

LMI4VET



Analysis of the situation and the potential of using LMI by social organisations in planning vocational training for vulnerable groups

Survey Report



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1. Introduction

The Labour Market Information for Vocational Education and Training (LMI4VET) project is an initiative designed to strengthen the role of labour market intelligence (LMI) in vocational education and training (VET). The project addresses the challenge of aligning vocational training programs with real labour market needs, ensuring that individuals—especially those from vulnerable backgrounds—receive training that enhances their employability.

A data-driven approach is at the heart of LMI4VET. Many social organizations and training providers, in this project called “Third Sector Education and Training Service Providers (TS_ETSP)” currently lack the necessary tools and knowledge to systematically use labour market information when designing and delivering vocational training programs. This results in a mismatch between the skills provided in training and the demands of employers. The project seeks to bridge this gap by equipping training institutions with guidelines and digital resources that allow them to make informed decisions about which skills to prioritize and how to structure their courses to maximize employment opportunities for trainees.

LMI4VET is funded under the Erasmus+ programme, the European Union’s flagship initiative for education, training, youth, and sport. The project runs for 24 months, from 1 November 2024 to 31 October 2026, and is led by PROSPEKTIKER, S.A., an organization specializing in labour market forecasting and strategic foresight. In collaboration with five research institutions and five social partners (Third Sector Education and Training Service Providers (TS_ETSP)) from multiple European countries, the project will develop methodological guidelines, interactive digital training tools, and validation mechanisms to ensure the successful adoption of LMI-based strategies in VET planning.

2. Survey

Among the tasks of WP2 is to develop a methodological guide that can support professionals from TS_ETSP entities in the preparation of a quality diagnosis of the labour market, so that they can guide their vulnerable groups with data-based decisions. To do this, the first thing to do is to know the current situation in which these professionals find themselves in relation to their knowledge of the labour market, the resources they have, the groups to which they direct their actions, the use of sources and tools, the difficulties or challenges they have to face on a regular basis... To do this, a common technique is usually the survey.

The proposal already mentioned that a number of interviews and awareness-raising surveys with the social partners would be carried out in each partner country, on the one hand, to obtain information on the needs of the social partners, and on the other hand, to disseminate the objectives of the project and highlight the importance of LMI training.

The survey has been co-designed with each and every one of TS_ETSP entities of the project. During all stages of the survey design, these entities have participated as validators or evaluators

of the survey. For distribution, it has also relied on them, taking advantage of their regular contacts and networks in which they regularly participate. That is why it is understood that the survey was adjusted to the realities and specificities of these entities.

A total of 146 responses to the survey (objective 125) have been collected, distributed as follows:

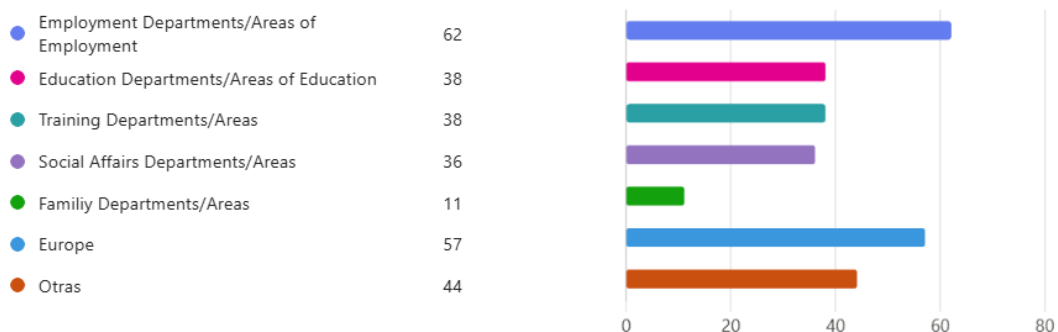
- Spain 25
- Germany 43
- Italy 25
- Romania 26
- Luxembourg 26

2.1. Profile of responding organizations

Overview

In the total of the responses obtained, 87% of the responses correspond to responses from non-profit organizations, compared to 13% of responses from entities that aim to generate profits. In addition, in 46% of the entities the financing is received only by projects, in 17% the financing is structural, and in 41% the financing method is combined (structural + by projects). When asked about the main funding body of the entity (the possibility of multiple answers was enabled), in 44% of cases it is the Department of Employment, followed by funding from Europe (40%), Departments of Education (26%), Departments of Training (26%), Departments of Social Affairs (26%) and Departments of Family (8%). For this issue, it must be taken into account that not all countries have the same organizational chart/structure or the same departments or areas. In relation to this funding, in 41% of organizations this funding has increased in the last year, in 37% it has remained at the same level and in the remaining 22% it has been lower. And for the near future, 43% are expected to remain the same, 30% are expected to increase and the remaining 27% are expected to decrease. Taking into account these future expectations, with the funding they expect to have, the organizations expect to serve the same number of vulnerable groups in 44%, in 28% to be able to reach more vulnerable groups and in another 18% to reach fewer groups.

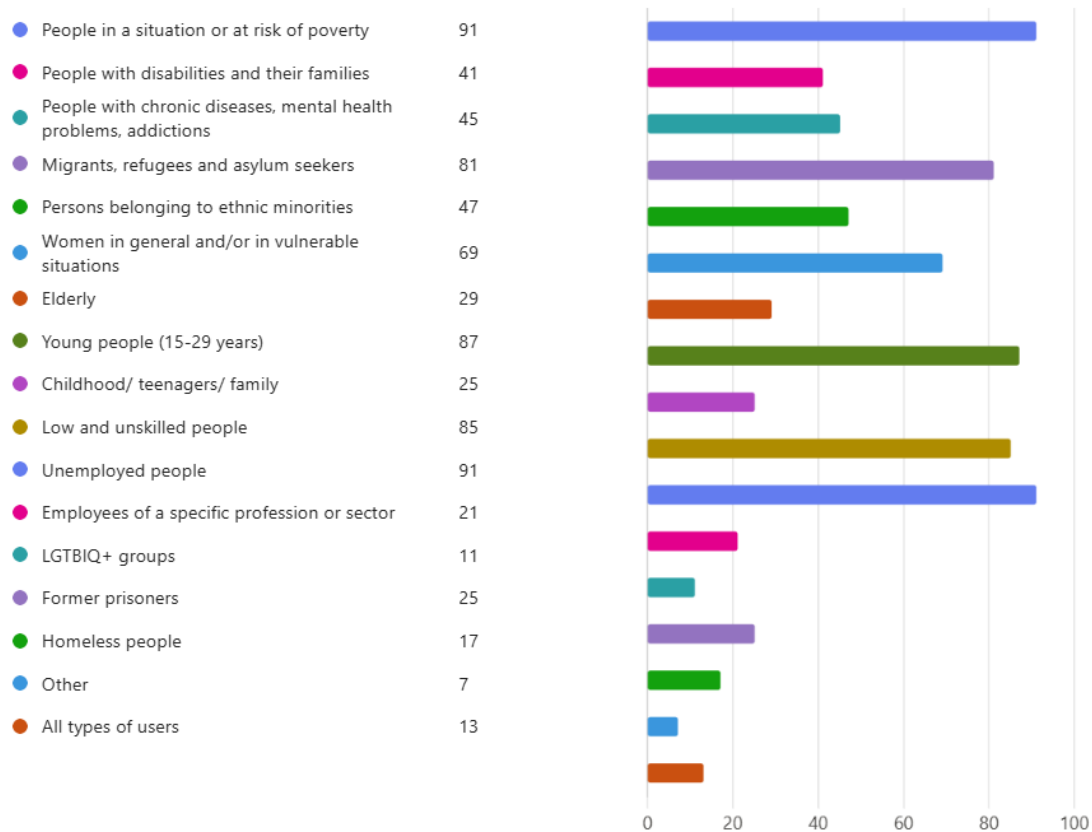
4. If you have public funding for training activities, who are your main funders? (multiple answer possibility)



In the same questionnaire, they are asked about the role they perceive they have in their territory in the training of vulnerable groups, to which 45% respond that it is a role that is consolidated and recognized and it is also expected that this recognition will grow, 39% respond that it is a recognized and consolidated role but that it is becoming less and less and in the remaining 27% they perceive that this recognition is not the right one.

