



RESEARCH PAPER

No 28

Training leave

Policies and practice in Europe



Training leave

Policies and practice in Europe

A great deal of additional information on the European Union is available on the Internet.

It can be accessed through the Europa server (<http://europa.eu>).

Cataloguing data can be found at the end of this publication.

Luxembourg: Publications Office of the European Union, 2012

ISBN 978-92-896-1151-0

ISSN 1831-5860

doi: 10.2801/12416

© European Centre for the Development of Vocational Training (Cedefop), 2012
All rights reserved.

The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training. We provide information on and analyses of vocational education and training systems, policies, research and practice. Cedefop was established in 1975 by Council Regulation (EEC) No 337/75.

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
PO Box 22427, 551 02 Thessaloniki, GREECE
Tel. +30 2310490111, Fax +30 2310490020
E-mail: info@cedefop.europa.eu
www.cedefop.europa.eu

Christian F. Lettmayr, *Acting Director*
Hermann Nehls, *Chair of the Governing Board*

Foreword

One of the fundamental changes in the dynamics of labour markets is the requirement for employees to update, often upgrade and sometimes acquire completely new knowledge, skills and competences to stay employed or find new employment. This is not only a consequence of longer working lives but also reflects the changing requirements because of ever shorter innovation cycles and at sometimes drastic changes in the work organisation.

Increasing participation of adults in education and training has been a policy priority for some time. Even though the 2010 target of 12% has been missed, the new 2020 target has been raised to 15% ('By 2020, an average of at least 15% of adults should participate in lifelong learning', Council of the EU, 2009).

The increasing need for lifelong learning and VET will translate into a sharply rising demand as companies and individuals become more aware of the situation and as corresponding measures are firmly established in organisations (the 'learning organisation'). However, sufficient provision of training and learning possibilities will also be required, and this calls for more private initiatives and (financial) resources in addition to public investment.

In consequence, governments may intervene through regulations, new forms of financing mechanisms and incentives to encourage employers and individuals to join forces.

According to the adult education survey, time constraints, conflicting training and work schedules, insufficient resources, and health and age barriers are among the main reasons for not participating in lifelong learning. Accordingly, (paid) training leave may help to increase participation of adults in VET, as it may help to overcome both time and cost barriers.

Training leave may be a particularly attractive incentive during times of economic crisis. It reduces the negative effects of decreased demand and helps to keep people employed. To ensure that burdens are shared, it may be combined with part-time work arrangements.

With this study, Cedefop maps the application of this particular instrument, training leave, in Europe, reviews how it operates, analyses its performance in several selected countries and draws conclusions and sets out recommendations as to how to improve its effectiveness.

I trust that the results of this study will be used as a basis for peer learning and hope that its findings will inform both national and European policies.

Christian F. Lettmayr
Acting Director

Acknowledgements

This publication is the result of a team effort. It reflects contributions from those working on Cedefop's research on financing vocational education and training under the supervision of Pascaline Descy, Head of Research and Policy Analysis: Patrycja Lipińska, who coordinated the project and edited the publication, together with Ramona David Craescu who provided valuable support throughout; and the team of the Public Policy and Management Institute, Lithuania: Edita Brožaitytė, M'Hamed Dif, Rimantas Dumčius, Simonas Gaušas, Eugenija Golubova, Donatas Pocius and Daiva Repečkaitė who carried out research and produced the comparative analysis on which this report is based (Contract No 2010-0082/AORPA/PLI-PSZO/training leave-payback clauses/003/2010 – Lot 1).

Cedefop is grateful to Łukasz Arendt (Poland), Josep-Oriol Escardíbul (Spain), Robbert van het Kaar (Netherlands), István Kiszter (Hungary), Mads Peter Klindt (Denmark), Ingrid Vanhoren (Belgium), Sarah Zaussinger (Austria) and other national experts who provided detailed information on training leave arrangements in their countries.

Cedefop acknowledges the contributions of Helle Ankersen from PostNord AB, Christian Fuchs from KICK OFF Management Consulting GmbH, Vaida Tičkutė from LM Wind Power and other company representatives who provided information on training leave arrangements in their companies.

The report took into account the discussions held during Cedefop's workshop on 'Training leave and payback clauses: policies and practice in Europe', which took place on 6 and 7 June 2011 in Thessaloniki. Thanks go to all the workshop participants for their helpful feedback on the research findings.

Special thanks are due to Jasper van Loo for reviewing the report and providing valuable comments.

Cedefop would also like to thank Peter Szovics who was involved in the initial stage of the project.

Table of contents

Foreword.....	1
Acknowledgements	2
Table of contents.....	3
List of tables, figures and boxes	4
Executive summary	7
CHAPTER 1. Introduction	14
1.1. Rationale for the study.....	14
1.1.1. Importance of and rising demand for LLL/VET	14
1.1.2. Obstacles to participation in LLL/VET	14
1.1.3. Limited public resources for VET	15
1.1.4. What policy response?	15
1.2. Definition of training leave instrument.....	16
1.2.1. Definition.....	16
1.2.2. Objectives	16
1.2.3. Allocation of training leave costs	16
1.2.4. Participants	17
1.2.5. Targeting and follow-up.....	17
1.3. Objective, object and structure of the report	17
1.3.1. Objective.....	17
1.3.2. Object	18
1.3.3. Structure	34
CHAPTER 2. Overview of methodology.....	35
CHAPTER 3. The comparative analysis	42
3.1. Description of design characteristics of training leave instruments in Europe.....	42
3.1.1. Types of training leave instruments.....	42
3.1.2. Objectives of and rationale for the introduction of training leave	47
3.1.3. Duration of implementation	54
3.1.4. Level of regulation.....	57
3.1.5. Access conditions	62
3.1.6. Legal provisions – rights and obligations.....	71
3.1.7. Duration arrangements	75
3.1.8. Funding arrangements	77
3.1.9. Role of government and the social partners in the management of training leave	88
3.1.10. Recent and planned developments	97

3.2. Comparative analysis of performance of selected training leave instruments.....	98
3.2.1. Analysis of statistical data	99
3.2.2. Opinions of stakeholders on training leave performance	115
3.2.3. Factors influencing performance of training leave	121
CHAPTER 4. Conclusions and recommendations	134
4.1. Recommendations for policy and practice	140
List of abbreviations	144
References.....	146

Tables

1 Tables and figures	150
2 Tosmana truth tables	163
3 Typologies of training leave instruments.....	169
4 Legal acts regulating the training leave.....	174
5 Questionnaires	176
6 Lists of respondents	206

List of tables, figures and boxes

Tables

1 Selected training leave instruments analysed in depth in this report	19
2 Main characteristics of project surveys	39
3 Mapping of training leave instruments across 33 European countries by type	49
4 Objectives of training leave instruments	53
5 Level of regulation of training leave instruments	60
6 Means of regulation of training leave instruments	60
7 Bodies responsible for the regulation of training leave	61
8 Eligibility criteria relating to employment relationship	65
9 Training-related eligibility criteria (12 selected instruments).....	69
10 Target groups of training leave instruments	71
11 Requirements established in legislation regulating training leave (12 selected instruments)	74
12 Rights of employees protected by training leave instruments	76
13 Duration of training leave.....	78
14 Role of various actors in management of training leave instruments (12 selected instruments)	95

15	Monitoring and evaluation arrangements for the 12 training leave instruments selected.....	99
16	Recent and planned changes to the 12 training leave instruments selected	100
17	Number of beneficiaries and take-up of training leave	105
18	Beneficiaries by detailed characteristics. Number (and percentage)* in 2009	108
19	Average duration of paid training leave (<i>in days</i>)	111
20	Aggregate cost of training leave to key actors (<i>in million EUR</i>)	113
21	Equally weighted average training leave instrument grades by evaluation criteria and typologies of instruments	118
22	Scoring and ranking of the training leave instruments.....	120
23	More and less successful target-group-specific and universal instruments	122

Figures

1	Model of analysis.....	36
2	Summary of research methods used in the report	38
3	Start year of training leave instruments in Europe	58
4	Timeline of the introduction of training leave instruments	58
5	Average stakeholder weightings and standard deviations by evaluation criteria	117
6	Average grade for effectiveness and impact.....	119
7	Ranges of possible scores.....	121

Boxes

1	Criteria for measuring performance of training leave	37
2	Short-time work arrangements with a compulsory element of training	43
3	Training leave for training on trade union issues.....	54
4	Rationales of some of the selected training leave instruments.....	55
5	Introduction and ratification of ILO Convention No 140.....	56
6	Regulation of selected training leave instruments by the social partners	63
7	Preferential treatment (12 selected training leave instruments).....	73
8	Possibility of appealing a decision to deny training leave.....	75
9	Discontinuing training leave	83
10	Links of training leave instruments to other VET cost-sharing instruments.....	86
11	Training bonus for Spanish individual training leave	89
12	Job-rotation arrangements in selected countries	90
13	Role of the European Social Fund in funding training leave instruments.....	91
14	Role of the social partners in the management of selected training leave instruments	92

15	Modifications to the 12 selected training leave instruments during the past five years and planned future changes	101
16	Impact of the financial crisis and economic downturn on the 12 selected training leave instruments.....	102
17	Reasons for low take-up of individual training leave in Spain.....	103
18	Evidence from national monitoring/evaluation reports regarding the effectiveness of training leave instruments	124
19	Evidence from national monitoring/evaluation reports on leave under the part-time unemployment act	125
20	Evidence from national monitoring/evaluation reports regarding the impact of training leave instruments	126
21	Evidence from national monitoring/evaluation reports regarding the equity of training leave instruments	130

Executive summary

Training leave is a unique regulatory instrument which, either by statutory right and/or through collective agreements, sets out the conditions under which employees may be granted time away from work for learning purposes. Accordingly, the instrument has the potential to overcome the main obstacle that prevents adults from participating in lifelong learning: time constraints ⁽¹⁾.

Generally, two types of instruments are distinguished: paid training leave, which entitles the employee to receive his/her salary in full or in part while on leave, and unpaid training leave where the salary is not paid during the training period but where an employee has the right to return to his/her employment afterwards. The main users of this instrument are employers and employees with possible support from the social partners and the State.

The aim of this report is to provide an overview of the implementation of current training leave instruments in Europe ⁽²⁾, present an in-depth analysis of the performance of training leave instruments used in eight selected countries ⁽³⁾ and, on the basis of the research findings, draw conclusions and propose recommendations on how to improve the performance of training leave and strengthen its role in promoting and financing training in Europe.

Most of the empirical data used in this study were taken from surveys of national experts carried out in 2010/11. Interviews and a literature review were also used for data collection. A wide range of qualitative methods were used to assess the performance of training leave instruments: a rating method (multicriteria scoring) to provide an assessment of which training leave instruments perform better and meet the expectations of stakeholders, an analysis of strengths, weaknesses, opportunities and threats (SWOT analysis), a qualitative comparative analysis, a method for testing the relationships between design characteristics, framework conditions and the performance of training leave, and company case studies.

⁽¹⁾ The Eurostat adult education survey (2007) revealed that the two main reasons for non-participation in lifelong learning activities were lack of time because of family responsibilities and conflicting training and work schedules.

⁽²⁾ The EU-27 Member States plus EFTA/EEA (Iceland, Liechtenstein and Norway) and the candidate countries (Croatia, the Former Yugoslav Republic of Macedonia (FYROM) and Turkey).

⁽³⁾ Austria, Belgium, Denmark, France, Hungary, the Netherlands, Poland and Spain.

The review of training leave instruments in Europe shows that, although the first efforts to regulate training leave were made in the 1940s-50s, such instruments gained greater popularity only in the 1970s-80s. The number of new training leave instruments being introduced grew steadily over time, and most instruments now operating in the countries analysed are less than 20 years old.

The 62 training leave instruments identified were classified according to financial arrangement (paid, unpaid or mixed), type of engagement (voluntary, compulsory or mixed) and applicability in private and public sectors. Most instruments were of either paid or mixed-payment type, voluntary and applicable to both the public and private sectors. Most of the instruments identified were targeted at certain types of education and training, although there were also many universal ones, i.e. covering any type of education and training. Significantly more instruments were found to be universal in terms of covering all employees rather than targeted at a specific group of the working population.

Most of the instruments analysed were regulated through legislation at national level, although collective agreements, at sectoral and company levels, were also a significant means of regulation.

Eligibility criteria relating to individuals' personal characteristics or the type of company were rarely applied. Access to training leave was much more dependent on the features of the employment relationship ⁽⁴⁾ and the training itself ⁽⁵⁾.

Under most of the instruments, employees were protected from dismissal or less favourable employment conditions and retained their entitlement to both health insurance and pension rights but were obliged to inform their employer in advance about their intention to take training leave.

Employers and employees were the actors most usually involved in the financing of training leave, but national governments also provided funding in almost half of the instruments analysed. However, some national stakeholders thought that the financial involvement of the State was diminishing. The European Social Fund was found to have contributed to the financing of some training leave instruments.

⁽⁴⁾ Requirement of an employment contract; restrictions on the type of contract (e.g. open-ended only); restrictions on the duration of work (e.g. full-time only); requirement of minimum prior work experience; requirement of minimum prior employment with the current employer; and the need to ask the employer for permission to take leave.

⁽⁵⁾ Proof of enrolment in and/or completion of courses, certification of training programmes, accreditation of training providers and purpose of training.

Training leave is very frequently linked to training funds and payback clauses. These measures allegedly reduce employers' fears that their newly trained employees will be poached by other companies.

The social partners – mostly trade unions – were involved, at least in some way, in the management of most of the training leave instruments used. Most often, they were involved in eligibility checks and application procedures. In some countries (e.g. Denmark, France, the Netherlands and Spain), the social partners (jointly with the government) managed training leave instruments.

The guidance provided (by the State, the social partners and training providers roughly in equal measures) to potential users of training leave was usually given free of charge through websites, brochures and personal consultation. Danish training leave instruments differ in that, in addition to guidance at no cost, learners are able to procure private guidance services relating to training leave.

Some monitoring and/or evaluation measures relating to training leave were included in about half of the instruments analysed; the data most commonly collected concerned the characteristics of training leave participants.

The recent economic and financial crisis had a dual impact on the training leave instruments. On the one hand, the funding available to these instruments was seriously reduced in some countries (e.g. Denmark and Poland), as all actors – the State, employers and employees – were unable to maintain the previous level of investment. On the other hand, the crisis increased demand for training, and the number of training leave users grew significantly in some other countries (e.g. Austria, Hungary and Spain). Some of the training leave instruments were adapted or even introduced to counter the effects of the crisis – for example, in Austria, additional funding for training leave was offered by regional governments to encourage potential learners to take training leave. The Dutch part-time unemployment instrument was specifically introduced to help employers retain their employees by sending them on training courses during short-time working.

The performance of training leave was evaluated in terms of five criteria: effectiveness, impact, efficiency, equity and sustainability ⁽⁶⁾. Owing to the scarcity of monitoring data/evaluations, the analysis relied mainly on the opinions of experts and key stakeholders.

⁽⁶⁾ Effectiveness (take-up and quality of training); impact (impact on both employees and employers and the need for public subsidies); efficiency (value for money and administration costs); equity (unconstrained use of the instrument and access of disadvantaged groups to the instrument); and sustainability (financial and political). For more information, see Chapter 2 on methodology.

The analysis revealed that all instruments that addressed specific target groups – Danish training leave financed by the VEU allowance, Hungarian learning contract and preventive training instruments and Dutch leave under the part-time unemployment act – were considered by experts to be better performing (more effective and achieving greater impact). Meanwhile, only two out of eight universal instruments – the French CIF and CVAE instruments – received such a high ranking. All better performing target group-specific training leave instruments had the following relevant common characteristics:

- (a) they applied fewer employment-related eligibility criteria (i.e. requirement of an employment contract, restrictions on the type of contract; restrictions on the duration of work, requirement of minimum prior work experience, requirement of minimum prior employment with the current employer, and the need to ask the employer for permission to take leave);
- (b) at least some of the costs in all of these instruments were borne by the State;
- (c) instruments had links with other cost-sharing instruments;
- (d) they had been launched relatively recently in comparison with other selected instruments;
- (e) they operated in countries with a large proportion of employees who are members of trade unions.

The report also reviews factors that are important in ensuring a high degree of effectiveness, impact, efficiency, equity and sustainability of the training leave instruments. Greater participation of eligible employees may be achieved by imposing fewer restrictions in terms of employment-related eligibility criteria; by targeting specific groups of employees; by involving the social partners more actively in the training leave implementation process; and by providing high-quality and widely accessible guidance and information services.

Instruments seem to achieve better value for money if they create a favourable legal environment and put in place more effective monitoring and evaluation arrangements. Efficiency also seemed to depend on high-quality, stable and flexible regulation and the absence of knee-jerk reactions at government level.

Instruments with a longer duration of leave and those regulated by national law (and not by collective agreements) seemed to be less expensive to administer. In general, measures aimed at decreasing the administrative burden of instruments are important in improving not only efficiency but also the overall effectiveness and impact of the instruments.

Greater equity may be ensured when a greater number of employees in a company are provided with greater theoretical possibilities to take training leave

(this may be achieved by applying more favourable eligibility criteria and creating a more favourable legal environment ⁽⁷⁾). However, actual decisions as to who goes on training leave depend on the employer, who often discriminates against candidates in accordance with the potential economic/financial benefits for the company and/or content of the training provided (preference for company-specific over transferable or general training). The analysis showed that the social partners may play a very important role in this respect, for example by helping to reduce such cases of discrimination or disagreements between employers and employees regarding the participants and/or content of training. Further, the social partners may also help in solving work organisation problems.

Easier access to training leave for at-risk groups of employees could be achieved, first of all, through better targeting of training leave instruments. Access to training leave was also considered to be easier in the case of instruments which included fewer education and training-related eligibility criteria, involved a shorter duration of training leave and provided for leave for employees in both the private and public sectors. All target-group-specific instruments were focused on those employees who participate less frequently in training. Instruments that operated in countries with a higher trade union membership and a higher proportion of adults who report access to information on learning possibilities were also assessed as providing better access to disadvantaged employees. Guidance and information services seem to increase the motivation of learners and, accordingly, their participation.

Employees in small and medium-sized enterprises (SMEs) seem to be an important disadvantaged group. SMEs seem to face two major difficulties – a lack of information and, therefore, a lack of understanding of an instrument's usefulness for employees and considerable difficulties in organising training leave. While a lack of information and guidance may be offset by the adoption of relatively well-tried and tested solutions, work organisation problems in SMEs seem to require further attention.

Instruments were assessed as being more financially and economically sustainable if they included more employment-related eligibility criteria, involved a longer duration of training leave, and operated in countries with rigid labour

⁽⁷⁾ No requirement to inform the employer; possibility to appeal against the employer's decision to refuse training leave; no possibility to dismiss or provide less favourable conditions for an employee while he/she is on leave; and existence of possibility to negotiate details of leave in collective agreements and individual contracts. The legal environment was considered favourable when three or more of the six above-mentioned requirements were in favour of the employee and unfavourable if only two or fewer requirements were in favour of the employee.

markets. The social partners' contributions that covered at least some of the costs of training leave were also considered important in this regard. Analysis also revealed that financial and economic sustainability may be increased not only by the volume of funds available but also by the creation of a sound funding mechanism (which, if well designed, may even reduce the need for public funds).

Instruments were considered as politically sustainable when they included more employment-related eligibility criteria and provided universal cover for employees, with no target group specified. Favourable changes in the management and/or regulation of training leave could also increase its sustainability.

Financial and political sustainability seem to be closely interrelated – those instruments that operated in more rigid labour markets, were not funded by the State and involved contributions from the social partners (in addition to those from employers and employees) were less sensitive to changes in the political and social environment. Rigidity of the labour market (in particular, stricter hiring regulations) seems to be associated with a higher level of investment by firms in the human capital of their employees and implies a somewhat lower need for public financial resources for training (and training leave).

