called authorised persons (often schools). Upon passing the exam the person gets a nationally recognized certificate of a vocational qualification.

Acquiring complete vocational qualifications, that is equivalent to those acquired within formal schools system, is more demanding process. It is necessary to acquire all relevant vocational qualifications. This allows for the trade licence in the field. If a person wants to obtain also the respective qualification level, the same as awarded within IVET, he/she must subsequently pass an examination required for the corresponding field of study within IVET (certified by the maturita or vocational certificate) at a school. It is so far just rare to acquire complete qualifications in this manner.
Partnership and Quality Under a Common Agency (MYH)(Sweden)

Abstract
In Sweden, since 2009, the whole set of HVE programmes has been gathered under a common state agency (MYH), with common rules for, e.g., quality control, workplace learning, and mandatory partnership requirements for providers. The model features formally screened and evaluated bottom-up provision, yet also flexibility and good results.

Why it is a Good Practice
MYH is a national agency but copes with fundamental challenges of the skills provision process, regarding the monitoring of needed skills and the quality of skills supplied. As such, this institutional innovation may offer insights that are applicable to whatever educational institution setup to implement stronger ties to skills needs.

In OECD countries, providers of Higher Vocational Education and Training (HVE) are an increasingly important set of institutions in providing professional qualifications to meet future labour market needs. According to MYH’s setup, potential providers are chosen according to an application procedure, and granted providers may be private actors, municipalities or even universities. Following positive results from evaluations, and increasing popularity amongst students and potential providers, the number of students enrolled in HVE in Sweden have increased considerably.

At the individual level, a recent quantitative study shows positive results regarding employment and income figures for graduates. From an international perspective, an OECD study emphasizes MYH as

1. a “successful innovation” with “scope for bottom-up and entrepreneurial approaches within a publicly funded framework”; 
2. “a model with strong links to employers and labour market needs against a background in which most vocational provision has been very separate from employers”; and, therefore,
3. “a model... possibly more exportable than other models whose success in national contexts depends heavily on deeply entrenched cultural expectations.”
VET Plus – The Dual Course of Study (Germany)

Abstract
The Dual Course of Study combines university level higher education and professional training into a single course, which seeks to provide an optimally balanced combination of general education and competence development, as well as applicable professional skills. This concept responds to a steadily increasing demand in Germany for employees with higher level degrees at the times when traditional higher level education institutions in Germany, namely the universities, do not provide professional vocational education and training.

Why it is a Good Practice
Many of the Dual Study graduates immediately find a job at one of the companies which served as practice partners during the study. In fact, in some cases the students are already contracted during the study or even right at the start. Because of that, most graduates have less difficulties with finding a job than many other university graduates, even if not contracted early at a partner company. In general, Dual Study graduates are valued as very well educated and qualified. It is often acknowledged that a dual program means a high work load and requires the students to invest a lot into the study. Thus, this type of education is generally highly regarded, even at Bachelor level.

The online-portal “AusbildungPlus” (TrainingPlus) is a project that was funded by the German government until the end of 2014 and provides in-depth information about Dual Studies in general as well as individual offers at numerous different providers in a database. Such a central point for information about the concept, partners and contacts is very valuable for promoting the idea and helping interested students to gather information. It also provides statistical data on many different aspects such as number of students, number of studies, and number of providers. Since 2015 the project is run by the Federal Institute for Vocational Education and Training (BIBB).
**Child Care Professionals (Germany)**

**Abstract**
This example shows, which strategies actors in policy and the practical field have established to meet the increased demand for childcare professionals in Germany. It serves as an example to illustrate how changes in a legal framework lead to extensive changes and new challenges in the labour market and VET related issues in an occupational field.

**Why it is a Good Practice**
Many initiatives were launched to secure a supply of skilled professionals in this field. The success of these labour market programs and initiatives is that although many labour market projections foresaw a huge gap in future supply and demand for this occupational group, the expansion of childcare for children under the age of three could largely be implemented and the supply gap developed to be much smaller than initial projections showed. Another success is that the share of skilled professionals with certified trainings among the personnel in Kindergartens has not gone down since the introduction of the *Child Care Funding Act*. This means that the demand was not met with low or unskilled helpers, but with an increase in graduates from the school based VET or other equivalent professional education.
LOCAL AND REGIONAL GOOD PRACTICES

TOGETHER initiative (Czech Republic)

Abstract
Project TOGETHER is aiming to foster cooperation between schools and businesses. Project was initiated by the Ministry of Education and was implemented at national as well as regional and sector levels. Several regional and sector partnerships were created for drafting and piloting the cooperation models.

Why it is a Good Practice
Project outcomes are particularly important, since they contribute to reducing the skill mismatch in the labour market and to narrowing the gap between the skills of graduates and the demands of employers. The greatest benefit (impact) of the project is representing by the processed methodologies and patterns that help schools and businesses to establish and implement cooperation so that it had the desired effects for the preparation of graduates. Good results of mutual cooperation contribute on the one hand to improve the quality of VET programmes and on the other hand give businesses greater certainty that young workers get well prepared to work with new technologies and able to tackle practical tasks.

