



Provision of and Access to Training to Support Innovation: The role of social partners and Collective Bargaining



Research:
state of play
December 2020



Provision of and access to training

Facts & figures/1

Adult participation in learning, 2010 and 2019

TIME	2010	2019
GEO		
European Union - 28 countries (2013-2020)	9,3	11,3
European Union - 15 countries (1995-2004)	10,7	13
Euro area - 19 countries (from 2015)	8,1	11,6
Belgium	7,4	8,2
Bulgaria	1,6	2
Denmark	32,7	25,3
Germany (until 1990 former territory of the FRG)	7,8	b
Estonia	11	20,2
Ireland	7,1	12,6
Greece	3,3	3,9
Spain	11,2	10,6
France	5	19,5
Croatia	3	3,5
Italy	6,2	8,1
Cyprus	8,1	5,9
Latvia	5,4	7,4
Lithuania	4,4	7
Luxembourg	13,5	19,1
Hungary	3	5,8
Malta	6,2	11,9
Netherlands	17	19,5
Austria	13,8	14,7
Poland	5,2	b
Portugal	5,7	10,5
Romania	1,4	b
Slovenia	16,4	11,2
Slovakia	3,1	3,6
Finland	23	29
Sweden	24,7	34,3
United Kingdom	20,1	14,8
Iceland	25,4	22,2
Norway	18,2	19,3
Switzerland	29,7	b

Eurostat (online data code: trng_lfse_01)

Provision of and access to training

Facts & figures/2

Enterprises that provided training to develop/upgrade ICT skills of their personnel (2019)

GEO/TIME	2019			
	All enterprises, without financial sector (10 persons employed or more))	Small enterprises (10-49 persons employed), without financial sector	Medium enterprises (50-249 persons employed), without financial sector	Large enterprises (250 persons employed or more), without financial sector
European Union - 27 countries (from 2020)	23	19	41	70
European Union - 28 countries (2013-2020)	24	19	42	70
Belgium	36	31	57	85
Bulgaria	10	8	16	40
Czechia	25	17	46	78
Denmark	31	25	49	79
Germany (until 1990 former territory of the FRG)	32	25	54	81
Estonia	17	13	33	62
Ireland	31	27	45	77
Greece	15	13	29	61
Spain	22	18	36	63
France	21	18	37	68
Croatia	23	18	41	62
Italy	19	17	36	61
Cyprus	31	27	47	65
Latvia	18	14	30	58
Lithuania	11	8	17	53
Luxembourg	27	22	45	68
Hungary	16	13	29	67
Malta	26	22	43	61
Netherlands	:	:	:	:
Austria	18	14	36	72
Poland	13	9	26	65
Portugal	28	25	:	71
Romania	6	5	10	30
Slovenia	28	23	46	81
Slovakia	18	12	34	63
Finland	37	31	59	88
Sweden	32	27	58	80
United Kingdom	29	24	52	73
Iceland	:	:	:	:
Norway	44	41	60	80

Provision of and access to training

Facts & figures/4

Reasons for enterprises not providing training - Enterprises not providing CVT, 2015