Recommendations for policy and practice

Unpaid training leave does not provide equal access for disadvantaged employees (e.g. low-skilled workers), as they do not have the resources to cover foregone income/lost wages as well as other costs associated with training leave. High-skilled employees in large companies will always benefit more from using untargeted and/or unpaid training leave. Therefore, with a view to equity, it is important to promote access to training leave for disadvantaged employees. The following actions are recommended to achieve this objective:

- (a) limited public financial resources should be focused on instruments that target disadvantaged employees (e.g. ageing, disabled, low-paid, low-qualified and migrant employees and employees of SMEs) to make learning more accessible. Meanwhile, national governments could still play an active but mostly non-financial role in ensuring a favourable legal environment for universal training leave instruments (e.g. by providing a well-defined legal framework for payback clauses and ensuring the link with training leave instruments);
- (b) eligibility and preferential treatment criteria should be better defined so that those groups of employees who need training leave the most could benefit

- and, at the same time, the State would avoid possible abuse of the instrument;
- (c) training leave of at least a short duration should be guaranteed for disadvantaged employees – by taking small steps in the implementation of training leave, governments could foster a positive attitude among employees and employers towards lifelong learning and encourage further training;
 - (d) adequate financial benefits should be made available in target-group-specific instruments to compensate for a significant part of foregone income/lost wages and to cover some of the costs of training leave in advance;
 - (e) the role and capabilities of the social partners and especially trade unions should be strengthened in promoting training leave for disadvantaged employees;
 - (f) target-group-specific training leave, if implemented, should be integrated with other policy measures aimed at disadvantaged employees;
 - (g) more training-leave-specific guidance and information services targeted at disadvantaged employees should be provided;
 - (h) short-term (i.e. saving jobs) and long-term (i.e. increase employability of workers) security dimensions should be integrated in training leave;
 - (i) the long-term effects of the measures should be monitored/evaluated more intensively and the needs of the target groups analysed.

CHAPTER 1.

Introduction

1.1. Rationale for the study

1.1.1. Importance of and rising demand for LLL/VET

Lifelong learning (LLL) in general and VET in particular are not only useful for personal development and wellbeing but also result in greater benefits for society as a whole: social benefits (e.g. equality and social cohesion) or economic benefits (e.g. better access to the labour market, higher productivity, higher wages). Investment in VET is vital if European targets for smart, sustainable and inclusive growth, including the benchmark of 15% of adults participating in adult learning by 2020 (European Commission, 2010a), are to be met.

Recent decades have seen fundamental changes in Europe's economy and society: these include changes in the concept of employment (full employment in the sense of continuous paid work over the entire life course, a basic assumption of the 'transitional labour markets' concept, no longer being possible nor desirable); negative demographic trends such as a decreasing birth rate and an ageing society; and the increasing need to combine flexibility of the labour market, modern social security systems and active labour-market policies (i.e. flexicurity model). These and other important changes require greater labour-market flexibility if we are to combine work with family and private responsibilities and increase the dynamics of careers for a growing number of employees. This process has been further strengthened by the recent financial and economic downturn, which has had a severe impact on national, regional and local labour markets. The need to respond to the demands of a constantly changing labour market, while simultaneously sustaining employability, will increase the need for LLL/VET. This calls for education and training systems to find more reliable, innovative and responsive solutions than ever before so as to provide more learning opportunities and encourage participation in LLL/VET.

1.1.2. Obstacles to participation in LLL/VET

There are several obstacles that prevent adults from participating in education and training. As the Eurostat adult education survey (2007) revealed, the two main reasons for non-participation in the EU were lack of time because of family responsibilities and conflicting training and work schedules. The third most commonly cited obstacle was cost (training was too expensive or difficult to afford).

Lifting the barriers to participation and creating more appropriate conditions for adult learning are major challenges for education and training systems.

1.1.3. Limited public resources for VET

The rising demand for LLL/VET can no longer be met using only public resources. First, competing demands, particularly in pension and healthcare systems, which become increasingly important in ageing societies, place significant pressure on public expenditure. Second, public expenditure has been severely curtailed as a result of the recent recession – the first two years of recession destroyed 20 years of fiscal consolidation, leaving EU Member States with deficits at 7% of GDP on average and debt levels at over 80% of GDP (European Commission, 2010a). Further, the recession increased the need for greater public expenditure on education and training to accommodate more young people in education and training systems because of insufficient job prospects, to update the skills of employees threatened by redundancy or to re-qualify those who have already lost their jobs. Finally, public spending on LLL is further constrained by the increasing cost of investment in education and training which results from the ever-accelerating development of technologies and increasing demand for a better qualified labour force. These tendencies may undermine the level of public support for VET.

1.1.4. What policy response?

The above trends imply a need for greater shared financing and responsibility for LLL/VET and the right tools for promoting participation. This need is reflected in several EU policy documents. In relation to VET, the Bruges communiqué (Council of the EU and European Commission, 2010) advocated a review of the use of incentives, rights and obligations for all stakeholders involved and appropriate action at national level to encourage participation in continuing vocational education and training (CVET) with a view to maximising the contribution of VET to the ET 2020 15% benchmark on the participation of adults in LLL. It also stressed that an increased emphasis on adult learning, in the light of the economic downturn, requires additional financial resources. It further emphasised that budgetary constraints will require all actors to seek innovative solutions to secure sustainable funding for VET and ensure that resources are efficiently allocated and equitably distributed.

Well-designed training leave that addresses the main barrier to adult learning – time constraints – may be seen as a unique and financially viable regulatory instrument that promotes participation in LLL/VET in Europe. Training leave may help to overcome financial constraints, particularly for those with a low income (paid training leave), or encourage those who can afford it to make a

financial contribution (unpaid training leave), thereby increasing private investment in LLL/VET.

1.2. Definition of training leave instrument

1.2.1. Definition

Training leave is a regulatory instrument which, either by statutory right and/or through collective agreements, sets out the conditions under which employees may be granted temporary leave from work for learning purposes. Generally, two types of instruments are distinguished: paid training leave, which entitles the employee to receive his/her salary in full or in part while on leave, and unpaid training leave where the salary is not paid during the training period ⁽⁸⁾ but where an employee has the right to return to his/her employment afterwards. Both approaches are usually applied in any given country: paid training leave is granted if it suits the employer's needs or meets pre-determined eligibility criteria for financial support and unpaid training leave where the training is for the employee's own interest.

1.2.2. Objectives

The instrument's primary objective is to grant employees time off to participate in learning outside the work environment. Depending on the type of learning, it may provide benefits for employees (e.g. career development, enabling them to switch activity or occupation) and/or employers (e.g. development of firm-specific skills and an increase in competitiveness/productivity). In some rare cases, however, the training leave instrument may also seek to reduce the negative effects of decreasing labour demand or other negative shifts in the labour market by granting training leave for employees so as to keep them employed. Paid training leave may also help overcome the barrier of employees' lack of or insufficient financial resources.

1.2.3. Allocation of training leave costs

The major cost is foregone income/loss of wages. Who pays the bill depends on the type of training leave being used. In paid training leave, wages are paid in the usual way by the employer, but the employer may be partly or fully compensated

⁽⁸⁾ In some countries, an employee may still receive social security benefits while on unpaid leave. However, no generalisation at EU level is possible, as conditions tend to vary across EU Member States.

in the form of grants or tax incentives if public or social partner funds are involved (in such cases, proof of completion of training or a similar document may be required from the employee). In the case of unpaid training leave, the cost is borne by the employee in the form of lost wages (foregone income). With no income from work, the employee needs to use his/her own savings or find alternative financial sources (e.g. in some countries, loans are available for this purpose). The other costs (course fees, travel and subsistence payments, etc.) are usually borne by the employees and/or the employers.

1.2.4. Participants

The main participants in cost-sharing arrangements for training leave are employers and employees, with possible support from the social partners, in promoting the use of and/or access to training leave within companies and/or contributing to its costs, and from the State in creating a favourable legal framework and/or providing financial assistance (e.g. for disadvantaged groups of employees including ageing, disabled, low-paid, low-qualified and migrant employees and employees of SMEs).

1.2.5. Targeting and follow-up

Targeted groups depend on the type of training leave. Compulsory training leave is usually applied for certain professions (e.g. teachers, social care or health care specialists) that are regulated by national/EU law. Voluntary training leave (where the decision to use the instrument is taken by the learner or employer or is made by mutual agreement) is usually applied universally at national level. However, collective agreements or, less frequently, individual contracts may set out specific rules that target employees in a specific economic sector or profession. Training leave instruments may also target disadvantaged groups of employees (e.g. low-skilled workers).

1.3. Objective, object and structure of the report

1.3.1. Objective

The aim of this report is to provide an overview of the implementation of current training leave instruments in Europe, present an in-depth analysis of the performance of training leave instruments used in selected countries and, on the basis of the research findings, draw conclusions and propose recommendations on how to improve the performance of training leave and strengthen its role in financing and promoting VET in Europe.

1.3.2. Object

The report analyses implementation of paid and unpaid training leave instruments applied in the countries participating in the Copenhagen process: the EU-27 Member States, EFTA/EEA (Iceland, Liechtenstein and Norway) and the candidate countries (Croatia, FYROM and Turkey) ⁽⁹⁾. For all these countries, brief comparative information is provided.

Only the 12 selected training leave instruments applied in the eight selected countries – Austria, Belgium, Denmark, France, Hungary, the Netherlands, Poland and Spain – have been analysed in depth. Table 1 lists the selected training leave instruments.

Several criteria were applied in the selection of the eight countries and 12 instruments for detailed analysis. The framework conditions existing in the various European countries played a role in the selection process – a representative sample of European contexts was sought in terms of budget deficit as a percentage of GDP, degree of rigidity of the labour market in the country according to the World Bank's rigidity of employment index, participation in CVET as a percentage of employees in all companies (Eurostat CVTS3) and involvement of the social partners in CVET policy (Eurofound, 2009d). The illustrative or unusual nature of the training leave instruments (e.g. in the case of Dutch leave under the part-time unemployment act or the French DIF instrument), their reported popularity or impact and availability of information also played a role.

⁽⁹⁾ Montenegro was granted the status of candidate country in December 2010, when the present study was already under way. It is, therefore, not included in the scope of this research.

Table 1 Selected training leave instruments analysed in depth in this report

Country	Training leave instrument	Legal act or other identification	Further referred to as:	Abbreviation
Austria	<i>Bildungskarenz</i> (educational leave)	Section 11 of the Arbeitsvertragsrechts-Anpassungsgesetzes (AVRAG) and Section 26 of the Arbeitslosenversicherungsgesetz (AIVG)	Austria – educational leave	AT
Belgium	In Dutch: <i>Betaald educatief verlof</i> , in French: <i>Le congé-éducation payé</i> (educational leave)	Herstelwet van 22 januari 1985 houdende sociale bepalingen, Chapter 6	Belgium – educational leave	BE1
Denmark	Training leave financed by the VEU allowance – VEU-godtgørelse	Section 5 of Law No 639 of 14 June 2010 (Law on allowances)	Denmark – training leave financed by VEU	DK1
France	CIF: <i>congé individuel de formation</i> (individual training leave)	Inter-Professional Agreement of 9 July 1970, subsequently confirmed by Law No 71-577 of 16 July 1971. Chapter IX of the Labour Code	France – CIF	FR1
	CVAE: <i>congé pour validation des acquis de l'expérience</i> (leave for the validation of acquired experience)	Social Modernisation Act No 202-73 of 17 January 2002 (Articles 133 and 134), Decree No 2002-795 of 3 May 2002; Law No 2007-148 of 2 February 2007 on the modernisation of the civil service, Law No 2007-209 of 17 February 2007 on the regional civil service	France – CVAE	FR3
	DIF: <i>droit individuel à la formation</i> (accumulation of training hours under DIF)	National Inter-Professional Agreement (ANI) of 20 September 2003 between the social partners, confirmed by Law No 2004-391 of 4 May 2004 on lifelong vocational training and social dialogue.	France – DIF	FR6
Hungary	<i>Tanulmányi szerződés</i> (learning contract)	Sections 110-115 of the Labour Code, XXII/1992	Hungary – learning contract	HU1
	Preventív képzés (preventive training)	Section 14(1)(g) of the Employment Act, VI/1991	Hungary – preventive training	HU3
Netherlands	Training leave arrangements in collective agreements	A wide range of collective agreements in different sectors	Netherlands – training leave under collective agreements	NL2
	<i>Besluit deeltijd WW tot behoud van vakkrachten</i> (Decree on part-time unemployment benefit for the retention of skilled workers)	Besluit deeltijd WW tot behoud van vakkrachten, Stcrt. 2009, 64	Netherlands – leave under the part-time unemployment act	NL3
Poland	<i>Urlop szkoleniowy</i> (training leave)	Sections 102-1036 of the Labour Code	Poland – training leave	PL
Spain	<i>Permisos individuales de formación</i> (individual training leave)	Royal Decree 395/2007 and Order TAS/2307/2007 published as: Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo; and Orden TAS/2307/2007, de 27 de julio, por la que se desarrolla parcialmente el Real Decreto 395/2007, de 23 de marzo	Spain – individual training leave	ES1

Source: Prepared by the authors.

The following subsections present the key features of training leave arrangements in selected countries and identify the instruments selected for in-depth analysis. Further, a brief description of the national context (relevant for training leave) for each country is provided. The situation of industrial relations and collective bargaining (revealed through trade union density ⁽¹⁰⁾, coverage of collective bargaining ⁽¹¹⁾ and the European participation index ⁽¹²⁾ of the European Trade Union Institute), together with incidence of part-time employment, degree of rigidity of the labour market according to the World Bank's rigidity of employment index ⁽¹³⁾ and access to information on learning possibilities ⁽¹⁴⁾, are described.

The national context is very important in understanding how the right to leave work for learning purposes is implemented and why the national systems of training leave arrangements operate the way they do.

1.3.2.1. *Austria*

Austria has a very strong tradition of collective bargaining. Although its trade union density is below average (28.9% compared to 31.7% in 30 countries which fall within the remit of this report for which data are available) ⁽¹⁵⁾, the collective

⁽¹⁰⁾ The percentage of employees who are members of a trade union (<http://www.oecd.org/employment/employmentpoliciesanddata/onlineoecdemploymentdatabase.htm>).

⁽¹¹⁾ The percentage of employees covered by collective bargaining (Fulton, 2011).

⁽¹²⁾ This index has three equally weighted components: plant-level participation, i.e. the strength of worker participation at plant level; board-level participation, i.e. the level of legal rights in a given country for employee representation in a company's top decision-making body; collective bargaining participation, i.e. the level of union influence on company industrial relations policies, union density and number of workers covered by collective bargaining agreements. For more information on the index, see <http://www.worker-participation.eu/About-WP/European-Participation-Index-EPI>.

⁽¹³⁾ This index is the average of three subindices: a difficulty of hiring index, a rigidity of hours index and a difficulty of redundancy index. For a more detailed description of the index, see: <http://www.doingbusiness.org/methodology/employing-workers>.

⁽¹⁴⁾ Eurostat adult education survey (2007).

⁽¹⁵⁾ Here and below, the data on this indicator are taken from two sources. The OECD statistics database (http://stats.oecd.org/Index.aspx?DataSetCode=UN_DEN) covers 22 of 33 countries under the scope of the study; for an additional eight countries, the data are taken from the ICTWSS database, compiled by Jelle Visser, Amsterdam Institute for Advanced Labour Studies (AIAS, <http://www.uva-aias.net/207f>). The comparisons (high, low, average, etc.) are made with regard to the 31.7% average trade union density in 30 countries which fall within the remit of this report for which data are available.

bargaining coverage rate reaches 99% and is one of the highest among the EU Member States ⁽¹⁶⁾, and the European participation index is high. A total of 18.5% of Austrian employees work part-time, which is higher than the average of the countries covered by this report ⁽¹⁷⁾. According to the World Bank's rigidity of employment index, the Austrian labour market is not rigid. Many Austrian adult learners report wide access to information on learning possibilities (30.3% against the EU-27 average of 24.2%) ⁽¹⁸⁾.

The possible introduction of a training leave instrument had been under review for some time before it was actually introduced, but no agreement on a general solution could be reached among the social partners. The issue was taken up in a national employment strategy plan developed by the social partners in 1998. The government bill presented for the introduction of the training leave instrument (educational leave) refers to it as a relevant labour market instrument which may promote time flexibility and labour mobility, with social security benefits for employees being maintained. When the instrument was introduced, a particular focus was placed on the promotion of training leave for older employees (preferential treatment through a greater amount of financial support). However, the aims and target groups changed over the years – the amount of funding available for other groups of employees was increased to match the amount of financial support offered to older employees – and several amendments were made to the regulations (see below).

The training leave instrument is implemented in all *Länder*. Employees who have worked continuously for the same employer for at least one year (reduced to six months during the economic crisis) may arrange training leave with their employer (the employer's approval is required). Atypical and self-employed workers may not benefit from training leave. Leave may last from a minimum of three months (reduced to two months during the economic crisis) to a maximum of one year (within a four-year period).

⁽¹⁶⁾ Here and below, the data on this indicator are taken from the ICTWSS database. The comparisons (high, low, average, etc.) are made with regard to the 60% average of coverage of collective bargaining in 30 countries which fall within the remit of this report for which data are available.

⁽¹⁷⁾ Here and below, the data on this indicator are taken from the OECD statistics database (http://stats.oecd.org/Index.aspx?DataSetCode=FTPTC_I). The comparisons (high, low, average, etc.) are made with regard to the 14.5% average incidence of part-time employment in 24 countries which fall within the remit of this report for which data are available.

⁽¹⁸⁾ Here and below, the data on this indicator are taken from the Eurostat adult education survey (2007).

Under educational leave, a partial compensation for foregone income/lost wages is provided to all learners from the unemployment insurance fund. Initially (1998-2000), the amount paid was based on the *Deckung des Lebensunterhalts* (subsistence allowance) in the case of labour market training (EUR 8 or 13 or 18.50 per day depending on circumstances) (AMS, 2011). In 2001, the allowance for learners over the age of 45 was increased to match the level of unemployment benefit (on average, 55% of their net income), while younger learners could still receive only the subsistence allowance. This was changed in 2008, when the allowance for all learners was increased to match the level of unemployment benefit. Payment of the allowance is conditional on attendance at a training course.

An additional programme (not directly related to training leave) constitutes a job-rotation instrument, with a similar payment level to that of educational leave that is paid only to employees, with a pre-condition that the employer has recruited a replacement for the employee during the leave period (however, no training is required during such leave).

Employees usually pay the course fees themselves, although training costs may be shared with the employer and may occasionally be subsidised by the regional or the federal government. To counter the effects of the recent economic crisis, most of the regional governments signed up to the *Bildungskarenz Plus* (educational leave plus) measure and committed themselves to providing grants to cover course costs incurred in connection with training leave. Most local governments have started to refund 50% of training costs. The other VET cost-sharing instruments associated with this training leave instrument include tax incentives (companies may deduct 20%, and employees the full amount, of the education costs from the basis for tax assessment) and payback clauses ⁽¹⁹⁾.

The instrument has reportedly had only a minor impact in Austria (Wagner and Lassnigg, 2006; Lassnigg, 2012; Lassnigg et al., 2011) during most of its implementation. During the first years of implementation of the training leave instrument (until 2000), young mothers accounted for a disproportionate share of training leave users – it was presumably used more as an opportunity to extend childcare leave than to participate in CVET. To reduce the perceived misuse of this instrument, a requirement to attend at least 16 hours of training per week and

⁽¹⁹⁾ Payback clauses are a legal instrument that encourages companies to bear the costs of training by allowing them to retain employees for a certain period of time after training in return for their having provided the training. Employees are free to move to another company, but if they terminate the contract within the contractual retention period, they may be required to reimburse (a share of) the training costs.

to have been employed for 28 weeks after parental leave was introduced. As a result, the number of people using this instrument dropped from more than 3 000 in 2000-01 to around 1 000 users in 2002 (official data; new additional estimates show substantially higher figures in 2000). Female employees aged 25-44 were still vastly overrepresented, while the primary target group – ageing employees – was never successfully involved. The take-up of this instrument has greatly increased with the advent of the economic crisis and with the introduction of new and more favourable conditions (equal compensation for all and *Bildungskarenz Plus*). The training leave instrument was widely used by some companies as a substitute for short-time work instruments. The total number of users grew from 1 576 in 2007 to 2 948 in 2008 and 10 253 in 2009, while public expenditure on this instrument during the same period rose from EUR 10 166 in 2007 to EUR 74 738 in 2009. Most of those who took up training leave in 2008-09 were men, and, in 2009, they accounted for about two thirds of all users. The increase was equally significant in all age groups – persons aged 25-34 remained the most numerous group. The take-up of educational leave also continued to increase in 2010 and 2011, after the crisis had peaked.