26% of the responding organisations have fewer than 10 workers, 12% between 11 and 30 workers, 21% between 31 and 50 professionals, 24% between 51 and 100 and the remaining 17% more than 100. 43% of organizations develop and provide services locally, 41% regionally, 12% nationally, and only 4% at European or international level. In relation to the group served (multiple possible responses), 12% attend to people in poverty, another 12% to unemployed people, 11% to young people (15-29 years old), another 11% to people without qualifications or low qualifications, another 11% to migrants, refugees and asylum seekers, 9% to women, 6% to people with chronic diseases, with mental health problems or drug addiction problems, 5% to disabled people or people with special needs and their families...

11. Who are the main types of users you work with? (multiple responses)

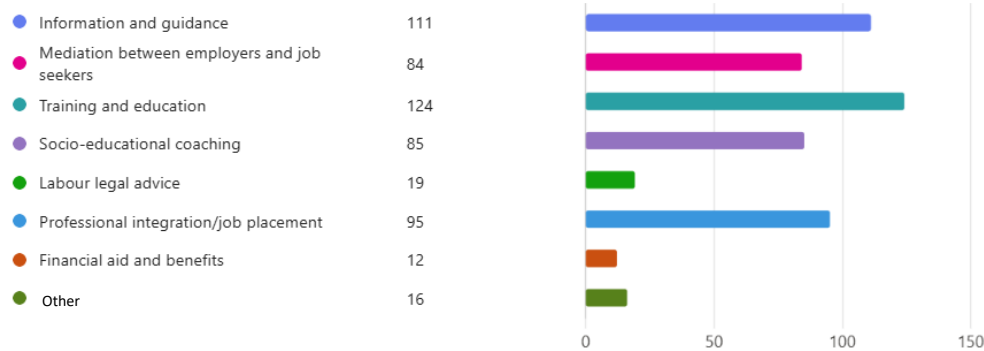


Regarding the question of how many people they serve per year, 21% of the answer corresponds to entities that serve up to 100 people, 16% to entities that serve between 101 and 300 people, 17% to entities that serve between 301 and 500 people, 20% to entities that serve between 501

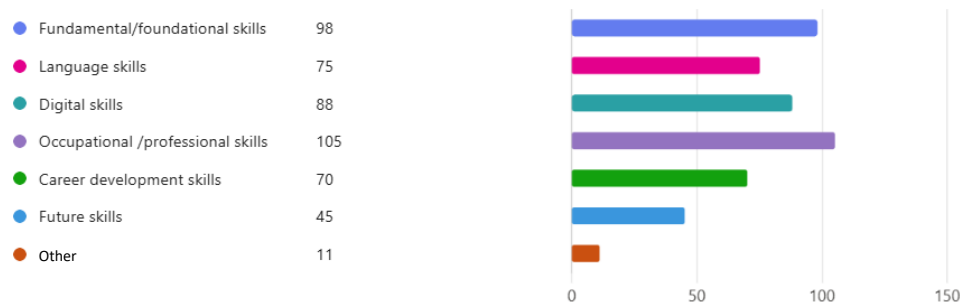
and 1,000 people and the remaining 27% to entities that serve more than 1,000 people per year. In relation to the service provided (multiple responses), 23% offer education and training, 20% information and guidance, 17% integration or professional placement, 16% socio-educational training, 15% intermediation between the employer and the job seeker... The training they offer (multiple responses) is in most cases training related to professional or technical skills (21%), with fundamental skills (20%), with digital skills (18%), with languages (15%), with skills for the development of professional careers (14%) and with skills necessary for the future (9%). The main sectors to which they direct their training offer are hospitality/tourism (16%) and care (15%), and to a lesser extent logistics (11%), commerce (11%), productive activities (9%) and construction (8%). In 13% of cases, they do not work with any specific sector.

58% of the entities surveyed have a high level of autonomy in the definition and design of training activities (i.e., it is the organization itself that decides on its own), 35% have a medium level of autonomy (activities are defined at a higher level but the organization itself participates in the decision-making process) and the remaining 6% have no decision-making power.

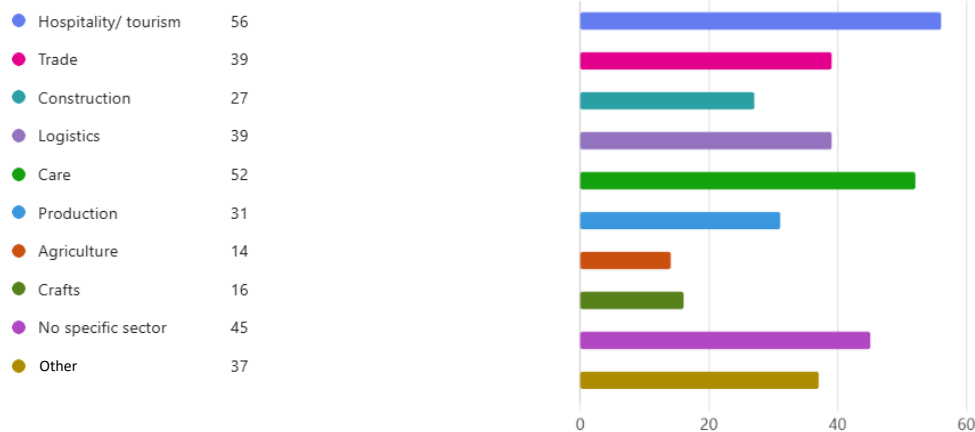
13. What are the employment-related services you provide? (multiple responses)



14. What kind of training do you deliver? (multiple responses)



15. What are the sectors you mainly train for: (multiple responses)



This would be the general picture of the organizations that have participated in the survey. The characteristics of the organizations by country will now be detailed:

Spain

All the Spanish entities that responded to the questionnaire are non-profit entities, of which 52% receive funding for projects (13% receive structural funding and the remaining 39% receive both), mostly from the Departments of Employment (83%), Social Affairs (48%) and Training (43%). In 55% of the organizations, funding has increased compared to last year and in the near future it is expected to remain the same (64% of the responses), hoping to serve a greater number of groups (50% of the responses) with this funding.

For 48% of those surveyed, the role they play in the formation of vulnerable groups is not as recognised as they would like. 43% of the entities surveyed have between 51 and 100 workers in their organisation and their scope of action is usually limited to the region, territory, region or province (57%). The main group to which its actions are directed (multiple responses) is in most cases migrants, refugees or asylum seekers (91%) and people in a situation or at risk of poverty (91%), followed by people without qualifications or low qualifications (87%), unemployed people (83%) and women (78%). In 53% of cases, the entities serve more than 1,000 people a year. In 96% of the cases the services provided (multiple responses) are information and guidance and training and education, in 87% of the cases intermediation between employer and unemployed person and job integration/placement... In the case of training, in 96% of cases they are aimed at acquiring fundamental skills, in 91% to acquire technical skills, in 83% to acquire digital skills, in 78% to the acquisition of languages... In almost all cases, the training actions are aimed at responding to specific sectors: in 74% of cases to the care sector, in 65% of cases to hospitality/tourism, in 48% of cases to the logistics sector, in another 48% to the construction sector... Finally, regarding decision-making power in the design and definition of actions, 43% have a high decision-making power (it is the organizations themselves that decide

what training to offer) and in another 43% the decision-making power is of medium level (decisions are taken at a higher level but the organizations participate in the decision-making process).

Germany

In the case of German entities, 95% are non-profit entities (the remaining 5% are for-profit), where 48% receive project funding, 14% receive structural funding and the remaining 37% are financed in both ways, mostly from Europe (44%), the Departments of Employment (40%), Social Affairs (26%) and Education (21%). In 40% of the organizations, funding is maintained compared to last year and in the near future it is expected to be reduced (56% of the responses), hoping to serve a smaller number of groups (67% of the responses) with this funding.