	Proportion of enterprises not providing CVT	Proportion of enterprises not providing CVT that cited selected reasons for not providing CVT								
		High costs of CVT courses	Focus on IVT rather than on CVT	Major CVT efforts made in recent years	Existing qualifications, skills and competences corresponded to the current needs of the enterprise	Lack of suitable CVT courses in the market	People recruited with the skills needed	Difficult to assess enterprise's training needs	High workload and limited / no time available for staff to participate in CVT	Other reasons
EU-27	29.5	29.0	24.7	13.0	81.2	12.9	53.4	15.0	31.7	17.1
Belgium	16.1	10.7	3.2	2.0	75.5	6.4	28.3	2.5	19.0	·
Bulgaria	57.8	42.7	21.7	9.5	81.2	21.5	82.8	15.0	39.5	6.7
Czechia	9.4	5.6	1.0	1.4	69.1	2.3	4.3	·	5.6	23.3
Denmark	13.4	22.0	44.0	4.5	73.9	19.5	65.3	38.1	41.9	16.4
Germany	22.7	23.3	47.1	13.9	87.7	12.2	53.2	23.3	32.4	21.8
Estonia	13.9	8.8	1.0	·	43.9	2.3	15.8	·	10.7	36.7
Ireland (¹)	22.6	14.8	7.0	3.5	78.6	9.3	51.3	10.3	27.3	15.1
Greece	78.3	28.8	16.4	2.7	65.7	13.8	55.5	9.2	42.2	12.6
Spain	14.0	38.3	4.2	22.0	84.4	31.2	61.4	20.3	47.7	33.4
France	21.1	48.3	58.3	33.5	88.5	21.0	63.4	36.8	72.6	19.0
Croatia	44.6	14.1	4.2	2.2	79.2	7.0	34.5	6.2	12.1	11.6
Italy	39.8	13.3	8.5	12.1	74.3	6.0	15.4	4.9	14.5	17.1
Cyprus	30.5	19.8	7.4	8.7	78.2	13.8	59.7	3.8	34.2	3.3
Latvia	0.1	·	·	·	·	·	·	·	·	100.0
Lithuania	38.4	63.7	15.8	12.2	87.4	26.1	85.2	45.5	40.3	6.6
Luxembourg	22.9	6.0	4.2	·	70.1	3.5	22.3	·	16.1	15.3
Hungary	56.2	30.6	14.2	5.0	85.2	13.4	63.5	10.5	22.7	16.9
Malta	38.4	20.7	6.9	3.8	79.9	8.2	60.9	11.5	39.6	15.0
Netherlands	15.0	14.1	5.9	2.2	73.1	4.4	53.5	3.1	9.5	33.3
Austria	11.9	32.0	12.2	1.6	88.2	10.8	50.0	10.9	44.0	19.2
Poland	55.3	33.7	38.3	16.1	85.2	11.4	70.4	12.1	24.9	17.7
Portugal	25.0	46.3	22.3	7.9	76.5	30.3	64.4	30.6	40.5	40.4
Romania	73.3	34.0	5.4	5.6	83.5	8.0	78.3	6.7	26.1	1.5
Slovenia	15.9	31.3	11.9	30.0	92.0	10.1	64.1	5.5	20.8	13.0
Slovakia	30.0	30.6	22.9	15.0	74.2	8.9	48.1	7.9	30.2	12.2
Finland	16.9	39.9	36.1	5.1	89.3	14.4	66.2	17.5	48.7	16.4
Sweden	6.9	·	·	·	·	·	·	·	·	·
United Kingdom	14.3	19.1	23.3	13.6	88.7	19.4	73.2	30.8	35.7	10.8
Norway	0.9	44.6	·	·	100.0	·	30.0	·	2.9	·
North Macedonia (¹)	38.1	26.8	8.6	2.8	47.2	10.2	28.1	7.7	20.4	17.9

Eurostat (online data code: trng_cvt_01n2 and trng_cvt_02s)

