

# EVENT REPORT

**TITLE:**

Peer-Learning Seminar

**SUBJECT:**

**Towards flexible learning and working. New approaches in definition and delivery of Active Labour Market Policies.**

Rome (Italy), 8-9 March 2023

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Event web page:

<https://www.etf.europa.eu/en/news-and-events/events/peer-learning-seminar-towards-flexible-learning-and-working-new-approaches>

## Setting the scene

The European Training Foundation (ETF) organised a peer learning seminar on 8 and 9 March in Rome, on new approaches in definition and delivery of Active labour market policies (ALMPs) focused on the increased flexibility of learning and working patterns.

The event gathered representatives of relevant institutions from 20 ETF Partner Countries (including 11 participants from the Eastern Partnership countries, 12 representatives of South Eastern Europe and Türkiye region, 7 participants from Central Asia and 8 from the South-East Mediterranean region), also specialists from the EU Member States (Croatia, Romania, Sweden), the European Commission, Eurofound and the European Labour Authority. The seminar was used as a platform for the purpose of policy learning through sharing experiences and discussing new policy ideas in adapting training provisions and ALMPs.

Through a combination of presentations, group exercises and discussions, participants came out with a number of conclusions that can be used for further shaping of the ALMPs and flexible training and employment pathways in their countries and help increase cooperation between countries.

The format for policy learning proved to be very successful, allowing for exchanges within specific regional dynamics (Eastern Partnership, South-East Mediterranean, Western Balkans and Türkiye, Central Asia), but at the same time learning from international practices. Participants representing different countries, institutions and realities, underlined the need for such an exchange and learning from each other. At the same time, they identified many common priorities and challenges within their regions and beyond, discussed good practices and built mutual understanding for possible future actions. Participants also expressed the need for more policy learning and their willingness for continuation with similar arrangements.

## Introducing key concepts / topics; Objective and aims

The objective of the event was to stimulate common reflection and discussion on how active labour market policies and training systems can accompany individuals and companies to cope with new challenges and opportunities, in particular through new flexible learning and working patterns.

During the introductory session, it was reiterated that the event is a starting point of a series of peer learning events focused on policies and innovations in the EU and neighbouring countries. Next to introducing best EU and ETF Partner Countries (PCs) practices, the event addressed common challenges in the design and implementation of ALMPs. In his welcoming speech, ETF Director a.i. Xavier Matheu stressed the need for effective spending of resources on learning and working arrangements that should be handled in an efficient manner and provide high economic and social benefits, especially as digitalization creates new job requirements.

## Key takeaways

Employment services, active labour market policies and training systems play a crucial role in making flexible learning arrangements a reality for jobseekers and helping individuals and companies to cope with new labour market demands and flexible working patterns. Among the messages stemming from experience sharing and discussions during the event, we underline the following:

- adjustment of the legal framework to enable easier acquisition and recognition of skills and qualifications;
- pilot and mainstream flexible (re)training and skills development and certification programmes (development of validation formats, micro-credentials, individual learning accounts etc);
- closer interinstitutional cooperation (ministries of education and labour, skills or qualifications agencies and public employment services) and strong involvement of economic sectors representatives, companies and NGOs;
- Digitalization of data gathering and management (e.g. vacancy registers, matchmaking platforms) as well as service and programmes' delivery (e.g. career guidance, (re)training);
- Focus on supporting individuals and their careers' development regardless their labour market status (workers, jobseekers or inactive) and based on integrative policy approaches and comprehensive ALMPs design.

## Policy approaches to the subject matter

COVID pandemic impacted the way we work and learn. Acceleration of digital technologies is changing the shape of economies globally. The development requires rethinking public policies with the purpose to respond adequately to the quick advancement of technologies and to support individual adjustment through more flexible learning. The latter include development of validation formats, micro-credentials, individual learning accounts, as well as career guidance, as key elements for the development of individual careers.