For 53% of those surveyed, the role they play in the training of vulnerable groups is recognised and consolidated, but they see that this recognition is declining. 30% of the entities surveyed have more than 100 workers in their organisation and their scope of action is usually local (68%). The main group to which they direct their actions (multiple responses) is in most cases unskilled or low-skilled people (72%), followed by young people (71%), migrants, refugees or asylum seekers (67%), unemployed people (67%)... In 28% of cases, the entities serve more than 1,000 people a year. In 86% of the cases, the services provided (multiple responses) are socio-educational training, 84% training, 81% of the cases guidance and information, 79% job placement, etc. In the case of training, in 70% of cases they are aimed at acquiring technical skills, in 67% to acquire digital skills, in another 78% to acquire fundamental skills, in 65% to the acquisition of languages... In 51% of cases, the training actions are not aimed at responding to a specific sector. Finally, regarding decision-making power in the design and definition of actions, 51% have a high decision-making power (it is the organizations themselves that decide what training to offer), 44% have a medium level of decision-making power (decisions are made at a higher level but the organizations participate in the decision-making process). and in the remaining 5% the decision-making power is low (training actions are defined at higher hierarchical levels).

Italy

65% of the Italian entities that responded to the questionnaire are non-profit entities, where 43% receive funding for projects, 4% receive structural funding and the remaining 48% receive both, mostly from the Departments of Training (78%), Europe (56%), Employment (56%) and Education (39%). In 56% of the organizations, funding has increased compared to last year and in the near future it is expected to increase (39% of the responses), expecting to serve a similar number of groups (48% of the responses) with this funding.

For 65% of those surveyed, the role they play in the formation of vulnerable groups is recognized and consolidated. 39% of the entities surveyed have between 51 and 100 workers in their organisation and their scope of action is usually limited to the region, territory, province or region (61%). The main group to which they direct their actions (multiple responses) is in most cases young people (78%), followed by people in a situation of or at risk of poverty (70%), unemployed people (61%) and migrants, refugees and asylum seekers (52%). In 35% of cases, the entities serve more than 1,000 people a year. In 100% of the cases, the services provided

(multiple responses) are training and education, 78% integration/job placement, 74% information and guidance, 65% intermediation between employer and unemployed person... In the case of training, in 96% of cases they are aimed at acquiring technical skills, in 83% to acquire fundamental skills, in 78% to acquire digital skills... In almost all cases, the training actions are aimed at responding to specific sectors: in 70% of cases to the care sector, in 57% of cases to hospitality/tourism... Finally, regarding the decision-making power in the design and definition of actions, 52% have a medium decision-making power (decisions are made at a higher level but organizations participate in the decision-making process).

Luxembourg

All the entities in Luxembourg that responded to the questionnaire are non-profit entities, of which 46% receive project funding (15% receive structural funding and the remaining 38% receive both), mostly from the Departments of Education (35%). In 50% of the organizations, funding has increased compared to last year (and in 46% it has remained stable) and in the near future it is expected to remain the same (62% of the responses), expecting to serve a similar number of groups (73% of the responses) with this funding.

For 73% of those surveyed, the role they play in the training of vulnerable groups is recognized and consolidated. 42% of the entities surveyed have fewer than 10 workers in their organisation and their scope of action is normally limited to the region, territory, region or province (35%). The main group to which they direct their actions (multiple responses) is in most cases migrants, refugees or asylum seekers (54%), followed by unskilled or low-skilled people (46%), unemployed people (42%), young people (42%), people in a situation or at risk of poverty (38%)... In 35% of cases, the entities serve less than 100 people a year. In 85% of the cases, the services provided (multiple responses) are training, 65% information and guidance... In the case of training, in 54% of cases they are aimed at acquiring technical skills, in 42% at acquiring languages, in 42% at acquiring digital skills... In 38% of cases, the training actions are not aimed at responding to specific sectors. Finally, regarding the decision-making power in the design and definition of actions, 85% have a high decision-making power (it is the organizations themselves that decide what training to offer).

Romania

69% of the Romanian entities that responded to the questionnaire are non-profit entities, where 38% receive project funding, 15% receive structural funding and the remaining 46% receive both, mostly Europe (50%). In 42% of the organizations, funding has remained stable compared to last year and in the near future it is expected to increase (50% of the responses), hoping to serve a greater number of groups (50% of the responses) with this funding.

For 50% of those surveyed, the role they play in the training of vulnerable groups is recognised and consolidated. 62% of the entities surveyed have fewer than 10 workers in their organisation and their scope of action is normally limited to the region, territory, region or province (46%). The main group to which they direct their actions (multiple responses) is in most cases people in a situation of or at risk of poverty (69%), followed by young people (58%), people belonging to ethnic minorities (50%)... In 46% of cases, the entities serve less than 100 people a year. In 77% of the cases, the services provided (multiple responses) are information and guidance and

in another 77% training and education. In the case of training, in 65% of cases it is aimed at acquiring fundamental skills and in another 65% at acquiring technical skills. In 38% of cases, the training actions are not aimed at responding to specific sectors. Finally, regarding decision-making power in the design and definition of actions, 73% have a high decision-making power (it is the organizations themselves that decide what training to offer).

Summary table

	Spain	Germany	Italy	Luxembourg	Romania
Purpose	100% non-profit	95% non-profit	68% non-profit	100% non-profit	69% non-profit
Type of funding	52% project based	50% project based	50% both (project-based & structural)	46% project based	46% both (project-based & structural)
Funding source	80% Employment department	44% European funds	Training Department (76%)	36% Education Department	46% European funds
Funding last year	58% increased	40% remained stable	52% increased	50% increased	42% remained stable
Future funding	67% will remain stable	57% will decrease	40% will increase	62% will remain stable	50% will increase
Expected outreach	48% more groups attended	67% fewer groups attended	46% similar level	73% similar level	54% more groups attended
Role	52% not recognized	54% recognized and consolidated but declining	67% recognized and consolidated, and growing	62% recognized and consolidated, and growing	48% recognized and consolidated but in decline
Number of employees	48% between 51–100	31% more than 100	36% between 51–100	42% fewer than 10	62% fewer than 10
Geographical scope	57% regional	68% local	60% regional	36% regional	46% regional
Main target groups	<ol style="list-style-type: none"> 1. Migrants, refugees or asylum seekers (92%) 2. People at risk of poverty (92%) 3. Low-qualified individuals (88%) 	<ol style="list-style-type: none"> 1. Low-qualified individuals (74%) 2. Youth (72%) 3. Migrants, refugees or asylum seekers (67%) 4. Unemployed (67%) 	<ol style="list-style-type: none"> 1. Youth (80%) 2. Unemployed (80%) 3. People at risk of poverty (68%) 	<ol style="list-style-type: none"> 1. Migrants, refugees or asylum seekers (54%) 2. Low-qualified individuals (46%) 3. Unemployed (42%) 4. Youth (42%) 	<ol style="list-style-type: none"> 1. People at risk of poverty (69%) 2. Youth (58%) 3. Ethnic minorities (50%)
People assisted per year	48% more than 1,000	28% more than 1,000	32% more than 1,000	35% fewer than 100	48% fewer than 100
Services provided	<ol style="list-style-type: none"> 1. Information and guidance (96%) 2. Training (96%) 3. Job mediation (88%) 4. Job placement/integration (84%) 	<ol style="list-style-type: none"> 1. Socio-educational coaching (86%) 2. Training (84%) 3. Guidance and information (81%) 4. Job placement/integration (81%) 	<ol style="list-style-type: none"> 1. Training (96%) 2. Job placement/integration (76%) 3. Information and guidance (72%) 	<ol style="list-style-type: none"> 1. Training (96%) 2. Information and guidance (68%) 	<ol style="list-style-type: none"> 1. Information and guidance (77%) 2. Training (77%)
Training offered	<ol style="list-style-type: none"> 1. Basic skills (96%) 2. Technical skills (92%) 3. Digital skills (84%) 	<ol style="list-style-type: none"> 1. Technical skills (73%) 2. Basic skills (71%) 3. Digital skills (71%) 	<ol style="list-style-type: none"> 1. Technical skills (92%) 2. Basic skills (80%) 3. Digital skills (80%) 	<ol style="list-style-type: none"> 1. Technical skills (54%) 2. Basic skills (46%) 3. Digital skills (42%) 	<ol style="list-style-type: none"> 1. Basic skills (65%) 2. Technical skills (65%)