1.3.2.2. *Belgium*

In Belgium, although trade union density (51.9%) is quite high and the collective bargaining coverage rate reaches 96%, the participation rights of workers, according to the European participation index, are not as extensive. At 18.2%, the incidence of part-time employment is above average. According to the World Bank's rigidity of employment index, the Belgian labour market is not rigid. In total, 21.8% (slightly less than the EU-27 average of 24.2%) of adult learners report that they have sufficient access to information on learning possibilities.

A system of paid training leave was established at quite an early date – the first training leave instrument, called credit hours, was introduced in 1973. In 1985, a new Act on social provisions was introduced, and the existing credit hours instrument underwent reform to turn it into a very similar instrument of educational leave which is still the most important nationally applicable regulation governing leave from work for learning purposes. The reported reasoning behind the introduction of the instrument was to enhance the social development of employees in the private sector.

Employees in full-time employment have the right to leave of absence from work for educational purposes (general or vocational education) subject to a limit of 120 hours per year (the number of hours depends on the type of course). An employer may not refuse to grant training leave except under certain conditions or circumstances (for example, in a small company where a large percentage of

employees apply for educational leave at the same time, only a limited number of employees might be granted permission).

The instrument provides for the continued payment of salary by the employer to the employee and a possibility for the employer to apply for compensation from the State. The direct costs of training (fees) may be (partially) covered by sectoral training funds or training vouchers (Flemish Government).

The instrument is considered by the stakeholders to be very general and generous in scope. It is not specific to any target group, and any type of training (including spare-time courses) is applicable.

Also in 1985, a separate national general leave instrument, called career break, was introduced. Initially, the instrument included a job-rotation scheme whereby employees who took leave for training purposes would receive a government allowance as compensation for lost wages only if an unemployed person was recruited as their replacement. In 2002, this was transformed into a time credit scheme – also a nationally available general leave instrument, the provisions of which are re-drafted every year by the social partners. The requirement for job rotation was discontinued (and the government allowance stopped) because the task of monitoring this provision was too complicated and in the light of positive changes in the labour market. The federal career break instrument and its replacement time credit scheme have no specific relation to training and may be used for any purpose (similar to statutory annual paid leave).

Under the national general time credit instrument, the Flemish Government introduced the ‘training credit’, a regional leave instrument specifically designed for training purposes. An allowance as partial compensation for lost wages is funded from the regional budget. The training must be organised by the Flemish Employment Agency or sectoral training funds or must be organised, subsidised or recognised by the Flemish Government. As the regional training credit is a variation of the federal time credit, both the Flemish and Federal Governments cooperate and exchange information about the instrument.

Only the federal educational leave instrument and the Flemish training credit are analysed further in this report (the former in depth).

In 2008 and 2009, the federal educational leave instrument was used annually by some 76 000 employees. The leave was taken mostly by men and persons in the 35-54 age group. The instrument was especially popular among part-time learners, as they represented about one third of all learners. Meanwhile, the Flemish training credit instrument had a more limited take-up and was used by only approximately 800 learners in 2009.

Although the take-up of the federal educational leave instrument is quite high compared to that in other European countries, public officials and the social

partners have expressed dissatisfaction at the perceived generosity of the instrument. While the instrument itself is established at federal level and is very general in scope, the educational systems and policies are organised by Flemish, French-speaking and German-speaking communities separately, and the education and training emphasised by these communities are much more specific. The federal instrument has not been included in the regional policies of educational guidance for individuals, and attempts to raise awareness of the instrument have proved unsuccessful.

1.3.2.3. *Denmark*

In Denmark, trade union density stands 67.6%, and collective bargaining coverage at 80%, while employee participation rights are reported to be quite extensive. In total, 18.9% of employees in Denmark work part-time. Employment is not rigid, and adult learners report that they have wide access to information on learning possibilities.

Training leave is especially interesting in terms of the tradition of flexicurity in the country and its pioneering role in developing job-rotation instruments ⁽²⁰⁾. The unusual way in which responsibility for implementing the regulation of training leave is shared is also notable – while the financing measures are regulated by national laws that determine allowances (which may support training leave), the remaining features of training leave, such as eligibility, duration, etc., are decided by the social partners through collective agreements at sectoral or company level or through individual agreements (between employer and employee).

State financial support for education and training (including training leave) may generally be provided by two financing schemes which are applicable to different levels and types of education and include skills assessment. State educational support for adults (SVU scheme) may be used for learning at primary or secondary school (also called general education) or at tertiary level (higher education). A state grant system for adult training (VEU allowance) is provided for adult (continuing) vocational training.

Expenditure for VEU allowances is covered by an employers' reimbursement scheme (AER) to which all enterprises contribute a fixed annual amount (roughly EUR 400) per full-time employee.

⁽²⁰⁾ Denmark was the first country to combine educational leave with a job-rotation instrument. It was first introduced in 1989 as an innovative instrument to mitigate the harsh labour market situation created by high unemployment, and was one of the active labour-market policy measures implemented as part of the country's flexicurity reforms. Afterwards, similar job-rotation arrangements were introduced in several other European countries.

In 2011, the amount of VEU allowance available to learners was EUR 410 per week. As most learners are employed and receive their full salary during the training period, the allowance is paid primarily to employers as partial wage reimbursement and is connected to training leave. The amount of the allowance may be supplemented from the collective training funds (which are raised from private sector companies) for up to 85% of the employee's normal income (that has been lost while on training leave) or from public sources other than the VEU allowance (for example to cover travel and accommodation costs).

Training leave financed by the SVU scheme and training leave financed by VEU (the latter is analysed in depth) are treated as two separate training leave instruments later in the report.

National regulations on issues relating to training leave other than those concerned with financing existed from 1994-2000 but were later abandoned. Since provisions on training leave were removed from national legislation, apart from the financing schemes (which may provide financial support to individuals undertaking training leave), the remaining training leave provisions have been regulated through collective agreements on a case-by-case basis.

The VEU allowance and SVU scheme support the system of flexicurity. This system means that, while employment relationships are flexible, short-term security measures are provided for employees. They include the enhancement of skills and employability of low-skilled employees secured by the Danish CVET system. These advantages for the labour force have been especially important during the period when companies experienced a downturn. However, respondents observed that the Danish Government is currently shifting more responsibility for financing CVET on to the social partners, first of all by reducing the amount of VEU allowance and, subsequently, by leaving a larger amount of lost wages to be compensated by training funds raised through contributions from employers.

1.3.2.4. *France*

While the coverage of collective bargaining in France stands at 90%, only 7.7% of employees are members of trade unions. Worker participation rights are not among the most extensive. At 13.3%, the incidence of part-time employment is close to the average of the countries covered by this report. The labour market is reportedly quite rigid. In total, 23.7% (very close to the EU-27 average) of adult learners report that they have wide access to information on learning possibilities.

France differs from other European countries in its abundance of training leave instruments available to learners. The main training leave instrument is individual training leave (CIF). Established in 1970, it is a paid training leave

instrument that may be applied to any self-initiated training programme (independently from the one undertaken within the company's training plan) leading to the acquisition of higher qualifications which should enhance promotion prospects and career development within the same company, improve employability, job conversion and mobility and enable the employee to adapt to changes in technology and labour market structures. CIF also offers support to employees wishing to engage in training/learning activities related to culture, social life and charitable responsibilities. The maximum duration of this training leave is one year in the case of continuous full-time training and 1 200 hours in the case of discontinuous or part-time training, with the amount of time that must elapse between two periods of training leave ranging from six months to six years (depending on the duration of the previous training leave undertaken).

Another two types of leave for educational purposes are closely related to CIF. Skills assessment leave (CBC), which may be paid or unpaid, allows its beneficiaries to take leave to seek career and educational guidance through skills assessment. However, this evaluation of vocational and personal qualifications does not lead to any formal qualification validation and involves preparation for further career development and related further training and learning. Paid leave for the validation of acquired experience (CVAE), on the other hand, is specifically designed to validate the learner's actual skills/prior experiential non-formal and informal learning. Under both instruments, short periods of leave lasting 24 hours may be granted.

A separate instrument, called leave for training in social, economic and trade union affairs (CFESS), is provided for attendance at training courses usually organised by centres run by the trade union bodies that enjoy representative status at national level or by specialist establishments. Members of works councils and workplace health and safety committees are subject to special preferential rules in regard to such leave.

A specialised instrument of training leave for civil servants (CFP) is also applicable in France.

To improve individual bargaining between employers and employees, a regime called individual right to training (DIF) was established in 2004. DIF established the possibility for employees to accumulate 20 hours per year which could be used for training purposes. Usually, the training costs are borne by the employer, but the training is undertaken outside working hours. In some cases, this arrangement may be used for external training during working hours; this effectively constitutes training leave. However, this arrangement is not officially recognised in French legislation as a training leave instrument.

Only CIF, CVAE and DIF are analysed in greater detail in this report.

For CIF and CVAE, OPCA ⁽²¹⁾ funds (collected from compulsory employers' contributions of 1.6% of the total wage bill) are the main source of funding. Employers may, however, make an additional voluntary contribution (in addition to their annual compulsory contribution). In the case of DIF, employers cover training leave costs for employees with open-ended contracts. Training leave costs for employees on fixed-term contracts are paid for by an OPCA. The CIF was used by 49 947 learners in 2008. It was used slightly more often by men, by learners aged 35-50, by employees in large companies and by private sector employees. Persons in medium-skilled occupations (ISCO 4-8) used it much more often than highly skilled employees (ISCO 1-3). CVAE was used by 8 946 learners and CBC by 30 745 learners. Data on beneficiaries of DIF instrument are not available.

1.3.2.5. *Hungary*

Hungary's trade union density stands at 16.8%, while 33.5% of its employees are covered by collective bargaining – both of these shares are lower than the average of the countries covered by this report. The European participation index shows that worker participation in Hungary is also quite low. Only 3.5% of employees work part-time. The labour market is not rigid, and only 7.6% (the lowest share among the EU countries for which data were available) of adult learners report good access to information on learning possibilities.

While a voluntary training leave instrument exists for most private sector employees, compulsory training leave is provided for certain professions in the public sector, and there is a special training leave instrument for employees threatened by redundancy.

The Hungarian Labour Code guarantees training leave only if training takes place within the school system or if further training is mandatory for a specific job or required by the employer. Most private sector employees may, however, use learning contracts, an instrument provided for in the Labour Code, to take training leave. Under such an agreement, the employer undertakes to provide support for the duration of the learning activity (the form and extent of support is subject to individual agreement between employee and employer), while the learner undertakes to complete the learning programme as agreed and to remain in the

⁽²¹⁾ *Organisme paritaire collecteur agréé* [accredited joint collection agency] – OPCAs are non-governmental organisations/associations that collect and manage employers' financial contributions to training, established by agreement between the social partners in a particular industrial branch at national, sectoral and regional levels and approved by the State.

employer's employment for a predetermined period of time following graduation (payback clause).

Certain public sector employees (e.g. teachers, librarians, social care and health care specialists, etc.) are subject to compulsory training leave. Employers (public or contracted private institutions ⁽²²⁾) receive financing from the State in support of this system. This serves to cover course fees, travel and subsistence costs of training participants, the lost wages of learners during the leave period, as well as the salary of the replacement staff. The funds allocated to the employer should cover all of these costs, but this is not always the case. Where funds fall short, costs are divided between employee and employer or training is held over to the period when the employee is required to attend a specific number of training hours.

Preventive training leave is an instrument provided only for employees who face redundancy if they do not acquire a higher or alternative qualification. The courses aimed at such employees during their employment are financed by the labour market fund (national training fund). By default, the instrument also includes a payback clause whereby the learner has to repay all expenses incurred by the employer and the State if he or she decides not to complete the training for which the leave was granted.

As a spin-off of compulsory leave for public sector employees, a pilot for a special further training system involving teachers and trainers of VET has been introduced in one of the operational programmes funded under Hungary's National Development Plan as part of the Social Renewal Operational Programme. This system is designed to provide long-term training leave – VET teachers and trainers spend four to six months in the various companies, developing the skills which they transfer to learners through their teaching or training work. This instrument is, however, not covered by this report, as it had not been implemented by the time that this research was conducted. There are no data available on the number of users of the learning contracts or further training for the public sector. In 2008, the preventive training instrument was used by 884 persons. That figure represents just 0.02% of all employed persons.

Only learning contract and preventive training instruments are analysed in greater detail in this report.

⁽²²⁾ Private educational institutions, libraries, social and health care institutions may sign an agreement allowing them to receive State funding.

1.3.2.6. *Netherlands*

In the Netherlands, trade union density is comparatively low at 18.9%, while the coverage of collective bargaining reaches 89% (well above average), and the participation rights of workers are fairly extensive. In total, 36.7% of employees (largest incidence among the countries analysed) work part-time. The Dutch labour market is rigid (although certain features of a flexible labour market, such as widespread temporary employment, are also present). Wide access to information on learning possibilities is reported by 58.4% of adult learners (the highest share among the EU Member States, comparable only to the UK).

The system of training leave in the Netherlands is interesting for several reasons. No specific provisions regarding the right to training leave are present in the national legislation. Nevertheless, three actually functioning training leave instruments could be distinguished. Since the 1990s, training has been understood primarily as a responsibility of the social partners, its management having been shifted on to them by the State. This is reflected in the fact that the collective bargaining processes are especially important for regulation of training leave.

The 2006 amendment to the 1964 Wage Tax Act established the life-span leave arrangement. This instrument is interesting because of its connection with the saving scheme instrument. It allows employees to save, each year, a maximum of 12% of their gross income, up to a maximum of 210% of their gross annual salary. The accumulated credit may then be used to fund lost wages during any type of standard unpaid leave (this includes leave for educational purposes, although no further specifications are provided) ⁽²³⁾.

The lack of legislation regulating training leave more specifically is compensated by detailed, widespread and often binding collective agreements. Unlike the one provided under the life-span leave arrangement, these collective agreements usually include provisions on paid training leave. At the time this research was conducted, around 200 sectoral and 800 large company-level collective agreements were in place, although it is not clear how many of them specifically regulated training leave. Eurofound (2009c) reported that, in 2006, 112 of 122 collective agreements analysed touched on the subject of training leave in one way or another. Similarly, a more recent study (Van der Meijden et al., 2012) analysed 105 collective agreements, all of which had training leave regulations in place. Most frequently, collective agreements included provisions on job-oriented training and leave for exam preparation. Much more rarely,

⁽²³⁾ Since the beginning of 2012, this instrument is no longer available to new users. In 2013, it will be replaced by the vitality savings scheme, *vitaliteitsregeling*.

provisions regarding learning in connection with dual trajectories (learning and working) or general learning were in place. In some cases, collective agreements also regulated time-saving for educational purposes. Because of the large number of applicable collective agreements, significant differences in the regulation of training in general and training leave in particular exist among sectors. Some sectors, especially those relating to the provision of services, reportedly struggle in reaching agreements on training and training leave, while others address these issues more effectively. The importance of the sectoral dimension of education and training is also reflected in the financing of training (including training leave). In 2009, there existed 135 sectoral funds established by collective agreements in various sectors, 92 of which could be used to finance education and training (van der Meijden et al., 2012).

Other financial instruments relating to training leave under collective agreements include payback clauses and tax incentives (tax deductions).

The third Dutch arrangement, which could be identified as a training leave instrument (leave under the part-time unemployment act, introduced in 2009), is interesting in the light of the recent economic downturn in Europe. In fact, this agreement could be described as a short-time work instrument combined with compulsory training. Its objective is to help employers weather the economic crisis by giving them the possibility to reduce temporarily the working hours of (some of) their employees. This has helped companies to reduce wage costs without firing their employees and, in so doing, severing their ties to the company. Employees' lost wages were compensated by part-time unemployment benefit, provided by the State. Coverage of other training costs was not regulated – this depended on the individual agreement concluded between employee and employer and the availability of other (State) financial instruments.

Although not primarily designed as a training leave instrument, this provision effectively functioned as such, as one of the conditions for using the instrument was that employers must provide vocational training for staff on short-time working. The result was that employers reduced employees' working hours by sending them on training courses, while the State compensated the employees for their lost wages. The instrument included a payback clause for employers whereby the financial assistance had to be paid back if the rules governing the instrument were broken by the employer.

However, as the situation in the economy and labour market became more stable, this instrument was gradually phased out and has been discontinued since 1 July 2011. As the instrument still existed at the time when the factual data for this report were collected, it was included in the analysis.

There are no precise data available on the use of the three training leave instruments in the Netherlands. However, it is estimated that some 60 000 individuals (0.78% of employed persons) became training leave users under the part-time unemployment act. It has also been reported by the stakeholders that this instrument has played a significant role in creating a training culture in companies that were previously providing very little training for their employees.

Training leave under collective agreements and under the part-time unemployment act are analysed in greater detail in this report.

1.3.2.7. *Poland*

In Poland, collective bargaining covers 38% of employees, while 15.6% are members of trade unions (both shares are lower than average), and worker participation rights are limited. In total, 8.6% of Polish employees work part-time. The Polish labour market is reported to be quite flexible. Some 17.8% (lower than the average of 24.2% in the EU-27) of adult learners feel that they have sufficient access to information on learning possibilities.

In 1949, Poland became the first country in Europe to introduce training leave provisions. After the transition to democracy (in 1989-90), a new regulation was introduced in 1993; this was amended on 16 July 2010. It provided that employees who participate in a course leading to a higher vocational qualification, either at the request of their employer or after having obtained their employer's consent, are entitled to leave of absence from work. The amendment established the right for learners both to take time off work, for all or part of a day, so that they might attend mandatory training courses and to take longer training leave when sitting examinations (six days) or writing a thesis followed by an examination (21 days). Employees should be paid their salary during such leave of absence. Employers may also contribute voluntarily to the direct training costs (fees, travel costs or accommodation expenses). In such cases, however, the Labour Code envisages the possibility for the employer to include a payback clause in the training contract.

For participation in training activities other than those outlined above, the employee may be granted unpaid leave.

The Labour Fund (which consists of state budget subsidies, EU financing, interest from loans and investments, and obligatory contributions from companies) may be used to cover up to 50% (but not more than the average monthly salary) of the training costs for employees aged under 45 and 80% (but not more than three average monthly salaries) of the training costs for employees aged over 45. To be able to benefit from Labour Fund compensation, employers must establish their own (inter)company-level training fund, consisting of

contributions of not less than 0.25% of the payroll. The Fund may also cover up to 80% of the average monthly salary, provided that the employee is sent on paid training leave lasting at least 22 working days and is replaced by a previously unemployed person (as part of a job-rotation programme). In such cases, the Labour Fund may also compensate the employer for the salary expenses of the newly recruited person, up to 40% of the average monthly salary. However, this job-rotation arrangement (whereby training leave must last for 22 days or more) is currently subject to legal inconsistencies. The new maximum limit of 21 days of training leave means that the arrangement is unlikely to be used.

National experts reported shortcomings in the monitoring and evaluation of the Polish training leave instrument. National statistics on the use of training leave are lacking, there is no monitoring system in operation, and availability of research on the instrument is limited.

A separate instrument of one-day leave from work, not connected to the training leave analysed in this report, also exists in Poland and, in principle, may be used for training purposes.

1.3.2.8. *Spain*

While only 14.3% of Spanish employees are members of trade unions, and worker participation rights are quite limited, 84.5% of all employees are covered by collective bargaining. The incidence of part-time employment is 11.9%, lower than the average of the countries which fall within the remit of this report. The labour market is fairly rigid, and 22.2% (slightly fewer than the EU average) of adult learners have access to sufficient information on learning possibilities.

Three different training leave instruments were identified.

