

Promoting Social Partnership in Employee Training

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



Agenda

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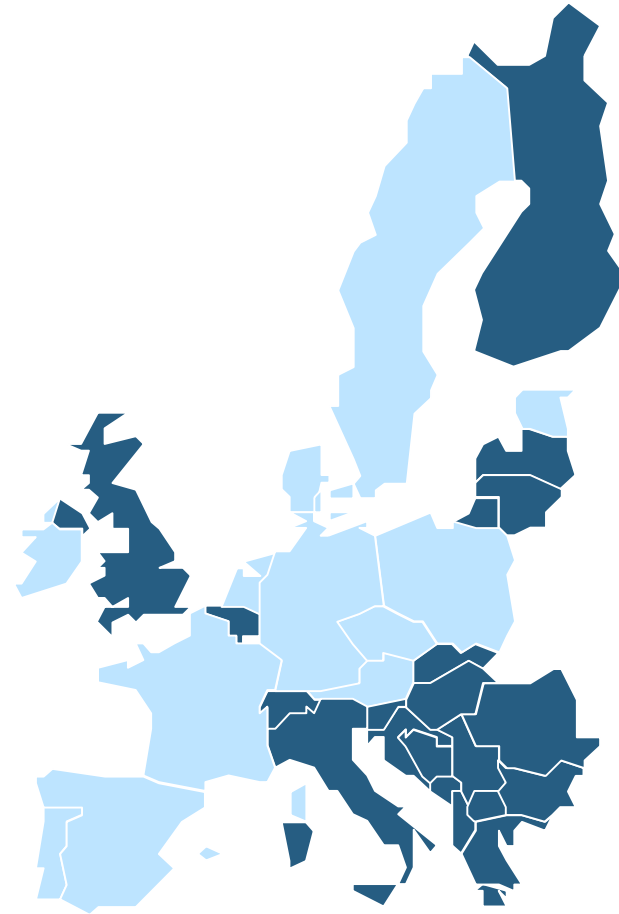
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Conclusion

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 partnership be promoted in employee training?