**Eurofound** presented the conclusion that one third of jobs in Europe are teleworkable. These are mainly well-paid jobs that are currently in high demand. While information processing and social interaction are teleworkable, physical work and manipulation are not, and are characteristic for low-paid professions. Also, teleworking mode of work has been increasing and still has a huge growth potential. Similar findings are valid for the EU neighbouring countries [Living, working and COVID-19 in the European Union and 10 EU neighbouring countries | ETF \(europa.eu\)](#).

There is also a sectoral shift towards the ICT sector, against the background of a highly volatile labour market.

There seems to be a huge potential for teleworking in EU PCs. During the COVID pandemic, almost 70% of study time of students was through online learning. However, there is still a low number of those involved in the LLL. Also, there is still a need for adjustment of qualification and training systems that should be based on a common reference point.

Across Europe, learners prefer online and blended learning. However, there should be a mechanism to validate and recognize the skills gained through online learning. New validation forms, such as micro-credentials, are very challenging in terms of implementation and integration in the legal framework.

As there is an obvious shortage of skilled staff in the EU Member States, there is a need for significant investment in professional education and upskilling, attracting the right skills and facilitating recognition of qualifications. The **European Commission** intends to focus more policies on skills development in 2023. This is reflected in the decision to launch the European Year of Skills, initiating on 9 May 2023 and lasting until May 2024 [European Year of Skills \(europa.eu\)](#). There is an obvious need for professional education and upskilling and increased participation of adults in training. The Year would strengthen a mindset of reskilling and upskilling, focusing on skills relevance and boosting investment.

The focus will be also on tools for lifelong learning, in particularly of adults. In addition to Europass, the focus would be on individual learning accounts and micro-credentials introduced with the purpose to create and update a record of individual achievements, to certify short-term training, and to provide a way to specific skills. There is a need to focus on the development of basic skills, as grounds for people to upskill and reskill. The EU is planning to continue support to the countries in the following years on how to put in place registers, how to design governance of individual learning accounts, and how to identify what kind of courses should be introduced.

Enabling framework should facilitate registry of eligible opportunities, increase labour market relevance, and strengthen quality assurance at the national level.

The **European Labour Authority**, together with the European Commission, fosters cooperation among the EU employment institutions and innovation in the area of labour supply – demand matching. **European Jobs Network EURES** has two main channels, the EURES Job Mobility Portal [EURES \(europa.eu\)](#) and the European Online Job Days platform [EURES - European Job Days | EURES - European Job Days](#). EURES Academy and the training provided aim at equipping EURES staff of EU public employment services with the knowledge, skills and competencies to allow them to deliver a high-quality service to jobseekers and employers.

Specific country representatives reflected on different policies and measures introduced towards flexible learning and work formats.

Although advanced in implementing agile approaches towards skills recognition, most of the EU MSs countries are still shaping this segment. **Swedish** inclusive model of VET includes also all different groups, regardless their labour status. Results of the training and employment measures in **Croatia** resulted with continuous decrease number of unemployed, as also increase of employed people. **Romania** introduced key competencies trainings for low-skilled/unskilled people, regulated the possibility of organising training programs in online or blended learning

format, initiated accumulation of credits system, and induced Individual learning account, system of credits accumulation for adult training/micro-credits as well as regulations with regard to transfer of credits.

**Moldova** introduced Law on remote work and wants to promote professional mobility through short training formats. **Georgia** accelerated introduction of flexibilization of VET, more substantial engagement of employers as also by improving skills recognition system. Despite the circumstances, **Ukraine** manages to keep up with provision of VET education to their citizens, but also works on recognition of smaller components of qualifications. Through digitalization of services, **Kazakhstan** has a fully automated process of organising vocational training, but also integrated in the international system of job search and recruitment with most of the surrounding countries. Digitalisation of services, joint job market with partner countries are in focus for **Tunisia**, as also digitalisation of the institutional services.

