

# **SKILLS MISMATCHES AND GUIDANCE POLICIES: THE EXAMPLE OF BOTTLENECKS ON THE LABOUR MARKET**

Labour market information (LMI) in lifelong guidance  
Cedefop, Thessaloniki 16 May 2016

### POLICY DEPARTMENTS in the European Parliament

support **parliamentary bodies** (President, Committees, Delegations, the Secretary General)

#### POLICY DEPARTMENT FOR ECONOMIC AND SCIENTIFIC POLICIES

-> analyses, briefings for 6 committees including the

##### Employment and Social Affairs Committee:

**55 members** representing the political groups

**Responsible for employment policies, social policy,** working conditions, vocational training, free movement of workers and pensioners

... and for relations with **4 European agencies:** European Training Foundation, **Cedefop**, Eurofound, OSHA

Tasks are co-legislation, supervision of the European Commission, preparation of reports (resolutions),



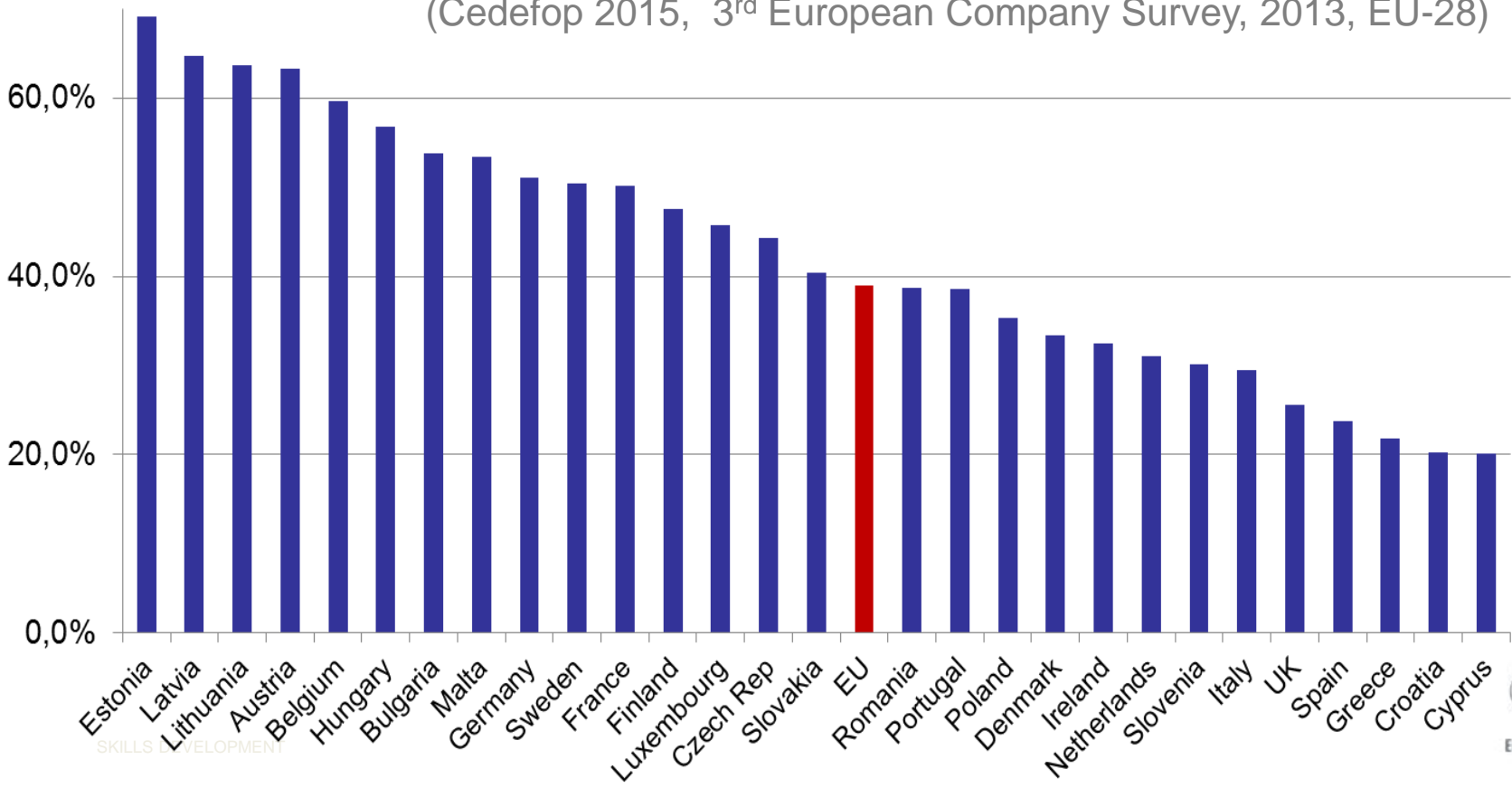
opinions

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# INFORMATION - SHORTAGES IN EUROPE

# SHORTAGES (RECRUITMENT DIFFICULTIES) EXIST IN IN ALL COUNTRIES

(Cedefop 2015, 3<sup>rd</sup> European Company Survey, 2013, EU-28)