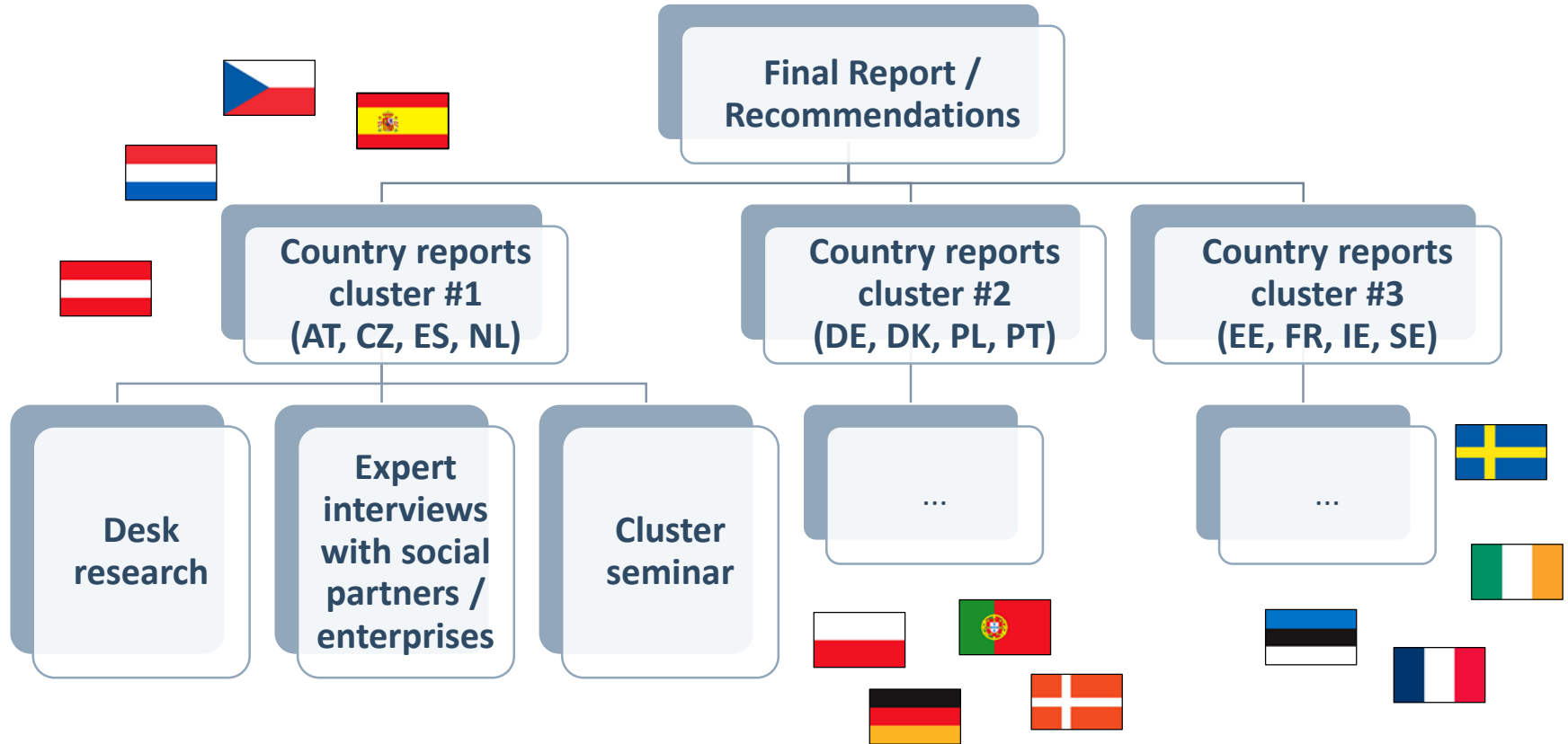


The role of social partners in employee training



Project design and methodology

Combination of country-specific and cross-country approaches



Country Workshops

Thank you for the fruitful discussions!

Guidance and counseling for low qualified employees

STATUS QUO / PROBLEM	IDEAL
no access to low participation of low qualified employees	access to training for low qualified employees

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> for employees: no claim of investment responsibility? no appropriate access to guidance / to education 	<ul style="list-style-type: none"> public policy (social partner involvement, financial support, etc.) evaluation of the workplace (work environment) incentives

STATUS QUO / PROBLEM	IDEAL
no access to training for low qualified employees	access to training for low qualified employees

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> for employees: no claim of investment responsibility? no appropriate access to guidance / to education 	<ul style="list-style-type: none"> public policy (social partner involvement, financial support, etc.) evaluation of the workplace (work environment) incentives

Recognition & validation of competences

STATUS QUO / PROBLEM	IDEAL
<ul style="list-style-type: none"> lack of knowledge about recognition no incentive for employers 	<ul style="list-style-type: none"> recognition of competences incentives for employers

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> lack of knowledge about recognition no incentive for employers 	<ul style="list-style-type: none"> recognition of competences incentives for employers

Increasing participation of employees of SMEs in CVET

STATUS QUO / PROBLEM	IDEAL
<ul style="list-style-type: none"> good economy = no time for CVET lack of resources of young generations (e.g. digitalization, demographic change, young of 4. Generations) on both sides! 	<ul style="list-style-type: none"> proactive employees and employers (claims about regulations and respective CVET)

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> motivation issue structure of CVET (passive/active learning) 	<ul style="list-style-type: none"> continuous learning policy incentives for employers and employees through social partners good CVET needs to be supported by social, financial

Governance

STATUS QUO / PROBLEM	IDEAL
<ul style="list-style-type: none"> lack of coordination between regional, national, international SME approach of learning (own goals) 	<ul style="list-style-type: none"> quality assurance regular assessment regular follow up in evaluation regular assessment through social partners

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> financial resources lack of human resources 	<ul style="list-style-type: none"> regular assessment regular follow up in evaluation regular assessment through social partners