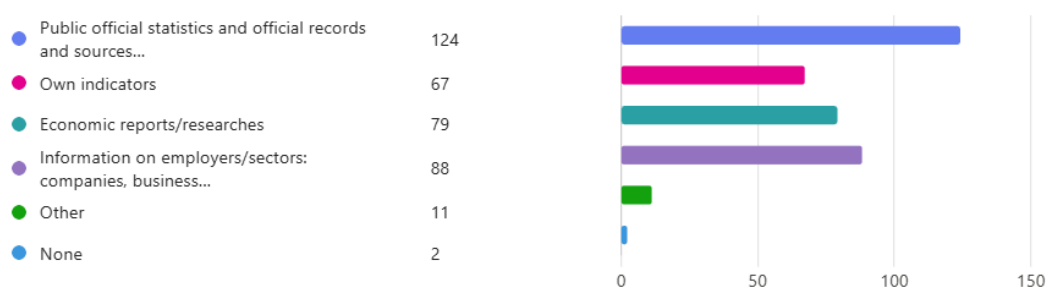
Sector	1. Care sector (80%) 2. Hospitality/ Tourism (76%) 3. Logistics (52%)	51% not linked to a specific sector	1. Care sector (68%) 2. Hospitality/ Tourism (56%)	40% not linked to a specific sector	39% not linked to a specific sector
Decision-making power	44% high / 44% medium	51% high	54% medium	85% high	73% high

2.2. Use of labour market information

Overview

For 40% of the people surveyed, the most appropriate level of data for their day-to-day life would be local, followed by regional (31%), national (23%) and European/international (6%). The average score extracted on the use and familiarity of organizations in relation to labour market information (e.g. employment and unemployment rates, demographic breakdown, job vacancies and skills demand, occupational trends, employer needs and feedback, forecasts and projections) is 3.59 points. Normally, these entities tend to use statistics and records from official administrative sources (87%), information from companies and clusters on jobs and sectors (62%), economic reports and research (56%) and their own indicators (47%).

19. What kind of quantitative and qualitative labour market information do you use? (multiple response)



When asked about specific sources at European level, the most used source is Eurostat (<https://ec.europa.eu/eurostat>) (53.2%), followed by ESCO (<https://esco.ec.europa.eu/en>) (31.1%), Cedefop's Skills OVATE (<https://www.cedefop.europa.eu/en/tools/skills-online-vacancies>) (26.9%), EURES's Labour shortages and surpluses in Europe (https://eures.europa.eu/living-and-working/labour-shortages-and-surpluses-europe_en) (23.1%) and the website of the previous project LMIEUniv (19.5%) (<https://lmi-euniv.eu/>). Regarding the indicators that they use the most, those related to skills and qualifications (79%), those related to projections on needs, market niches, etc. stand out (67%) and those related to job offers and contracts (62%). The main reason for the use of labour market information is the planning of the training offer and the definition of content (73%), guidance of people (71%), responding to the needs of the market (63%) and for the justification of aid or obtaining funds (46%). Normally, the phase in which they tend to use information and indicators is in the phase

of evaluation of results (65.9%), during training, guidance or intermediation (54.7%) and during the design and definition of activities and content (52.5%).

21. In relation to European official statistics and data on the labour market, what sources do you usually turn to? How often?

● Frequently ● Rarely ● Do not use ● Do not know

Skills OVATE - Cedefop
<https://www.cedefop.europa.eu/en/tools/skills-online-vacancies>

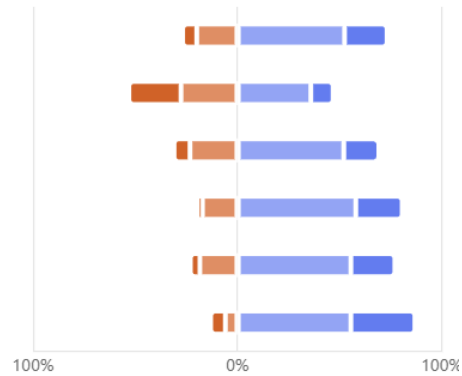
Eurostat <https://ec.europa.eu/eurostat>

ESCO <https://esco.ec.europa.eu/en>

LMIEUniv <https://lmi-euniv.eu/>

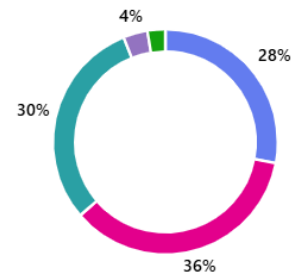
Labour shortages and surpluses in Europe – EUROpean Employment Services (EURES) <https://eures.europa.eu/living-and...>

Other



22. What indicators/data do you use? (multiple responses)

- Related to job offers and contracts 88
- Related to skills needs, qualifications 112
- Related to projections and trends on future needs, market niches,... 95
- Other 11
- None 8



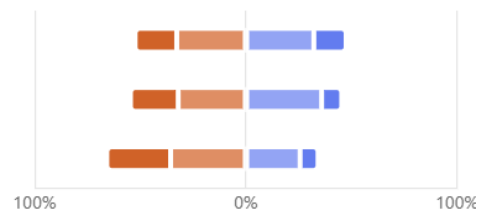
24. In which phases and to what extent do you use LMI to plan your activities:

● Not at all ● Rarely ● Frequently ● Systematically

Design, definition of the content and the activities

During the training/ orientation/ mediation employers-job seekers

Evaluation of the outcome



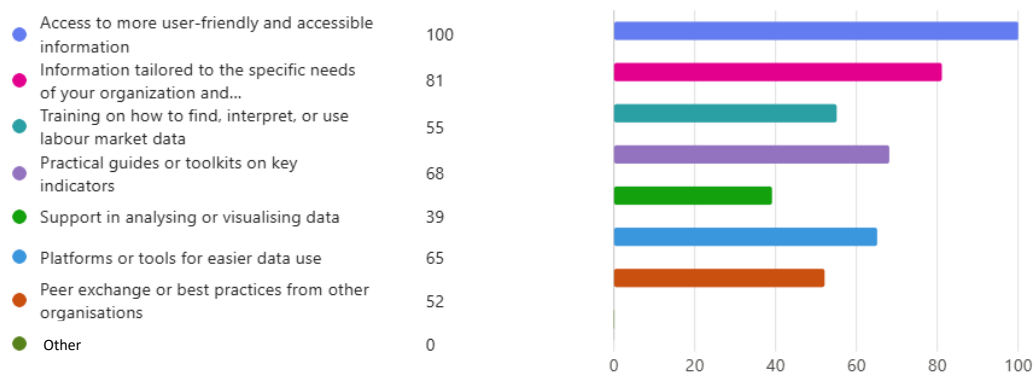
The biggest problems detected in organizations in relation to the use of labour market information are lack of time and resources (58%), difficulty in accessing relevant content (44%), limited knowledge of information sources (39%), difficulties in analysing and interpreting data (35%), difficulty in transforming data into knowledge (35%)... Faced with these difficulties, the entities surveyed mention the suitability of being able to access more accessible and user-

friendly information (70%), information disaggregated by groups and needs (57%), **user guides or toolkits for key indicators (48%)**, easy-to-use platforms or tools (46%), **training to search, interpret and use information (38%)**...

25. What challenges does your organization face when working with labour market information? (multiple responses)



27. What types of support would help your organisation make better use of labour market information? (multiple responses)



When asked about the shortcomings they detect in terms of the information with which they operate, the entities surveyed mention the lack of:

- duly updated information
- information on business demographics
- information on labour market trends, both general and sectoral
- information on lack of profiles and training needs
- information on the main barriers to access to the labour market

- information about school failure

Spain

In 65% of the surveyed entities in Spain, the level of data they usually use is regional, with a level of familiarity with the use of labour market information of 3.61, somewhat higher than the average. The main sources used are official public statistics and records (87%) and information from employers and clusters (70%). When asked about specific sources, the most used sources are the Lanbide-Basque Employment Service contract statistics page (87%) and the Lanbide job offers statistics page (87%), followed by the analysis of the SEPE occupations observatory of the state public employment service (78%). At the European level, the most used source is Eurostat (48%), but with much lower levels of use compared to national sources. The most consulted indicators are those relating to current needs in skills and qualifications (91%), followed by those relating to job offers and contracts (83%). The main reasons for using labour market information are the planning of the training offer and the definition of content (78%) and the orientation of people (74%) and the most common phase of use is during training, guidance or intermediation (83%). The main problem faced by professionals when using labour market information is lack of time and resources (65%), difficulties in analysing and interpreting data (61%) and lack of knowledge about sources and tools (57%), and being able to access information in a more accessible and user-friendly way (74%) and being able to access detailed information on groups (65%) believe they could perform better analyses.

