

Inclusive adult learning and industrial relations - Impact of digital and green transitions on the skills and the workplace learning

ReferNet 2023 Partnership forum
Virtual event, May 25 2023

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INDUSTRIAL RELATIONS AND SOCIAL DIALOGUE TO KICK-IN INCLUSIVE ADULT LEARNING

Duration: 1.9.2022 – 31.8.2023, led by CEPS, Centre for European Policy Studies, Brussels

Aims of the project:

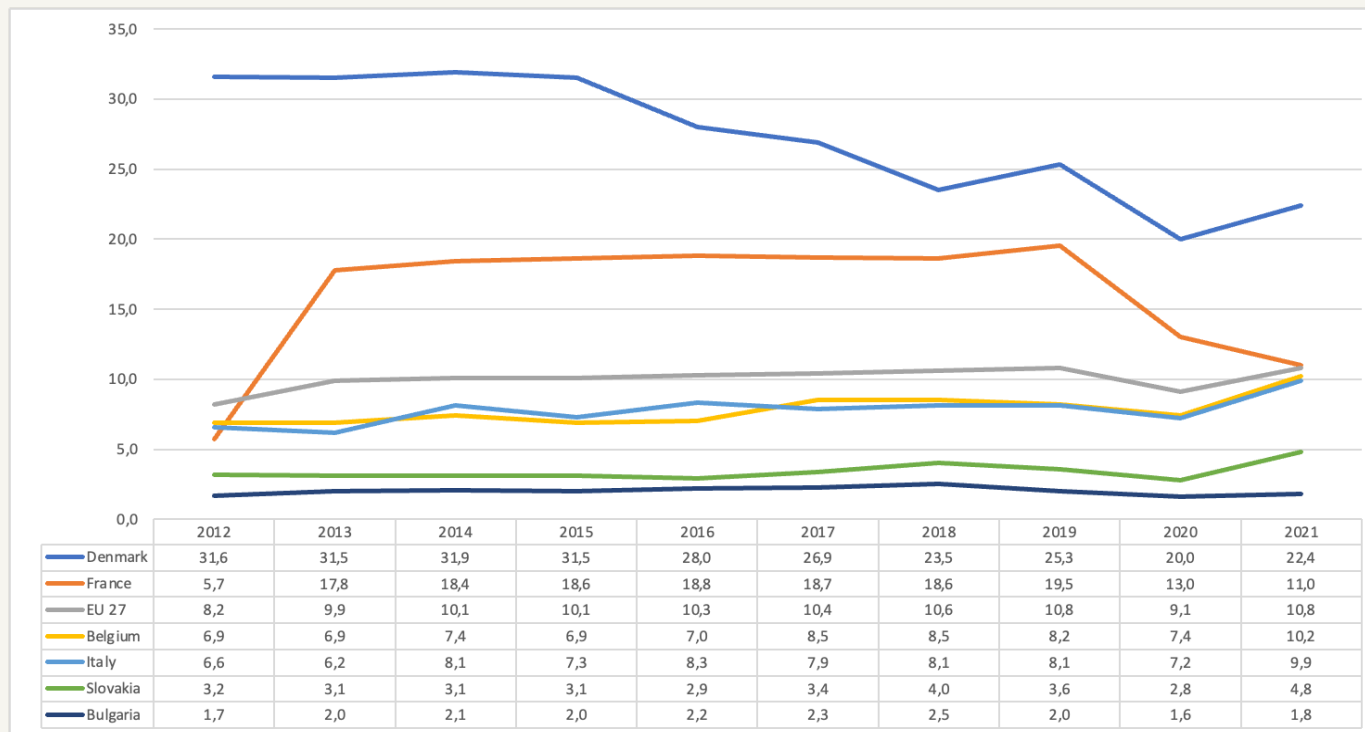
- How industrial relations and social dialogue can drive progress in adult learning in the EU?
- How can be supported the universal right to adult learning to ensure that all workers can exercise this right through access to quality learning opportunities during the green and digital transition?
- **Provide comparative knowledge on how industrial relations and social dialogue contribute to adult learning, identifying key mechanisms, tools and success factors to promote inclusive and quality adult learning.**

Six countries: **Belgium, Bulgaria, Denmark, France, Italy, Slovakia**

Promoting higher, more effective and **inclusive investment in training and upskilling.**