More guidance is needed for career development

STATUS QUO / PROBLEM	IDEAL
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

Partners

STATUS QUO / PROBLEM	IDEAL
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

How to attract low qualified workers to the labour market

STATUS QUO / PROBLEM	IDEAL
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

Deliber targeted guidance

STATUS QUO / PROBLEM	IDEAL
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

Shortage of qualified workforce

STATUS QUO / PROBLEM	IDEAL
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

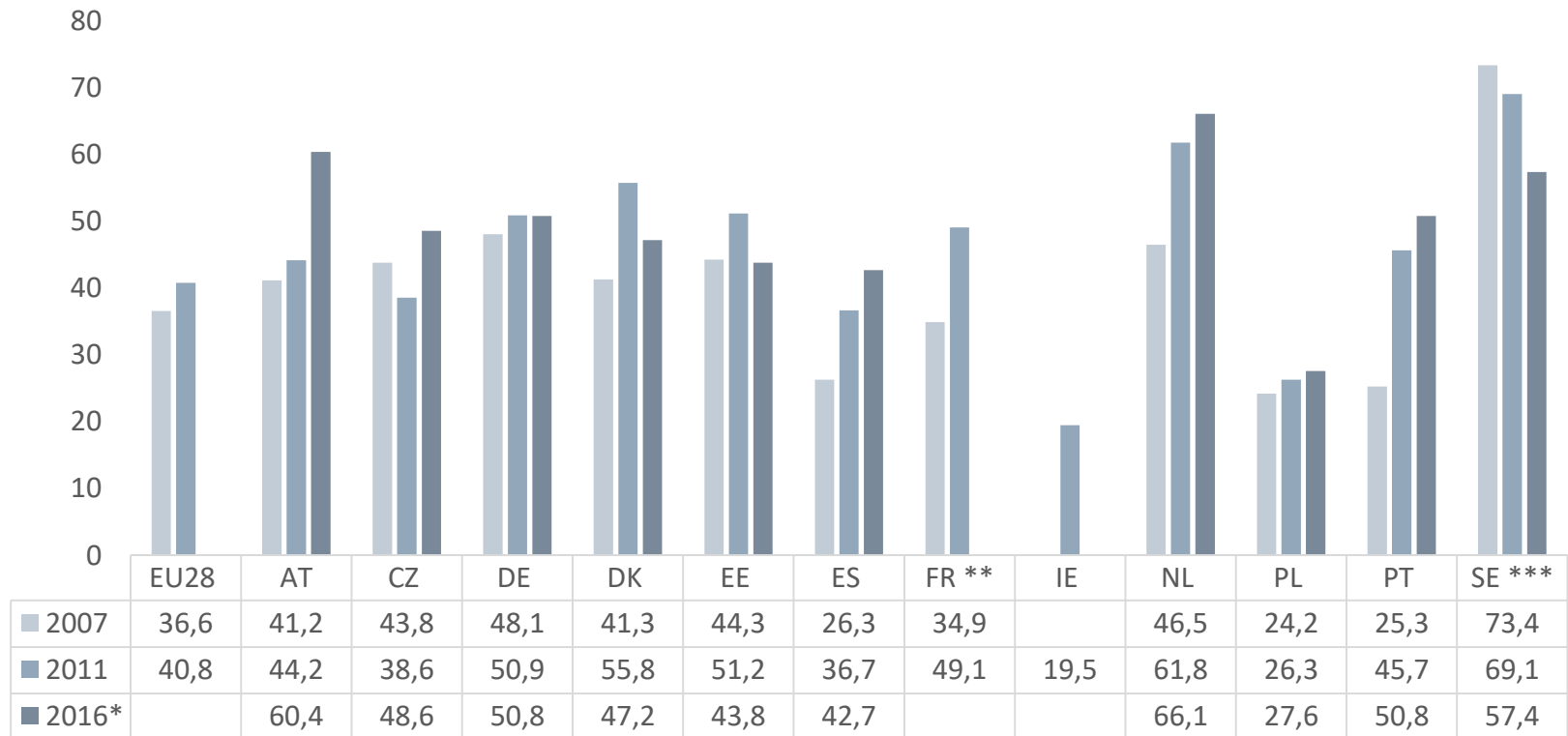
Lack of connectivity

STATUS QUO / PROBLEM	IDEAL
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

BARRIERS	SOLUTIONS/FIRST STEPS
<ul style="list-style-type: none"> lack of guidance for career development lack of guidance for career development 	<ul style="list-style-type: none"> access to training for low qualified employees