Germany

In 72% of the German entities surveyed, the level of data they usually use is local, with a level of familiarity in the use of labour market information of 3.56, somewhat below the average. The main sources used are official statistics and records of a public nature (88%), information from employers and clusters (60%) and economic research and reports (51%). When asked about specific sources, the most commonly used sources are "Statistiken der Bundesagentur für Arbeit allgemein" (90%), followed by "Statistik der Bundesagentur für Arbeit – Berufe auf einen Blick" (86%) and "Kommunale oder Landesozialberichterstattung" (79%). At the European level, the most used source is Eurostat (23%), but with much lower levels of use compared to national sources. The most consulted indicators are those relating to future needs in skills, market niches (84%), followed by those relating to current needs in skills and qualifications (74%) and those relating to job offers and contracts (67%). The main reasons for using labour market information are the orientation of people (91%) and the planning of the training offer and the definition of content (79%) and the most common phase of use is in the design and definition of activities (91%). The main problem faced by professionals when using labour market information is lack of time and resources (72%), followed by lack of knowledge about sources and tools (40%), difficulty in transforming data into knowledge (40%) and difficulty in comparability between different sources (40%) and being able to access information in a more accessible and user-friendly way (77%) and they believe they could perform better analyses.

Italy

The Italian entities surveyed, in 57% of cases the level of data they usually use is regional, with a level of familiarity of the use of labour market information of 3.87 points, higher than the average and the highest of all the countries surveyed. The main sources used are official statistics and records of a public nature (74%), economic research and reports (70%) and information from employers and clusters (65%). When asked about specific sources, the most used sources are "MIUR-Ministero dell'Instruzione e del merito" (87%), followed by "ISTAT" (83%) and "Ministero del Lavoro e delle politiche sociali" (83%). At the European level, the most widely used source is Eurostat (61%), but with much lower levels of use compared to national sources. The most consulted indicators are those relating to current needs in skills and qualifications (87%). The main reasons for using labour market information are the planning of the training offer and the definition of content (87%) and responding to the needs of the market (79%) and the most common phases of use are in the design and definition of activities (74%) and during training, guidance or intermediation (74%). The main problem faced by professionals when using labour market information is the lack of time and resources (57%), followed by difficulty in accessing relevant information (52%) and being able to access information in a more accessible and user-friendly way (57%) and being able to access detailed information on groups (57%) believe that they could carry out better analyses.

Luxembourg

In 42% of the Luxembourg entities surveyed, the level of data they usually use is national, with a level of familiarity with the use of labour market information of 3.28 points, lower than the average and the lowest of all the countries surveyed. The main sources used are official statistics and public records (85%). When asked about specific sources, the most used sources are "STATEC_Statistic portal Luxembourg" (65%), followed by "Tableau interactif de l'ADEM-Les chiffres clés sur les offres d'emploi" (54%). At the European level, the most widely used source is Eurostat (50%), but with much lower levels of use compared to national sources. The most consulted indicators are those related to current needs in skills and qualifications (54%), followed by indicators related to job offers and contracts (46%) and indicators related to future needs in skills, market niches (46%). The main reasons for using labour market information are the planning of the training offer and the definition of content (58%), followed by responding to the needs of the market (54%) and guidance of people (54%) and the most common phase of use is in the design and definition of activities (77%). The main problem faced by professionals when using labour market information is the difficulty in accessing relevant information (62%) and being able to access information in a more accessible and user-friendly way (62%) and being able to access detailed information on groups (62%) believe that they could carry out better analyses.

Romania

The Romanian entities surveyed, in 46% of cases the level of data they usually use is local, with a level of familiarity of the use of labour market information of 3.68 points, similar to the average. The main sources used are official statistics and public records (77%), followed by information from employers and clusters (62%). When asked about specific sources, the most commonly used sources are "Agenția Națională pentru Ocuparea Forței de Muncă (ANOFM)"

(69%), followed by "Ministerul Muncii, Familiei, Tineretului și Solidarității Sociale" (65%). At the European level, the most widely used source is Eurostat (50%), but with much lower levels of use compared to national sources. The most consulted indicators are those related to current needs in skills and qualifications (85%), followed by indicators related to future needs in skills, market niches (65%). The main reasons for using labour market information are to guide people (73%), followed by responding to market needs (65%) and the most common phase of use is during training, guidance or intermediation (65%).

Summary table

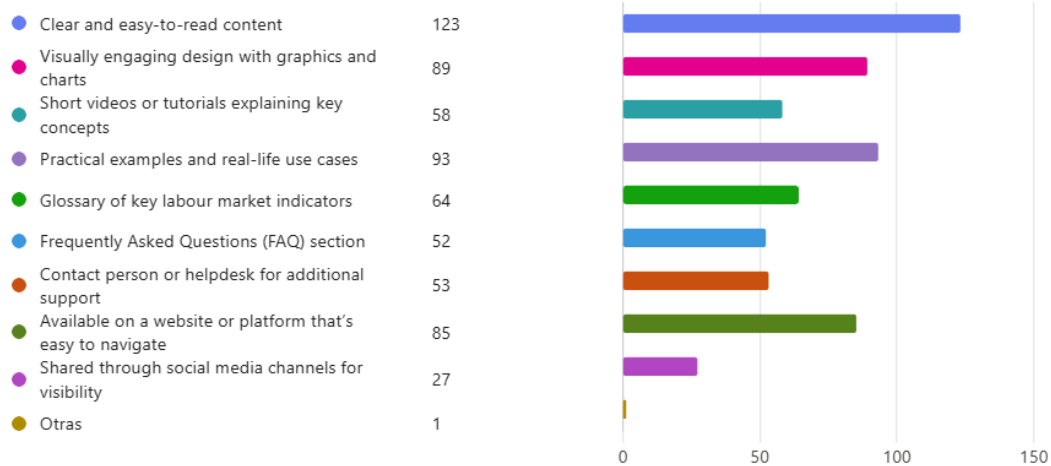
	Spain	Germany	Italy	Luxembourg	Romania
Data level	64% regional	72% local	56% regional	42% national	46% local
LMI familiarity level	3.61	3.56	3.87	3.28	3.68
Type of sources consulted	<ol style="list-style-type: none"> 1. Official public statistics and records (84%) 2. Information from employers and clusters (72%) 	<ol style="list-style-type: none"> 1. Official public statistics and records (88%) 2. Information from employers and clusters (60%) 3. Economic research and reports (51%) 	<ol style="list-style-type: none"> 1. Official public statistics and records (76%) 2. Economic research and reports (68%) 3. Information from employers and clusters (60%) 	<ol style="list-style-type: none"> 1. Official public statistics and records (89%) 	<ol style="list-style-type: none"> 1. Official public statistics and records (89%) 2. Information from employers and clusters (62%)
Specific national sources consulted	<ol style="list-style-type: none"> 1. estadísticas de contratos de Lanbide-Servicio Vasco de Empleo (87%) 2. estadísticas de ofertas de empleo de Lanbide (87%) 3. análisis del observatorio de las ocupaciones del SEPE servicio de empleo público estatal (78%) 	<ol style="list-style-type: none"> 1. Statistiken der Bundesagentur für Arbeit allgemein (90%) 2. Statistik der Bundesagentur für Arbeit – Berufe auf einen Blick (86%) 3. Kommunale oder Landessozialberichterstattung (79%) 	<ol style="list-style-type: none"> 1. MIUR- Ministero dell’Instruzione e del merito (87%) 2. ISTAT (83%) 3. Ministero del Lavoro e delle politiche sociali (83%) 	<ol style="list-style-type: none"> 1. STATEC_Statistic portal Luxembourg (65%) 2. Tableau interactif de l’ADEM-Les chiffres clés sur les offres d’emploi” (54%) 	<ol style="list-style-type: none"> 1. Agenția Națională pentru Ocuparea Forței de Muncă (ANOFM) (69%) 2. Ministerul Muncii, Familiei, Tineretului și Solidarității Sociale (65%)
Specific European sources consulted	Eurostat (48%)	Eurostat (23%)	Eurostat (61%)	Eurostat (50%)	Eurostat (85%)
Indicators consulted	<ol style="list-style-type: none"> 1. Current skill and qualification needs (92%) 2. Job offers and contracts (80%) 	<ol style="list-style-type: none"> 1. Future skill needs and market niches (84%) 2. Current skill and qualification needs (74%) 3. Job offers and contracts (67%) 	<ol style="list-style-type: none"> 1. Current skill and qualification needs (84%) 	<ol style="list-style-type: none"> 1. Current skill and qualification needs (62%) 2. Job offers and contracts (46%) 3. Future skill needs and market niches (46%) 	<ol style="list-style-type: none"> 1. Current skill and qualification needs (85%) 2. Future skill needs and market niches (65%)