Most of the Western Balkans countries are reshaping their policies related to skills development, especially in light of Youth Guarantee. Division of institutional responsibilities in design and implementation of different measures in **Albania** is focused on incorporating as many as possible people in VET, especially low skilled.

**Türkiye** defines country-wide employment policies and the local employment policies based on the annual labour market research and finances for the (re)training and skills development for jobseekers is ensured through the Unemployment Insurance fund.

## Success factors for effective policy approaches

Numerous of interventions already creating positive results were presented by different countries:

Key success factors are reflected through three dimensions: one of them is stronger link with the private sector, in particular in the role of training provider. The second dimension is stronger collaboration between different institutions in the country. Third factor is related to the stronger cooperation between countries, especially related to job search and placement.

Swedish well-functioning system of public private partnership in the segment of organizing VET trainings is based on the good decentralized needs assessment with regard to shortage of skills, as also very active engagement of the employers as training providers.

The whole set of policy documents developed in Croatia shaped effective ALMPs, mainly focused on providing of practical and workplace trainings through voucher system, especially with regard to acquisition of digital skills of unemployed. Stakeholder's cooperation is important, which is also reflected in case of Türkiye, whereby the education sector ensures quality assurance of the training programmes, together with the employment institutions, and private sector is involved in provision of trainings. Restrictive policy towards those not fulfilling the training and employment provisions reflects on accumulation of funds for further training provision.

Kazakhstan and Tunisia and demonstrates a good example of outreaching other labour markets, which expands the opportunities for both, unemployed and employees from several countries to strengthen exchange of the needs and supply. This also includes stronger cooperation between national employment agencies or similar entities.

## Countries proposals / feedback

### Role of employment services and active labour market policies in making flexible learning arrangements a reality for jobseekers and vulnerable groups

The peer learning event also allowed for an interactive teamwork by geographical regions of Central Asia, Eastern Partnership, South East Europe and Türkiye, South-East Mediterranean. Introductory session provided a **summary of preliminary findings of a survey on flexible and inclusive active labour market policies and skills development** that has been carried out in the ETF PCs. Preliminary findings were based on responses from 11 countries that were obtained prior to the peer learning event (covering all four above-mentioned geographical regions). The preliminary results indicated that **atypical work arrangements** occupied a leading position among

new flexible work patterns, followed by **remote/mobile work** and **platform work**. In terms of learning patterns, **validation** was the top priority, followed by **provision of digital skills**, and **digitalization of learning processes**. Inclusiveness and promotion of women is a high policy priority in all participating countries. However, it seems that **appropriate support to women is provided more through labour market measures than through training measures**. Finally, **lack of analytical capacity and limited data availability were identified as top problems of ALMP evaluation** and impact assessment. Another major problem is insufficient use of analytical findings in policy formulation.

The table below provides an overview of ranking and relative importance of particular measures and policies focused on flexible working and learning patterns, as reported by the participating countries.

Measure / Policy	Ranking / cumulative importance	Measure / Policy	Ranking / cumulative importance
<b>New work patterns</b>		<b>Inclusiveness and promotion of women</b>	
Atypical work arrangements	1 / 44	Promotion of women is a high policy priority	1 / 48
Remote/mobile work	2 / 33	LM measures properly support women	2 / 40
Platform work	2 / 33	Training measures properly support women	3 / 31
<b>New learning patterns</b>		<b>Problems of ALMP evaluation &amp; impact assessment</b>	
Validation	1 / 38	Analytical capacity	1 / 47
Digital skills	2 / 37	Data availability	1 / 47
Digitalization of learning	2 / 37	Use of findings in policy formulation	2 / 44

### Priorities and challenges in the EU neighbouring countries for delivery of flexible (re)training programmes in context of Active Labour Market Policies

The main objective of group work was to gather and discuss policy priorities, good practices and challenges related to the design and implementation of active labour market measures that address flexibility needs. The group work by geographical regions was structured by the following main topics (detailed list of questions is contained here in Annex 2):

- Priorities for action identified in your country/institution
- Good practices from your ground and/or opportunities
- Challenges in the design and implementation
- Key priorities for the future policy learning activities.