Employed persons' participation rate in job-related non-formal education and training

In percent, persons from 25 to 64 years



* 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

												
Country	AT	NL	CZ	ES	PL	DE	PT	DK	EE	FR	IE	SE
Anticipation and identification of skills needs	***	***	* ↑	**	**	***	* ↑	***	**	**	**	***
Mobilising resources	***	***	*	**	* ↑	**	**	***	* ↑	**	**	**
Information, support and guidance	**	**	*	**	**	**	*	**	**	** ↑	**	**
Validation of skills, competences and qualifications and recognition	** ↑	** ↑	**	*	* ↑	* ↑	**	***	**	**	**	**

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

												
Country	AT	NL	CZ	ES	PL	DE	PT	DK	EE	FR	IE	SE
Anticipation and identification of skills needs	***	***	* ↑	**	**	***	* ↑	***	**	**	**	***

- 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

												
Country	AT	NL	CZ	ES	PL	DE	PT	DK	EE	FR	IE	SE
Mobilising resources	***	***	*	**	* ↑	**	**	***	* ↑	**	**	**

- 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

												
Country	AT	NL	CZ	ES	PL	DE	PT	DK	EE	FR	IE	SE
Information, support and guidance	**	**	*	**	**	**	*	**	**	** ↑	**	**

- 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

												
Country	AT	NL	CZ	ES	PL	DE	PT	DK	EE	FR	IE	SE
Validation of skills, competences and qualifications and recognition	** ↑	** ↑	**	*	* ↑	* ↑	**	***	**	**	**	**

- 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.

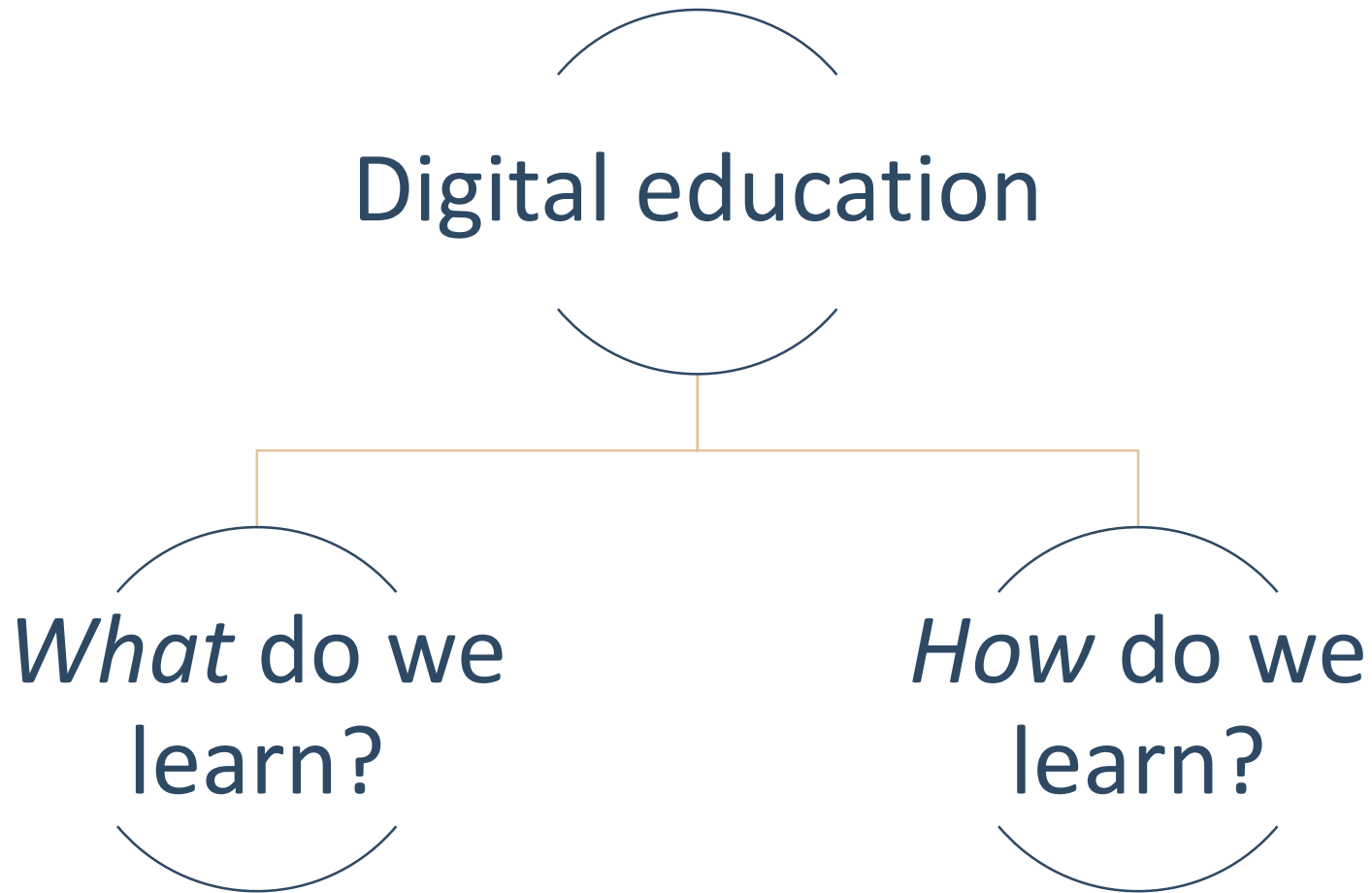
Challenges and opportunities ahead (1/2)