Provision of and access to training

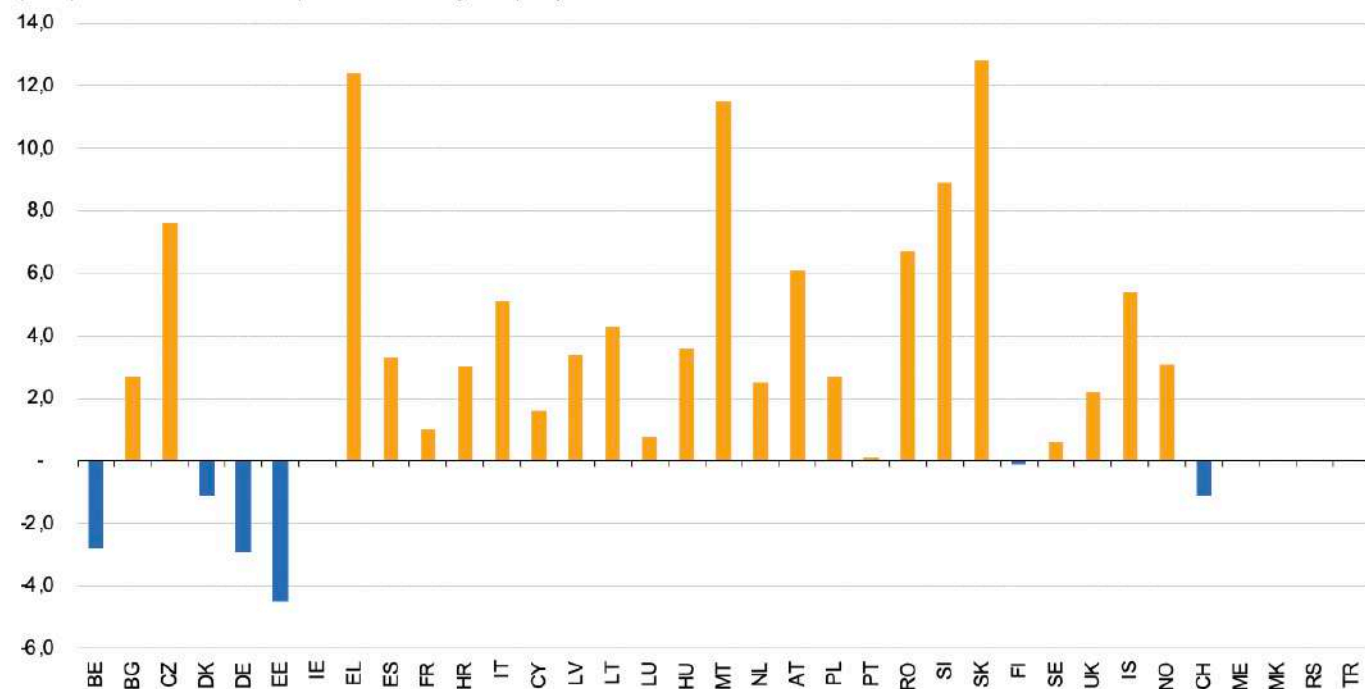
Facts & figures/focus vertical
skills mismatch

Over qualification rate (% of people aged 20-64 with tertiary education and working in ISCO 4-9) in 2019

EU28(2013-2020) = 21,9%

Whole economy

(over qualification rate - 2019 compare to 2008 - change in %point)



Eurostat (experimental statistics)



Skills imbalances
(European Union)

Provision of and access to training

Facts & figures/5

Participants in CVT courses by type of CVT agreement and size class
% of persons employed in all enterprises