<p style="text-align: center;"><b>Priorities for action identified in your country/institution</b></p>	<p style="text-align: center;"><b>Good practices from your ground and/or opportunities</b></p>
<p><b>Central Asia</b>            Digitalization of service provision (of Public Employment Services)            Integration and activation of vulnerable groups (return migrants, NEET, rural population)            Platform workers/new forms of work and the need to adjust legal and monitoring frameworks</p>	<p><b>Central Asia</b>            Support to rural population and new forms of employment (Uzbekistan)</p>
<p><b>Eastern Partnership</b>            Review of strategic frameworks for employment and education            Modernisation of Lifelong learning systems            Digitalization of service provision            Modernisation of delivery: profiling, career guidance and orientation            Micro-credentials/modular learning models            ALMP for targeted social assistance recipients            Inclusion of youth, women, vulnerable people, including persons with disabilities</p>	<p><b>Eastern Partnership</b>            Local employment initiative (Moldova)            PPP in training (Azerbaijan, Georgia)            Business skills, soft skills for unemployed (Armenia)            Micro-credentials (Georgia)            Academic mobility (Ukraine)            Vouchers for training of employed 45+ (Ukraine)</p>
<p><b>South East Europe and Türkiye</b>            Digitalization of services and ALMPs            Adjusting legal framework in a timely manner            Integrated services for jobseekers and vulnerable groups</p>	<p><b>South East Europe and Türkiye</b>            Recognition of prior learning            Online job fairs            Employment incentives            Online platforms for job matching</p>
<p><b>Southern Mediterranean</b>            Supporting entrepreneurship            Training            Convoying / escorting / tracking            Finance            Contractual training (upon request)            Proactive training of labour market needs            Life skills, Soft skills training, languages, informatics, etc.</p>	<p><b>Southern Mediterranean</b>            Encouraging special groups through subsidising wages (Internal Income Programme).            Creating business incubators and industrial zones in remote regions to support economic dynamism branches), ANETI "TKwen"            Providing a training system for job seekers in several fields of specialisations.            Providing "Economic Youth Inclusion Support" Programmes across the entire country, based on creating regional systems to support employment.            Managing subsidies for leased operations (incentives for companies + tax and social exemptions).            Supporting training in promising sectors            Digitalisation - Big Data / to match supply and demand</p>



Challenges in the design and implementation	Key priorities for the future policy learning activities
<p style="text-align: center;"><b>Central Asia</b></p> <p>Financial resources, institutional capacity and human resources</p>	<p style="text-align: center;"><b>Central Asia</b></p> <p>Support of employability of people with special needs Monitoring and evaluation of effectiveness of measures and services Validation of non-formal learning Digitalization Individual learning accounts Formalisation of informal sector, informal employment</p>
<p style="text-align: center;"><b>Eastern Partnership</b></p> <p>Institutional capacity, including human and financial resources, Evidence-based policy making in a rapidly changing environment</p> <p>Reaching out to regions and local level Training needs assessment Keep on going in Ukraine</p>	<p style="text-align: center;"><b>Eastern Partnership</b></p> <p>E-systems, digitalization of service provision, digital tools for employment matching Gathering evidence and analysis of data for policy making, including forecasting Modernisation of LLL systems (non-formal learning, validation and recognition of skills) Building stronger cooperation among public stakeholders and partnerships with the private sector Targeted support to specific groups, particularly those facing employment vulnerabilities</p>
<p style="text-align: center;"><b>South East Europe and Türkiye</b></p> <p>Data availability Informality Financial resources Readiness of employers to use new systems/platforms Human resources including training of own staff</p>	<p style="text-align: center;"><b>South East Europe and Türkiye</b></p> <p>Taylor-made policies Reforms within PES ecosystem (use of artificial intelligence) Atypical forms of employment and ALMPs Youth Guarantee</p>
<p style="text-align: center;"><b>Southern Mediterranean</b></p> <p>Ineffectiveness and disparity between the outputs of training and the labour market Insufficient long-term financial support geographically Lack of initiative spirit among young people Weak relationship between the social partners (the State / labour organisations / employers)</p>	<p style="text-align: center;"><b>Southern Mediterranean</b></p> <p>Conclusion of agreements and a framework for cooperation with different countries to develop the employment of the workforce around the world Making the university provide for the economic inclusion of youth Upgrading the vocational training</p>