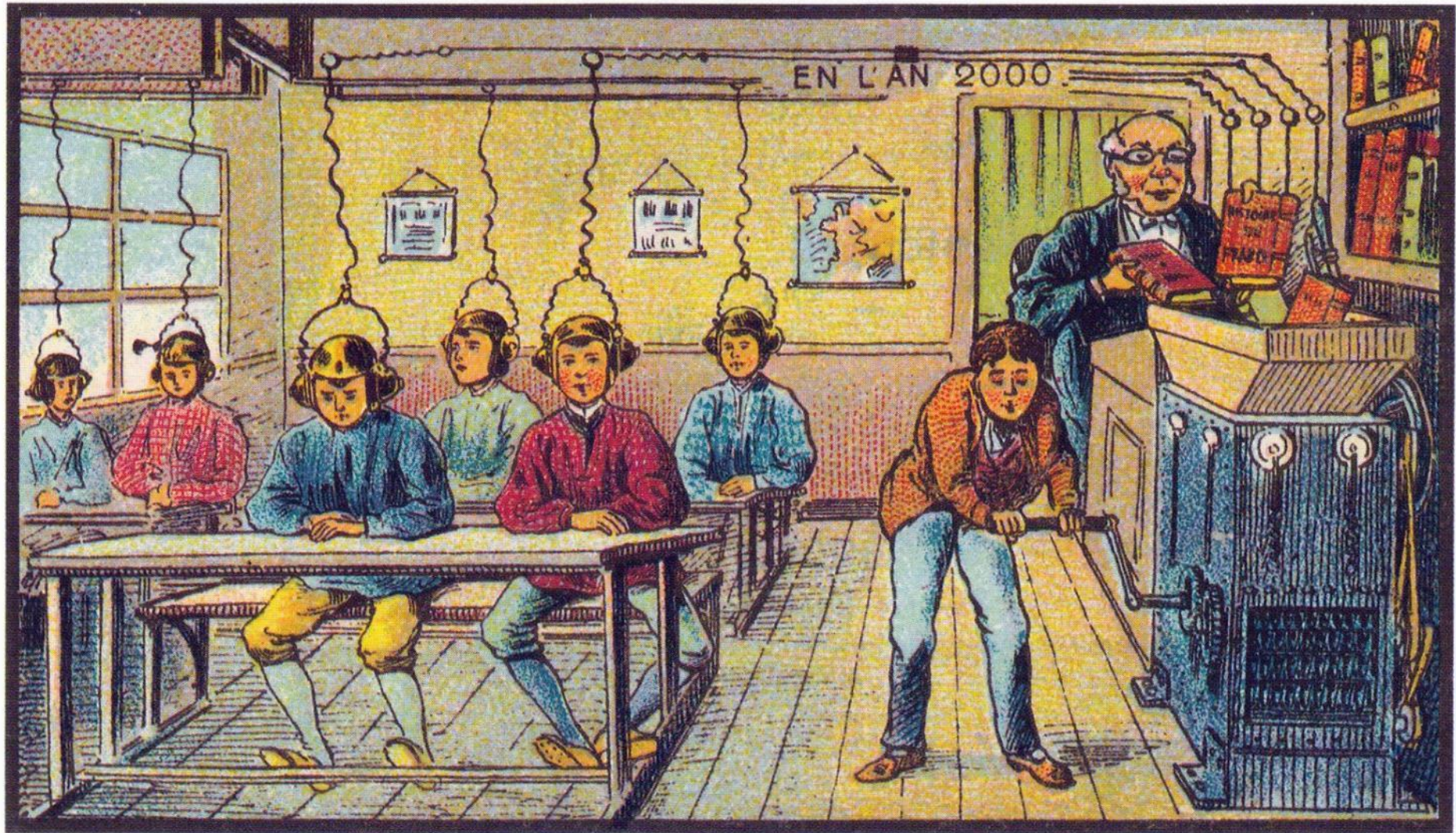
Changing labour markets driven by innovation and digitalisation