- National cases studies
 - Analysis at European level (EU level and across EU27).
- Research activities:
- Desk research
 - Quantitative analysis on existing datasets
 - **Qualitative analysis on primary data collected through interviews, roundtables and workshops.**

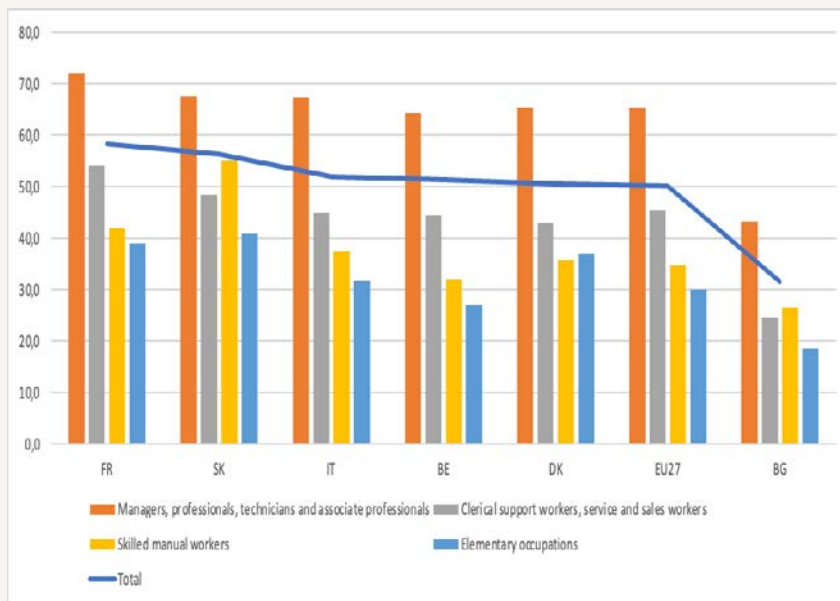
Participation in LLL (non-formal learning) Slovakia LFS, at least 1 activity in past 4 weeks, Eurostat



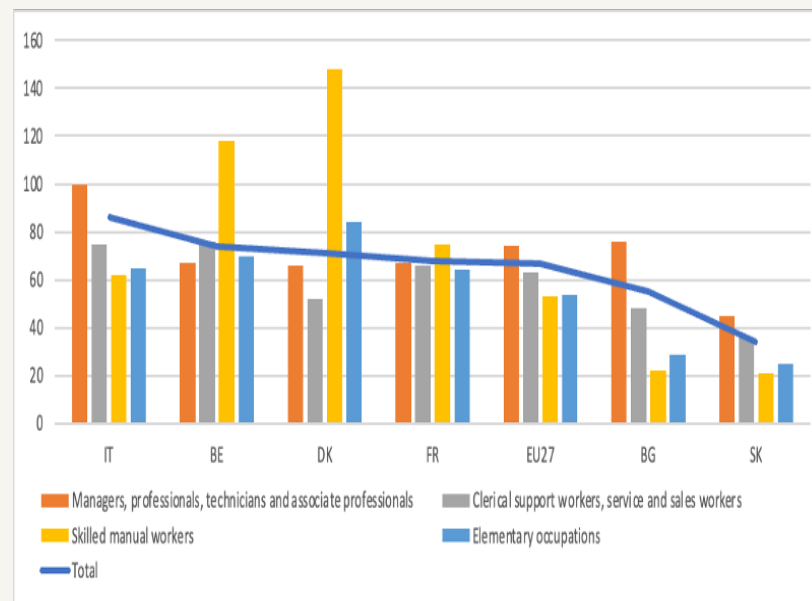
LLL/AL SYSTEMS

“adult education is embedded in characteristic regimes of economic and social institutions, ...a systematic and emerging political economy of adult learning systems (Ioannidu& Desjardins 2020)

Participation in LLL non-formal learning Slovakia AES 2016, at least 1 activity in past 12 months, Eurostat [25_64]



Participation rate in education and training by occupation [trng_aes_104]