TIME	2005	2010	2015	2005	2010	2015	2005	2010	2015
GEO	From 10 to 49 persons employed			From 50 to 249 persons employed			250 persons employed or more		
European Union - 28 countries (2013-2020)	5,6	9,8	10,7	15,8	15,2	16	33,3	31,9	33,1
Belgium	3,6	13,1	18,5	28,5	30,5	39,1	53,9	42,3	42,3
Bulgaria	1,5	2,2	2,9	3,8	8,1	6,6	15,4	30,3	16,1
Czechia	2,8	6,8	8,1 b	17	10,3	11,9 b	48,4	20	25,8 b
Denmark	12,4	20,8	3,6	18,3	23,7	8,6	32,5	30,2	26,2
Germany (until 1990 former territory of the FRG)	3,5	2,7	4,5	13,7	9,6	7,4	26,2	34,8	33,1
Estonia	4,5	2,5	2,1	12,1	5,7	4	22,9	9,8	11,2
Ireland	:	:	11,3	:	:	14,3	:	:	29,1
Greece	1	1,7	2	1,6	4,8	6,9	16,6	12	23,2
Spain	7,6	18	18,8	22,8	28,9	33,5	48,2	54	59,5
France	10,6	26,7	27,4	35,6	41,9	40,8	57,3	55,6	62,3
Croatia	:	2,9	1,8	:	3,2	3,5	:	9,9	8,8
Italy	4,2	6	8,8	11,7	12,7	19,1	39,8	40	46,3
Cyprus	4,7	12,1	3,3	13,8	22,8	13,2	33,2	48,3	21,4
Latvia	0,6	1	0,3	2	1,8	1,5	11,4	10,3	6,4
Lithuania	0,9	1,8	1,6	2,7	4,4	4,3	9,8	10,8	13,8
Luxembourg	17,2	14,3	14,5	37,3	23,1	41,3	67,4	46,9	67,6
Hungary	0,6	4,3	2,4	4,1	8	5	18,5	23,9	21
Malta	1,3	2,8	5	7	15,6	14,4	30,6	32,6	26,1
Netherlands	5,2	10,2	13	20,8	20,7	24,4	42,1	36,6	36,7
Austria	2,7	8,4	8,6	19,5	12,9	13,4	39,9	23,1	28,2
Poland	0,6	0,5	0,7	2,4	1,9	1,6	14,9	6,9	8
Portugal	3,5	6	3,7	10,2	10,5	8,9	30,3	12,7	29,9
Romania	2,1	1,3	1,1	5,2	3,7	3,9	18,9	15	11,4
Slovenia	2,2	8,9	9,1	4,6	18,2	17,7	20,6	33,2	34,9
Slovakia	6	4,4	9,1	15,3	7,7	15,4	46,7	15,4	22,5
Finland	5,6	6,5	10	21	12,5	19	43,3	26,7	31,6
Sweden	9,2 u	14,5	: bu	23,7 u	19	: bu	43,3 u	31,9	: bu
United Kingdom	8,5	9,5	12,2	11,4	8,1	15,3	21,4	16,1	20,1
Norway	19,1 u	27,8	25,7	32,2 u	32	30,3	31,5 u	39,6	47,7

Eurostat (online data code: TRNG_CVT_15S)

Provision of and access to training

Facts & figures/4

Providers of non-formal education and training activities, 2016
% share of all non-formal learning activities of adults aged 25–64