Reasons for use	<ol style="list-style-type: none"> 1. Planning training offer and defining content (80%) 2. Individual guidance (76%) 	<ol style="list-style-type: none"> 1. Individual guidance (91%) 2. Planning training offer and defining content (79%) 	<ol style="list-style-type: none"> 1. Planning training offer and defining content (84%) 2. Responding to market needs (72%) 	<ol style="list-style-type: none"> 1. Planning training offer and defining content (58%) 2. Responding to market needs (54%) 3. Individual guidance (54%) 	<ol style="list-style-type: none"> 1. Individual guidance (73%) 2. Responding to market needs (65%)
Phase of use	During training, guidance or job mediation (80%)	Design and definition of activities (88%)	Design, definition of the content and the activities (76%)	Design and definition of activities (77%)	Design, definition of the content and the activities (65%) and during training, guidance or job mediation (65%)
Challenges	<ol style="list-style-type: none"> 1. Lack of time and resources (60%) 2. Difficulty in data analysis/interpretation (60%) 3. Lack of knowledge of sources/tools (56%) 	<ol style="list-style-type: none"> 1. Lack of time and resources (72%) 	<ol style="list-style-type: none"> 1. Lack of time and resources (60%) 2. Difficulty accessing relevant information (48%) 	<ol style="list-style-type: none"> 1. Difficulty accessing relevant information (62%) 	<ol style="list-style-type: none"> 1. Data not up-to-date or not frequently updates (62%)
Support needed	<ol style="list-style-type: none"> 1. Easier and more user-friendly access to information (88%) 2. Access to detailed information by population group (71%) 	<ol style="list-style-type: none"> 1. Easier and more user-friendly access to information (90%) 	<ol style="list-style-type: none"> 1. Easier and more user-friendly access to information (60%) 	<ol style="list-style-type: none"> 1. Easier and more user-friendly access to information (78%) 2. Access to detailed information by population group (70%) 	<ol style="list-style-type: none"> 1. Practical guides or toolkit (62%) 2. Peer exchanges and best practices (54%)

Within the framework of the project, a methodological guide will be developed to help professionals operating in the sector to design quality diagnoses of the labour market in order to provide a better response to their groups. This survey has been used to extract what type of guide these professionals would like to tell and what characteristics it should have. The inputs collected are the following:

- 87% clear and easy-to-read content
- 65% practical examples and real cases
- 63% visual content with graphs and charts
- 60% available on an easy-to-consult website
- 45% that has a glossary of terms

29. What features would make a guide on labour market information most useful and attractive for you? Please select all that apply.



Thus, they propose that the methodological guide to be developed within the framework of the project be of a practical nature and that it proposes a methodology that is easy to follow and apply as well as helping to interpret and use the data, and that it also has:

- information on lack of profiles and training needs (competences)
- discrepancies between supply and demand
- Future projections
- Contracts
- new job seekers
- Gender-disaggregated information

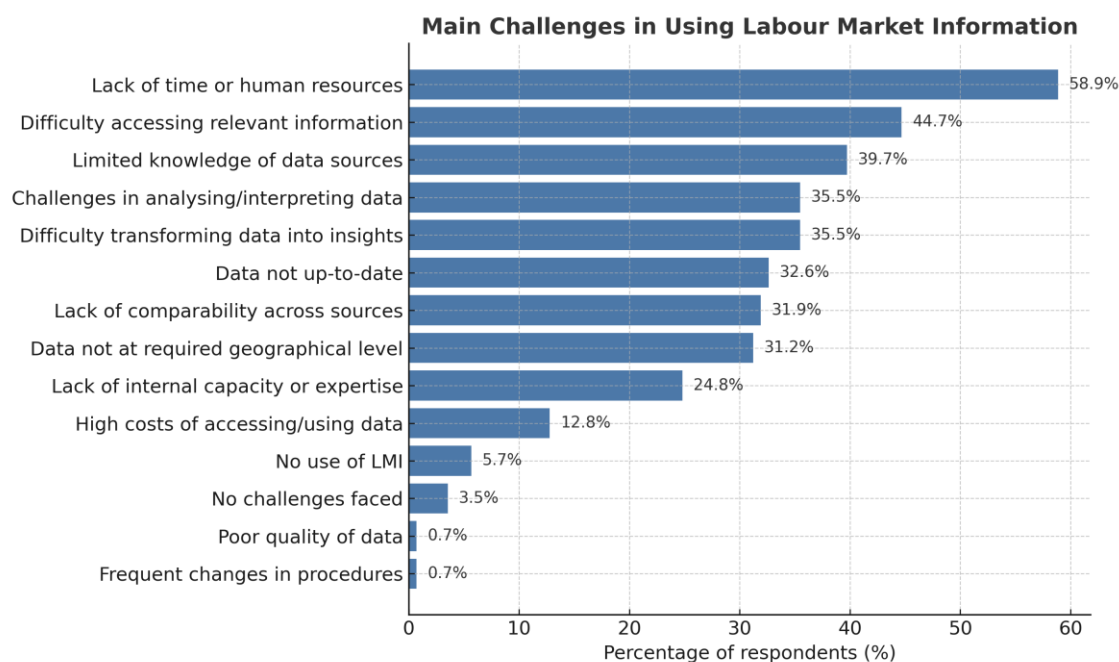
The methodological guide will try to answer the points raised.

2.3. Challenges and type of support

Main challenges identified:

Answer	Count	Percentage
	141	100.0%
Lack of time or human resources	83	58.87%
Difficulty accessing relevant information	63	44.68%
Limited knowledge of data sources	56	39.72%

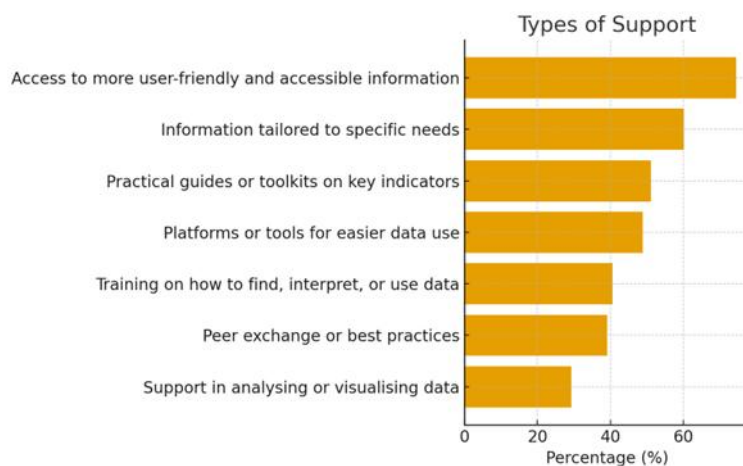
Challenges in analysing or interpreting data	50	35.46%
Difficulty transforming data into actionable insights	50	35.46%
Data not up-to-date or not frequently updated	46	32.62%
Lack of comparability or consistency across data sources	45	31.91%
Data not available at the required geographical level	44	31.21%
Lack of internal capacity or expertise	35	24.82%
High costs of accessing or using data	18	12.77%
None because our org doesn't use any info	8	5.67%
None because our org faced no challenge	5	3.55%
Mangelnde Qualität der Daten (Poor quality of data)	1	0.71%
Cambiamenti frequenti di avvisi e procedure (Frequent changes in notices and procedures)	1	0.71%



The main difficulties identified concern the lack of time or resources and the limited access to relevant and updated information. Many respondents also pointed out problems in analysing and interpreting data, highlighting the need for more support and user-friendly tools.