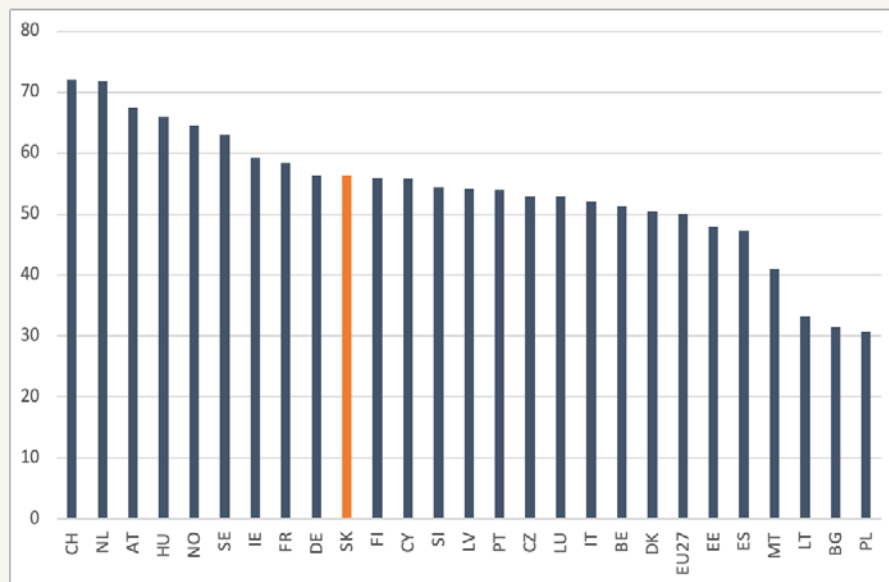


Mean instruction hours spent by participant in education and training by occupation [trng_aes_150]

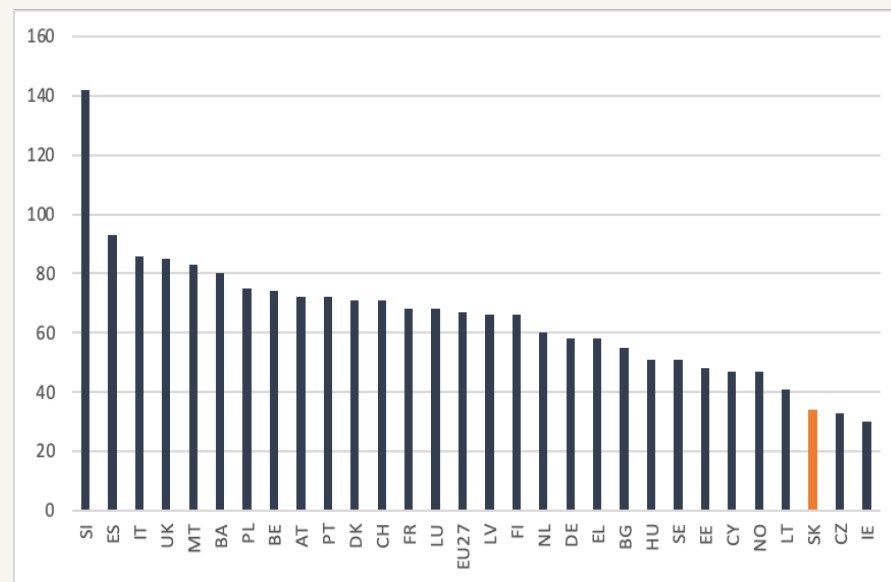
Relevance for skills: most AL (including VET) takes place and is shaped by the workplaces, and CRUCIAL PART INFORMALLY, informal learning can be a mitigator and driver of individual motivation, overcoming dispositional barriers, opening learning pathways, ↔ inclusion and equity in AL for UPSKILLIN and RESKILLING

Participation in LLL Slovakia

Participation in LLL (non-formal learning) Slovakia AES 2016, at least 1 activity in past 12 months, Eurostat



Source: Eurostat, [trng_aes_100]



Source: Eurostat, [trng_aes_151]