	Employer	Non-formal education & training institution	Formal education institution (%)	Commercial institution where education & training is not main activity (%)	Employers' organisation, chamber of commerce (%)	Non-commercial institution (e.g. library) (%)	Non-profit association (%)	Individual (%)	Trade union (%)	Other (%)
EU	33.8	19.3	7.8	9.6	4.5	3.7	7.2	5.8	1.2	5.1
Belgium	33.9	11.3	11.0	12.8	1.7	5.6	9.2	4.4	0.8	...
Bulgaria	63.5	17.5	3.2	3.6	4.2	3.9	...	2.3	1.7	...
Czechia	32.0	35.4	6.7	6.3	1.9	2.8	1.2	12.5	...	0.7
Denmark	32.0	15.5	17.6	8.6	2.0	2.9	3.3	1.3	4.2	11.1
Germany	39.7	14.3	3.3	13.6	8.4	0.9	5.4	10.1	1.7	1.1
Estonia	31.9	24.4	11.7	6.1	...	2.7	10.4	1.3	7.4	2.9
Ireland	33.9	14.2	11.6	12.6	7.4	3.1	2.5	7.6	...	5.1
Greece	17.0	17.9	13.1	4.2	4.9	...	6.9	19.1	...	12.0
Spain	27.2	14.2	16.2	3.7	4.2	7.6	6.2	3.8	2.8	11.3
France	29.2	23.0	2.9	6.7	1.3	3.8	17.1	6.5	0.8	7.1
Croatia	30.8	20.3	12.4	9.6	10.5	5.9	4.5	3.5	...	2.2
Italy	32.8	17.8	12.0	9.2	7.5	5.9	3.2	3.2	0.6	7.8
Cyprus	29.4	14.2	5.2	12.8	...	22.6	4.7	6.2	4.5	...
Latvia	34.7	22.9	6.1	11.8	3.6	3.4	1.5	2.4	...	2.4
Lithuania	12.6	24.3	20.1	8.2	15.2	3.0	1.7	8.6	...	3.7
Luxembourg	28.4	22.0	12.5	6.0	3.7	3.2	5.5	3.1	...	13.5
Hungary	57.9	13.0	4.1	3.8	7.7	1.8	3.3	3.3	...	1.0
Malta	34.6	15.8	16.3	10.2	2.0	3.3	4.5	3.8	...	7.9
Netherlands	35.7	21.5	3.8	14.9	1.1	4.3	6.3	6.7	...	...
Austria	28.5	25.9	10.4	10.2	5.2	3.8	7.9	4.7	1.1	2.4
Poland	23.2	48.7	8.6	8.0	1.4	1.1	2.0	2.4	...	3.6
Portugal	39.6	21.3	7.4	11.0	3.2	3.1	4.1	2.0	0.5	7.2
Romania	45.5	28.6	5.0	8.6	...	...	...	4.3	...	3.9
Slovenia	14.8	36.7	13.7	7.2	4.5	3.9	8.3	0.9	...	8.9
Slovakia	48.8	16.5	8.5	12.4	3.1	2.0	1.2	3.6	...	3.1
Finland	39.2	9.1	23.1	3.1	1.1	1.4	12.3	1.8	3.1	5.4
Sweden	32.9	5.1	9.8	22.1	3.3	1.6	2.0	6.1	...	11.2
United Kingdom	46.9	5.8	6.2	7.8	2.6	1.2	3.4	8.0	...	14.5
Norway	34.7	12.2	7.7	10.3	5.4	...	2.4	2.9	2.6	9.7
Switzerland	30.4	18.7	6.8	7.1	4.8	2.3	5.1	7.7	0.9	15.1
North Macedonia	24.5	30.7	16.4	4.8	9.0	5.9	2.6	...	...	4.4
Albania	37.7	17.3	10.7	...	...	...	...	5.0	...	4.0
Serbia	51.5	14.5	9.6	3.6	5.8	3.3	3.3	3.1	...	4.4
Turkey	45.2	24.8	8.3	6.8	2.1	4.4	3.9	2.8	...	1.4
Bosnia and Herzegovina	27.1	29.2	18.1	5.7	3.8	3.1	3.2	...	...	5.9

Eurostat (online data code:trng_aes_170)

The social partners define and manage the training system	Austria Denmark Germany	Iceland Italy Netherlands
The social partners contribute to the definition of the training system	Belgium Finland France ¹⁴ Luxembourg	Norway Poland Slovenia Switzerland
The social partners have a consulting role	Czech Republic Estonia Greece Ireland Latvia	Lithuania Portugal Slovak Republic Spain Sweden ¹⁵
Other	Hungary	United Kingdom

OECD Policy Questionnaire: Towards resilient and inclusive collective bargaining systems (OECD, 2016, 2018), and OECD Policy Questionnaire: Readiness of Adult Learning Systems to Address Changing Skills Needs (2018).

European social partner involvement in governance of education and training systems

OECD Employment Outlook, 2019	Country			
1) Trade unions and / or employers finance some ad hoc training initiatives	Australia	Estonia	Latvia	United Kingdom
	Chile	Finland	Norway	United States
	Czech Republic			
2) Employers pay a compulsory training levy to a government fund	Canada (QB)	Korea	Spain	
	Ireland	Poland		
3) Social partners are in charge of managing training funds *	Austria	France	Iceland	Netherlands
	Belgium	Germany	Italy	Sweden
	Denmark	Greece	Luxembourg	Switzerland

* At least in several sectors. Depending on countries, funds can be compulsory or voluntary, and they can be mandated by law or agreed upon through collective bargaining

How much are social partners' involved in training programmes in OECD countries?