Individual training leave consists of paid training leave of up to 200 working hours per year for an employee who is studying to obtain a formal educational or training degree and who works for a company in the private sector. The main objective is to improve the employee's qualifications, but the training or education does not necessarily have to be related to his/her job or company. The employee must ask the employer for permission to take leave, and the employer may refuse only on organisational and production-related grounds.

Individual training leave provides preferential treatment to groups such as low-skilled employees, ageing employees, SME employees and disabled persons.

The employer continues to pay the salary to employees on training leave but is subsequently exempted from social security contributions for the amount spent for this purpose. Additional funding for training leave may also be claimed from

the national training fund. By default, learners pay the course fees themselves. In some cases, the course fees are subsidised by the State or paid by the employer.

The Workers' Statute establishes a right to training leave that entitles an employee to take the time necessary to sit an exam for the purpose of obtaining a formal degree (this training leave is shorter than individual training leave). The employee must ask for permission to take leave, but the employer may not refuse to grant permission. This training leave instrument may be further developed through collective agreements. It is through collective agreements that more specific features, such as the payment of salaries during periods of leave, are agreed. In 2005, 832 collective agreements (40% of all collective agreements), applicable to almost 1.5 million employees (51% of all employees covered by collective bargaining), related to paid training leave. Compared to 2002, collective bargaining coverage of employees had dropped slightly, and more company-level regulation had been introduced (Eurofound, 2009a).

A specific training leave instrument, regulated by the Civil Service Statute as well as specific national decrees, resolutions and regional legislation, is also provided for public sector employees.

Individual training leave has not proved to be a very popular instrument, although its use has increased slightly over the past few years (1 323 users or 0.01% of all employees in 2007, 1 721 in 2008 and 2 131 or 0.02% of all employed persons in 2009). The instrument was used by men and women equally. There were no data available on the use of the other two instruments.

Only the individual training leave instrument is analysed in greater detail in this study.

1.3.3. Structure

This report consists of three main parts. The first part of the report provides an introduction to the subject of the study. This is followed by the second part, which is dedicated to methodology: it sets out the main variables, research questions, methods and limitations of analysis and provides definitions of the terms used in this report. The third part presents the main findings: it describes the design characteristics of training leave instruments and compares the performance of the selected instruments. This is followed by conclusions and policy recommendations.

CHAPTER 2.

Overview of methodology

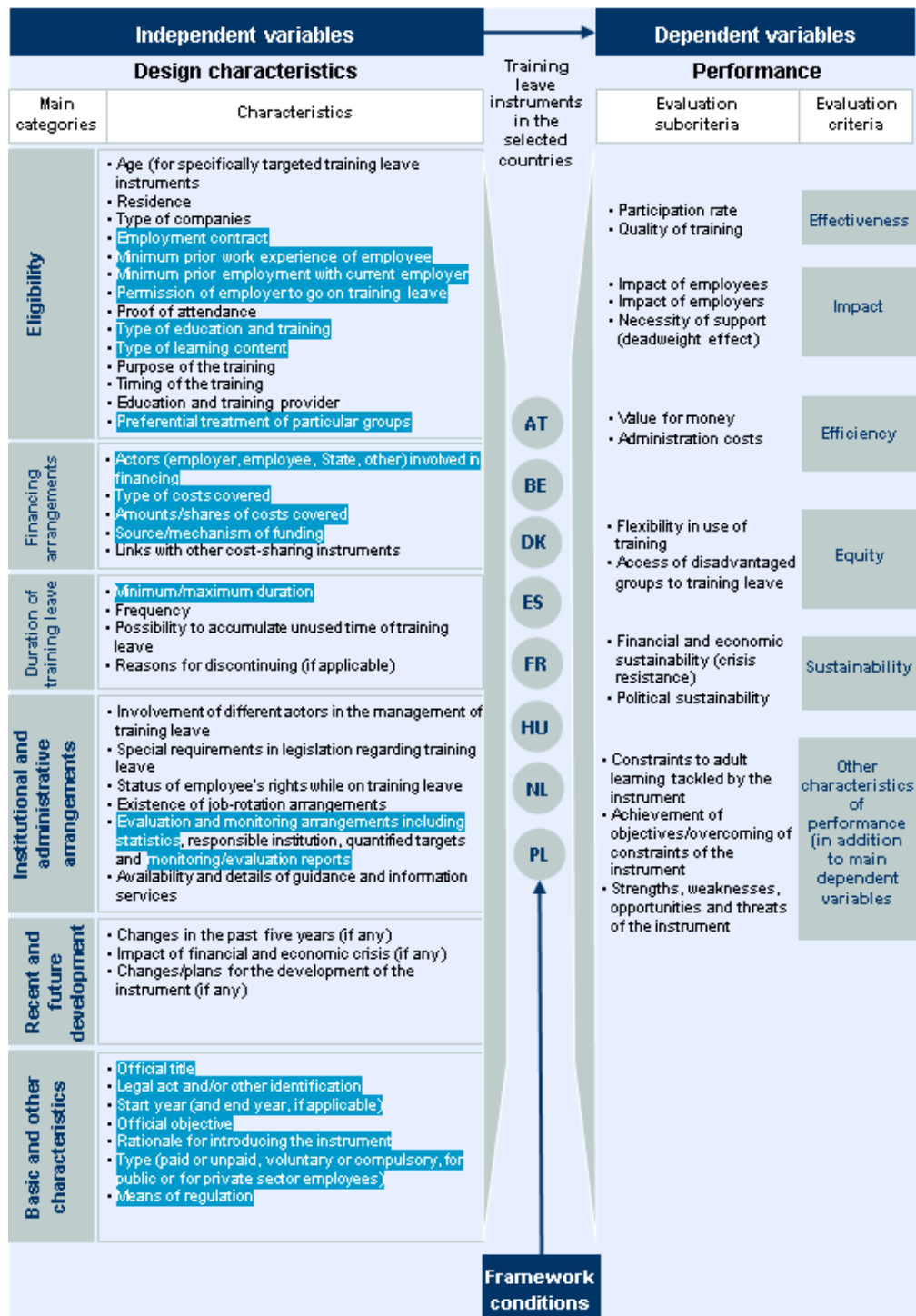
This report essentially consists of a comparative analysis. The overall approach to the research performed is qualitative, as the small sample size and lack of comparable quantitative data on the training leave instruments do not allow the use of quantitative methods. This part of the report provides a brief summary of the methodology used for the assignment, including a conceptual model with selected variables, research questions, methods and limitations of analysis and key terms and definitions. Figure 1 summarises the basic logic of the conceptual model used in the report. The model links the independent variables (design characteristics of the selected training leave instruments) and the dependent variables (performance of training leave instruments) within the overall context of the country (framework conditions). The basic hypothesis is that institutional design and framework conditions jointly determine the performance of the training leave instrument.

The list of design characteristics of training leave (Figure 1) is not exhaustive. There are some other, more detailed features of the training leave instrument. However, in this report, the design characteristics presented in Figure 1 are considered to be the most important, and no others are analysed. The performance of training leave instruments is measured in terms of efficiency, equity, effectiveness, impact and sustainability (Box 1).

Framework conditions vary from country to country because of different education and labour market institutions and policies and different macroeconomic and socio-cultural environments. Specific framework conditions were considered in the selection of countries for in-depth analysis ⁽²⁴⁾. Some of these were included in the brief descriptions of national contexts in which training leave instruments operate (section 1.3.2.) and were taken into account in a qualitative comparative analysis (Annex 2) to assess the relationship between the country-specific context and the performance of the training leave instruments.

⁽²⁴⁾ A representative sample of European contexts was sought in terms of budget deficit as a percentage of GDP, degree of rigidity of the labour market in the country according to the World Bank's rigidity of employment index, participation in CVET as a percentage of employees in all companies (Eurostat CVTS3) and involvement of the social partners in CVET policy (Eurofound information).

Figure 1 Model of analysis



NB: All design and performance characteristics are analysed only for the 12 selected training leave instruments; design characteristics marked in bold are analysed for all training leave instruments identified in this report.

Source: Prepared by the authors.

Box 1 **Criteria for measuring performance of training leave**

Effectiveness, understood as the extent to which specific policy objectives have been achieved, or are expected to be achieved, during or immediately after policy intervention, was measured by two variables:

- participation of eligible employees in training leave;
- quality of training undertaken by employees during leave (measured in terms of certification of education and training programmes and accreditation of education and training providers).

Impact, understood as the extent to which general policy objectives have been achieved, or are expected to be achieved, over a long period after policy intervention, was assessed in terms of:

- impact on employees (e.g. acquisition of new skills, job prospects, qualifications, greater interest in training, increased earnings);
- impact on employers (e.g. improved productivity, increased turnover, strengthened competitiveness);
- deadweight effect (situation where public subsidies fund training that would have been undertaken anyway).

Efficiency, defined as the extent to which the selected policy measures have produced maximum results from given inputs, combined two criteria:

- value for money (ratio between costs of training leave and its benefits);
- administration costs (costs of managing the instrument, for example information and guidance, eligibility checks, contracting, payment and other management functions).

Equity, understood as the extent to which policy measures have provided its target groups with an equal chance to participate successfully in the supported activity, consisted of two variables:

- freedom of use of training leave by employees (where the employee may freely use the instrument without any external constraints and in the absence of any form of external pressure, e.g. from employers, supervisors or other colleagues);
- access to training leave for disadvantaged groups of employees (who systematically participate less frequently in learning than other groups, e.g. ageing, disabled, low-paid, low-qualified and migrant employees and employees of SMEs).

Sustainability, understood as the extent to which the training leave system is able to withstand changes in financial, economic and political conditions, was characterised by two main dimensions:

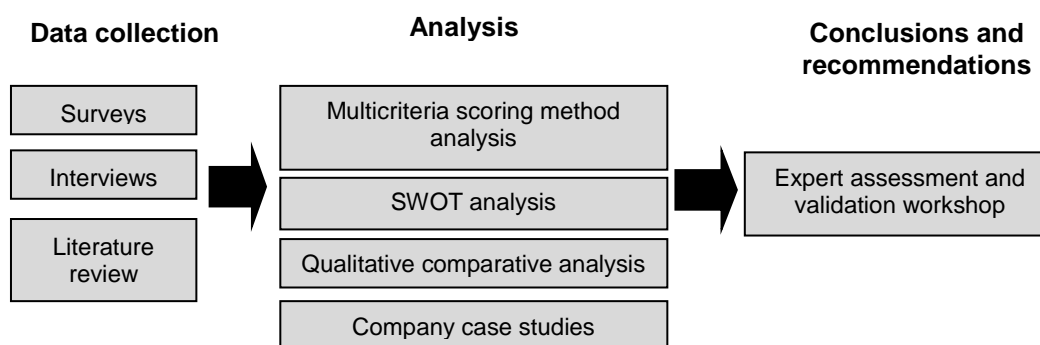
- financial and economic sustainability (ability of the instrument to withstand the negative effects of financial crises and economic downturns);
- political sustainability (ability of the instrument to adjust to a changing political and social environment, e.g. changes in political leadership).

The study focused on two main tasks which involved different methods of data collection and analysis. The first was to map and provide a descriptive analysis of training leave instruments in 33 European countries. This was conducted with the help of a literature review and initial surveys. The second task was to examine in depth the use of training leave in eight selected countries. This latter task involved several activities:

- (a) finding VET/labour relations experts and asking them about the detailed characteristics of the training leave instruments;
- (b) collecting stakeholders' opinions on the instruments' effectiveness, impact, efficiency, equity and sustainability;
- (c) clarifying all responses via e-mail and/or through telephone interviews;
- (d) providing a comprehensive description of the operation of training leave instruments in Europe;
- (e) assessing performance of the selected instruments.

Because of the large number of variables and the small number of observations, qualitative methods of analysis were chosen to analyse and explain performance of training leave instruments. Finally, expert assessment and a validation workshop were used ⁽²⁵⁾ to verify findings and to conceptualise and formulate the most important messages and policy recommendations. Figure 2 summarises the research methods used in this report and shows how they correspond to each other.

Figure 2 **Summary of research methods used in the report**



Source: Prepared by the authors.

⁽²⁵⁾ The draft final results of this study were assessed and validated during the thematic workshop on *Training leave and payback clauses: policies and practice in Europe* organised by Cedefop in Thessaloniki on 6 and 7 June 2011. The workshop was attended by VET/labour relations experts, public officials, social partner representatives and other relevant stakeholders from 15 European countries.

Most of the empirical data used in this study were taken from surveys (Table 2). Initial surveys concerned all 33 countries, with one questionnaire completed per country by national experts based on desk research and interviews. Detailed surveys – factual and opinion surveys – were carried out only in the eight selected countries. The factual survey was again completed by one national expert in each country, while the opinion survey was addressed to the following four national-level stakeholders in each selected country for each selected instrument:

- (a) public officials responsible for implementation of the training leave instrument;
- (b) representatives of employers;
- (c) representatives of trade unions;
- (d) independent experts from academia or non-governmental organisations.

At the end of the opinion survey, a total of 45 completed questionnaires were returned (out of the 48 distributed). Questionnaires were not received from public officials dealing with Dutch training leave under collective agreements or the Polish training leave instrument, nor were they received from representatives of employers involved in Dutch leave under the part-time unemployment act. All questionnaires are reproduced in Annex 5.

Table 2 **Main characteristics of project surveys**

Type Question	Initial surveys		Detailed surveys	
	Mapping survey	General survey	Factual survey	Opinion survey
Which countries are covered?	All 33 countries	All 33 countries	Eight countries selected for in-depth analysis	Eight countries selected for in-depth analysis
What is the focus?	Factual information on mapping	Factual information on design characteristics	Factual information on design characteristics/ performance of training leave instruments	Subjective information on performance of training leave instruments
What is the objective?	Mapping for <ul style="list-style-type: none"> country selection; short country description 	Basic information for short country description	In-depth factual information for comparative analysis and assessment	In-depth subjective information for comparative assessment
What type of information is requested?	Objective	Objective	Objective	Subjective
Who completes it?	Public official or VET/labour relations expert	Public official or VET/labour relations expert	VET/labour relations expert	Four key national-level stakeholders (including public officials)

Source: Authors.

In addition to surveys, interviews and a literature review were used for data collection. The primary aim of the interviews was to clarify the answers provided to survey questions and to gain useful insight into the national context of the training leave instruments. Meanwhile, the literature review focused mainly on gathering national evaluation reports and information about performance of training leave instruments to be used in the comparative analysis.

A wide range of qualitative methods were used to assess the performance of training leave instruments: a rating method (multicriteria scoring), an analysis of strengths, weaknesses, opportunities and threats (SWOT analysis), a qualitative comparative analysis and company case studies. The multicriteria scoring method provided a general assessment of which training leave instruments perform better and meet the expectations of stakeholders and of which performance qualities of training leave are more important to stakeholders. The SWOT analysis complemented the multicriteria scoring method analysis by explaining how the social partners and other stakeholders arrived at their assessment of a training leave instrument. This method helped to identify the factors which are the most important in explaining the performance of training leave instruments. A qualitative comparative analysis (QCA) was used to test the relationships between design characteristics, framework conditions and the performance of training leave. Qualitative comparative analysis is an alternative method to statistical analysis where a small number of cases does not allow meaningful or statistically significant calculations. Owing to the diversity of the instruments and complex interrelations among the different factors, relationships between independent variables (design characteristics), framework conditions and dependent variables (performance characteristics) were considered relevant only if the former two explained at least 75% of all the outcomes of the latter (i.e. the variable did not contain more than three exceptions out of 12 cases in the negative and the positive relationship combined ⁽²⁶⁾). Qualitative comparative analysis was also used to compare group-specific and universal instruments to discover shared design characteristics, framework conditions and performance results for each group. In these relationships, no exceptions were permitted in

⁽²⁶⁾ Qualitative comparative analysis tests which conditions are sufficient (i.e. lead to a positive value of a dependent variable, e.g. high participation, low administration costs) and which conditions are necessary (i.e. their absence leads to a negative value of a dependent variable, e.g. low participation, high administration costs). Because of the large number of variables and the small number of cases, we included only those conditions which appear to be both necessary and sufficient to avoid accidental covariations, and only three exceptions in the whole sample were allowed.

four group-specific instruments and only one exception in the group of eight universal instruments. Tosmana software ⁽²⁷⁾ was used to conduct the qualitative comparative analysis. Company case studies complemented the aforementioned research methods by illustrating the performance of the training leave instrument at company level. The report includes results from seven company case studies: one for Austrian training leave, three for Hungarian learning contract leave, one for Hungarian preventive training leave, one for Dutch leave under collective agreements and one for Dutch leave under the part-time unemployment act.

The main limitations of the report result from a lack of previous systematic research and the typical drawbacks of qualitative research methods. First, comparative analysis can never guarantee that all the relevant factors and conditions have been considered and studied. This typical weakness was exacerbated by a general lack of literature on training leave instruments in English, while, in some countries, it was difficult to find any information even in the national language. Second, the number (and diversity) of instruments studied was not matched by sufficient observations of each training leave instrument. Finally, another major limitation of this report is associated with the level of regulation of training leave instruments. About 50% of training leave instruments are fully or partly regulated at collective agreement level. Although the national experts whom we questioned were asked to provide information either on the most widely used practice or, where unavailable, illustrative examples from the most prominent collective agreements, very little information was available. For the selected instruments, this difficulty was at least partially overcome by carrying out additional case studies at company level.

⁽²⁷⁾ Available online: <http://www.tosmana.net> [accessed 21.9.2012].

CHAPTER 3.

The comparative analysis

3.1. Description of design characteristics of training leave instruments in Europe

The present chapter describes the design characteristics/operation of training leave instruments across 33 European countries. A more detailed description is provided for 12 selected training leave instruments in eight countries: Belgium, Denmark, Spain, France, Hungary, the Netherlands, Austria and Poland. The performance of these instruments is analysed in Section 3.2.

The key topics considered in the descriptive analysis of the training leave instruments are:

- (a) types of training leave;
- (b) objectives and rationale for introduction;
- (c) duration of implementation;
- (d) level of regulation;
- (e) access conditions;
- (f) legal provisions – rights and obligations;
- (g) duration arrangements;
- (h) financing arrangements;
- (i) role of the government and other actors in management of training leave;
- (j) information and guidance;
- (k) monitoring and evaluation arrangements;
- (l) recent and planned developments.

3.1.1. Types of training leave instruments

The VET/labour relations experts and public officials questioned were able to identify 62 training leave instruments in the 33 European countries analysed. This figure shows the scope of this report but should not be understood to be representative of the total number of European training leave instruments currently in operation.

Many small-scale training leave arrangements could, in principle, have been identified as separate instruments, but these fell outside the scope of the study. A selection was made to reduce the sample to a manageable size. For example, in the case of Germany, where 12 of the 16 *Länder* have their own separate and slightly different variations of the training leave instrument, the instrument operating in the region of North Rhine-Westphalia (which is Germany's most

populous *Land* and one of its most economically prosperous regions) was selected for inclusion in this report. Further, in some countries, training leave is regulated by many collective agreements at various levels and in various sectors (see Section 3.1.4. on level of regulation). Instead of referring to all available collective agreements, respondents were asked to formulate their answers as if all arrangements covered by collective agreements consisted of a single instrument. The objective was to identify the characteristics of the training leave instruments either on the basis of the most widespread practice or using a few more widely used or extensive examples. In total, there are 32 such training leave instruments which are covered by a much greater number of collective agreements.

Box 2 Short-time work arrangements with a compulsory element of training

During the recent economic and financial crisis, short-time work arrangements or temporary lay-offs of employees were widely used by companies across Europe. Such instruments were introduced mostly to help employers reduce wage costs when production was slowed down but to maintain the employment relationship with their temporarily redundant employees. Under such instruments, the lost wages of the employees were usually compensated in full or in part by the State (with funds both from the State budget and resources from the European Social Fund). A detailed mapping and analysis of such instruments is provided in a recent Eurofound publication (2011).

