

Supporting Anticipation of Change and Development SACADOS



DGB

Trade Union strategies for the development of employees skills at the workplace

1. Situation in Germany

2. Developing workplace learning

3. New Skills Agenda: Improving training opportunities for workers in Europe (ETUC position)

4. Toolkit for trade unions

5. Action plan ETUC



1. Current situation in Germany

- “ No systematic regulation:
- “ There are no standardized and binding legal or collective agreements for how to define, organize, finance and certify continuing vocational education and training.

- “ Firm classification:
 - Further education and training for unemployed people
 - Individual further education and training
 - Corporate training and continuing education

1. Background

- Participation is regressive and depends on the qualification or the professional status of the employee.
- Only one third of employees find suitable qualification and training possibilities.
- Employees under 34 in particular receive qualification, development and career advancement possibilities
- The larger the company the higher the training prospects. And: the existence of an in-house special interest group promotes further education and training and personnel development.

1. Union demands



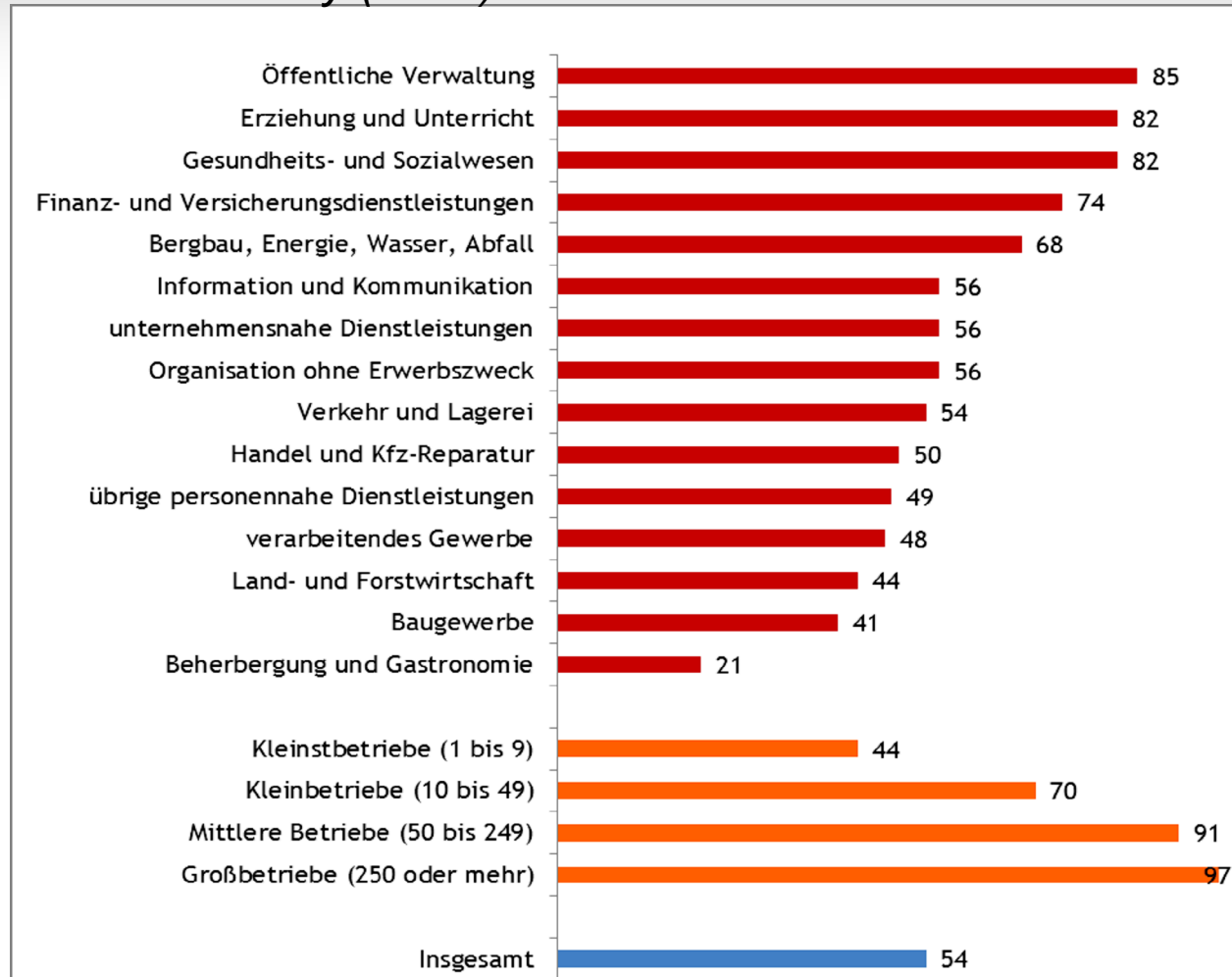
- Continuing vocational education and training must be **part of the company culture**.
- Professional development as **workplace-based qualification** is in principle financed by the companies.
- Learning in the company is **working closely** and may be closely related to the particular **work situation**, to include previous experience of the best employees and avoid threshold fears over unfamiliar learning situations.
- The training in the company is to improve and actively **shape the future of the workers and their councils**. These activities are already in the needs assessment, program development and review of the involvement of the measure.
- Collective agreements promote **participation, structuring and common responsibility**
- Open access and learning time requirements must be secured for all employee groups

1. Qualification agreements

Continuing vocational education and training has been increasingly regulated for several years by collective agreements, e.g.

