Promoting Social Partnership in Employee Training

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Warsaw, November 28, 2017

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?

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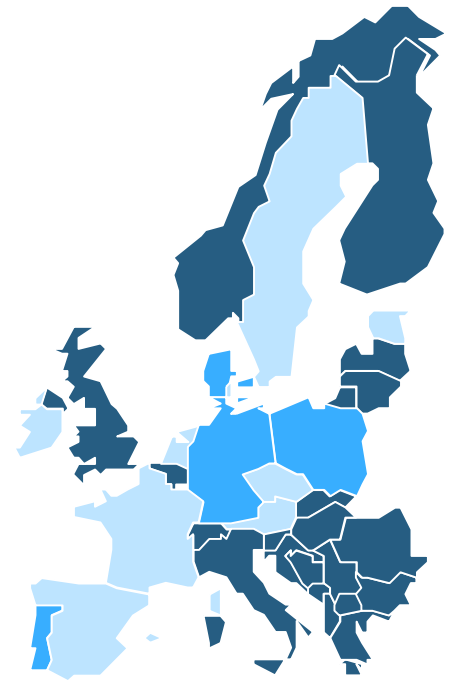
Facts & Figures

Employed persons' participation rate in job-related non-formal education and training, 2011
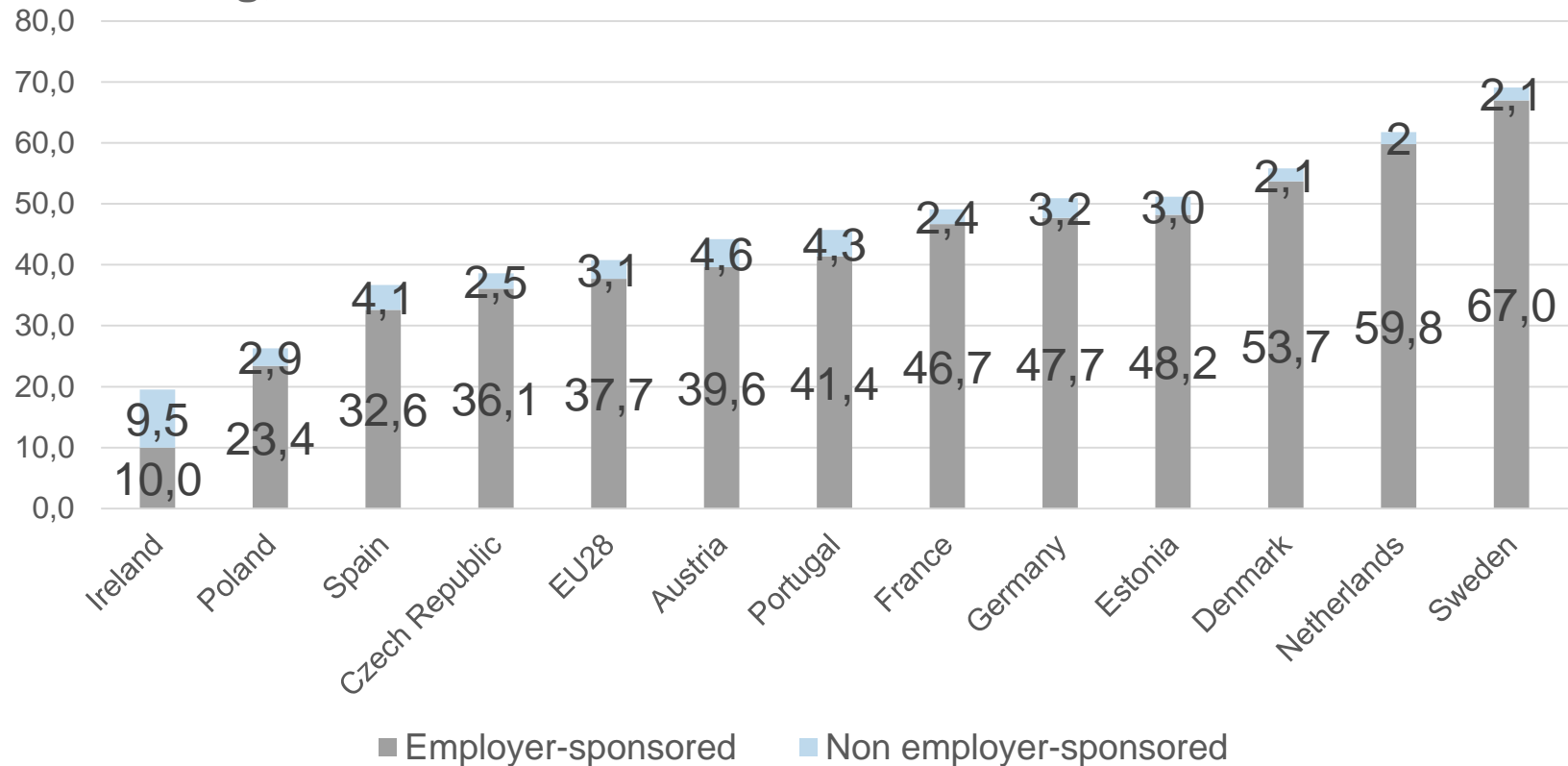
Source: Adult Education Survey, 2011

The role of social partners in employee training

Country comparison at a glance

	PL	PT	DE	DK
Anticipation and identification of skills needs	**	* ↑	***	***
Mobilising resources	* ↑	**	**	***
Information, support and guidance	**	*	**	**
Governance	* ↑	**	***	***
Contribution to quality, transparency and efficiency	**	**	**	***
Recognition and validation of competences and qualifications	* ↑	**	* ↑	***
Provision of learning	**	** ↑	***	*** ↓

Example: Information, support and guidance

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

Best Practices 1/2

Poland

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

Portugal

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

Germany

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

Denmark

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

Poland

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

Portugal

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

Germany

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

Denmark

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

Challenges

Identifying training needs: SME have difficulties identifying their employees' training needs and require additional guidance

Poland

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

Portugal

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

Germany

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

Denmark

Interim conclusion

What are common insights for ET in the four countries?

Pictures: Ehrenberg-Bilder, Fotolia

- 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)?

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