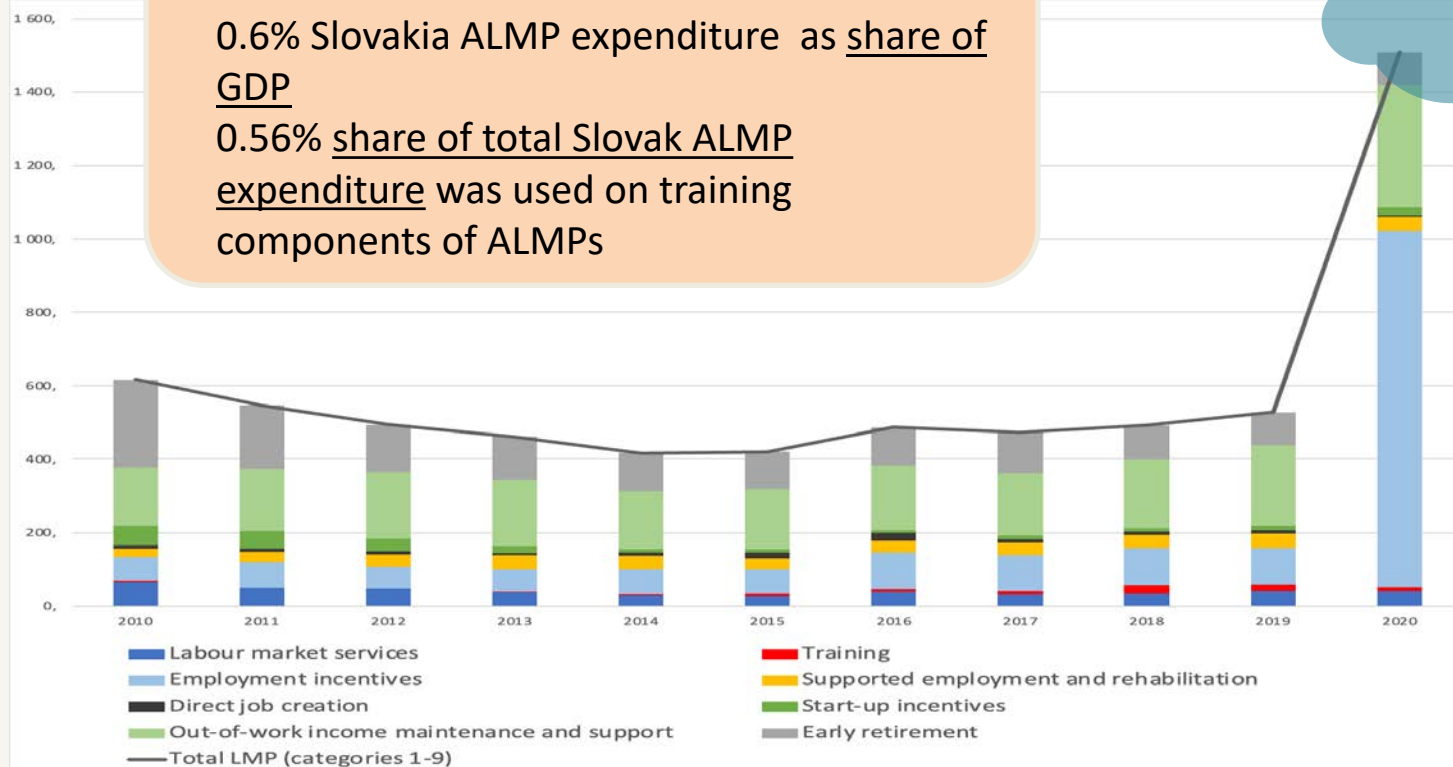
Structure of expenditures on ALMPs in Slovakia

[million EUR], source Eurostat, [Imp_expme\$sk]

2020

0.6% Slovakia ALMP expenditure as share of GDP

0.56% share of total Slovak ALMP expenditure was used on training components of ALMPs



High share of routine tasks jobs

Publicly funded non formal adult learning mainly ALMPs (ESFs)