Among the **key priorities** for all countries identified through group work is digitalisation of the PES services. Strong focus in South-East Mediterranean countries is on training and retraining, and in Eastern European and South East Europe and Türkiye on adjustment of the legal framework to enable easier acquisition and recognition of qualifications.

**Good practices** are linked to voucher-based training schemes, as well as matchmaking between employers and employees on platforms.

**Key challenge** identified throughout the regions is the lack of human and institutional capacity providing support to the job-seekers and employees, as well as outreach to the job-seekers. Additionally, the disparity between the outputs of training and labour market, and lack of data and flexibility in training adjustment.

A list of **national priorities** for the next period was identified, ranging from an increase of the VET provision, through increase of the quality of institutional services, to recognition of learning through a structured process based on the legal framework (still to be) established. The prioritised list shows that PCs are aware of the challenges and priorities, and have a precise understanding of the situation.



## Annex 1: Examples of country policies

Different policy designs, including institutional setup approaches with regard to flexible learning pathways and ALMPs, were presented at the event by the PCs. In **Albania** Ministry of Finance and Economy is responsible for policy-making in the field of employment and skills, while the National Agency for Employment and Skills is responsible for implementation, managing both the initial vocational education and training (VET schools) and continuing adult training (vocational training centres), besides the provision of employment services and ALMPs.

Under the umbrella of several strategic documents on learning developed recently, including the Youth Guarantee Implementation Plan, introduced the National Agency for Employment and Skills of Albania as key responsible for managing VET education, introduced different models of flexible training approaches: upskilling of low-skilled at the workplace, introducing and testing the voucher system, integrated case management system, but also introducing a practice of evaluating specific ALMPs. One of the biggest obstacles is relatively low motivation of adult people to engage in further training.

To tackle the effects of labour force migration, **Moldova** introduced the Law on remote work and wants to promote professional mobility through short training formats. Low salaries in sectors with high demand for workforce are mainly causing this migration. Additionally, despite the variety of initiatives to include inactive population and vulnerable groups in upskilling or reskilling, there is still a low response. Quality assurance of the on-the-job training process is still to be improved.

Due to the lack of interest by companies to support dual education, **Georgia** is focused on defining new flexible ways for implementing VET, depending on the sector. VET promotion is raised by introducing final qualification exams. On the other side, motivation of companies is improved by enabling them to comment on individual upskilling plans and providing them financial support. If upskilling plans are approved, this allows participants in learning to get credits. Learners can accumulate these credits, important for upskilling pathways.

**Ukrainian** VET reform initiated in 2019 induced also a possibility for recognition of micro qualifications. Recently, the opportunity for internally displaced people to obtain partial qualifications is also introduced, as also training for people injured during the war conflict. However, due to the Russian invasion, 22 VET institutions are destroyed and a huge problem is the inaccessibility of schools.

National Agency of Employment and Self-Employment in **Tunisia** is responsible for implementing the state policy by animating job market, promoting employment opportunities, ensuring the vocational guidance of job seekers as also facilitating the reintegration of workers (immigrants abroad) in Tunisia. Also, the Agency initiated the whole set of activities toward digitalisation of its services and information exchange. The national policy in the field of employment is based upon strengthening cooperation with various countries so as to explore new job opportunities to employ Tunisian competences and absorb a part of job seekers.