Preliminary overview of the
selected best practices at
(country/sectoral/enterprise
level)

Joint priorities and stakeholders' cooperation in adult learning strategies

Estonia	<p>Some processes for developing adult learning strategies build on earlier cooperation between stakeholders. In 2013/2014, the Estonian Ministry of Education and Research, the Estonian Education Forum and the Estonian Cooperation Assembly (including representatives from trade unions, employer organisations and civil society) developed the Estonian lifelong learning strategy. The involved stakeholders had cooperated previously in the development of the Estonian education strategy 2012-2020.</p> <p>All the stakeholders and social partners were actively involved in the development of the new lifelong learning strategies and the work continues on sectorial and horizontal programmes. In addition to the work on strategy, the following specific initiative was launched in 2013 aiming at promoting partnerships with stakeholders, civil society, and social partners in general education.</p>
Netherlands	<p>In the Netherlands, employer organisations and trade unions jointly develop sector plans (sectorplannen). Some involve additional stakeholders such as education providers and local authorities. The plans set out measures that aim to improve the functioning of the labour market in the short and medium term.</p> <p>Since 2013, sector plans have been part of a Social Agreement, which aims to make the Dutch labour market resilient to the challenges of the future.</p>
Portugal	<p>In order to meet the great challenges of professional training and adult qualification, social partners in cooperation with the central government are working together for updating and renovating the national qualification system, which has been created by the National Social Dialogue Committee. Trade unions and social partners in general terms are subject which are relevant for the update of the professional profiles (i.e. working in close cooperation with the National Agency of Qualification and Vocational Education and Training).</p> <p>The case of ANQEP shows that to establish a sustainable new institution, the process needs to be supported both by political actors and by stakeholders such as training providers, employers' associations and trade unions. It also needs a clear purpose and the means to tackle important societal challenges. The governance of ANQEP therefore involves a broad range of stakeholders, including business associations, trade unions, firms, public and private schools, apprenticeship providers, and representatives from other government bodies.</p>

Preliminary overview of the
selected best practices at
(country/sectoral/enterprise
level)

Collective agreements and adult learning

Denmark

In October 2017, the Danish Confederation of Trade Unions, the Confederation of Danish Employers and the Danish government concluded a tripartite agreement on adult and continuing training for the period 2018-2021. It includes a wide variety of initiatives and over 80 commitments, such as the creation of funds for employees to undertake training on their own initiative; awareness raising activities; courses to improve basic literacy and numeracy skills; skill recognition and improved training advice and guidance. The agreement was positively received by social partners and most political parties, leading to optimism about future tripartite agreements.

Italy

In 2016, after a long-standing dispute, the four-year collective agreement for the Italian metalworkers industry (CCNL Metalmeccanici) was renewed for the years 2016-2019. **Unions and employers agreed on a new right to training**, in exchange for a limited wage increase. On top of the already existing right for employees to request up to 150 hours of training per person over three years, employers now have to provide a training budget of up to EUR 300 per employee and 24 (additional) hours of paid leave for vocational training. The new training rights only apply to permanent workers in companies covered by the agreement.

Sweden

Social partners' involvement in the Employment Security Councils - collective agreements on transition). **The Swedish Job Security Councils (JSCs) are one of the most notable examples where collective bargaining can complement public policies in enhancing labour market security and adaptability:** they provide support and guidance to displaced workers, even before displacement occurs, as well as access to training and reskilling opportunities in the case of plant closures and mass layoffs.

Preliminary overview of the
selected best practices at
(country/sectoral/enterprise
level)

Foster awareness and a positive learning culture

**United
Kingdom**

Unionlearn supports trade unions to help workers acquire skills and qualifications to improve their employability. One of its key activities is the training of Union Learning Representatives (ULRs), who encourage the take-up of learning in the workplace, help workers identify training needs and arrange learning opportunities within their companies. Since its inception in 2006, Unionlearn has trained more than 40 000 ULRs. It provides learning opportunities to about 250 000 workers per year, including disproportionately high numbers of workers with no or low qualifications (Stuart et al., 2016). Unionlearn also manages Union Learning Fund (ULF) projects that are run by individual unions to promote the take-up of learning and skills in the workplace and government provides funding for both the ULF and Unionlearn.

