Promoting Social Partnership in Employee Training

3rd Cluster Seminar, Stockholm

GERMAN ECONOMIC INSTITUTE

April 17, 2018 / Dr. Regina Flake, Dr. Michael Zibrowius
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

Flags of participating countries:
Country comparison at a glance

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### Example: Information, support and guidance

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| Estonia | • SP inform members about changes in regulations and sensitise them to focus more on training  
• Trade unions would wish for more resources to gather and provide information about training among members |
| France  | • SP inform and guide their members directly and indirectly via training funds  
• There is, however, scope for more support  
• The newly introduced Counselling in Career Development is rated as a good instrument but not yet used enough |
| Ireland | • Trade unions inform and support their members via online tools as well as by providing information at the local level  
• Employers’ organisations are more active in the field of policy advice and offer targeted help in the field of HR for their members |
| Sweden  | • Training participation is high, however, employees and employers are often overcharged by identifying training needs and choosing appropriate training measures  
• The existing support of SP on sectoral level could be better developed in this direction |

** | ** | ** | **
**Best Practices**

**OSKA helps to teach the right skills:**
- OSKA combines labour market projections with qualitative insights from different sectors; each year recommendations for training requirements are prepared; the OSKA Coordination Council comprises public institutions as well as SP; OSKA is funded by the ESF.

**Personal training account:**
The account hosts training hours individuals acquire as well as training programmes employees may apply to; low-qualified have a higher stock; certain training programmes can be funded (e.g., by the training fund); employers need to agree.

**Skills assessment and anticipation:**
- Sweden has established successful tools for the assessment and anticipation of skills needs on the labour market; the success lies in a sound data base in combination with a constructive dialogue with trade unions and employers’ organisations.

**Skillnets connects private companies to coordinate their training needs:**
- Skillnets brings together private firms, typically on a regional or sectoral basis; they are enabled to carry out training they could not offer alone; it is publicly funded.
Challenges

Training funding in the health sector:
In the health care sector, the hospitals often do not have the resources to finance the mandatory training; trade unions sometimes fill this gap for their members.

CVET system is non-transparent:
SP rate the CVET system as too complicated and non-transparent; there are too many actors and instances; this could also explain why good instruments (e.g., training account) are underused.

Digitisation and the need for new skills:
ICT skills and knowledge about data protection regulations are scarce and need to be taught quickly and extensively.

Choice of training offers:
Available training budget is often not exploited due to time restrictions and a lack of orientation regarding the choice of training offers; employers need more support in defining future skills needs so that employees can in consequence chose adequate training measures.
Interim conclusion

What are common insights for ET in the four countries?

› Different level of involvement of SP in employee training
  › While some countries have a strong tradition in SP involvement, other countries have to (re)establish it

› Heterogeneous governance approaches
  › ET can be part of national legislation or predominantly negotiated among SP in collective agreements („functional equivalents“)

› A general lack of financial resources is often not the main problem
  › Time restrictions are often more severe than financial restrictions
  › More targeted support on individual level is needed
  › Scope for more systematic evaluation of existing measures

There can be no „one size fits all“ solutions

Picture: Ehrenberg-Bilder, Fotolia
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 ET?
› What are further best practices / challenges?
› What can other countries learn from your country (for better or worse)?
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