Focusing in the type of support they need...

Answer	Count	Percentage
	133	100.0%
Access to more user-friendly and accessible information	99	74.44%
Information tailored to the specific needs of your organization and the users you work with	80	60.15%
Practical guides or toolkits on key indicators	68	51.13%
Platforms or tools for easier data use	65	48.87%
Training on how to find, interpret, or use labour market data	54	40.6%
Peer exchange or best practices from other organisations	52	39.1%
Support in analysing or visualising data	39	29.32%



Respondents mostly asked for more accessible and tailored information, followed by practical guides and digital tools to facilitate data use. Training and peer exchange also emerged as relevant supports to strengthen organisational capacity.

The open-ended question n. 3, requiring respondents to write their answer without options, offers an insight into the main limitations and challenges perceived by users in using this information. The free answers obtained were translated and classified by themes, as shown in following Table and Chart.

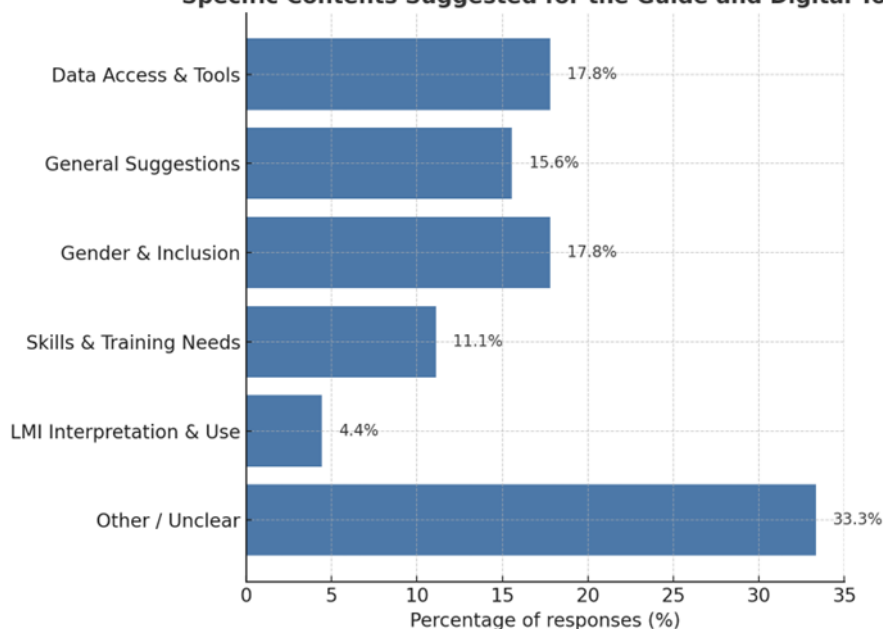
Original Answer	Translated Answer	Content
Nu stiu	I don't know	Other / Unclear
Neben den Arbeitsmarktdaten auch Daten der SchülerInnen-Entwicklung und der Schulabgänge	In addition to labour market data, also data on student development and school dropouts	Data Access & Tools
Unkomplizierte und verständliche Handhabung	Simple and understandable handling	General Suggestions
Geschlechterspezifische Daten	Gender-specific data	Gender & Inclusion
A veces los sectores son muy amplios y no vienen especificadas las ocupaciones. Pediríamos un nivel más concreto.	Sometimes the sectors are too broad and do not specify occupations. We would ask for a more specific level.	Other / Unclear
demandeurs de cours de langues, partenaires Erasmus plus	Language course applicants, Erasmus Plus partners	General Suggestions
Like I mentioned, less frequent data on digital skills needs, beyond the trending topics alone; plus soft and strategic skills required for success	Like I mentioned, less frequent data on digital skills needs, beyond the trending topics alone; plus soft and strategic skills required for success	Data Access & Tools
Competencias más valoradas en la comarca local para el tipo de puestos y empresas actuales o con más proyección.	Most valued skills in the local area for current or emerging jobs and companies	Skills & Training Needs
Forecast sull'evoluzione delle professionalità nei prossimi 2/3 anni	Forecast on the evolution of professions in the next 2-3 years	LMI Interpretation & Use
No especialmente	Not particularly	Other / Unclear
-	-	Other / Unclear
.	.	Other / Unclear
More detailed information	More detailed information	General Suggestions

esempi di banche dati da consultare e strumenti base per l'utilizzo.	Examples of databases to consult and basic tools for use	Data Access & Tools
Competențele cele mai cerute în funcție de regiune și domeniu – Informații detaliate și vizuale (hărți, grafice) despre cererea de competențe soft și tehnice în diverse sectoare (ex. turism, IT, construcții, agricultură), adaptate pe județe sau regiuni.	Most requested skills by region and domain – Detailed and visual information (maps, charts) on the demand for soft and technical skills in various sectors (e.g. tourism, IT, construction, agriculture), adapted to counties or regions	Skills & Training Needs
Access and relevance for job coaches	Access and relevance for job coaches	General Suggestions
pour les professions non qualifiés	For unskilled professions	Gender & Inclusion
pas particulièrement	Not particularly	Other / Unclear
taglio gender e quanto influiscono fattori provenienza economica e geografica su scelte lavorative	Gender perspective and how economic and geographical background factors influence career choices	Gender & Inclusion
- Incorporating soft skills and emerging skills - Using LMI to support vulnerable groups - Forecasting and scenario planning	- Incorporating soft skills and emerging skills - Using LMI to support vulnerable groups - Forecasting and scenario planning	Gender & Inclusion
piata muncii persoanelor cu dizabilitati cu tot ce implica accesibilizarea locurilor de munca	Labour market for people with disabilities, including all aspects of workplace accessibility	Gender & Inclusion
wo man regionale Daten auf Stadt- bzw. Kreisebene findet	Where to find regional data at city or district level	Data Access & Tools
Tout ce qui est en relation avec l'embauche des demandeurs de protection internationale.	Everything related to the employment of applicants for international protection	Gender & Inclusion
langues nécessaires dans le monde professionnel par secteur	Languages needed in the professional world by sector	General Suggestions
nein, nutzt in unserer täglichen Arbeit wenig	No, it's of little use in our daily work	Other / Unclear
Bereitstellung von Filtern, so dass besser bewertet werden kann, welche Qualifikation(en) für die Ausübung einer Berufstätigkeit erforderlich ist oder sind. Zusätzliche Bereitstellung von Informationen, ob Quereinsteige	Providing filters to better assess what qualifications are required for a job. Also providing information on whether lateral entries are more or less common in certain sectors and what	Data Access & Tools

je nach Branche häufiger oder seltener auftreten und über welche Qualifikation die arbeitsaufnehmende Person zum Zeitpunkt des Stellenantritts verfügte.	qualifications people had when they started the job.	
non saprei	I wouldn't know	Other / Unclear
Procedura di selezione diversificate per settore merceologico	Diverse selection procedures by industry sector	General Suggestions
kann ich aktuell nicht sagen	I can't say at the moment	Other / Unclear
Yes, I would appreciate if the Guide and Digital Tool could include specific content on how to interpret labour market data in relation to the social services sector. It would be helpful to have practical guidance on identifying current and emerging skills needs, understanding regional differences in employment opportunities, and using LMI to support career counseling or workforce planning. Also, case studies or examples relevant to the social work field would make the information more applicable. A user-friendly interface that allows filtering by region, profession, and sector would be very valuable.	Yes, I would appreciate if the Guide and Digital Tool could include specific content on how to interpret labour market data in relation to the social services sector. It would be helpful to have practical guidance on identifying current and emerging skills needs, understanding regional differences in employment opportunities, and using LMI to support career counseling or workforce planning. Also, case studies or examples relevant to the social work field would make the information more applicable. A user-friendly interface that allows filtering by region, profession, and sector would be very valuable.	Data Access & Tools
Lister les contrats de travail aidés avec leurs spécificités, L'impact des langues avec des stats à l'embauche et pendant un différentiel entre les langues demandées et les langues réellement utilisées.	List subsidized employment contracts with their specifics. The impact of languages with hiring statistics and discrepancies between required and actually used languages.	Other / Unclear
Perfil de las personas que han dejado de estar contratadas y empleos en los que estaban contratadas.	Profile of people who are no longer employed and the jobs they had.	Other / Unclear
Vermittlungsquoten aus Weiterbildung heraus	Placement rates after training	Skills & Training Needs
Mi-ar plăcea ca ghidul și instrumentul digital să includă informații clare despre ocupațiile viitorului, competențele cerute de	I would like the guide and digital tool to include clear information on future occupations, skills demanded by the market, gaps	Data Access & Tools