- 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





At School

Picture: https://commons.wikimedia.org/wiki/File:France_in_XXI_Century_School.jpg

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

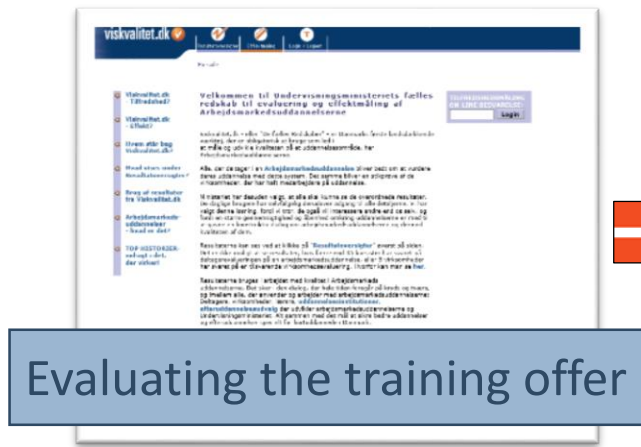
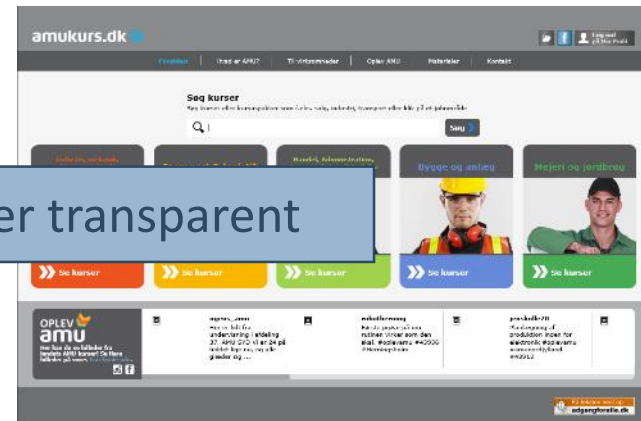
- Most social partners are very satisfied with the quality of employee training
- Social partners need to ensure the relevance of training
- The connection between existing (initial) VET and university offers and employee training should be improved for a more efficient provision of training
- Existing institutional connections should be used to this end

New digital tools

Quality, transparency and efficiency



Making the training offer transparent



Evaluating the training offer

Sources: <http://www.catalogo.anqep.gov.pt/Qualificacoes>, <https://amukurs.dk/>, <https://www.arbeitsagentur.de/myskills>, <https://www.viskvalitet.dk/uvn/web/pages.WebFrontpage>

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



*Functional
equivalents*

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

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