National report: methodology

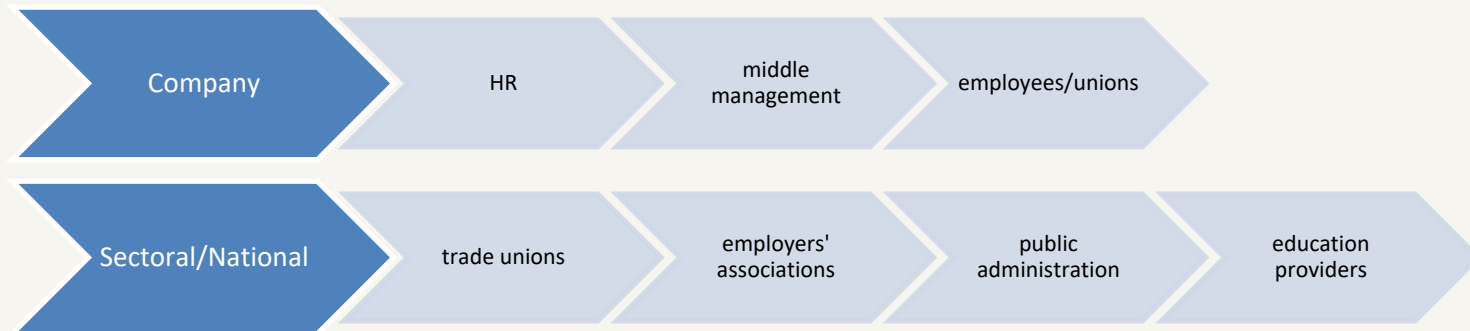
Semi-structured interviews

company and sectoral level with representatives

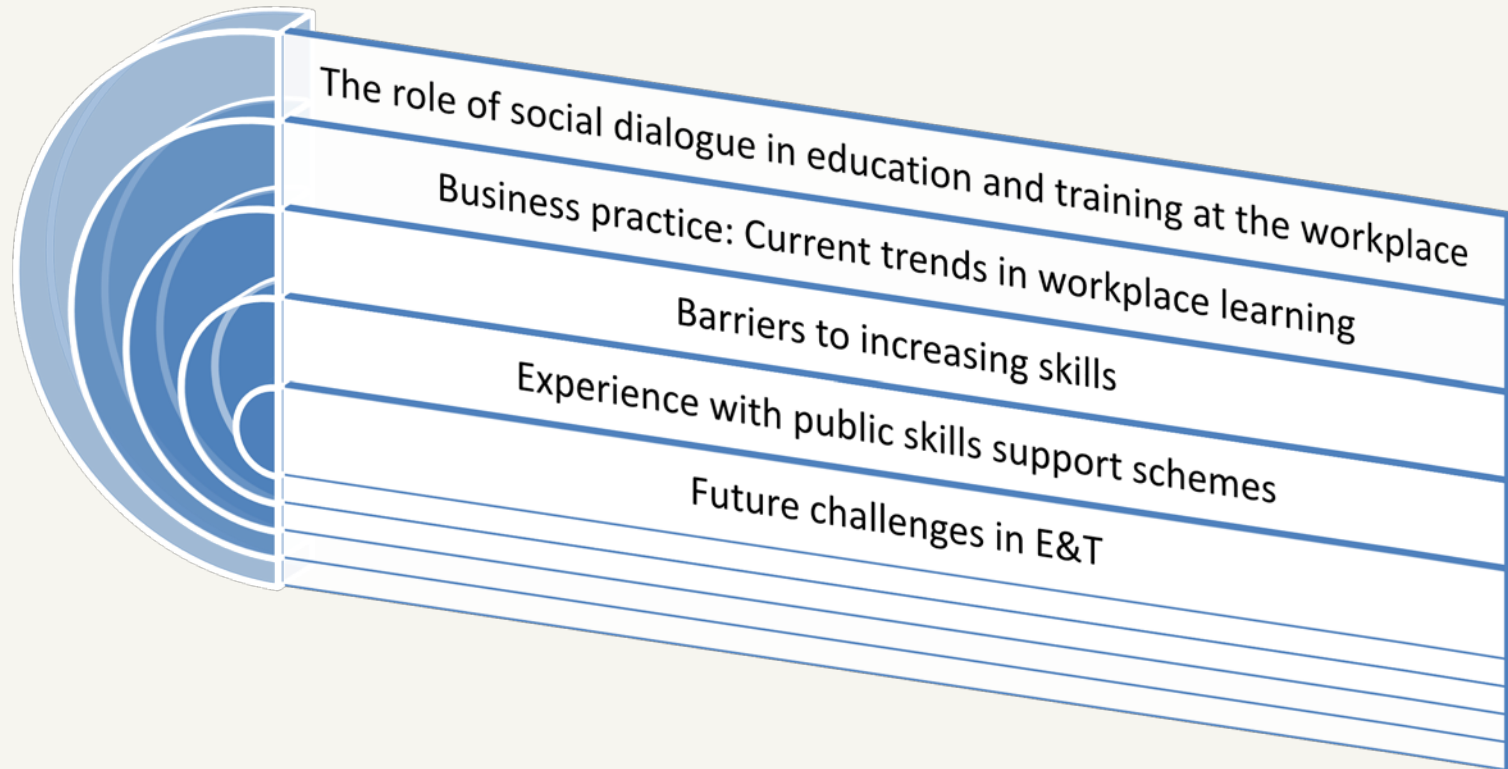
Focusing on the automotive sector as a sector significantly affected by the digital and green transformation