<p>piață, discrepanțele între cerere și ofertă, precum și surse actualizate de LMI. De asemenea, ar fi util să existe exemple de integrare a acestor date în proiectarea cursurilor și consilierea profesională.</p>	<p>between supply and demand, and updated LMI sources. It would also be useful to have examples of how to integrate these data into course design and career guidance.</p>	
<p>Yes, it would be helpful if the guide and tool could explain how to interpret and use labour market trends to adapt training offers, especially for emerging sectors. Also, including practical examples of integrating LMI into course design and career guidance would be very valuable for training providers.</p>	<p>Yes, it would be helpful if the guide and tool could explain how to interpret and use labour market trends to adapt training offers, especially for emerging sectors. Also, including practical examples of integrating LMI into course design and career guidance would be very valuable for training providers.</p>	Skills & Training Needs
<p>Yes, it would be useful to include practical guidance on how to integrate labour market information into vocational training planning, as well as tools for identifying local or regional skills shortages. A section on interpreting LMI for career guidance purposes would also add value, especially for supporting learners in making informed decisions.</p>	<p>Yes, it would be useful to include practical guidance on how to integrate labour market information into vocational training planning, as well as tools for identifying local or regional skills shortages. A section on interpreting LMI for career guidance purposes would also add value, especially for supporting learners in making informed decisions.</p>	Skills & Training Needs
<p>La combinación de búsqueda estadística (fuentes primarias) con investigaciones y/o publicaciones interesantes</p>	<p>The combination of statistical searches (primary sources) with interesting research and/or publications</p>	Data Access & Tools
<p>integrarea datelor</p>	<p>Data integration</p>	Data Access & Tools
<p>nu</p>	<p>No</p>	Other / Unclear
<p>platforme integrate cu date de la nivel european la nivel local</p>	<p>Integrated platforms with data from European to local level</p>	Data Access & Tools
<p>Differenzierung bei den Behinderungsarten : geistig, seelisch, körperlich, mehrfach schwerstbehindert</p>	<p>Differentiation by disability types: intellectual, psychological, physical, multiple or severe disabilities</p>	Gender & Inclusion
<p>Non lo so</p>	<p>I don't know</p>	Other / Unclear
<p>cum utilizam mai eficient datele aflate in surse diferite</p>	<p>How to use more efficiently data from different sources</p>	Data Access & Tools
<p>Contenuti pratici</p>	<p>Practical content</p>	General Suggestions

Ar fi foarte util să includeți în ghid și instrument explicații practice despre identificarea și interpretarea tendințelor locale ale pieței muncii, cum să folosească datele pentru adaptarea ofertelor educaționale și formării profesionale, precum și modalități de integrare a grupurilor vulnerabile pe piața muncii.	It would be very useful to include in the guide and tool practical explanations on identifying and interpreting local labour market trends, how to use data to adapt education and training offers, and how to integrate vulnerable groups into the labour market.	Gender & Inclusion
Previsioni sul mercato del lavoro: analisi sulle tendenze del mercato del lavoro	Labour market forecasts: analysis of labour market trends	LMI Interpretation & Use
TODO ESTA RECOGIDO EN EL APARTADO ANTERIOR	Everything is covered in the previous section	General Suggestions
Información del mercado laboral regional y local actualizado. Bases de datos de empresas con información actualizada	Updated regional and local labour market information. Company databases with up-to-date information	Data Access & Tools
non sono in grado di rispondere	I am not able to answer	Other / Unclear
La prospettiva di genere in primis e poi anche l'approccio intersezionale all'analisi dati.	The gender perspective first, and then also the intersectional approach to data analysis	Gender & Inclusion

Specific Contents Suggested for the Guide and Digital Tool


The analysis of Table 3 and Chart 3 (“Specific Contents”) highlights several recurring challenges expressed by respondents when using labour market data. A first group of issues concerns **data access and tools** (17,8%), with participants asking for clearer guidance on where to find relevant information, more user-friendly tools, integrated platforms, and examples of databases. There is also a strong demand for a **gender and inclusion perspective** (17,8%), with calls for disaggregated data (e.g. gender, disability, socioeconomic background) and specific insights to better support vulnerable groups, migrants, and people with disabilities. Another significant theme relates to **skills and training needs** (11,1%), as many respondents stressed the importance of identifying emerging skills, both technical and soft, as well as obtaining forecasts on future occupations and regional skills shortages.

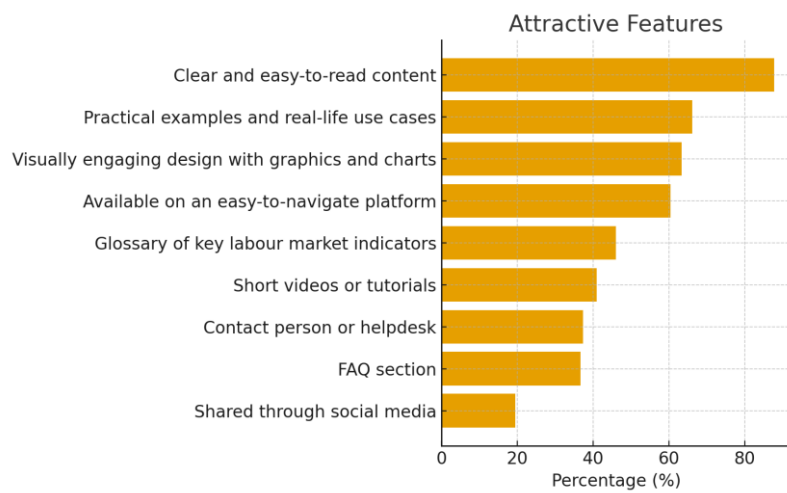
In addition, several contributions pointed to the need for **practical support in interpreting and applying LMI** (4,4%), such as case studies, sector-specific examples, and tools for adapting training offers to labour market trends. An additional group of responses provided general suggestions (8.9%), mainly concerning the need for practical content, more detailed information, and simple, user-friendly presentation formats to support a more immediate daily use of labour market information.

Overall, the comments underline the necessity of making labour market information not only more accessible but also more context-sensitive and actionable for diverse user needs. In this respect, the Guide being developed within the project will specifically address these challenges by providing concrete materials and resources concerning the four main themes identified: **data access and tools, gender and inclusion, skills and training needs, and LMI interpretation and use.**

2.4. Attractive features

Answer	Count	Percentage
	139	100.0%
Clear and easy-to-read content	122	87.77%
Practical examples and real-life use cases	92	66.19%
Visually engaging design with graphics and charts	88	63.31%
Available on a website or platform that’s easy to navigate	84	60.43%
Glossary of key labour market indicators	64	46.04%
Short videos or tutorials explaining key concepts	57	41.01%

Contact person or helpdesk for additional support	52	37.41%
Frequently Asked Questions (FAQ) section	51	36.69%
Shared through social media channels for visibility	27	19.42%
Buscador/Observatorio con datos del mercado de trabajo en los que se pueda seleccionar qué se necesita para cada gráfico (base de datos)	1	0.72%



Clear and easy-to-read content is by far the most valued feature, together with practical examples and visually engaging formats. Accessibility through a user-friendly platform and additional resources such as glossaries or tutorials are also considered useful.

These findings will guide the design and development of the methodological guide and digital tool, ensuring that they effectively support users in analysing and correctly applying labour market information to achieve their training and educational objectives.