- Public services
- Metal and electrical industry
- Chemical industry
- Print industry
- Insurance services
- Textiles
- Telecommunications

Companies with CVET/ branches and size of company classes in Germany (2014)



2. Developing workplace learning

ETUC Resolution: Supporting Workplace Learning to tackle unemployment in Europe (2013)

- Workplace learning is defined as activities to **promote learning and training and personal development** for workers in the workplace.
- It provides workers with an opportunity to **develop as active citizens**, to acquire and update their **knowledge, skills and competences** and to improve their employability. Equally it provides employers with skilled workers to boost competitiveness, develop innovation and increase productivity.
- Workplace learning is not to be confused with work-based learning, which is generally associated with apprenticeships for young people and dual systems of vocational training as part of the transition from school to the labour market. **Workplace learning is for those already in work** and contributes to ensuring that they remain so.
- Clearly, successful **workplace learning requires adequate funding**: from the employer; from governmental training funds at the regional or national levels; from funds managed by social partner organisation, mutually or separately; from the European Social Fund; or from a combination of these different sources

2. Building trade union support for workplace learning in Europe/2012

The logo for DGB (Deutscher Gewerkschaftsbund) is a red parallelogram with the letters 'DGB' in white, bold, sans-serif font.

Recommendations for future trade union work at the national level

- “ Continue to investigate ways in which trade unions support workplace learning;
- “ Engage in projects to improve trade union support for workplace learning;
- “ Raise awareness about the importance of collective bargaining as a tool to develop and establish better regulations about workplace learning, continuous training and lifelong learning
- “ Continue to raise awareness of the importance of workplace learning, with workers, employers and union leaders, and of the role that trade unions are playing to support it;
- “ Campaign to provide funding for workplace learning and also for trade unions so that they can continue to support workplace learning;
- “ Campaign to ensure that all workers, full-time and part-time, have access and financial support to participate in workplace learning;
- “ Train trade union representatives so that they have the knowledge and skills to support workplace learning



3. New Skills Agenda: Improving training opportunities for workers in Europe (ETUC position)

- “ The ETUC proposes a **Professional Skills Guarantee for low-skilled workers** and the unemployed, and a **right to training for all workers**, preferably guaranteed by collective agreements between trade unions and employers;
- “ A boost to paid **educational leave** to help workers launch a new phase of their career (not related to current job-specific needs) as enshrined in the UN International Labour Organisation’s Paid Educational Leave Convention - ratified by only 13 EU member states;
- “ Specific EU actions to push member states to **invest more in education, training and life-long learning**;
- “ Initiatives to promote quality apprenticeships;
- “ The **inclusion of part-time and temporary workers, and migrants and refugees**, in the Skills Agenda;
- “ The **involvement of trade union** representatives in the forward planning of employment and training, such as is common through co-decision in Germany, the negotiation of company training plans in France and the involvement of ~~the~~ trade union learning reps in the UK.

4. Implementing a European trade union strategy to support the development of workers' skills in manufacturing and beyond/2014 . 2016

The logo for DGB (Deutscher Gewerkschaftsbund) is displayed in white text on a red, parallelogram-shaped background.

This toolkit is for trade union representatives at the workplace, shop stewards, union learning representatives and works council members, so that they are better equipped to support the development of workplace learning. It will enable them to advise and support workers - union members and non-members alike - and enter into a dialogue and negotiate with employers on the subject of workplace learning.

What is in the toolkit?

This toolkit presents a 6-step approach to developing workplace learning

- “Step 1 - Preparing the ground for learning
- “Step 2 - Connecting to your trade union
- “Step 3 - Entering into a dialogue with workers
- “Step 4 - Turning workplace training needs and experiences into trade union demands
- “Step 5 - Entering into a dialogue with employers
- “Step 6 - Reconnecting with workers



4. Implementing a European trade union strategy to support the development of workers` skills in manufacturing and beyond/2014 . 2016

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How to use this toolkit?

“Provides a series of ideas, suggestions and easy-to-use templates for supporting trade union representatives in their discussions and negotiations with employers on the subject of developing workplace learning.

“Six steps provide for a strategic approach enabling trade union representatives to discuss and negotiate workplace learning with employers on an equal footing.

“Can be used as a stand-alone resource or as support for a training course. It will be more effective if it forms part of a broader trade union strategy to develop workplace learning.

“It forms part of a broader trade union strategy to develop workplace learning.

“The toolkit is available in Bulgarian, English, German, Italian, Romanian and Spanish at <https://www.unionlearn.org.uk/publications/developing-workplace-learning-toolkit-trade-unions>



5. Action plan ETUC 2016 - 2019

The logo of the DGB (Deutscher Gewerkschaftsbund) is located in the top right corner. It consists of a red parallelogram with the letters 'DGB' in white, bold, sans-serif font.

“**Investing in the human factor:** investment and quality in education and training (E&T), training and lifelong learning rights and access to quality E&T, setting a quality framework for apprenticeship, strengthening continuous vocational training (CVET) and workplace learning, and a trade union perspective for the Skills Agenda .

“**Develop specific strategies on investment in education and training,** in the framework of the project ~~improving~~ **improving social partners involvement in EU support for public investment in training and education**(2016 . 2017).

“Lobby employers and start **bilateral negotiations on Continuous Vocational Education and Training (CVET)**, as a follow up to a joint project on investment in CVET.

“Promoting the ETUC **quality framework for apprenticeship in the framework** of the implementation of the European Alliance for Apprenticeship (2016 . 2017); foresee discussions with employers on a possible European framework for apprenticeship as an outcome of the ETUC part on apprenticeship of the ongoing Integrated Project of the EU Social Dialogue 2014 . 2016.

“Strengthening training rights and access to training in the social pillar (2016 . 2017).

A magic is inherent in every beginning

DGB