In **Türkiye**, significant increase of investment and tailored model of the on-the-job training model resulted in around 350 thousand training participants on an annual basis. This model defines training providers as being obliged to employ at least 70% of the participants for at least three times the duration of the program, which is not less than 60 days. Participants are paid for attending the training as much as the daily minimum wage for each day they attend. Some professions (software, cyber security, etc.) pay higher wages. The duration of the on-the-job training program is from 3 months to 9 months for young people aged 18-29 who participate in on-the-job training programs organised in 100 professions, such as cyber security specialists, cloud computing specialists and game development specialists. The number of participants raised up to 400 thousand in 2019.

Vocational Training Courses are demand-driven and provided by a variety of training providers, and the participants are also those who are in penitentiary institutions and have less than 1 year to release from the date of starting the course. Ministry of National Education (MoNE) or the university ensures that the curriculum of the MoNE or university course training programs is compatible with the National Occupational Standards (NOS). Training duration cannot exceed 160 days. Certification is done by training providers in cooperation with the authorised institution.

Both models mentioned above are considering refunding done by the training provider including interest rate, in case of not fulfilling the obligations. The key strength of the Turkish flexibilization system is that based on demand, new courses can be very quickly activated.

Supervision and monitoring of the courses are carried out by the provincial employment and vocational education Supervisory Board and the course supervisor. Trainees are obliged to be employed for at least 3 times the actual course day, not less than 120 days by the service provider.

Türkiye also set the minimum of employees coming from disadvantaged groups: 4% of disabled and 2% of ex-convicts of total workers for companies employing more than 50 employees. Administrative fines applied are used for additional financing.

**The Lifelong learning concept in Croatia** contributed to decreasing the number of unemployed individuals, starting from the period when Croatia access the EU, while is based on the systematic selection process and a strong focus on career counselling (in 2022, 13.5 million euros for approximately 11 thousand participants in all ALMM) and last but not least vouchers for education (green and digital programmes).

This voucher scheme is initiated with the purpose to increase the number of adults in LLL, by promoting the acquisition of digital and green skills.

The project, financed through the National Recovery and Resilience Plan, is based on offering vouchers to the adults, with the purpose for them to pick the appropriate training from the catalogue of the training. Training is provided by the accredited training provider, and through the training process, the trainee obtains the micro or partial qualification, recognized also by the NQF.

The cost of the education programme in the amount of the approved voucher is paid directly to the selected education provider by CES. If the cost of education is higher than the granted voucher, the difference in the amount can be settled by the user himself (beneficiary) or user's employer. Financial aid also includes reimbursement of travel costs (for the unemployed) The average amount of a voucher is 1.098,23 €. The granted amount depends on education sector or sub-sector of the programme and the total workload for obtaining a qualification and hours of the programme (hours of guided learning and teaching process, hours based on work and on independent activities).

Granted vouchers can be activated within 6 months from the date of approval of the application. Education programme can last up to 6 months for unemployed persons and up to 10 months for employed persons. Total number of individuals who used this scheme is approximately 10 thousand, and less than 10% are trainees of the green skills programmes, which is something to be focused on in the forthcoming period. Although the number of green skills trainees is far less than for digital skills, the set target is that 70% of trainees should be for green skills and 30% for digital skills, up to now.

**Swedish VET** is based on the principle of inclusiveness, and it also includes persons with the right to be and to study/work in Sweden. Publicly financed adult VET promotes public-private partnership and decentralised delivery of training.

Swedish Public Employment Service deals only with the unemployed persons when it comes to vocational training, whereby a catalogue of vocational training courses is provided online by the Swedish PES. The unemployed persons can on their own see what courses are available, where and go on a visit to the training provider to learn more. If interested, then the unemployed person contacts the Swedish PES to announce their interest to participate in training. The Swedish PES assesses whether the person is a) eligible and b) suitable. Following this assessment, the Swedish PES is contracting the training provider. One of the challenges faced in the implementation of this model is ensuring cost-effective education production. The duration of the training is from 3 to 12 months, and it seeks a gender-balanced approach. The approximate cost per individual per training is 10,000 euros, and the result of employment is from 30-80%. Trainees are eligible to receive allowances and the training is paid by the state budget.