General co-operative model was developed. It captures various possibilities of co-operation between secondary vocational schools and enterprises in the following areas: (a) Practical training and work placement; (b) Involvement of experts from practice in planning and implementation of the practical training of students; (c) Profile Maturita examination; (d) Internships for pedagogues in companies. This model represents a framework description of co-operation between schools and enterprises at three educational programmes levels. At each level individual areas for cooperation are described including general rules that should be followed.

The general model was further developed into applied models of co-operation related to various groups of fields of study and levels of education. Applied models point out sector differences while implementing training in real work environment in companies and describe field-of-study specific opportunities of co-operation between schools and employers. In total, there were created 56 applied models.
Strategic support for counselling within labour market (Czech Republic)

Abstract
This practice is focused on identifying employers’ requirements on workforce in the South-Moravian Region of the Czech Republic and assessing whether or not the requirements are referring mainly to education, level of qualification and work experience or to competencies.

Why it is a Good Practice
The new procedure aims to improve advisory and counselling services for unemployed people and the labour market intelligence including the requirements for education or retraining. The new methodology for analyses and projections of skill needs is based on the following steps: 1. Setting up a representative sample of enterprises; 2. Developing questionnaires enabling to obtain basic data; 3. Interviewing key persons in selected enterprises; 4. Summarising and processing collected data; 5. Data analysis and placement in broader economic context with the aim to project potential skill needs at regional as well as national levels; 6. Setting up local advisory groups consisting of representatives from state authorities, employers’ organisations and the Ministry of Education, Youth and Sports (MŠMT). The task of such an advisory group is to support the implementation of interviews in enterprises, provide feedback related to the results analysis, application of the results within the individual activities of the advisory group members and dissemination of the results among other related stakeholders.
**Delta Blekinge (DB): an innovative intermediator in the complex process of skills supply (Sweden)**

**Abstract**

DB was set up to address “several of the problems that repeatedly are brought up when the issue of how to improve and develop the interaction between school and business is discussed”. As a variant of the Triple Helix model, it involves school, business and government at the regional level. The flaw addressed is that in school knowledge is at center whereas skills is key for employers. The concept is to improve this relation by bringing “real” inspiration from the working life to school. The approach is innovative as it is demand-side driven, based on the needs identified in school.

**Why it is a Good Practice**

Previous experiences show that there has been an interest to interact between business and school through the years, yet also that this interest in general has failed to implement more permanent forms of cooperation. As a functional organization that represents multiple interests and perspectives, DB has attracted great interest. It is an institutional innovation capable of addressing social values which typically result in the short, medium as well as the long term, for a large number of different actors.

DB makes available a business network on-demand, where the demand is formulated by DB on the basis of problems identified within school. As an effective intermediator between two key actors on the labour market, the complex process of skills supply is improved. The model offers a general platform for interaction between school, business, and government. The approach may be directly extended to apply to any school form, and contacts with VET at the secondary school level have already been taken.

DB is a good practice as it effectively structures efforts to improve the workings of the complex process of skills supply, creating value to a large number of individuals and actors, at very different periods in time. DB is an innovative institutional arrangement capable of addressing such variety of issues in a sustainable way. It appears to function as an effective intermediary between two essentially different sectors, business and school. Finally, DB can be seen as a good practice as the approach may be extended to apply to any challenge that requires the interaction between school, business and government.
GOA PUBLIEK (Netherlands)

Abstract
GOA Publiek creates and organizes apprenticeship training (BBL) for students within the public sector. It was developed by employers from the regional public authorities. It has a broad base of support and works closely with public organizations, educational institutes and the public employment service. Its goal is to counterbalance to recent and persistent labour market issues and youth unemployment in the Groningen region.

Why it is a Good Practice
In its approach to organizing apprenticeships, GOA Publiek has three primary roles. These are: (a) To raise awareness for apprenticeship training (BBL) in the public sector; (b) To support and encourage public organizations to offer apprenticeships; (c) To counsel students during their apprenticeships.

Job carving is a term for customizing job duties. Job carving can be used to tailor a job so that it is suitable for a particular worker. The employment consultant works closely with the employer to analyze a range of different jobs and identify the opportunities to carve out certain tasks that do not require the professional skill of the worker to complete. This can be particularly useful in enabling highly skilled workers to concentrate on the tasks that demand their skills while separating out more routine functions in a new job role.