Case study at the firm level - 3 larger firms in the automotive sector, 1 in-depth study, supplier firm in the automotive sector, fully automated and digitized manufacturing

Outputs: National report and summary of recommendations for policy-makers (policy brief)



Areas covered: Automotive industry Slovakia



The role of social dialogue in AL in Slovakia

Limited position of trade unions in raising topics related to workplace education at all levels

The need to build expert and personnel capacities in the field of adult learning on the part of trade unions

Emphasis on working conditions in the context of increasing pressures on upskilling and reskilling

*"If we trade unions do not participate in it [education for digital transformation], we will be at a great disadvantage, and if we come to our senses, it may be at a time when it all bypasses us. Already at this stage, we should point at the problems".
(trade union representative at the national level)*

Business practice: Current trends in workplace learning

Using combined forms of online education vs. face-to-face (e-learning, peer-support, assignment of instructors)

Internal provision of training may prevail

Training budgets were limited due to the crisis (energy prices)

Certain elements of increasing the role of employees in defining needs in education

Open education/retraining paths for all levels of workers:

- Weak barriers on the part of the employer
- The field or level of education achieved NOT A BARRIER FOR THE EMPLOYER

OPEN PATHS FOR CAREER
ADVANCEMENT

Business practice: Current trends in workplace learning

Increasing emphasis on social skills and teamwork

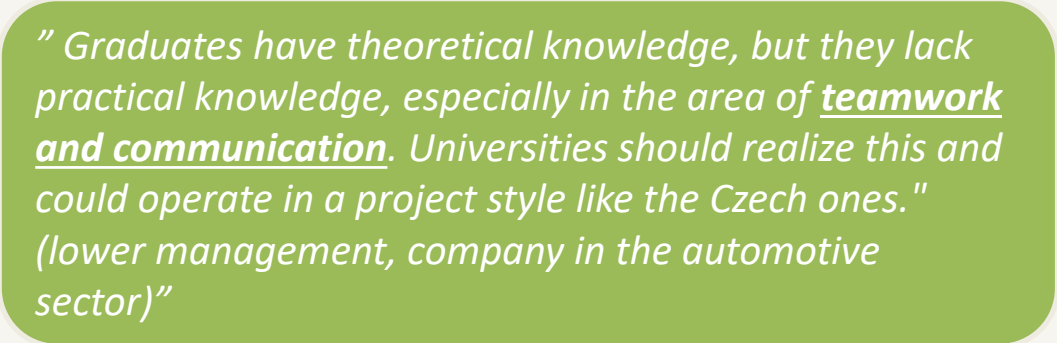
In the automotive sector, there is a significant share of R&D workers, (including digital and green transformation)

Dual, support and involvement of companies - the problem of lack of interest of DV graduates to stay in employment

Development of cooperation with secondary schools, universities in the form of DV, writing final theses, etc.



SOCIAL
SKILLS/
TEAM WORK



" Graduates have theoretical knowledge, but they lack practical knowledge, especially in the area of teamwork and communication. Universities should realize this and could operate in a project style like the Czech ones." (lower management, company in the automotive sector)"

Business practice: Current trends in workplace learning

The topic of integration of educational programs with flexible working conditions (teleworking)

Flexible working conditions and working from home: COVID catalyzed the transition to a new standard

Current: working from home may be beyond the optimal share from the perspective of employees (restrictions due to energy prices, disruption of office space)

The problem of limited socialization - new trends: **loneliness, isolation, well being**

NOT ENOUGH
time in the
office/within
team?

