

Some trends and statistics on skills and life-long learning

The European Commission's recent [Employment and Social Developments in Europe 2018](#) shed light on some important aspects of skills and training. Their analysis showed that people with low levels of education and people working in low-skilled jobs are actually less likely to benefit from training (their graph below shows that a low-skilled worker has the odds around twice as low to have recently received life-long learning/training). Life-long training therefore benefits those the least who perhaps would need it the most, and this will likely deepen the divides in the labour market.

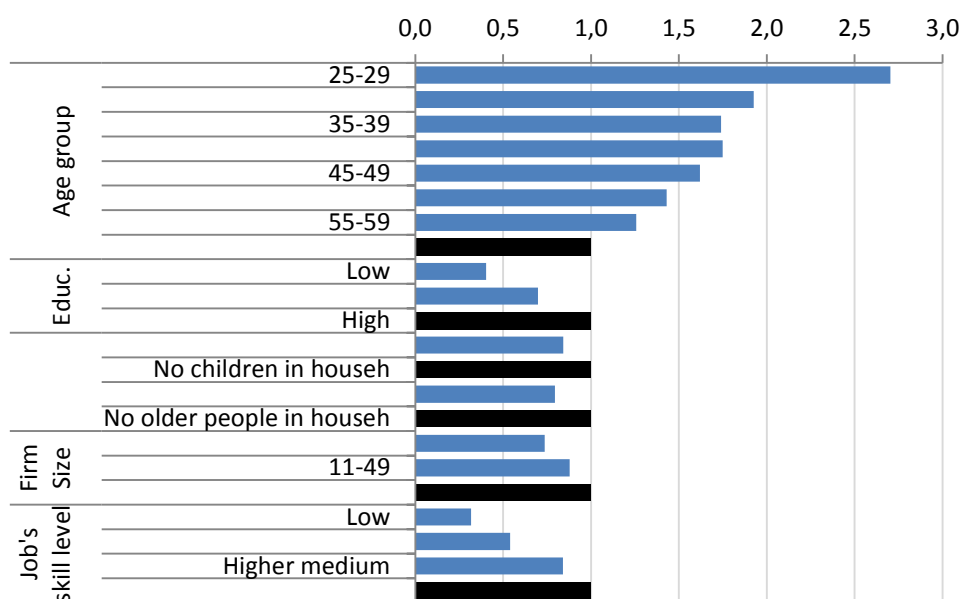


Figure 1 - Odds of recently having attended lifelong learning, 2016, page 99.

The Commission's analysis also showed that the proportion of those who attended education or training in the past 4 weeks has not really picked up either in the past few years, especially amongst the low-skilled workers (see figure below from the Commission).

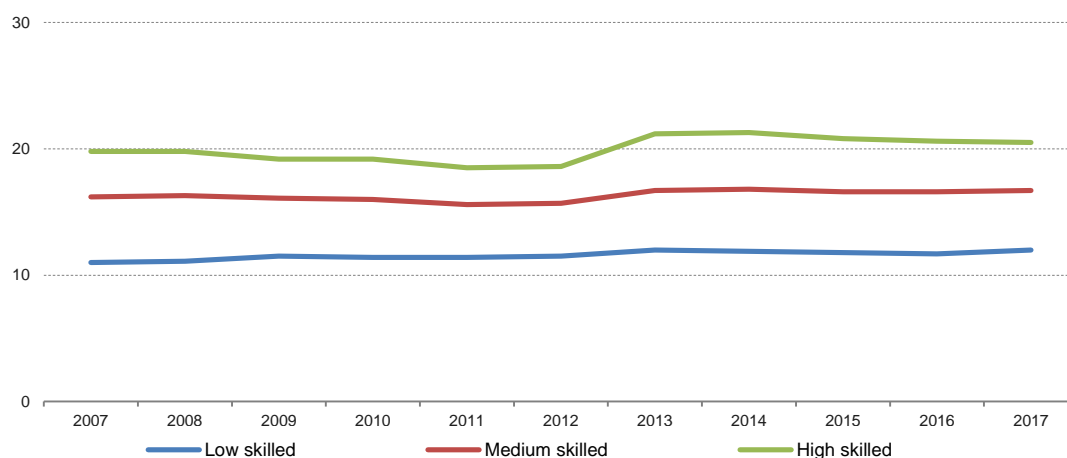


Figure 2 - Participation rate in education and training (last 4 weeks), % of population 18-64 by educational attainment level, EU, page 35.

These trends are particularly worrying as it is forecasted that, for instance in Germany, low-skilled workers are at risk of being crowded out as employers shift from low-educated labour to employing high-qualified people and to higher capital investment (see page 72).

Ensuring that all workers are provided with training, lifelong learning is therefore crucial to prevent a deepening divide on the labour market and to foster social cohesion, especially with challenges such as digitalisation and decarbonisation. Training is an investment that pays off and benefits employers and society.

Some important aspects of skills and education

- **Migration/Integration.** special attention should be paid to ensuring that those with a migration background receive training and acquire skills needed for integration into the labour market & their qualifications are properly recognized
- **Gender equality.** With women being more likely to have a disrupted career path (due to care responsibilities) and to work part-time, they might receive less training/not have the possibility to acquire skills
- **Atypical work.** Those in non-standard/atypical forms of employment might also be in danger of missing out on training

LRG and skills

Some examples from the European Sectoral Social Dialogue committee on LRG on the importance of skills and education:

- On recommendation stemming from the [joint EPSU-CEMR project New forms of service delivery for municipalities, the contribution of social dialogue and good practice for well-being at work](#) was to **Provide adequate training for workforce when introducing new forms of services delivery, e.g. new ways of addressing OSH problems**
- The joint Guidelines on Migration and Strengthening Anti-Discrimination set out the need to **“Pay more attention to the working conditions of workers in the public services dealing with migrants: workload, qualification, recruitment of the needed qualified personnel; training (see below); and linguistic and intercultural support/mediation for workers on the front desks”** and also to **“ensure that the recognition of professional and educational qualifications is properly monitored”**
- The Guidelines to Drawing up Gender Equality Action Plans recognized the need to analyse **gender-differences in the provision/reception of training**, and mentioned the example of **looking at whether training is provided at a time of the day when women can attend**

Social dialogue, collective bargaining & skills, education

- Social dialogue can play a crucial role in tackling challenges regarding skills, adaptability of skills in view of digitalisation, decarbonisation, and also in tackling other issues which can lead to acquiring less skills than needed (e.g. atypical forms of work). Trade unions are in close proximity to workers etc...

- ➔ The European Social Partners in the electricity sector for instance have been involved in a 2-year long project which aims to review skills needs in the industry, in light of decarbonisation strategies, digitalisation and other changes that affect workers in the sector.
- Training, recognition of skills and fostering education etc. can also be mainstreamed in collective bargaining, as a recent collective agreement concluded in Norway in the municipal sector demonstrates. <https://www.epsu.org/epsucob/2018-may-epsucobnews-09/municipal-agreement-will-encourage-skills-development>