In some cases, such arrangements involved a compulsory element of training, and companies could lay off their employees only if they were sent on training courses during the time they were not working. In such cases, all of the key elements of training leave are present – time off, training, a right to return to work and compensation for lost wages (the latter applicable only to paid training leave). Such instruments do, however, have some distinctive characteristics which differentiate them from most standard training leave instruments. They consist more of ad-hoc policy measures created specifically for periods of economic hardship and are usually abandoned once economic activity and the labour market return to more normal levels. The training of employees, especially the provision of time off work for training, is only a secondary objective of such instruments, the primary one being to stabilise the company's finances and maintain jobs. Finally, the decision to take training leave under these instruments is usually made not by the employee (although some exceptions are reported) but by the employer, sometimes in consultation with the social partners.

All of the short-time work arrangements involving a compulsory element of training that were identified in Eurofound's (2011) study were also included in the scope of this report.

Source: Eurofound (2011) and surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Our analysis of training leave also includes short-time work arrangements combined with training. Although they are not referred to in national legislation as training leave, they function in a similar way to such instruments, under which employees may be released from part of their working time only if training is provided to them during their absence. Three of the instruments identified (leave under the part-time unemployment act in the Netherlands, assistance for companies facing difficulties in Malta and partial refunding of wage compensation for temporarily laid-off workers in Slovenia) were included in this report.

In the course of the analysis, at least one training leave instrument (based on legislation, collective agreements or both) was identified (see below) in all countries, except Ireland and Turkey. As the ratio of instruments per country suggests, some countries had several training leave instruments in operation – in France, six different instruments were identified, while, in other countries, two or three separate training leave arrangements were reported.

Table 3 presents an exhaustive list of the training leave instruments analysed in this report. Any further presentation or analysis of findings refers only to the instruments listed in the table. More detailed data were collected for the selected instruments, and their performance and achievements are analysed in depth in the following chapter. The table also shows the codes provided for each instrument, which are frequently used further in the report to ease the presentation of data.

All of the identified instruments were classified primarily according to the following key characteristics (see also Annex 3):

- (a) paid/unpaid training leave distinction:
 - (i) paid training leave: the employee is entitled to receive his/her salary in full or in part, or, in some cases, receives compensation in the form of grants from public or social partner funds;
 - (ii) unpaid training leave: the salary is not paid during the training period, but the employee has the right to return to his/her employment following a longer period of approved leave, for example a career break;
 - (iii) mixed-payment training leave: payment of the salary usually depends on, for example, certain eligibility criteria, willingness of employers, agreements between the social partners or availability and level of public support;
- (b) voluntary/compulsory training leave distinction:
 - (i) voluntary training leave: the decision to use the instrument is taken by the learner or employer or is made by mutual agreement;

- (ii) compulsory training leave: obligatory training is provided during the employee's working time. This training leave instrument is usually compulsory for certain professions (e.g. teachers, social care or health care specialists) that are regulated by national/EU law;
 - (iii) mixed engagement training leave: generally provides for voluntary use of the training leave instrument (under the same regulation) except by individuals in some professions specified in the relevant legislation;
- (c) public/private sector specificity distinction:
 - (i) training leave for private sector employees: training leave arrangements apply only to employees who work for companies in the 'private sector'. According to Eurostat, a sector is considered to be 'private' if it is controlled by private actors, if it derives more than 50% of its revenue from market activities (i.e. private sources) and if private actors take most if not all financial and other risks associated with its activities;
 - (ii) training leave for public sector employees: arrangements apply only to employees who work for organisations in the 'public sector'. According to Eurostat, a sector is considered to be 'public' if it is controlled by the government (government determines general policy), if it derives less than 50% of its revenue from market activities (i.e. private sources) and if the government takes most if not all financial and other risks associated with its activities;
 - (iii) mixed sector training leave: arrangements may apply both to employees who work for private sector companies and to those who work for public sector organisations;
- (d) universal or targeted in terms of target group coverage:
 - (i) universal training leave: addresses all employees (this category also includes instruments which provide preferential treatment to specific groups);
 - (ii) targeted training leave: targets specific groups of employees;
- (e) universal to all levels of education and training or targeted to certain levels of education and training:
 - (i) training leave universal to all levels of education and training: does not discriminate against employees and covers all types of education and training;
 - (ii) training leave targeted to specific levels of education and training: covers only some types of education and training;
- (f) collective or public/private investment:

- (i) collective investment training leave: employees and employers share the costs;
- (ii) public/private investment training leave: government and employers and/or individuals share the costs.

Out of the 62 instruments identified, 59 were of paid or mixed-payment type (i.e. both paid and unpaid). Two of the instruments were unpaid (study leave in Sweden and training leave for public servants in Lithuania), and, in one case, no information was available on payment type. Particular note should be taken of the Dutch life-span leave instrument, whereby employees may be compensated for lost wages through a personal fund consisting of additional income deriving from previous personal income tax reductions – in this sense, strictly speaking, the leave is neither paid nor unpaid, but because the tax reduction could be considered as assistance from the State, it is classified as paid in this report. Of the 12 instruments selected for in-depth analysis (highlighted in blue in Table 3), eight were of paid type and four were of mixed-payment type.

Training leave instruments that are compulsory for their users (most often, training for certain professions, such as teachers) were not very common compared to voluntary ones (four compulsory instruments and 50 voluntary ones, seven of which could be compulsory in certain circumstances (mixed engagement instruments); for one instrument, this information was not available). However, these numbers might be slightly misleading. Many countries, if not all, provide compulsory training for teachers, medical employees and other regulated professions ⁽²⁸⁾. In some cases, this is even regulated by specific EU directives, as in the case of truck drivers (Directive 2003/59/EC). However, only in some cases did the national experts recognise such arrangements as separate training leave instruments. Among the selected instruments, only one was of mixed engagement type; the rest were voluntary.

Most instruments (35 altogether) applied to both the private and public sectors, while slightly more training leave instruments were specific to the public sector rather than to the private sector (14 as against 12); again, this information was not available for one instrument. Four of the 12 selected instruments could be used only in the private sector, while eight could be used in both the private

⁽²⁸⁾ A profession is said to be regulated when access to it and the exercise of it are subject to the possession of a specific professional qualification. More information on the regulated professions in the EU Member States can be found in the European Commission's regulated professions database at http://ec.europa.eu/internal_market/qualifications/regprof/index.cfm?fuseaction=home.home.

and public sectors; no training leave instruments aimed specifically at the public sector were selected for detailed analysis, as the incidence of cost-sharing is lower for such instruments.

In terms of target group coverage, most instruments (45 of 62) were universal; 14 were targeted at specific groups (either disadvantaged persons or specific professions), and, in three cases, no information was available. Of the 12 selected instruments, four were targeted at specific groups of learners and eight were universal.

The training leave instruments identified were slightly more often targeted at specific levels of education and training (30 targeted instruments as against 23 universal ones; in nine cases, no information was available on at what levels the training leave instrument was targeted). Five of the instruments selected for detailed analysis were universal in this aspect, and seven were targeted.

The collective investment training leave instruments (where the costs were shared only among employers and employees without government involvement) were slightly more common than public/private investment instruments (32 cases as against 28; in two cases, no data were available on the financing mechanism). Five collective investment instruments and seven public/private investment instruments were selected for more in-depth analysis.

Table 3 also shows the applicability of the instruments to types of learning content: specific and/or generic/transferable. Most instruments identified (all instruments selected for in-depth analysis except Danish training leave financed by VEU) may be used for both generic and company-specific or sector-specific training. The most supported type of education in the sample was certified continuing education (both vocational and general). The fact that uncertified continuing education was supported by a significantly smaller number of instruments shows the extent to which the importance of certification of education and training measures is recognised among policy-makers and the social partners in the countries analysed.

3.1.2. Objectives of and rationale for the introduction of training leave

The objectives of and rationale for training leave instruments provide some key information about them. The rationale reveals which key constraints or issues were tackled by the instrument and helps us to understand why the intervention was needed in the first place. In a similar fashion, the objectives show where the emphasis was placed by policy-makers or the social partners in developing the instrument. They also strongly influence the design characteristics of the instrument and determine its performance.

3.1.2.1. *Objectives*

Survey respondents were asked to identify the objectives set out in the regulations concerning the training leave instruments – either legislation (including official statements) or collective agreements. In general, the identified objectives of training leave instruments could be divided into the following three groups:

- (a) general objectives (focused mainly on ensuring easier access to education and training but also, for example, on the promotion of more effective social dialogue, preservation of jobs, adjustment to innovation and new forms of work organisation, and promotion of new economic activities);
- (b) employee-centric objectives (e.g. development of new competences and increased employability);
- (c) employer-centric objectives (e.g. helping companies to retain their employees during a crisis, increase work efficiency or improve their competitiveness).

The group of employee-centric objectives was the largest, with 28 instruments; 18 instruments had objectives which could be described as general. There were fewer employer-centric objectives in the sample, with such objectives being established in only five cases. Some of the reported objectives included issues which could be attributed to more than one group (e.g. the objective of Spanish individual training leave is to promote the personal and professional development of employees and the prosperity of companies, to increase competitiveness of companies, to adjust more effectively to changes arising from technological innovation and new forms of work organisation and to foster new economic activities). Among the selected instruments, employee-centric objectives were also the most common, but there was an equal number of general and employer-centric objectives.

Not all of the training leave instruments had specific objectives defined in the legislation, official statements or collective agreements regulating them. In some other cases (e.g. right to leave from work for education purposes in Slovenia, German training leave in North Rhine-Westphalia and some others), respondents identified the objective as provision of time off work for employees for education and training purposes. However, this is, by definition, what the training leave instruments are designed to do. Therefore, Table 4 excludes such cases and focuses on more specific objectives.

Table 3 Mapping of training leave instruments across 33 European countries by type

Country	Code of the instrument	Title or other identification	Paid/unpaid	Voluntary/compulsory	Sector: private/public/both	Type of learning content supported: generic/specific (to company, organisation or sector)/both	Types of education and training supported											Other
							Secondary education and training (ISCED 2-3)		Post-secondary non-tertiary education and training (ISCED 4)		Higher (tertiary) education		Continuing education not related to ISCED classification					
							General	Vocational	General	Vocational	ISCED 5B	ISCED 5A and 6	Certified, general	Non-certified, general	Certified, vocational	Non-certified, vocational		
Countries with instruments selected for in-depth analysis																		
Austria	AT	Educational leave	Paid	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
Belgium	BE1	Educational leave (national instrument)	Paid	Voluntary	Private	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Not appl.	
	BE2	Training credit (Flanders region)	Paid	Voluntary	Private	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Not appl.	
Denmark	DK1	Training leave financed by VEU	Both	Voluntary	Both	Specific	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Not appl.	
	DK2	Training leave financed by SVU	Both	Voluntary	Both	Generic	Yes	No	Yes	No	Yes	Yes	Yes	No	No	No	Not appl.	
France	FR1	Individual training leave (CIF)	Paid	Voluntary	Private	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
	FR2	Skills assessment leave (CBC)	Both	Voluntary	Both	Both	No	No	No	No	No	No	No	No	No	No	Assessment of skills	
	FR3	Leave for the validation of acquired experience (CVAE)	Paid	Voluntary	Both	Both	Yes (level 3)	Yes (level 3)	Yes	Yes	Yes	Yes	No	No	No	No	Validation of acquired experience	
	FR4	Vocational training leave for civil servants in the public sector (CFP)	Paid	Voluntary	Public	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
	FR5	Leave for training in social, economic and trade union affairs (CFESS)	Both	Voluntary	Both	Both	No	No	No	No	No	No	No	No	Yes	Yes	Training in social, economic and trade union affairs	
	FR6	Individual right to training (DIF)	Paid	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
Hungary	HU1	Learning contract	Both	Both	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
	HU2	Further training for the public sector (*)	Paid	Compulsory	Public	Both	No	Yes	No	No	Yes	Yes	Yes	No	No	No	Not appl.	
	HU3	Preventive training	Paid	Voluntary	Both	Both	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Not appl.	
Netherlands	NL1	Life-span leave	Paid	Voluntary	Both	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Not appl.	
	NL2	Training leave under collective agreements	Both	Voluntary	Both	Both	No	Yes	No	Yes	No	No	No	No	Yes	No	Not appl.	
	NL3	Leave under the part-time unemployment act	Paid	Voluntary	Private	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	

Country	Code of the instrument	Title or other identification	Paid/unpaid	Voluntary/compulsory	Sector: private/public/both	Type of learning content supported: generic/specific (to company, organisation or sector)/both	Types of education and training supported											Other
							Secondary education and training (ISCED 2-3)		Post-secondary non-tertiary education and training (ISCED 4)		Higher (tertiary) education		Continuing education not related to ISCED classification					
							General	Vocational	General	Vocational	ISCED 5B	ISCED 5A and 6	Certified, general	Non-certified, general	Certified, vocational	Non-certified, vocational		
Poland	PL	Training leave	Both	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Not appl.	
Spain	ES1	Individual training leave	Paid	Voluntary	Private	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Validation of skills	
	ES2	Training leave under collective agreements	Both	Voluntary	Private	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
	ES3	Training leave for public sector employees	Both	Voluntary	Public	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Not appl.	
Other countries																		
Bulgaria	BG	Training leave	Both	Voluntary	Both	Generic	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Not appl.	
Cyprus	CY1	Scholarships and educational leave scheme for the civil service	Both	Voluntary	Public	Specific	No	No	No	No	Yes	Yes	Yes	No	No	Yes	Not appl.	
	CY2	Training leave based on collective agreements	Both	Voluntary	Private	Specific	No	No	No	No	No	No	No	No	No	Yes	Not appl.	
Czech Republic	CZ	Leave for qualification upgrading	Paid	Both	Both	Both	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
Estonia	EE	Study leave	Both	Voluntary	Both	Both	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
Finland	FI1	Study leave	Both	Both	Both	Generic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Not appl.	
	FI2	Job alternation leave	Both	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
Germany	DE	Training leave in North Rhine-Westphalia (12 different regional instruments exist)	Paid	Voluntary	Both	Generic	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Not appl.	
Greece	EL	Account for employment and vocational training	Paid	Voluntary	Both	Both	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Not appl.	
Ireland	No training leave instrument identified																	
Italy	IT	Training leave	Both	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Not appl.	
Latvia	LV1	Educational leave	Both	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Not appl.	
	LV2	Educational leave for teachers	Both	Compulsory	Both	Specific	No	No	No	No	Yes	Yes	No	No	Yes	Yes	Not appl.	
Lithuania	LT1	Learning leave	Both	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
	LT2	Qualification improvement for civil servants	Unpaid	Voluntary	Public	Specific	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	
Luxembourg	LU1	Individual training leave	Paid	Voluntary	Private	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.	

Country	Code of the instrument	Title or other identification	Paid/unpaid	Voluntary/compulsory	Sector: private/public/both	Type of learning content supported: generic/specific (to company, organisation or sector)/both	Types of education and training supported										Other
							Secondary education and training (ISCED 2-3)		Post-secondary non-tertiary education and training (ISCED 4)		Higher (tertiary) education		Continuing education not related to ISCED classification				
							General	Vocational	General	Vocational	ISCED 5B	ISCED 5A and 6	Certified, general	Non-certified, general	Certified, vocational	Non-certified, vocational	
	LU2	Leave for civil servants	Paid	Voluntary	Public	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
	LU3	Leave for trade union-related training	Paid	Compulsory	Private	Generic	No	No	No	No	No	No	No	No	Yes	No	Training related only to role of staff representatives
Malta	MT1	Assistance for companies facing difficulties	Paid	Voluntary	Private	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Not appl.
	MT2	Training leave under collective agreements	Both	Voluntary	Both	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Not appl.
Portugal	PT1	Labour Code	Paid	Both	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
	PT2	Educational leave for civil servants	Paid	Voluntary	Public	Both	No	No	No	Yes	No	No	Yes	No	Yes	Yes	Not appl.
	PT3	Leave for teacher training	Paid	Compulsory	Public	Specific	No	No	No	No	No	Yes	No	No	No	No	Research, scientific work
Romania	RO1	The right to training leave	Both	Both	Both	Both (if paid – specific only)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
	RO2	The right to training leave for public servants	Both	Voluntary	Public	Both	No	No	Yes	Yes	Yes	No	Yes	No	Yes	No	Not appl.
Slovakia	SK1	Training leave for enhancement and deepening of qualifications	Both	Voluntary	Both	n/a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
	SK2	Training leave for enhancement and deepening of qualifications of civil servants	n/a	n/a	n/a	Specific	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
Slovenia	SI1	The right to leave from work for education purposes	Both	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
	SI2	Partial refunding of wage compensation for temporarily laid-off workers	Paid	Voluntary	Private	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
Sweden	SE1	Study leave	Unpaid	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Not appl.
	SE2	Collective agreements	Both	Both	Both	Both	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Not appl.
United Kingdom	UK1	Right to make a request in relation to study or training	Both	Voluntary	Both	Specific	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.

Country	Code of the instrument	Title or other identification	Paid/ unpaid	Voluntary/ compulsory	Sector: private/ public/ both	Type of learning content supported: generic/specific (to company, organisation or sector)/both	Types of education and training supported										Other
							Secondary education and training ISCED 2-3)		Post-secondary non-tertiary education and training (ISCED 4)		Higher (tertiary) education		Continuing education not related to ISCED classification				
							General	Vocational	General	Vocational	ISCED 5B	ISCED 5A and 6	Certified, general	Non-certified, general	Certified, vocational	Non-certified, vocational	
	UK2	Skills pledge	Both	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
Iceland	IS1	Training leave for teachers	Paid	Voluntary	Public	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Not appl.
	IS2	Training leave for university lecturers	Paid	Voluntary	Public	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Not appl.
Liechtenstein	LI1	Training leave for teachers	Both	Both	Public	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Not appl.
	LI2	Training leave for civil servants	Both	Voluntary	Public	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Not appl.
	LI3	Training leave for private sector employees	Both	Voluntary	Private	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Not appl.
Norway	NO	Working environment act	Both	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
Croatia	HR1	Leave for adult education	Both	Voluntary	Both	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
	HR2	Training leave under collective agreements	Both	Voluntary	Both	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Not appl.
FYR of Macedonia	FYROM	Training leave under public sector collective agreements	Paid	Voluntary	Public	Both	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not appl.
Turkey	No training leave instrument identified																
No of cases			Paid: 25/62; Unpaid: 2/62; Both: 34/62; n/a: 1/62	Voluntary: 50/62; Compulsory: 4/62; Both: 7/62; n/a: 1/62	Private: 12/62; Public: 14/62; Both: 35/62; n/a: 1/62	Generic: 5/62; Specific: 8/62; Both: 39/62; n/a: 10/62	Yes: 39/62; No: 14/62; n/a: 9/62	Yes: 40/62; No: 13/62; n/a: 9/62	Yes: 37/62; No: 16/62; n/a: 9/62	Yes: 41/62; No: 12/62; n/a: 9/62	Yes: 41/62; No: 12/62; n/a: 9/62	Yes: 42/62; No: 11/62; n/a: 9/62	Yes: 29/62; No: 24/62; n/a: 9/62	Yes: 44/62; No: 9/62; n/a: 9/62	Yes: 35/62; No: 18/62; n/a: 9/62		

(*) Training leave for teachers in Hungary was selected for further analysis as a specific example of compulsory training leave for public sector employees.

NB: Instruments selected for in-depth analysis are highlighted in blue.

Not appl. = not applied; n/a = information not available.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Table 4 Objectives of training leave instruments

Groups of objectives	General objectives (e.g. better access to education and training)	Employee-centric objectives (e.g. flexibility, employability of learners)	Employer-centric objectives (e.g. retaining employees during a financial crisis, efficiency, etc.)
Instruments	BE2, DK1 , DK2, EE, ES1 , FR1 , FR2, FR4, FR5, FI1, FI2, EL, LV1, PT2, SE1, SI2, NO, UK1	AT, BG, BE1 , DK1 , FR1 , FR3 , FR4, FR5, FR6 , EL, HU1 , HU2, HU3 , NL1, NL2 , NL3 , PL , SK1, SK2, ES1 , ES2, ES3, CY1, CZ, IT, LT2, SI2, UK2	ES1 , FR6 , NL3 , CY1, SI2
No of cases	18/62	28/62	5/62

NB: Codes in bold indicate the selected training leave instruments analysed in depth.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

The official objectives as established in legislation, official commentaries or collective agreements may not always correspond to the key stakeholders' actual perceptions of them. During the opinion survey for the 12 selected instruments, respondents were requested to explain their understanding of the instrument's objectives. It was revealed that, in general, the understanding of the objectives of training leave instruments was fairly consistent among the stakeholders and corresponded to the official objectives. As in the case of the official objectives, the objectives were mostly perceived to be employee-centric, even by representatives of employer organisations. In some cases, stakeholders placed emphasis on the overcoming of financial constraints and on investment in training, even though such issues were not stated as official objectives.