MENTAL HEALTH/WELL BEING
SOCIAL AND EMOTIONAL SKILLS
LIFE SKILLS

Business practice: BARRIERS IN UPSKILLING

Diversity of needs across employee groups

Low level of motivation on the part of employees to improve their skills

The reasons for low motivation can be related to external and diverse factors

Mental health: a new and important factor in changing the nature of the work of middle managers: work with expensive automatic machines/robots:

- mentally demanding → reduces interest in the qualification process in education

The impact of the pandemic on the form of education

Weak general technical skills (limits the potential for internal employee mobility to technical positions)

**Mental distress
associated with
digitisation of
the work
environment**

"The employees are mainly worried about the robots, because the robot has to go precisely. As we move forward with the programs, some [employees] have trouble learning how to control it. (middle management, company)"

Business practice: Future challenges for workplace learning

The need to adapt management strategies and forms of education to policies for reconciling work and family life (teleworking, flexible working hours)

The need to address the mental strain and stress in the workplace caused by greater use of digital technologies

The need to adapt forms of education to different cohorts of workers according to age and skills

The increasing number of foreign workers may have an impact on forms of education

The need to create a culture in the company set to motivate learning



**LEARNING
ORGANISATION**



**DIFFERENT COHORTS
MULTICULTURAL SKILLS
MENTAL DISTRESS
↔ WORKING WITH DIGITAL
TECHNOLOGIES**

Business practice: EXPERIENCE WITH PUBLICLY FUNDED SCHEMES

Low uptake of ALMP schemes and other programs to support skills development

Lack of information about the specifics of the implementation frameworks of public schemes, programs and their changes over time, large administrative burden

Lack of information and low uptake of public education schemes other than dual education

Regional actors can have a positive impact (e.g. Active role of regional self governing body in networking of companies and schools involved in dual education)



OUR upcoming Events ↔

European Year of SKILLS

June 6th 2023, Bratislava

LIFE SKILLS – conference, SIOV

TBD half day 19-22 June 2023 ONLINE

I SKILL EU LEVEL Roundtable discussion organised by CEPS

September 2023, Slovakia

I SKILL Final national workshop

Institute for Forecasting CSPA SAS in cooperation with SIOV Slovakia (State Institute for Vocational Education)

Validation of results

Discussion on the policy recommendations with focus on SKILLS and equity for upskilling and reskilling

October 13, 2023 (Friday) BRUSSELS

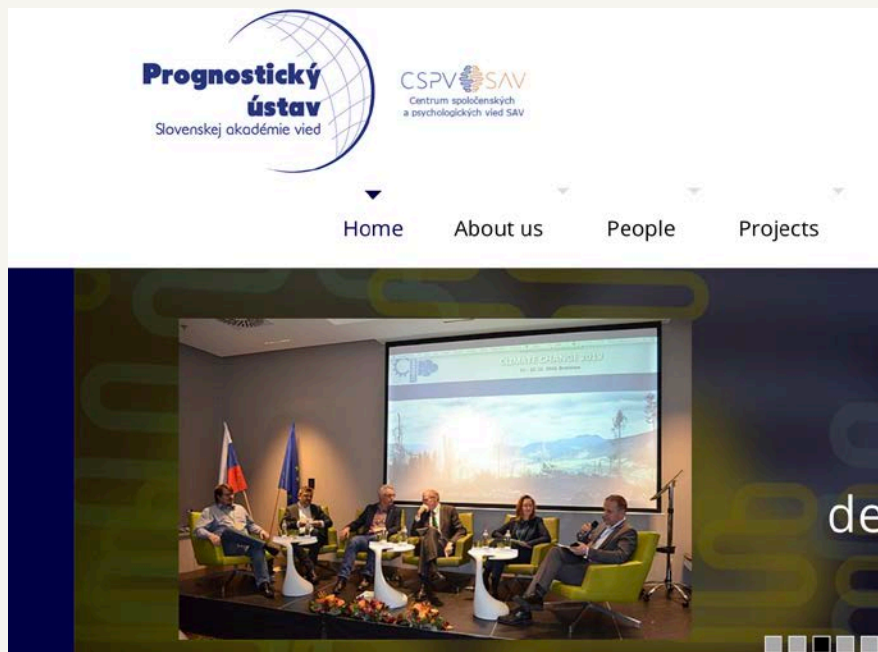
FINAL CONFERENCE of the project I SKILL



THANK YOU!

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<https://www.prog.sav.sk/en/iskill-industrial-relations-and-social-dialogue-to-kick-in-inclusive-adult-learning/>



ISKILL: INDUSTRIAL RELATIONS AND SOCIAL DIALOGUE TO KICK-IN INCLUSIVE ADULT LEARNING

Basic information	Organisation SAS Institute for Forecasting, CSPS SAS, v. v. i.
Project description	Acronym ISKILL
Objectives	Project number VS/2021/0208
Methodology	Project leader: Ivana Studená
Project partners	Duration
Project activities	