One thing noticed in practice is that migrants are attending parallel VET training and Swedish language training, which makes them capable of entering the labour market much faster. In addition, access for those living in remote areas is ensured through increasing use of distance learning.

Regarding the short-term vocational training programs, **Kazakhstan** has a fully automated process of organising vocational training on Enbek.kz, based on a digital employment ecosystem comprising different employment and education platforms. Digital e-platform for employment and associated measures, also includes integration with the international system of job search and recruitment in the territory of Armenia, Belarus, Kazakhstan, Kyrgyzstan and

Russia. Employment platform design represents a meeting point of employers and employees, gathering also hundreds of employment centres.

Online learning platform offers the acquisition of skills through five stages: skills selection, course selection, learning, getting a certificate and job selection.

Linking the labour market with the training system is done through flexibilization of training by making the training more modular and introducing short-term training.

The Ministry of Labour in **Romania** is currently working to elaborate the National Adult Training Strategy 2023-2027 having as a general objective the increase of adult learning participation rate to 12% by 2027 by intensifying and improving the provision of formal, non-formal and informal learning opportunities.

As approximately 30% of the registered unemployed people in Romania are low-skilled/unskilled person, or without any education, Romania introduced as compulsory provision by PES of key competencies trainings (literacy, numeracy, digital skills) for low-skilled/unskilled people; and modified the Law on an apprenticeship at the workplace to include also adult training component, with a duration between 6 months and 3 years, for EQF levels 1 to 4. All apprentices under a contract of apprenticeship at the workplace receive a salary at least equal to the national minimum gross salary in force.

In response to the COVID-19 pandemic crisis, Romania has regulated the possibility of organising training programs in online or blended learning format, fully or only for the theoretical part. As well, final examinations were possible to be done online and training providers may choose to apply for a double authorization for both online and face-to-face training programs.

The system of credits for adult training/micro-credits was regulated in 2020, and as well several normative acts have been modified to be able to reflect the transferable credits in the occupational standards, in the training programmes, in the descriptive supplements of the graduation/qualification certificates. There is still work in progress for regulating the system.

The Individual Learning Accounts are now being piloted for the construction sector and Validation of Non-Formal and Informal Learning is fully implemented in Romania and currently, there is in testing phases a digital instrument for the validation of key/life/soft/transversal competences in an ERASMUS+ project.

## Annex 2: Topics and questions guiding the group work

<p><b>Priorities for action identified in your country/institution</b></p> <ul style="list-style-type: none"> <li>- Which are the priorities for innovative labour market measures already existing in your context?</li> <li>- Are those priorities answering the identified needs for more flexible acquisition of skills?</li> <li>- Are there specific programmes implementing those priorities?</li> <li>- Are there any pilot activities to test new measures?</li> <li>- Are there any plans or reflections on setting up new solutions to facilitate flexible upskilling and reskilling?</li> </ul>	<p><b>Good practices from your ground and/or opportunities</b></p> <ul style="list-style-type: none"> <li>- Are there any specific measures or reforms that you believe could be an example to be shared with other participants?</li> </ul> <p>Who is in the lead? What is the objective? Which is the implementation mode?</p> <ul style="list-style-type: none"> <li>- Based on the discussion during this seminar, do you see any imminent opportunities for adjusting policies or building support measures facilitating flexible upskilling and reskilling in your context?</li> </ul>
<p><b>Challenges in the design and implementation</b></p> <p>Please identify key / main challenges you face in your work, e.g.:</p> <ul style="list-style-type: none"> <li>- Are they related to political agenda/engagement/setting?</li> <li>- Institutional capacity?</li> <li>- Resource allocation (human or financial)?</li> <li>- Other?</li> </ul>	<p><b>Key priorities for the future policy learning activities</b></p> <p>Please identify around 2-3 priority topics for your country / region</p>