This information on perceived objectives provided by stakeholders is anecdotal and should be interpreted with caution. Further, detailed information on the official objectives of the selected training leave instruments and on the key stakeholders' perception of these objectives is presented in Table A1 in Annex 1.

Some of the instruments were designed for activities relating to education and training such as validation of skills or scientific work or for specific types of education and training, for example training on trade union issues. Training leave instruments designed for training on trade union issues are presented in Box 3.

3.1.2.2. *Rationale*

The rationales for establishing training leave instruments in the selected countries were very different – from important changes in the economic and political environment to long-term issues such as skills matching; accordingly, no significant generalisations could be made in this respect. The rationales of some of the selected instruments are presented in Box 4.

Box 3 **Training leave for training on trade union issues**

The **French** leave for training on social, economic and trade union affairs (CFESS) allows all (both unionised and non-unionised) employees (including apprentices) to participate in training courses or sessions on economic, social or trade union affairs, including the training of trade union leaders/officials with the aim of improving their practical conditions for negotiations. Such training leave may involve taking between 2 and 12 days' leave (18 days for training organisers) per year. The CFESS taken has no effect on the eligibility of the employee to take other types of training leave. In companies larger than 10 employees, the expenses for such training are paid for by the employers, who may then deduct the amount of costs from their mandatory contribution to training (0.08% of the payroll).

Under the leave for trade union-related training in **Luxembourg**, in companies regularly employing between 15 and 50 employees, staff representatives are entitled to one week of leave for training on issues related to their office. Compensation for the training expenses incurred is provided by the State. In larger companies, representatives may take up to two weeks of such leave, but only one week of leave is supported financially by the State. The compensated costs also include subsistence costs, while the learners themselves pay only for their travel.

3.1.3. Duration of implementation

The earliest training leave provision identified is in Poland, where it has existed since 1949; Bulgaria followed with the establishment of its training leave instrument in 1959. Spain was the third country to introduce training leave (in 1964), and, in 1980, it also became the first country to adopt at least two separate training leave instruments. However, most of the countries which were pioneers of training leave were planned economies (Bulgaria, former Czechoslovakia, Poland), while, in Spain, the new instrument was introduced only for civil servants in a non-democratic regime characterised by highly repressive labour policies (for an account of Spanish labour policy at the time, see, e.g. Teixeira, 2001). The first training leave instruments in the more economically liberal countries with stronger social security systems were introduced only in the 1970s. In 1974, the International Labour Organisation adopted the Paid Educational Leave Convention (ILO Convention No 140) (ILO, 1974). The process of introduction and ratification of this Convention is described in detail in Box 5.

Although the adoption of ILO Convention No 140 was a significant recognition of the then innovative instrument of educational and/or training leave, it had no significant immediate impact on the introduction of new training leave arrangements. Although several countries ratified the Convention within a few years of its adoption, the first training leave instruments in Europe were introduced only five years later, in 1979 (in Portugal and Luxembourg, neither of

which has ratified the Convention). The upward trend in the number of new training leave instruments being introduced has continued ever since.

Box 4 Rationales of some of the selected training leave instruments

In **Austria**, the rationale for the introduction of the training leave instrument was insufficient flexibility and employability of the workforce, especially among the elderly population.

In **Belgium**, the reason for introducing training leave was the need to improve the level of education of employees.

In **Denmark**, training leave financed from VEU was introduced as part of a major reform of the adult education system which was undertaken to promote further and vocational training for unskilled and low-skilled employees.

In **Spain**, the key rationale of individual training leave was the low qualification levels of the Spanish workforce.

In 1971, **France** formally introduced two types of CVET – employer-directed CVET and employee-directed CVET. The French CIF instrument was introduced to promote the latter and to provide employees with opportunities for self-initiated training. The CVAE instrument was created because of a lack of opportunities for individuals to make their prior experiential (informal and non-formal) learning visible through a formal validation process leading to certification. The DIF instrument, meanwhile, was introduced as a halfway training regime to enhance complementarity between the two basic components of the CVET system (employer-directed CVET through the company training plan and employee-initiated and directed training) by reducing some observed biases in their functioning.

In **Hungary**, the introduction of preventive training was strongly influenced by the emergence of unemployment as a new element in a market economy. Under the planned economy, at least in theory and in official statements, unemployment was simply not possible. As the Hungarian economy introduced market elements in the early 1990s, unemployment became a significant and officially recognised reality which had to be tackled by appropriate policy measures. This training leave instrument, introduced in 1991, was directed at employees threatened by redundancy and sought to prevent them from becoming unemployed.

In **the Netherlands**, the instrument of leave under the part-time unemployment act was an appropriate response to a situation where many companies were adversely affected by unexpected financial shocks but had every prospect of surviving. Anticipated labour shortages in the post-crisis period also encouraged the introduction of such an instrument.

The key rationale for introducing training leave in Poland was a mismatch between the skills of potential employees and employers' needs.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Box 5 Introduction and ratification of ILO Convention No 140

The International Labour Organisation first brought up the question of adopting an instrument on paid educational leave in 1965. The 49th session of the International Labour Conference adopted a resolution which noted that the development of modern society was largely conditioned by scientific and technological progress and called for adequate education opportunities outside the framework of general schooling or vocational training of the conventional type. It was noted that modern working life called increasingly for higher and new skills which could be acquired only through further general education and vocational training, while employees should not be expected either to sacrifice their free time or to renounce the possibility of continuing their education.

The Convention was finalised at the 58th and 59th sessions of the International Labour Conference in 1974. At the time of the first discussions, it was thought that the Convention should define paid educational leave, on the model of the Universal Declaration of Human Rights, as a 'new labour right'. This was, however, considered to be unrealistic, mainly because of a lack of resources in certain countries. The final text of the adopted Convention was much less binding. The ratifying countries were mainly obliged to formulate and apply a policy to promote the granting of paid educational leave. This obligation is quite flexible – the Convention provides that the right to training leave may be implemented through national laws and regulations, collective agreements, arbitration awards and other means consistent with national practice. Unlike many other ILO conventions, Convention No 140 does not provide for an obligation to draft legislation if this right fails to be implemented by other means. The governments of the ratifying States are also not bound to use methods of direct implementation at their disposal. In addition, policies regarding paid educational leave may be implemented in stages, based on the actual needs of the economy. Further, the regulations on the form that leave will take, the duration of leave and the nature of the funding scheme must merely be appropriate to national conditions and practice.

Despite the flexibility of the obligations provided for under the Convention, the ratification process has not been smooth. The reasons given speak volumes about the key obstacles not only to ratification but also to the introduction of new training leave instruments and the successful implementation of existing ones. Some countries expressed concerns that priority should be given to, for example, the development of a good system of primary and secondary education rather than to paid educational leave; the difficulties of sharing the costs and benefits of paid educational leave equitably, as well as the idea that paid educational leave should be left in the hands of the social partners, were also named among the key obstacles.

As of May 2011, only 34 countries worldwide have ratified the Convention; although, in 2001, 31 countries saw no obstacles to ratification, during the 10 years that followed, only two proceeded to ratify the Convention (Ukraine in 2003 and Montenegro in 2006). Of the countries which ratified the Convention, 14 fall under the scope of this report:

<u>Country</u>	<u>Year of ratification</u>
France	1975
Hungary	1975
Sweden	1975
United Kingdom	1975
Germany	1976
Netherlands	1976
Spain	1978
Poland	1979

Former Yugoslav Republic of Macedonia	1991
Finland	1992
Slovenia	1992
Belgium	1993
Czech Republic	1993
Slovakia	1993

The countries outside the scope of this report which have ratified the Convention are: Afghanistan, Azerbaijan, Belize, Bosnia and Herzegovina, Brazil, Chile, Cuba, Guinea, Guyana, Iraq, Kenya, Mexico, Montenegro, Nicaragua, San Marino, Serbia, Tanzania, Ukraine, Venezuela and Zimbabwe.

Source: ILO (2001).

In several cases, the introduction of training leave at a particular point in time was influenced by history. Countries undergoing transition to a market economy introduced instruments in the early 1990s (Hungary's preventive training instrument, for instance, was introduced to mitigate unemployment, which was an entirely new labour market reality at the time), while leave under the part-time unemployment act in the Netherlands was introduced in 2009 to counter the effects of the financial and economic crisis.

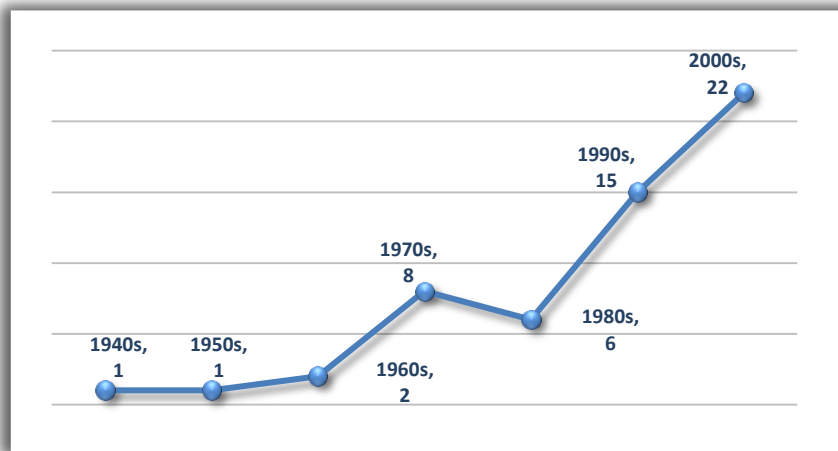
Figure 3 illustrates the growing dynamics of the introduction of new training leave instruments. Figure 4, meanwhile, provides a timeline of the introduction of all instruments identified in this report.

3.1.4. Level of regulation

Training in general and training leave in particular may be regulated at various levels, including national and regional/local level legislation, collective agreements (at company – sectoral – or national level), as well as transnational arrangements (including, for example, the aforementioned ILO Convention No 140, activities of transnational corporations, international cooperation of the social partners, etc.). All this could be referred to as multilevel governance of training (Heyes and Rainbird, 2011). However, although the transnational dimension is important in the regulation of training leave, only legal regulations and collective bargaining are analysed in this report, as they remain the most important means of establishing the appropriate framework for the operation of training leave instruments.

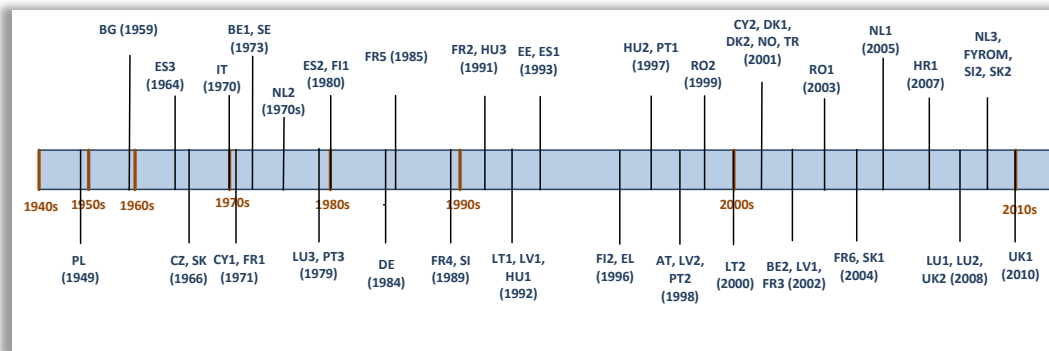
Evidence from previous research efforts (for a detailed review of evidence, see Heyes and Rainbird, 2011) shows the positive outcomes of collective bargaining for training in general and training leave in particular. However, in many countries, the involvement of the social partners in regulation through collective bargaining has struggled to gain significant influence because of weak government support and limited resources of the social partners, especially in the Member States which joined the EU in 2004 or later (Heyes and Rainbird, 2011).

Figure 3 Start year of training leave instruments in Europe



Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Figure 4 Timeline of the introduction of training leave instruments



Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

National legislation was used to regulate most of the training leave instruments – 49 out of 62 – while collective agreements formed the basis for the regulation of 32 instruments (some instruments were regulated by both national legislation and collective agreements). Among the 12 selected instruments, 11 were regulated by national legislation and seven by collective agreements (again, some were regulated by both). However, the influence of collective agreements on training leave should not be underestimated – in some countries, hundreds of different training leave regulations exist in the form of collective agreements, but only the most widely used and extensive practices were described in this report. Collective agreements that deal with training leave were usually present at sectoral/inter-sectoral level and, less frequently, at company or national level. In France, most of the training leave instruments were regulated by collective agreements at inter-professional level.

Regional law played a significant role in five instruments, usually in countries with a strong tradition of regional governance (Belgium, Germany, Spain, France, Italy). It could be argued that, in countries where the regional dimension is particularly important for education and training, regional training leave (or any VET cost-sharing instruments, for that matter) may be a better option. This is well illustrated through the case of Belgian educational leave, which, because of its federal and general nature, is not always considered to be sufficient (especially in terms of provision of information and guidance) by the regional governments, whose separate education and training policies are focused primarily on (sector-)specific training.

In many cases, the same instruments were regulated at several levels. Even in cases where instruments are regulated only by legislation, the social partners may have been significantly involved in the legislative procedure, and vice versa – although some of the instruments are entirely subject to collective agreements, the State may have had an important role in regulating the procedures for collective bargaining. For instance, Dutch collective agreements may be ‘extended’ – in other words, granted statutory status, similar to that of secondary legislation – by the government. Such agreements become obligatory within the sector concerned. Only collective agreements that include clauses on training may be ‘extended’ (van Peijpe, 2006).

Table 5 presents the level at which training leave instruments are regulated in Europe.

The regulation of training leave may also be a shared responsibility. For instance, both leave instruments in Denmark are particularly interesting because of the way in which the aspects regulated by statutory legislation and by collective agreements are allocated. The legislation establishes only the mechanisms (separate schemes for CVET and learning at primary, secondary or tertiary level) for funding the training leave, while all other issues (such as eligibility and duration) are decided in collective agreements. Under the Spanish individual training leave instrument, collective agreements may be used only to define the percentage of employees in the company eligible for training leave.

The social partners played at least some role in 32 of the 62 training leave instruments identified. Almost the same number of instruments (27) were regulated only by the State. Table 6 shows in which countries the responsibility for regulation is designated to either the State or the social partners, and in which it is shared by both.

Table 5 Level of regulation of training leave instruments

Level of regulation	Instruments	No of cases
National law	AT , BE1 , BG, CY1, CZ, DK1 , DK2, EE, ES1 , ES2, ES3, FI1, FI2, FR1 , FR2, FR3 , FR4, FR5, FR6 , EL, HR1, HU1 , HU2, HU3 , IT, LI1, LT1, LT2, LU1, LU2, LU3, LV1, LV2, MT1, NL1, NL3 , NO1, PL , PT1, PT2, PT3, RO1, RO2, SE1, SI1, SI2, SK1, SK2, UK1	49/62 (11/12 selected)
Regional/local law	BE2, DE, ES3, FR4, IT	5/62 (0/12 selected)
Collective agreements	BE1 , CY2, CZ, DK1 , DK2, EE, ES1 , ES2, ES3, FI1, FR1 , FR2, FR3 , FR4, FR5, FR6, HR1, HR2, HU1 , IS1, IS2, IT, LT1, LV1, LV2, FYROM, MT1, MT2, NL2 , RO1, SE2, SI1	32/62 (7/12 selected)
National level	BE1 , DK1 , DK2, ES2, ES3, FR1 , FR2, FR3 , FR4, FR5, FR6 , FYROM, HR2, IS1, IT, LT1	16/62 (5/12 selected)
Sectoral/inter-sectoral level	CY2, CZ, DK1 , DK2, ES2, ES3, FR1 , FR2, FR3 , FR5, FR6 , HR1, HU1 , IS2, IT, LT1, NL2, RO1, SE2, SI1	20/62 (5/12 selected)
Inter-professional level	ES3, FR1 , FR2, FR3 , FR5, FR6	6/62 (3/12 selected)
Company level	CZ, EE, ES1 , ES2, ES3, FI1, FR5, FR6 (employees on open-ended contracts), HR1, HU1, IT, LT1, LV1, LV2, MT1, MT2, NL2 , RO1, UK2	19/62 (4/12 selected)
Other level	ES2 (regional), ES3 (regional), FR1 (OPCAs), FR2 (OPCAs), FR3 (OPCAs), FR6 (OPCAs for employees on fixed-term contracts)	6/62 (3/12 selected)
n/a	LI2, LI3	2/62 (0/12 selected)

NB: Codes in bold indicate the selected training leave instruments analysed in greater depth.
n/a = information not available.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Table 6 Means of regulation of training leave instruments

Means of regulation (regulating actors)	Instruments	No of cases
Statutory law only (State)	AT , BE2, BG, CY1, DE, FI2, EL, HU2, HU3 , LI1, LT2, LU1, LU2, LU3, NL1, NL3 , NO1, PL , PT1, PT2, PT3, RO2, SE1, SI2, SK1, SK2, UK1	27/62 (4/12 selected)
Both statutory law and collective agreements (both State and social partners)	BE1 , CZ, DK1 , DK2, EE, ES1 , ES2, ES3, FI1, FR1 , FR2, FR3 , FR4, FR5, FR6 , HR1, HU1 , IT, LT1, LV1, LV2, MT1, RO1, SI1	24/62 (7/12 selected)
Collective agreements only (social partners only)	CY2, HR2, IS1, IS2, FYROM, MT2, NL2 , SE2	8/62 (1/12 selected)
n/a	LI2, LI3	2/62 (0/12 selected)

NB: Codes in bold indicate the selected training leave instruments analysed in greater depth.
n/a = information not available.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Table 7 **Bodies responsible for the regulation of training leave**

Bodies	Instruments	No of cases
Ministry of Labour (or analogous institutions)	AT , BE1 , CZ, ES1 , ES2, ES3, FI1, FI2, FYROM, IT, LT1, LU3, NL2 , NL3 , NO, PL , RO1, SI1, SI2, SK1, SK2	21/62 (6/12 selected)
Ministry of Education (or analogous institutions)	DK1 , DK2, EE, HR1, LU1, LV2, PT3, SE1	8/62 (1/12 selected)
Civil service agency	ES3, LT2, RO2	3/62 (0/12 selected)
Other national-level ministries or public institutions	AT (public employment service) , BG (general labour inspectorate), FR3 (several institutions) , FR4 (several institutions), FR6 (several institutions) , EL (Greek Manpower Organisation), HU2, LU2 (several institutions), LV1 (Ministry of Welfare), NO (Labour Inspection), PT1, PT2, RO1 (Labour Inspection), UK1 (Department for Business, Innovation and Skills), UK2 (Skills Funding Agency)	15/62 (3/12 selected)
Regional or local institutions	BE2 (Flemish Government), DE (regional ministry), FR4, IT, LV2	5/62 (0/12 selected)
Social partners (*)	BE1 , CY2, CZ, DK1 , DK2, EE, ES1 , ES2, ES3, FI1, FR1 (OPCAs) , FR2 (OPCAs), FR3 (OPCAs) , FR4, FR5, FR6 (OPCAs) , HR1, HR2, HU1 , IS1, IS2, IT, LT1, LV1, LV2, FYROM, MT1, MT2, NL2 , RO1, SE2, SI1	32/62 (8/12 selected)
n/a	BG, CY1, HU3 , LI1, LI2, LI3, NL1	7/62 (1/12 selected)

(*) Where collective agreements were among the documents regulating training leave, it was assumed that the instrument concerned was, at least to some extent, regulated by the social partners.