Job carving creates opportunities for apprenticeship training (BBL). This subsequently leads to more efficiency of specialized workers, as they can fully focus on their actual work duties. In the public sector there are a lot of opportunities to create new apprenticeships through job carving. A research that has been done within a number of public authorities showed that within six of the eight researched departments job carving can be applied successfully.
Kenniswerkplaats (Netherlands)

Abstract
Kenniswerkplaats translated as ‘knowledge factory’ is a regional network of educational institutions, research institutes and regional parties. It aims to create a link between education, training and research (knowledge), and regional economy (demands). Projects are set in a learning environment. In regions where Kenniswerkplaats operates, it plays an important role in the VET-system.

Why it is a Good Practice
The Kenniswerkplaats approach is based on 'learning in, with and from practice', also called action learning / research. Most important in this approach is to learn from each other, and not just to work together. All parties contribute to the collaboration by their own specific needs, qualities, knowledge and creativity. The regional collaboration of Kenniswerkplaats differs from other collaborations, because of its continuity, the diversity of the involved parties and the emphasis on regional transition.

The parties are not seen as stakeholders, but as shareholders. Stakeholders have an interest and want to see that interest borne out. Shareholders do too, but they also take personal responsibility in the project and in making it a success for their fellow shareholders as well. You have to give something to get something. Another difference between shareholders and stakeholders is that shareholders (together) carry a responsibility to finance their project. Co-responsibility is the keyword. The goal of this approach is to create a structured learning region.

The following five factors are crucial for success:

- Mutual trust and an open attitude between businesses, governments, educational and research institutions and the environment;
- All involved shareholders are willing to learn from each other;
- All involved shareholders are willing to innovate;
- There is a clear vision on the regional challenges and growth opportunities.
Higher Technical Institutes (Italy)

Abstract

The Higher Technical Institutes were created to meet the demand of enterprises of new and high technical expertise and technology. They are forming higher technicians in strategic technology areas for economic development and competitiveness, and are the segment of non-university tertiary education. They are in the form of participation of the Foundation which includes schools, training institutions, enterprises, universities and research centres, local authorities.

Why it is a Good Practice

The contribution of this kind of policy is manifold:

- Regards the youth employment rate: to acquire, after the diploma, a high technological specialization is essential for a qualified entrance into the Labour Market. It is also an opportunity for the ones that need to be re-trained to enter the Market again;
- Supports the development of methods for innovation and technology transfer to small and medium-sized enterprises, which are the majority in the Italian context and the most affected by the economic crisis;
- Forms Higher Technicians able to fit in the strategic sectors of the economic and productive system of the country;
- Emphasises any experiential learning where learning takes place through action and testing of situations, tasks, roles addressed in situations of uncertainty and complexity, similar to real employment every day;
- Orients young people and their families to the technical professions, supporting the decreasing of NEET phenomena.
Marchmont's SLIM Learning Themes (United Kingdom)

Abstract
These were a series of supported workshops where the topics were chosen by policymakers and therefore were ones that ‘solutions’ were being sought for. Each workshop was attended by both policymakers and practitioners and was supported by desk research and good practices and key speakers attended to ensure challenging debate. Results were fed into policy through recommendations from the organising partner (a University).

Why it is a Good Practice
The primary audience for this good practice is local and regional policymakers who are looking to effect evidence-based policy within the delivery of skills and vocational education programmes in their area and wish to ensure practitioners are engaged (bought-into) within the process (though the model is easily transferable to other areas of policy).

Policymakers are required to provide evidence-based approaches to complex and emerging areas and skills is no exception to this. This approach allowed policymakers to look at where new policy and new approaches were needed and to ensure that the resulting policy recommendations that were made to them were both evidence-based and importantly were shaped in partnership with the practitioners (in this case from the skills and VET sector). The Learning Theme approach is replicable and could be considered by other observatories. Critical to its success was the initial work to define questions and problems that needed attention and the quality of facilitation at the workshops that needed to ensure all were able to safely reflect on practice and existing policy. The overall result was a growing, supported, community of active and engaged policymakers and practitioners that persisted for a number of years until the newly incoming government abolished ‘regions’.
About the Authors

Zdenka Matoušková works at the National Training Fund as an expert-analyst and a deputy head of the National Observatory of Employment and Training. She participates in projects related to the labour market trends, education systems, qualification and skill needs analyses, employers and graduates surveys.

National Training Fund (NTF) is a non-profit organization operating since 1994. Its aim is to promote the human resources development in accordance with the requirements of economic and social reforms in the Czech Republic. Since the beginning of its existence, the NTF participated in drafting strategic documents at national level, such as Public Administration Reform Strategy (Ministry of Interior), Human Resources Development Strategy (Czech Government), National Programme for the Development of Education (Ministry of Education) and Industry 4.0 (Ministry of Industry).

The National Training Fund has its own analytical unit (National Observatory of Employment and Training), which research activity is focused on the labour market, employment, human resources development, particularly in relation to the prediction of labour market skill needs and the education and training, both initial and further vocational training in particular. Other sections of the NTF deal with the social services, standardization and quality evaluation, guidance in employment and vocational training. NTF is a member of networks cooperating at European level (ReferNet, SkillsNet, EN RLMM).