1. **Metal, machinery and related trade workers**
2. **Science and engineering professionals**
3. **ICT professionals**
4. **Health professionals**
5. **Building and related trade workers, excluding electricians**
6. **Personal service workers (child care, personal care)**
7. **Science and engineering associate professionals**
8. **Sales workers**
9. **Drivers and mobile plant operators**
10. **Food processing, wood working, garment and other**

(Data: European Commission 2014, quantitative + qualitative information)

For example:

- Belgium** engineers and technicians, IT professionals, sales staff, nurses, (technical) teachers)
- Greece** ICT, sales staff, managerial staff, craft and trade workers
- Portugal** manual workers, machine operators, craft and trade, telecommunications, electronics and system analysis
- Finland** healthcare (nurses and doctors), special education teachers, social workers

# MEANING - REASONS BEHIND



### Skills mismatch / shortage of adequate qualifications, skills

(e.g. professionals listed above, electrical trades workers)

due to Students educational choices

Availability of the required education

Change in the required skills

Replacement demand

### Preference mismatch

Preferences of jobseekers (expectations)

Quality / image of sector / job (wages /working conditions)\

### Information mismatch

Lack of sufficient information

Poor matching process

Information from different national, regional, local sources  
(including information from employers and PES)

Shortages often relate to certain specialisations or skills within  
an occupation

Even for structural skills shortages, the development of the supply  
side is not certain

”pig cycle” of alternating lack and surplus in supply, e.g.  
teachers in Germany

External events can have an impact

company openings (e.g. IT in Ireland)



**Low preference due to wages and / or working conditions**  
e.g. personal care, sales workers, refuse + elementary occup.



Other occupations: a **mix of skills and preferences**  
e.g. for personal service workers, health professionals

# WHICH USE OF THIS LMI IN WHICH GUIDANCE SETTING?

### Careers education and career guidance for orientation

- **Orientation**
- Focus on education, training
- Longer-term career planning
- **Strong client-orientation**
- **Open-ended**
- Career-guidance specialists (vocational psychologists, pedagogues)
- **Professionalisation: e.g. NICE – Network for Innovation of career guidance and counselling in Europe (Handbook 2012)**

### Employment-oriented guidance (activation)

- **Labour market integration of unemployed (jobseekers)**
- Focus on finding a job
- Between rapid placement and sustainable activation
- Client-oriented **within an administrative setting** ( individual action plan - IAP, monitoring, sanctioning)
- **Result-oriented** - Individual action plan, agreement
- Employment counsellors / advisers  
**(support from career guidance specialists)**
- **Professionalisation: European Reference Competence Profile for PES and EURES Counsellors (2014)**

### **Provision of meaningful information**

Corresponding to the clients' needs (different for higher or lower qualified, well or not informed, motivated or frustrated ...)

### **Enabling (pedagogical) approach**

More developed in careers education, developing in PES

### **Application of counselling techniques for working with LMI**

e.g. for structuring information and using it for decision-making

### **Differentiated use of LMI in group sessions and individual sessions**

groups: more general, template presentations possible, basis for individual counselling

### ORIENTATION

Ideal situation: **voluntary participation**

Guidance counsellor can challenge client in case of discrepancies between wishes and feasibility, however, **client takes decision.**

**Limitations:** In PES – link of career guidance and placement into shortage VET apprenticeship

In VET schools – link of career guidance with school target to increase students in shortage areas.

### INTEGRATION AND ACTIVATION

Challenges for good guidance:

**Participation as obligation** (e.g. career guidance to support unemployed), and often

**Restricted choice** – orientation within ALMP available (designed on the basis of good LMI at best)

**Acceptance of lower-skilled (shortage) jobs** due to legal rules on reduced occupational protection after a certain duration of unemployment (even if practice often flexible)

**For young unemployed** (return to school or take up of VET) **less differences**

## 5. Conclusions for guidance policies and practices



- Need for labour market information from **different sources and levels** for different clients' needs (including for mobility) → quantitative and qualitative information from European to local level (system / policy level)
- **Fragmentation of LMI** is still an issue (production and use of LMI), e.g. gap between school based career guidance and public employment services -> further work on easily accessible national platforms including all relevant stakeholders (system / policy level)
- **User-friendly presentation** of LMI including trends in occupations and possible issues of interpretation (meaning) for practitioners → system level

- Guidance practitioners should have general **knowledge** of **different data sources and of working with LMI** (special knowledge on the job) → **counsellor training (system level) and commitment of practitioners to update knowledge**
- Systematic collection and analysis of information on **client preferences, main occupations with discrepancies** of wishes and feasibility or demand (due to abilities or working conditions) → **practitioners → system level → policy level**
- An **aging society** will increasingly need new types of information for guidance, e.g. information on volunteering → **system level, policy level**



**THANK YOU FOR ATTENTION**

## LINKS AND REFERENCES

**Studies from the Parliament Policy Departments:** [www.europarl.europa.eu/studies](http://www.europarl.europa.eu/studies)

**Newsletter:** [Poldep-Economy-Science@ep.europa.eu](mailto:Poldep-Economy-Science@ep.europa.eu)

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