NB: Codes in bold indicate the selected training leave instruments.
n/a = information not available.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Ministries and other national and regional-level public institutions were the types of bodies most frequently mentioned by the national experts to be involved in the regulation of training leave. As training leave is a provision which is very important both to the education system and the labour market, both Ministries of Labour and Ministries of Education (or analogous institutions) were significantly involved in the regulation process. For training leave instruments targeted primarily at public servants, national civil service agencies were involved in their regulation. In several cases, regional or local institutions, as well as the social partners, were involved in the regulatory process. For example, in France, the OPCA social partner organisations were the key bodies regulating the various training leave arrangements, mostly those related to funding issues at sectoral and regional levels. It could also be argued that the social partners have played and continue to play a role in the regulation of all instruments which are, at least in part, regulated through collective agreements, but it is hard to gauge the exact level of their involvement. Box 6 provides a description of the role of the social

partners in regulating training leave in Europe where details of their involvement are better known (the role of the social partners in the management of training leave is presented in Section 3.1.9).

3.1.5. Access conditions

3.1.5.1. Eligibility

In some cases, policy-makers or the social partners feel the need to limit the use of the training leave instrument to a specific group. Various eligibility requirements, defining the employees who are allowed to take a certain type of training leave and the circumstances under which they may do so, are applied to such instruments. These requirements may apply to the personal characteristics of potential users, such as age, nationality or residence, or to their employment relationship – contract type, work experience or length of the employment relationship with the current employer. The requirements may also be applied to the company in which the employee wishing to take training leave works – such criteria may relate to size, sector or type of company.

Certain internal eligibility criteria (i.e. set at company level in addition to the criteria set by national law/collective agreement) were also reported by the seven companies which provided information for the case studies. The most common requirement was for the training to be compatible with the needs of the company. The requirement for the learner to have an employment contract with the company was reported in three cases. Other internal requirements (good performance, duration of the employment relationship) were applied only in the company Holcim Hungária, Hungary, on the basis of the Hungarian learning contracts.

For the 62 training leave instruments analysed, the most common requirement (eligibility criteria) relating to the employment relationship was for the employee to obtain the permission of his or her employer; in some cases, a formal document was required. It was also fairly common practice for the employer to have the right to deny or postpone training leave where the granting of such leave might have an adverse effect on the operations of the company. The type of the employee's contract was also important, as many instruments (23) excluded employees on probation from their use. However, the eligibility distinction between full-time and part-time employees was much less common. The requirements of a minimum duration of the employment relationship with the current employer and of minimum work experience were also quite common. The instruments differed quite significantly in their application of this type of eligibility criteria. Job alternation leave in Finland and leave for trade union-related training

in Luxembourg both applied all six eligibility criteria relating to the employment relationship. Some of the instruments (BE2, FR1, FR2, FR6, ES1, CY1, LT2, PT3, SE2, UK1, NO) applied five criteria, while the instrument in Estonia was not subject to any such criteria (however, the employment relationship is required; the employment contract is not a must simply because Estonian civil servants are appointed to a post in the civil service and do not have contracts as such).

Box 6 Regulation of selected training leave instruments by the social partners

The country in which the influence of the social partners on the regulation of training leave is felt the most is **France**. All of the selected French instruments are regulated by the social partners. This regulation is carried out by OPCAs, agencies that collect and manage employers' financial contributions to training (including training leave), established by agreement between the social partners in the industrial branch concerned at national, sectoral and regional level and approved by the State. OPCAs mainly have a say on funding rules – within the limits set by the Labour Code and applicable collective agreements, the joint executive board of the OPCA may freely determine the rules governing the funding of training, including the funding of training leave. Such rules include the amount of supported educational costs and/or additional costs, type and duration of training eligible for funding, direct payment versus reimbursement of costs, etc.

In the case of **Danish** training leave financed from VEU, only the funding arrangements are regulated by law; the social partners may themselves regulate all other issues concerning the training leave through collective agreements.

As mentioned previously, since the 1990s, responsibility for training in **the Netherlands** was shifted on to the social partners. The regulation of Dutch training leave under collective agreements is almost exclusively in the hands of the social partners, and the State has only the right to extend the collective agreements and make them binding for a specific sector.

Under **Belgian** educational leave, representatives of the social partners participate in a commission which determines the list of training programmes for which the training leave instrument may be used. Because of this involvement, the social partners are able to provide guidance to employees and employers on whether or not a particular training programme is eligible.

Under the **Hungarian** learning contracts instrument, the details of learning contracts to be concluded with employees may be negotiated by the social partners at sectoral or company level. To date, only a few sectors have concluded sectoral collective agreements, and agreements at company level are more popular (Eurofound, 2009b).

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

The detailed findings on the eligibility criteria relating to the employment relationship are presented in Table 8.

Among the 12 selected instruments, eligibility criteria relating to personal characteristics were not very widespread. Citizenship or residence requirements were not applied at all, while age requirements were present in only some of the collective agreements for Dutch training leave under the collective agreements instrument and (very loose requirements) for Danish training leave financed from VEU (covers a very wide age group: 18-65)

The company type-related eligibility criteria were not widely applied among the 12 instruments. None of the instruments were specific to a certain size or sector of companies, while Belgian educational leave, Dutch leave under the part-time unemployment act, the French CIF instrument and (with a few exceptions) Spanish individual training leave were available only to employees of private companies (in Spain, some public companies, except public administration, could also be eligible).

Eligibility criteria may also be related to the training process or to specific features of the training course. At least some proof of attendance was required for nine of the 12 selected instruments. The remaining requirements were applied in a similar number of cases: five instruments required a certified training programme, seven had requirements regarding the accreditation of training provider and seven regarding the purpose of the training.

An additional important issue (not analysed in this report) relating to the nature of eligible training could be whether learners may enrol in either part-time or full-time education. In cases where part-time education programmes are taken but full-time training leave is granted, this may lead to unnecessary support being provided and leave being used for other purposes. On the other hand, although part-time education is often compatible with job-related duties, additional time may be needed, for example to prepare for or sit exams or to complete homework assignments.

Table 9 provides a more detailed review of eligibility criteria relating to training itself.

Table 8 Eligibility criteria relating to employment relationship

Instrument	Employment contract	Contract type: open-ended/fixed-term/probationary	Contract type: full-time/part-time	Minimum work experience	Minimum duration of employment relationship with current employer	Permission of employer	Other criteria	No of cases
AT	Yes	No	No	Yes, because of minimum duration of employment relationship requirement	Yes, one year's continuous employment (during financial crisis, six months)	Yes	Not applied	4/6
BE1	No, contract is not strictly necessary, although the learner must be employed	No	No, but part-time employees need to cover at least 80% of normal full-time hours; if not, they must either work on a variable schedule or cover at least 50% of normal full-time hours and participate in vocational training during working hours	No	No	No, but the employer may deny leave – in companies with fewer than 20 employees, the employer may object if more than 10% of the workers are already on leave, but at least one employee must be granted permission. In companies with 20 to 100 employees, one employee from each department must be allowed to take leave. Companies with more than 100 employees may conclude collective agreements on the number of employees allowed to take leave.	Not applied	0/6
BE2	Yes	Yes, open-ended or fixed-term only	No	Yes, because of minimum duration of employment relationship requirement	Yes, 12 months during the last 15 months	Yes	Not applied	5/6
DK1	No	No	No	Yes, because of minimum duration of employment relationship requirement	Yes, nine months' continuous employment (for employees under collective agreements)	Yes	Not applied	3/6
DK2	No	No	No	Yes, because of minimum duration of employment relationship requirement	Yes, 26 weeks' continuous employment	Yes	Not applied	3/6
FR1	Yes	Yes, open-ended or fixed-term only	No	Yes, two years (560 hours for temporary employees hired through temporary employment agencies)	Yes, one year's (not necessarily continuous) employment for open-ended contracts, 360 hours for temporary employees hired through temporary employment agencies	Yes, in case leave has an adverse effect on company's operations	For fixed-term employees, at least two years of employment during the last five years and four months during the last 12 months	5/6+1
FR2	Yes	Yes, open-ended or fixed-term only	No	Yes, five years in open-ended or two years in fixed-term employment	Yes, one year's (not necessarily continuous) employment for open-ended contracts, four months during the last 12 months for fixed-term contracts and 1 600 hours during the last five years for temporary employees hired through temporary employment agencies	Yes, but only formal – the employer cannot refuse if eligibility criteria are met	Not applied	5/6

Instrument	Employment contract	Contract type: open-ended/fixed-term/probationary	Contract type: full-time/part-time	Minimum work experience	Minimum duration of employment relationship with current employer	Permission of employer	Other criteria	No of cases
FR3	Yes	No	No	Yes, equivalent of three full-time years of experience in the area for which certification is to be granted	No	Yes, in case leave has an adverse effect on company's operations	Not applied	3/6
FR4	Yes	Yes, open-ended only	No	Yes, three years (not applied if the overall costs of training leave do not exceed 0.20% of employer's gross payroll).	No	Yes	Not applied	4/6
FR5	Yes	No	No	No	No	Yes	Not applied	2/6
FR6	Yes	Yes, open-ended or fixed-term only	No	Yes, one year for a full-time, open-ended contract. Requirements for fixed-term and part-time contracts are calculated on pro-rata basis.	Yes, the employee becomes eligible after one year of employment	Yes, in case leave has an adverse effect on company's operations	Not applied	5/6
HU1	Yes	No	No	No	No	Yes, a formal contract must be signed	Not applied	2/6
HU2	Yes	No	No	Yes, because of minimum duration of employment relationship requirement	No, but, in some cases, practical considerations result in such requirements, e.g. schools need to present training plans for training in January for the school year that starts in September. If a new teacher is employed during the year, he/she is not included in that plan, and there is an unavoidable delay in his/her training.	Yes	Not applied	3/6
HU3	Yes	Yes, open-ended or fixed-term only	No	No	No	No	Not applied	2/6
NL1	Yes	Yes, open-ended or fixed-term only	No	n/a	No	Yes	Not applied	3/5
NL2	Yes	Yes, open-ended or fixed-term only	No	No	No	Yes	Not applied	3/6
NL3	Yes	Yes, open-ended or fixed-term only	No	No	No	No, the employer has to agree to train employees if he/she wishes to receive compensation under the instrument	Not applied	2/6
PL	Yes	No	No	No	No	Yes	Not applied	2/6
ES1	Yes	Yes, open-ended or fixed-term only	No	Yes, because of minimum duration of employment relationship requirement	Yes, one year (not necessarily continuous)	Yes, although employer may refuse only if production or work organisation is threatened	Not applied	5/6
ES2	Yes	Yes, open-ended or fixed-term only	No	No	No	Yes	Not applied	3/6

Instrument	Employment contract	Contract type: open-ended/fixed-term/probationary	Contract type: full-time/part-time	Minimum work experience	Minimum duration of employment relationship with current employer	Permission of employer	Other criteria	No of cases
ES3	Yes	Yes, open-ended or fixed-term only	No	Yes, one year	No	Yes	Not applied	4/6
BG	Yes	No	No	No	No	Yes	n/a	2/6
CY1	Yes	Yes, open-ended or probationary only	No	Yes, because of minimum duration of employment relationship requirement	Yes, a period of continuous employment specified by employer (most often five years)	Yes	Not applied	5/6
CY2	Yes	Yes, open-ended only	Yes, full-time only	n/a	n/a	Yes	n/a	4/4
CZ	Yes	No	No	No	No	Yes	Not applied	2/6
EE	No	No	No	No	No	n/a	Not applied	0/5
FI1	Yes	No	Yes, full-time only	Yes, because of minimum duration of employment relationship requirement	Yes, three months' (not necessarily continuous) work for short leave (entitled to five days of leave), one year's (not necessarily continuous) work for long leave (entitled to two years of leave over 5-year period)	No, the employer is allowed only to postpone leave (if it causes inconvenience to the company's operations or if fewer than six months have passed since employee's last training leave)	Not applied	4/6
FI2	Yes	Yes, open-ended or fixed-term only	Yes, full-time only	Yes, 10 years	Yes, 13 months' continuous employment	Yes	Not applied	6/6
DE	Yes	n/a	n/a	n/a	Yes	Yes	Not applied	3/3
EL	Yes	No	No	No	n/a	Yes	Not applied	2/5
IT	Yes	No	No	Yes, because of minimum duration of employment relationship requirement	Yes, five years' continuous employment	Yes	Not applied	4/6
LV1	Yes	No	No	No	No	Yes	Not applied	2/6
LV2	Yes	No	No, but job must be 'primary employment' (main source of income)	No	No	n/a	Not applied	1/5
LT1	Yes	No	No	No	No	Yes	Not applied	2/6
LT2	Yes	Yes, open-ended only	No	Yes, because of minimum duration of employment relationship requirement	Yes, three months (not necessarily continuous)	Yes	Not applied	5/6
LU1	Yes	n/a	n/a	Yes, because of minimum duration of employment relationship requirement	Yes, six months' continuous employment	Yes	Not applied	4/4
LU2	Yes	Yes, open-ended only	No	No	No	Yes	Not applied	3/6
LU3	Yes	Yes, open-ended only	Yes, full-time only	Yes, because of minimum duration of employment relationship requirement	Yes, one year	Yes	Not applied	6/6
MT1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
MT2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
PT1	Yes	No	Yes, full-time only	No	No	Yes, formal request is needed	Not applied	3/6

Instrument	Employment contract	Contract type: open-ended/fixed-term/probationary	Contract type: full-time/part-time	Minimum work experience	Minimum duration of employment relationship with current employer	Permission of employer	Other criteria	No of cases
PT2	No	n/a	n/a	No	No	Yes	Not applied	1/4
PT3	Yes	Yes, open-ended or fixed-term only	Yes, full-time only	Yes, eight years (school teachers) or seven years (university lecturers)	No	Yes	Not applied	5/6
RO1	Yes	No	No	No	No	Yes	Not applied	2/6
RO2	Yes	No	No	No	No	No	Not applied	1/6
SK1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SK2	Yes	No	No	No	No	n/a	Not applied	1/5
SI1	Yes	No	No	No	No	No	Not applied	1/6
SI2	Yes	No	No	No	No	No	Not applied	1/6
SE1	No	No	No	No	No	Yes	Not applied	1/6
SE2	Yes	Yes, open-ended or fixed-term only	No	Yes, because of minimum duration of employment relationship requirement	Yes, usually 6-12 months of employment	Yes	Not applied	5/6
UK1	Yes	Yes, open-ended or fixed-term only	No	Yes, because of minimum duration of employment relationship requirement	Yes, 26 weeks' continuous employment	Yes	Not applied	5/6
UK2	Yes	Yes, open-ended or fixed-term only	No	No	No	Yes	Not applied	3/6
IS1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
IS2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LI1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LI2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LI3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NO	Yes	Yes, open-ended or fixed-term only	No	Yes, three years	Yes, two years' continuous employment	Yes	Not applied	5/6
HR1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
HR2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FYROM	Yes	No	No	No	No	Yes	Not applied	2/6
No of cases	Yes: 46/62; No: 6/62; n/a:10/62	Yes: 23/62; No: 26/62; n/a:13/62	Yes: 6/62; No: 43/62; n/a: 13/62	Yes: 23/62; No: 26/62; n/a:13/62	Yes: 19/62; No: 31/62; n/a:12/62	Yes: 42/62; No: 7/62; n/a:13/62	Yes: 1/62; Not applied: 49/62; n/a:12/62	

NB: n/a = information not available.

Yes = eligibility criterion applied.

No = eligibility criterion not applied.

The instruments selected for in-depth analysis are highlighted in blue.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Table 9 Training-related eligibility criteria (12 selected instruments)

Instrument	Proof of attendance		Other requirements			No of cases
	Proof of enrolment	Proof of completion	Certified training programme	Accredited training provider	Purpose of training	
AT	Yes	No	No	No	No	1/5
BE1	Yes	Yes	Yes	Yes, the training provider must belong to one of the categories referred to in the legislation or request specific recognition	No	3/5
DK1	Yes	No	No	Yes	No	2/5
FR1	Yes	Yes	No	No	Yes, to acquire first qualification, to upgrade skills and competences or to re-skill	3/5
FR3	Yes (proof of enrolment issued by the institution responsible for validation and certification)	No	Yes	Yes	Yes, to validate competences	4/5
FR6	No	No	No	No	Yes, to upgrade or update skills and competences, to re-skill or for examinations/validation of competences	1/5
HU1	Yes; if enrolment is unsuccessful, the learning contract is cancelled	No	No	No	No	1/5
HU3	Yes	No	No	Yes	Yes, to acquire first qualification, to upgrade or update skills and competences or to re-skill	3/5
NL2	Yes	Yes	Yes	Yes	Yes, to upgrade or update skills and competences or to re-skill	5/5
NL3	No	No	No	No	Yes, to upgrade or update skills and competences or to re-skill	1/5
PL	No	No	Yes	Yes	Yes, to prepare for or sit examinations	3/5
ES1	Yes, the company must retain proof of enrolment in the event of an inspection	Yes	Yes	Yes	No	4/5
No of cases	9/12	4/12	5/12	7/12	7/12	

3.1.5.1. *Target groups*

Training leave instruments may be targeted at a specific group of learners. These learners are usually (but not exclusively) disadvantaged in some way – employees with few skills or at the bottom end of the salary scale, ageing, disabled or migrant employees and other groups. In cases where all employees (at least in a certain sector – private or public, where leave is sector-specific) are eligible for training leave, it is regarded as being universal.

The survey respondents were asked to identify whether or not the training leave instrument is specifically targeted at some sort of disadvantaged group. Several possible target groups (low-skilled, low-paid, ageing or disabled employees, employees in SMEs, migrants, employees in a specific economic sector or profession) were predefined in the questionnaire; however, respondents were invited to provide their own interpretation of the target groups involved.

Very few of the training leave instruments implemented in European countries were specifically targeted at some sort of disadvantaged group. Among those specified, the most common target group was low-skilled employees, while most of the other predefined disadvantaged groups – migrant, low-paid, ageing and disabled employees and employees in SMEs – were not targeted by any of the instruments identified. The Hungarian learning contracts instrument and Dutch leave under the part-time unemployment act were both targeted at employees threatened by redundancy. However, they differed slightly in their key objectives – while the main reasoning behind the Hungarian instrument was to keep employees employed by increasing their level of qualifications, the Dutch instrument was primarily designed to introduce a possibility for financially struggling companies to avoid staff cuts by reducing the wage burden.

Several instruments were also targeted not at disadvantaged groups but at specific professions (usually in cases where training leave was compulsory). Most often, teachers or lecturers were eligible under such profession-specific instruments.

More details on the targeting of the training leave instruments may be found in Table 10. Most instruments aimed at disadvantaged learners were selected for in-depth analysis. However, even more of the selected instruments were applied universally.

Although SMEs probably experience the greatest difficulties in using training leave, most instruments do not distinguish beneficiaries on the basis of company size. However, some examples of preferential treatment towards SME employees are discussed below.

Table 10 Target groups of training leave instruments

Target group	Instruments	No of cases
Low-skilled employees	DK1, HU1 (*), HU3 (potentially redundant because of lack of skills), UK2	4/62 (3/12 selected)
Employees in a specific economic sector or profession	CY2 (a wide variety of specific professions), HU2 (teachers, social care and health care specialists, librarians, etc.), IS1 (teachers), IS2 (lecturers in higher education), LI1 (teachers), LV2 (teachers), PT3 (teachers)	7/62 (0/12 selected)
Other	MT1 (employees of companies facing financial difficulty), NL3 (employees facing redundancy because of economic hardship), UK1 (large companies; to be extended to all companies)	3/62 (1/12 selected)
Universally applied	AT, BE1, BE2, BG, CY1, CZ, DE, DK2, EE, ES1, ES2, ES3, FI1, FI2, FR1, FR2, FR3, FR4, FR5, FR6, EL, HR1, HR2, IT, LT1, LT2, LU1, LU2, LU3, LV1, FYROM, MT2, NL1, NL2, NO, PL, PT1, PT2, RO1, RO2, SE1, SE2, SI1, SI2, SK1	45/62 (8/12 selected)
n/a	SK2, LI2, LI3	3/62 (0/12 selected)

(*) Although Articles 110-115 of the Hungarian Labour Law refer to universal training leave, Article 116 states that only employees who have not completed their general education (below lower-secondary level) are eligible.