**Spain
[company
level]**

Ematsa has established an innovation committee in the company and this community meets on a regular basis (usually every month). The committee discuss all the ideas provided by its members. These ideas come from benchmarking, from technological surveillance, and also from conversations and inputs that other members of the staff which are shared every day. Apart from that, **EMATSA launched an initiative which foresees meetings every two, three months in which every single contribution from the workers of the company are brought.** EMATSA is committed to well communicate the company innovation vision and strategy and to engage employees in supporting the innovation process. As for the company representative interviewed *“it is a concrete example of human capital involvement in a company, workers engagement for the innovation process. We think that we don't want only working people. We want thinking people”*.

Preliminary overview of the
selected best practices at
(country/sectoral/enterprise
level)

Employer levies to finance adult learning

Italy

Some levy-grant schemes are managed in social partner collaboration, such as the **intersectoral training funds** (fondi interprofessionali) in Italy. These funds are financed through employer contributions, equal to 0.3% of the wage bill, which covers the costs of local, sectoral, company and individual training plans. Since the early 2000s, employers' organisations and trade unions can decide to set up joint funds that manage the spending of training levies in the industrial, agricultural, services or artisanal production sector. Employers who want to run training projects must apply to the relevant training fund, where a technical team evaluates the application, including whether it takes into consideration the priorities established by the fund. Nowadays, the funds play a major role in the national continuing training system, and it has become possible to use the funds for fixed-term and temporary workers as well as apprentices.

Preliminary overview of the
selected best practices at
(country/sectoral/enterprise
level)

Training provision: evaluation and quality assurance / 1

Sweden

In some countries, social partners have a role in agencies that ensure the quality of (parts of) the adult learning system: **the Swedish National Agency for Higher Vocational Education (Myndigheten för yrkeshögskolan) ensures the quality of higher vocational education programmes.** Both trade unions and employers are represented on the agency's advisory council for labour market issues. The role of the advisory council includes the inspections of providers and programmes, including work-based training elements. The inspections entail observational visits, interviews with students, tutors, teachers and head coordinators. Based on the inspection, as well as an assessments of labour market needs, the council advises the National Agency about which training programmes should receive state grants and be included in the higher vocational education offer.

Denmark

Social partners in Denmark are involved in the 11 continuing training and education committees, which monitor adult vocational training in different sectors of the labour market. One of the key inputs to the monitoring of programmes and providers is information produced through the system Vis Kvalitet. This system collects data from each participant about their satisfaction with the training via a questionnaire, as well as data from a sample of companies whose employees have attended training. Results are used by the committees to identify quality issues and develop remedial action.

Preliminary overview of the
selected best practices at
(country/sectoral/enterprise
level)

Training provision: evaluation and quality assurance/2

Belgium

Social partners can also be involved in the certification of adult learning providers: Flanders (Belgium) **have recently introduced changes to their accreditation system to guarantee that training corresponds to labour market needs**. From September 2019, there are three accreditation streams for adult learning programmes that benefit from government incentives: i) automatic accreditation for certain (often more general or formal) training programmes, such as the ones provided through adult education centres and higher education institutions; ii) accreditation through social partners (Paritaire Comités) for training organised at the sector level; and iii) accreditation by the Flemish accreditation commission (Vlaamse erkenningscommissie) for all other training. The accreditation commission consists of social partners.

Germany

Many countries have complex multi-level quality assurance systems, which are supported by social partners. In Germany, **certification of trainings in the context of active labour market policies is conducted by certifying bodies** (Zertifizierungsstelle). One of the better-known certifying bodies, CERTQUA, is run by the leading German employer organisations (German Economic Institute, 2018). Certifying bodies, in turn, need to be accredited by the German Federal Public Employment Agency (Bundesagentur für Arbeit). An advisory council supports the agency in this work. Trade unions and employer organisations are part of the council. This system does not cover other subsystems of the adult learning system.

Spain [company level]

The company is involved in providing an assessment of the efficacy of the results of the workplace training also engaging workers and asking for their opinions and self-evaluation ("**double side evaluation**"). All the figures about the training provided are made available in the company social responsibility report.

Thank you!



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