Promoting Social Partnership in Employee Training

EU Social Partners’ Project on Employee Training (BusinessEurope, CEEP, UEAPME, ETUC)
Agenda

1. Aim of the project and project design
2. Country comparison at a glance
3. Challenges ahead
4. Conclusion
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 partnership be promoted in employee training?
The role of social partners in employee training

Social partners

- Anticipation & identification of skills needs
- Mobilising resources
- Information, support and guidance
- Validation of skills, competences, qualifications

Governance

Quality, transparency, efficiency

Innovation and digitalisation
Project design and methodology

Combination of country-specific and cross-country approaches
Country Workshops
Thank you for the fruitful discussions!
Employed persons’ participation rate in job-related non-formal education and training

In percent, persons from 25 to 64 years

<table>
<thead>
<tr>
<th></th>
<th>EU28</th>
<th>AT</th>
<th>CZ</th>
<th>DE</th>
<th>DK</th>
<th>EE</th>
<th>ES</th>
<th>FR **</th>
<th>IE</th>
<th>NL</th>
<th>PL</th>
<th>PT</th>
<th>SE ***</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>36,6</td>
<td>41,2</td>
<td>43,8</td>
<td>48,1</td>
<td>41,3</td>
<td>44,3</td>
<td>26,3</td>
<td>34,9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>40,8</td>
<td>44,2</td>
<td>38,6</td>
<td>50,9</td>
<td>55,8</td>
<td>51,2</td>
<td>36,7</td>
<td>49,1</td>
<td>19,5</td>
<td>61,8</td>
<td>26,3</td>
<td>45,7</td>
<td>69,1</td>
</tr>
<tr>
<td>2016*</td>
<td>60,4</td>
<td>48,6</td>
<td>50,8</td>
<td>47,2</td>
<td>43,8</td>
<td>42,7</td>
<td></td>
<td></td>
<td></td>
<td>66,1</td>
<td>27,6</td>
<td>50,8</td>
<td>57,4</td>
</tr>
</tbody>
</table>

* Break in time series for all countries between 2011 and 2016.
** Break in time series for France between 2007 and 2011.
*** Sweden changed data collection mode between 2011 and 2016.

Source: Own illustration based on AES, 2007, 2011, 2016; special evaluation of Eurostat
Country comparison at a glance
Social partners’ assessment of employee training along four selected dimensions

<table>
<thead>
<tr>
<th>Country</th>
<th>AT</th>
<th>NL</th>
<th>CZ</th>
<th>ES</th>
<th>PL</th>
<th>DE</th>
<th>PT</th>
<th>DK</th>
<th>EE</th>
<th>FR</th>
<th>IE</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipation and identification of skills needs</td>
<td>***</td>
<td>***</td>
<td>* ↑</td>
<td>**</td>
<td>**</td>
<td>***</td>
<td>* ↑</td>
<td>***</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>***</td>
</tr>
<tr>
<td>Mobilising resources</td>
<td>***</td>
<td>***</td>
<td>*</td>
<td>**</td>
<td>* ↑</td>
<td>**</td>
<td>**</td>
<td>***</td>
<td>* ↑</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Information, support and guidance</td>
<td>**</td>
<td>**</td>
<td>*</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>*</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Validation of skills, competences and qualifications and recognition</td>
<td>** ↑</td>
<td>** ↑</td>
<td>**</td>
<td>*</td>
<td>* ↑</td>
<td>* ↑</td>
<td>**</td>
<td>***</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

Based on country reports. Prominence of issues shown on a scale from 1 to 3 stars
* = low; ** = intermediate; *** = strong; arrows indicate trends (↑ ↓).
Anticipation and identification of skills needs

Developments

<table>
<thead>
<tr>
<th>Country</th>
<th>AT</th>
<th>NL</th>
<th>CZ</th>
<th>ES</th>
<th>PL</th>
<th>DE</th>
<th>PT</th>
<th>DK</th>
<th>EE</th>
<th>FR</th>
<th>IE</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipation and identification of skills needs</td>
<td>***</td>
<td>***</td>
<td>* ↑</td>
<td>**</td>
<td>**</td>
<td>***</td>
<td>* ↑</td>
<td>***</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>***</td>
</tr>
</tbody>
</table>

- Combination of high quality labour market data with social dialogue most successful
- Sectoral and regional approaches are needed and can be complemented by inter-sectoral approaches
- Strategic inclusion of further actors (i.e., research institutions, training providers)
Anticipation and identification of skills needs

Labour market data and social dialogue

**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.

**Standing Committee for New Skills** Consultant board at the Public Employment Service which includes all relevant actors and provides useful information for PES, employees, employers and training providers; mixture of research analysis and practical experience.
Mobilising resources

Sharing costs and benefits

<table>
<thead>
<tr>
<th>Country</th>
<th>AT</th>
<th>NL</th>
<th>CZ</th>
<th>ES</th>
<th>PL</th>
<th>DE</th>
<th>PT</th>
<th>DK</th>
<th>EE</th>
<th>FR</th>
<th>IE</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobilising resources</td>
<td>***</td>
<td>***</td>
<td>*</td>
<td>**</td>
<td>*↑</td>
<td>**</td>
<td>**</td>
<td>***</td>
<td>*↑</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

- The awareness of the value of training is important to increase the willingness of employers and employees to mobilise resources

- A reliable, well-known and well communicated structure of financing helps to increase the participation

- A complementary promotion of employee training which is independent of the current employer can be helpful
Mobilising resources

A question of time

Variable pricing schemes
Some training providers have variable pricing schemes: while daytime courses are for free, evening courses have to be paid. This shall motivate employers and employees to create space for training in the daily work-routine.

