Promoting Social Partnership in Employee Training

Dr. Regina Flake, Dr. Michael Zibrowius

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Aim of the project

► Gathering facts and figures on social partners’ engagement in employee training
► Obtaining the view of social partners on their involvement in employee training
► Identifying best practices on different levels
► Finding functional equivalents
► Résumé: How can social partners improve the promotion of employee training?
Facts & Figures

Employed persons’ participation rate in job-related non-formal education and training, 2011

Source: Adult Education Survey, 2011
The role of social partners in employee training

- Anticipation & identification of skills needs
- Mobilising resources
- Information, support and guidance
- Quality, transparency, efficiency
- Recognition and validation
- Provision of learning

Social partners

Governance
## Country comparison at a glance

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<th>PL</th>
<th>PT</th>
<th>DE</th>
<th>DK</th>
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<tbody>
<tr>
<td>Anticipation and identification of skills needs</td>
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<td>Mobilising resources</td>
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<td>Information, support and guidance</td>
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<td>Governance</td>
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<td>Contribution to quality, transparency and efficiency</td>
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<td>Recognition and validation of competences and qualifications</td>
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<td>Provision of learning</td>
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Slide 5
Example: Information, support and guidance

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<th>Poland</th>
<th>Portugal</th>
<th>Germany</th>
<th>Denmark</th>
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<tr>
<td>• Introduction of web-portal on CVET in 2015 improved access to information</td>
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<td>• Some employers organisations organise regional conferences to inform about ET</td>
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<td>• Counselling is missing at the company level</td>
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<td>• Information on CVET is disseminated by training providers; SP are involved via protocolar training centres</td>
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<td>• Need for more guidance for the large number of low-skilled entrepreneurs in small and micro enterprises</td>
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<td>• Training market mainly privately organised and described as non-transparent</td>
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<td>• SP do not see need for change as there is a good guidance structure (public, companies’ associations)</td>
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<td>• SME need support at HR</td>
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<td>• Information on ET deemed as highly relevant by SP</td>
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<td>• SP organisations inform companies and employees, no general campaigns</td>
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<td>• SME seek better information on the topic</td>
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<td>• Web-portal makes offers and quality visible</td>
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Best Practices 1/2

**Internet portal for training**

Offers: Database that offers information on available training courses and providers; providers have to fulfil quality standards and are regularly evaluated

**Knowledge management:** *Infraestruturas de Portugal* uses a strategic approach to gather, keep and distribute the existing knowledge of employees to react to demographic and qualificational changes

**Social partners’ agreements:** SP agreed to jointly identify skills needs, improve ET quality and set up a better framework for ET at company level; focus on SME

**Online tool for transparency:** SP introduced a web-page (amukurs.dk) that makes information on ET accessible for everyone – e.g., where and when courses are offered
Best Practices 2/2

**Strategic approach to avoid skills shortages:**
An automotive supplier established an own training centre, cooperates with a public school and external experts; own trainers identify skill needs.

**National Catalogue of Competences (CNQ):**
The CNQ lists training contents and functions as an important transparency tool; it is organised in modules which are regularly updated, e.g. by impulse of the SP.

**Documentation of individual skills:**
Employees can gather all their formal and informal qualifications on a web-portal which makes their know-how visible and which can be used to recognise prior learning.

**ET accompanies career advancement:**
An IT-Consultancy implemented a learning culture which frames the identification of competences in different fields / at different career levels.

Poland

Germany

Portugal

Denmark
Challenges

**Identifying training needs:** SME have difficulties identifying their employees’ training needs and require additional guidance.

**Low education level:** As many entrepreneurs have low formal qualifications themselves, they do not see the need for qualifying their employees.

**Fill collective agreements with life:** Enterprises are responsible to implement agreements; many SME may be overburdened with the implementation of HR development strategies.

**Financing via taximeter approach:** As public providers operate as businesses, they are incentivised to offer only those courses that attract the most customers as they are paid per student.

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Countries mentioned:
- Poland
- Germany
- Portugal
- Denmark
Interim conclusion

What are common insights for ET in the four countries?

- Different level of involvement of SP in employee training
  - Priority of employee training on SP agenda differs significantly between countries
- Heterogeneous governance approaches
  - Employee training can be part of national legislation or predominantly negotiated among SP („functional equivalents“)
- A lack of financial resources is no general problem
  - More targeted support, e.g., for certain disadvantaged groups is needed
  - Scope for more systematic evaluation of existing measures

There can be no „one size fits all“ solutions
Discussion

– How is your overall assessment of ET in your country?
– What kind of guidance do you provide for your members in the field of employee training?
– How can you improve the acceptance of prior learning at enterprise level?
– What are further best practices / challenges?
– What can other countries learn from your country (for better or worse)?
Contact

Dr. Regina Flake
flake@iwkoeln.de
+49 (0)221 4981-840

Markus Körbel
koerbel@iwkoeln.de
+49 (0)221 4981-874

Dr. Susanne Seyda
seyda@iwkoeln.de
+49 (0)221 4981-740

Dr. Michael Zibrowius
zibrowius@iwkoeln.de
+49 (0)221 4981-702