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.
Information, support and guidance

A key issue in all countries

- Employers and employees likewise need support
- Special need for a targeted approach (also by the Member States) to specific groups (e.g., low skilled employees)
- Independent information by a neutral third party may be beneficial
- New online tools make available training offers and their quality visible
Information, support and guidance

Learning Ambassadors
In a pilot project learning ambassadors have been installed at the work floor; they inform their colleagues about training possibilities and motivate them to use them.

Skillnet connects companies
www.skillnetireland.ie brings together networks of firms; member companies and their employees are involved in the identification, design, delivery and evaluation of training; it is publicly co-funded and supported by social partners.
Validation of skills, competences and qualifications and recognition

Further promotion needed

<table>
<thead>
<tr>
<th>Country</th>
<th>AT</th>
<th>NL</th>
<th>CZ</th>
<th>ES</th>
<th>PL</th>
<th>DE</th>
<th>PT</th>
<th>DK</th>
<th>EE</th>
<th>FR</th>
<th>IE</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Validation of skills, competences and qualifications and recognition</strong></td>
<td><strong>↑</strong></td>
<td><strong>↑</strong></td>
<td><strong>↑</strong></td>
<td>*</td>
<td>*↑</td>
<td>*↑</td>
<td>**</td>
<td>***</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

- Existing procedures are often not well-known
- Social partners communicate the value of such procedures to their members and enhance usage
- Transferability of certificates is important
- National and European Qualification Frameworks offer comparable standards across countries and industries
Validation of skills, competences and qualifications and recognition

**Minkompetencemappe.dk**
Employees gather all their formal and non-formal qualifications in one central online tool. This is helpful when they seek recognition of prior learning outcomes towards a vocational degree.

**Estonian Qualifications Framework (EstQF)**
Social partner organisations came together with the Estonian Chamber of Commerce and Industry as well as public representatives to set up the EstQF and to link it to the EQF.
Challenges and opportunities ahead (1/2)

Changing labour markets driven by innovation and digitalisation

• Digitalisation influences the anticipated (future) skills needs

• Employers and employees need support in defining which skills are needed (in particular SMEs / low-skilled employees)

• Big data analytics contributes to a better skills anticipation

• Company-specific further training must be adapted to changing business models at short notice

• Intergenerational exchange must be promoted as young employees are often familiar with new technologies

• In particular elderly employees must be supported
Digital education in employee training

Different dimensions

Digital education

What do we learn?

How do we learn?
How do we learn?

Frequently asked....

Is uploading a PDF already e-learning?
E-learning

New flexibility, new challenges

• E-learning offers flexibility concerning the place and the timing of learning

• E-learning tools can respond flexibly to the needs of SMEs who sometimes need very specialised courses

• New pedagogic and didactic procedures are necessary to fully exploit the advantages of digital learning (and not just upload PDFs...)

• Networks are important for companies to build a digital infrastructure

• Informal and non-formal training becomes increasingly important; social partners are needed to give orientation
Challenges and opportunities ahead (2/2)

Quality, transparency and efficiency

• Most social partners are very satisfied with the quality of employee training

• Social partners need to ensure the relevance of training

• The connection between existing (initial) VET and university offers and employee training should be improved for a more efficient provision of training

• Existing institutional connections should be used to this end
New digital tools
Quality, transparency and efficiency

Key findings

Different approaches, joint success

• Heterogeneous governance approaches in all surveyed countries
• Employee training can be ...
  ... part of national legislation,
  ... negotiated in collective agreements or
  ... negotiated directly at the workplace
• Diversity and flexibility of systems need to be respected; no “one size fits all” solutions
• There are successful approaches to employee training in all surveyed countries which bear potential for mutual learning
Promoting social partnership in employee training

Conclusion

The involvement of social partners is an important success factor for...

☑ ... bringing together individual needs regarding the personal, social and professional development with general labour market and business demands
☑ ... sensitising for the value of employee training
☑ ... raising awareness that employee training is a shared interest and a shared responsibility of employers and employees
☑ ... fostering equal access to employee training
☑ ... disseminating examples of good practice in employee training
Contact Information:

Dr. Regina Flake
Economist
+49 (0) 221-4981-840
flake@iwkoeln.de
www.koeln.de\en

Dr. Susanne Seyda
Senior Economist
+49 (0) 221-4981-740
seyda@iwkoeln.de
www.koeln.de\en

Dr. Michael Zibrowius
Economist
+49 (0) 221-4981-702
zibrowius@iwkoeln.de
www.koeln.de\en