NB: Codes in bold indicate the selected training leave instruments analysed in depth.
n/a = information not available.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

3.1.5.2. Preferential treatment

Targeting may, however, take another form in the implementation of training leave instruments. In some cases, certain groups of instrument users receive preferential treatment by being eligible for larger amounts of funding, a longer period of leave or other favourable conditions.

In this particular case, however, preferential treatment measures were not very widespread among the 12 instruments selected for in-depth analysis. Only five instruments applied such treatment to specific groups of employees (Box 7) or companies (SMEs).

3.1.6. Legal provisions – rights and obligations

Provisions on training leave in the relevant legislation are informative in several ways. First of all, they show the emphasis placed on certain features of training leave by policy-makers or the social partners as well as their understanding of what is really important for such an instrument. This information also reveals what the training leave guarantees and protects legally, in other words which training leave regulations are binding on employers and employees.

Among the 12 selected training leave instruments, the most common legally established obligation was for the employee to inform the employer about his or her intention to take training leave (this was also confirmed by the company case studies, as all seven companies taking part in the survey reported the existence of such a requirement). The only case where such a requirement was not in place was leave under the part-time unemployment act in the Netherlands, whereby the decision to take training leave was not to be left to the employee him/herself but to the employer (although there are some reported cases where it was the employee who requested the application of this instrument). Protection against dismissal was enshrined in the legislation regulating seven of the 12 instruments, and, in nine cases, the legislation provided that equivalent employment conditions and the job position are guaranteed. In eight cases, the relevant legislation stipulated that training leave should be further regulated through individual and, in seven cases, collective agreements. The right of the employee to appeal if leave is not granted was established in six cases. Meanwhile, five of the selected instruments were closely linked to payback clause instruments, which provide security to employers for their investment in the training of their employees. The use of payback clauses was reported by four of the seven companies which provided information for the company case studies.

National stakeholders have identified a number of inconsistencies in existing legislation; this shows that there is some room for improvement. For instance, in Poland, employers would benefit from a job-rotation instrument if training leave was provided for 22 days or more, but the maximum duration of training leave was set (national regulation) at only 21 days.

Table 11 presents an overview of the selected instruments for which various requirements relating to training leave have been established in law. The table shows a theoretical situation; implementation of the instruments might differ in practice (e.g. the requirement that the employee may not be dismissed during training leave was applied in seven of the selected instruments, but such a guarantee was actually provided in nine cases (Table 12)).

The mechanisms applied under the selected instruments for appealing against the employer's decision to deny training leave to employees were very varied. Box 8 presents the procedures followed in those cases where an appeal is possible.

Box 7 Preferential treatment (12 selected training leave instruments)

Under the **Hungarian** learning contracts instrument, preferential treatment is given to SMEs. All companies pay 1.5% of their gross payroll as a VET contribution. However, part of this contribution may be used by the company to provide training to its own employees (including training under the learning contract instrument). Large companies are allowed to use 33% and SMEs 60% of the contribution for their own training purposes. Under the preventive training instrument, low-qualified and older employees are entitled to longer periods of training leave, while disabled employees are eligible for both longer periods of leave and a higher level of funding (the exact period and amount are not set, but the possibility for this type of positive discrimination is enshrined in the relevant legislation).

In the Netherlands, the provisions of training leave under collective agreements often include various specific arrangements for different disadvantaged groups (low-qualified, low-paid, ageing, disabled and migrant employees). As a result, the chance of being granted training leave under this instrument is actually greater for persons belonging to these groups.

The **Polish** training leave instrument provides for a longer period of leave for employees in certain professions:

- teachers (6 days to prepare for the entrance exams for ISCED 5-6 studies; 21-28 days for each year of studies at ISCED levels 5-6; depending on type of studies: 21 days for evening studies, 28 days for weekend studies, 21 days to prepare for the final exam and complete the dissertation during the final year of studies);
- lawyers (30 days);
- medical doctors (training leave may be granted for as long as specialist courses last);
- police officers (one extra day to prepare for each exam during tertiary education studies – ISCED 5A-5B);
- soldiers (6-30 days depending on the type and level of course);
- intelligence officers (7 days to prepare for the entrance exams for ISCED 5-6 studies; 21 days for each year of studies at ISCED levels 5-6; 28 days to prepare for the PhD exam; 30 days to prepare for the attorney exam); government security officers (6-28 days depending on the type and level of course).

Under **Spanish** individual training leave, as well as under various other vocational training initiatives, disadvantaged groups of learners (ageing and disabled employees, SME employees) are given priority to receive training leave over other groups of learners, although no specific provisions are laid down for preferential treatment with regard to funding or duration of leave. Priority for training leave is also given to those employees who have not previously benefited from such an instrument.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Table 11 Requirements established in legislation regulating training leave (12 selected instruments)

Requirements	Instruments	No of cases
The employee must give the employer prior notice of his/her intention to take training leave	AT, BE1, DK1, ES1, FR1, FR3, FR6, HU1, HU3, NL2, PL	11/12
If the employer denies the employee's request, the employee may appeal against the decision	BE1, DK1, ES1, FR1, HU3, NL2	6/12
The employer may not dismiss the employee while he/she is on training leave	FR1, FR3, FR6, HU3, NL2, NL3, PL	7/12
The employer may not provide less favourable employment conditions for the employee or assign him/her a lower-ranked job after the training leave has ended	BE1, ES1, FR1, FR3, FR6, HU3, NL2, NL3, PL	9/12
The details of training leave are negotiated through collective agreements	BE1, DK1, ES1, FR1, HU1, NL2, NL3	7/12
The details of training leave are negotiated through individual contracts	DK1, ES1, FR6, HU1, HU3, NL2, NL3, PL	8/12
Legal framework for payback clauses exists in the country	AT, PL, HU1, HU3, NL3 (payback by employer to the State)	5/12

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

The various rights of employees taking leave for training purposes were very widely protected by the training leave instruments selected for in-depth analysis. All instruments guaranteed learners the continuation of health care insurance and pension entitlements. In nine of the 12 cases, employees were also protected from dismissal from the company, and, in the remaining cases, an employee may not be dismissed for having taken training leave but only on other, unrelated grounds. In eight cases, employees are also guaranteed that they will continue to hold at least the same position in their company. Table 12 shows which of the rights were protected by each of the selected instruments. The focus here is on practice rather than theory with regard to rights protection.

Even the protection of certain employees' rights does not guarantee compliance with these rules, and some employers may choose to face sanctions. For example, it was reported that, although learners who take leave under the part-time unemployment act in the Netherlands were protected against dismissal, there were some cases where participants were fired immediately after their period of leave came to an end.

Box 8 Possibility of appealing a decision to deny training leave

Belgian educational leave provides for the possibility of appeal, but there are reportedly very few cases where this would be necessary, since the right to leave may not, in principle, be denied by the employer except in certain circumstances (e.g. very small companies, a large number of applicants). The Labour Tribunals are competent to hear appeals against an employer's decision.

In **Denmark**, the decision to deny training leave financed from VEU may be appealed at several levels. Employees whose training leave application has been denied may appeal to the company-level trade union representatives and, thereafter, to local and national trade unions; ultimately, the case may be settled by industrial arbitration.

Under the **French** CIF instrument, where conflict persists over the guarantee of training leave, the Labour Inspectorate serves as an arbiter/mediator through the company's appointed labour inspector.

Under the **Hungarian** preventive training instrument, the regional Labour Centres act as appeal institutions.

In the case of **Dutch** training leave under collective agreements, arbitration committees, set up by the social partners, are usually responsible for resolving conflicts over training leave.

In **Spain**, under individual training leave, employees may complain to the trade unions and, subsequently, where one exists, to a commission consisting of representatives from trade unions and employer associations at sectoral level, named 'Comisión paritaria' (joint commission). This commission reaches agreement in each specific case. Should the commission fail to reach an agreement, the Labour Authority issues a final decision.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

3.1.7. Duration arrangements

Different duration arrangements were applied for the training leave instruments in the countries analysed. A very widespread practice was to limit the maximum duration for which learners were allowed to take training leave. This ranged from 24 hours for some specific short-term leave arrangements (e.g. for the validation of acquired experience) to several years (in Norway or in France under the CFP instrument). The French CFP instrument, used by civil servants, as well as the instruments operating in Luxembourg, were notable in this respect in that they placed a limit on the total duration of training leave that the employee is allowed to take for the entire length of his/her career (three years in France and merely 80 days in Luxembourg). The possibility for an employee to accumulate a maximum period of time for which he/she is eligible to take training leave was covered by only three instruments. However, some instruments specified the maximum duration of leave that the employee was eligible to take throughout a certain period or set the amount of time that must elapse between two periods of training

leave. In Austria, for example, employees were allowed to take leave lasting from three months to no longer than one year within a four-year period.

Table 12 **Rights of employees protected by training leave instruments**

Instrument	Rights retained by training leave users				No of cases
	Protection from dismissal	Health care insurance	Pension entitlements	Protection of position in company	
AT	No	Yes	Yes	No	2/4
BE1	Yes	Yes	Yes	Yes	4/4
DK1	No	Yes	Yes	No	2/4
FR1	Yes	Yes	Yes	No	3/4
FR3	Yes	Yes	Yes	Yes	4/4
FR6	Yes	Yes	Yes	Yes	4/4
HU1	No	Yes	Yes	No	2/4
HU3	Yes	Yes	Yes	Yes	4/4
NL2	Yes	Yes	Yes	Yes	4/4
NL3	Yes	Yes	Yes	Yes	4/4
PL	Yes	Yes	Yes	Yes	4/4
ES1	Yes	Yes	Yes	Yes	4/4
No of cases	9/12	12/12	12/12	8/12	

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Regulations on a minimum period for which training leave may be taken appeared to be less widespread. Where a minimum duration was specified, this was rarely for a prolonged period of time, although, in several cases, a minimum of three months' leave had to be taken (e.g. in AT, BE2, FI2). In some cases, notably with regard to compulsory leave, leave had to be taken for a certain number of hours during a specific period of time (e.g. Portuguese leave for teacher training). Most of the 12 selected instruments provided for the possibility of discontinue the training leave once it had begun, but the possible reasons for this discontinuation were stated in only a few cases (Box 9).

The case studies relating to seven European companies showed that training leave most commonly lasted anywhere between 1 and 15 working days. Only two companies allowed their employees to accumulate the duration of training leave, but only three placed a limit on how often such leave could be taken.

Detailed information on regulations regarding the duration of training leave is presented in Table 12. Box 9 also describes in greater detail the regulations for discontinuing training leave.

3.1.8. Funding arrangements

Actors involved in funding training leave

In itself, training leave is simply a regulatory instrument which determines the costs that need to be covered by certain actors or by some form of financial resources.

Apart from the usual costs involved in any kind of training (such as course fees, cost of materials and other related expenses), training during working hours also carries a high cost in terms of foregone income/lost wages. As the employee is unable to perform his/her professional duties, in the absence of third-party funding, either the employee sacrifices his/her wages (foregone income) in return for training or the employer covers the cost of wages in return for the opportunity to have a better trained employee. This situation may be improved if financial assistance is provided by the State or by other actors (such as the social partners). Under the instruments analysed, lost wages/foregone income were covered mainly by employers and, quite often, by the national/federal government. Course fees and related costs, as well as travel and subsistence expenses, were also paid most often by employers but also almost as often by employees.

As is to be expected, the actors who contributed the most to the funding of training leave were employers and employees. The national government played a financial role in about a half of the training leave instruments (including seven of the selected). It was most often involved in the compensation of lost wages and course fees and rarely in the payment of travel and subsistence expenses. The involvement of other actors in the funding arrangements for training leave was fairly limited. Regional governments played a role in the funding of nine instruments, trade unions in five cases (usually trade union-specific training) and federations of employers in only three instruments.

Training funds, consisting of contributions from employers, played a significant role in the funding of several instruments (BE1, DK1, ES1, HU3, NL2, PL; see also subsection below on the links between training leave and other VET cost-sharing instruments). In France, OPCAs played a significant role in the funding of most training leave instruments. In the case of Dutch training leave under collective agreements, the European Social Fund (ESF) was also a significant source of funding, as it provided subsidies which formed part of the funds used by the sectoral training funds.

Table 13 Duration of training leave

Instrument	Minimum duration	Maximum duration	Allowed frequency of use (12 selected instruments and other cases specified by respondents)	Possibility of accumulation (12 selected instruments and other cases specified by respondents)	Possibility to discontinue training leave
AT	three months (except during crisis – two months)	one year	new training leave possible after four years from the beginning of previous leave have elapsed	No	Yes, reasons not regulated
BE1	one day (validation of skills)	120 working hours	Not applied	No	Yes, personal reasons; the learner must notify the authorities within five days after discontinuing
BE2	three months	two years (two and a half years for employees with 20 years' experience) to receive compensation. Leave without compensation may last up to five years, depending on agreements	Not applied	No	n/a
DK1	Not applied	Benefit duration is not limited, but leave duration is typically limited to 10 working days per year	Not applied	No	Yes, reasons not regulated
DK2	Not applied	200 working days (reduced from previous 400 working days)	n/a	n/a	n/a
FR1	Not applied at national level, but some sectors apply their own rules (e.g. 30 hours minimum)	one year in the case of continuous full-time training and 1 200 hours in the case of discontinuous or part-time training; longer periods may be defined upon agreement	Interval is calculated in months by dividing the duration of the last leave in hours by 12 (e.g. after 120 hours of leave, an interval of 10 months is required)	No	Yes, reasons not regulated
FR2	Not applied	24 hours	n/a	n/a	n/a
FR3	Not applied	24 hours	Not applied	No	No
FR4	one month	three years (this is also the maximum duration of training leave that a civil servant may take during his/her whole career)	n/a	n/a	n/a
FR5	two days	12 days per year (18 days for training organisers)	n/a	n/a	n/a

Instrument	Minimum duration	Maximum duration	Allowed frequency of use (12 selected instruments and other cases specified by respondents)	Possibility of accumulation (12 selected instruments and other cases specified by respondents)	Possibility to discontinue training leave
FR6	Not applied	The right to accumulate a maximum of 20 hours' leave each year, up to a maximum of 120 hours	Not applied	Yes	Yes, breach of contract (by either party)
HU1	Not applied	Not applied	Not applied	No	Yes, reasons not regulated
HU2	30 hours; 120 hours' leave over seven years are compulsory	Not applied	n/a	n/a	n/a
HU3	Not applied	Not applied	Not applied	No	Yes, reasons not regulated
NL1	Not applied	Not applied	n/a	n/a	n/a
NL2	Not applied	Not applied	Not applied	No	Yes, reasons not regulated
NL3	Not applied, the instrument is usually used for at least several months	65 weeks	Not applied	No	Yes, in case of illness
PL	six working days	21 working days	Not applied	No	Yes, reasons not regulated
ES1	Not applied	200 hours per year or per academic course	Once a year if company grants permission	No	No
ES2	Not applied	Not applied	Not applied	No	n/a
ES3	Not applied	Usually up to 40 hours per year of paid leave and three months of unpaid leave; variations depending on regional regulations	Not applied	No	n/a
BG	Varies depending on purpose of leave – from no minimum period (leave for exams) to 10 working days (leave for training)	Varies depending on purpose of leave – from six working days (paid leave for admission) to four months (leave for training)	Only once for admission, once for every school year	No	n/a
CY1	Not applied	Not applied	Not applied	No	n/a
CY2	n/a	n/a	Not applied	No	n/a
CZ	Not applied	Not applied	Not applied	No	n/a

Instrument	Minimum duration	Maximum duration	Allowed frequency of use (12 selected instruments and other cases specified by respondents)	Possibility of accumulation (12 selected instruments and other cases specified by respondents)	Possibility to discontinue training leave
EE	Not applied	30 calendar days of training leave per year, of which 20 days are paid (average salary), plus 15 calendar days of paid (minimum salary) leave in the case of graduation from a certified (formal) education programme	Not applied	No	n/a
FI1	Not applied	five working days after three months of employment; two years within five-year period after one year of employment	Not applied	No	n/a
FI2	90 calendar days	359 calendar days	Not applied	No	n/a
DE	three working days	five working days (10 working days within two-year period)	two-year interval if 10-day limit has been reached	Up to 10 days over two years (five days per year)	n/a
EL	Not applied	100 hours of training per year	Until next calendar year if 100-hour limit has been reached	Any unused training hours may be taken the following year	n/a
IT	Not applied	11 months (this limit on the duration of training leave also applies for the entire length of a person's career)	n/a	n/a	n/a
LV1	20 working days	Not applied	n/a	n/a	n/a
LV2	Not applied	Not applied	n/a	n/a	n/a
LT1	Not applied	30 calendar days (a longer period may also be provided through agreements)	Not applied	No	n/a
LT2	Not applied	one year	five-year interval applicable	No	n/a
LU1	Not applied	20 working days (maximum over a two-year period; maximum of 80 working days for the entire length of a person's career)	If 20 working days are used, two-year interval is applied	n/a	n/a
LU2	0.5 working days	Limit of 80 working days for the entire length of a person's career	Not applied	No	n/a
LU3	Not applied	five working days	Not applied	No	n/a
MT1	n/a	n/a	n/a	n/a	n/a
MT2	n/a	n/a	n/a	n/a	n/a
PT1	Not applied	six hours per week	Not applied	No	n/a
PT2	Not applied	100 hours per year	Not applied	No	n/a

Instrument	Minimum duration	Maximum duration	Allowed frequency of use (12 selected instruments and other cases specified by respondents)	Possibility of accumulation (12 selected instruments and other cases specified by respondents)	Possibility to discontinue training leave
PT3	one year of 50% reduction of working hours (school teachers)	one year	Not applied	No	n/a
RO1	If employer has not provided any form of VET for two (≥21 employees) or three years (<21 employees), he/she is obliged to provide at least 10 working days of paid training leave	Not applied	n/a	n/a	n/a
RO2	Not applied	30 working days per year if paid; 90 working days per year if unpaid	one-year interval	No	n/a
SK1	one working day	40 working days	Not applied	No	n/a
SK2	five working days	Not applied	Not applied	No	n/a
SI1	Not applied	40 hours for trade union education, otherwise not applicable	Not applied	No	n/a
SI2	At least 20% of lay-off time must be spent in training	six months (maximum period during which partial lay-offs may be applied)	Not applied	No	n/a
SE1	At least three weeks of half- time learning	240 weeks (funding may be received for 80 weeks); the maximum duration varies depending on previous educational background and age of learners (elderly learners and those with a stronger educational background are entitled to shorter leave)	n/a	n/a	n/a
SE2	Not applied	Not applied	n/a	n/a	n/a
UK1	Not applied	Not applied	Not applied	No	n/a
UK2	Not applied	Not applied	Not applied	No	n/a
IS1	n/a	n/a	n/a	n/a	n/a
IS2	n/a	n/a	n/a	n/a	n/a
LI1	n/a	n/a	n/a	n/a	n/a
LI2	n/a	n/a	n/a	n/a	n/a
LI3	n/a	n/a	n/a	n/a	n/a

Instrument	Minimum duration	Maximum duration	Allowed frequency of use (12 selected instruments and other cases specified by respondents)	Possibility of accumulation (12 selected instruments and other cases specified by respondents)	Possibility to discontinue training leave
NO	Not applied	three years	Time that has elapsed since the previous training leave is equal to twice the duration of the leave, and at least one year has passed since commencement of the previous leave, except where this was for a course of under one month's duration.	No	n/a
HR1	Not applied	Not applied	n/a	n/a	n/a
HR2	n/a	n/a	n/a	n/a	n/a
FYROM	Not applied	three working days	Instrument may be used once a year	No	n/a
No of cases	Applied: 19/62; Not applied: 34/62; n/a: 9/62	Applied: 37/62; Not applied: 16/62; n/a: 9/62	Applied: 11/62; Not applied: 30/62; n/a: 21/62	Yes: 3/62; No: 37/62; n/a: 22/62	Yes: 10/12; No: 2/12

NB: n/a = information not available.

Instruments selected for in-depth analysis are marked in bold.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Box 9 **Discontinuing training leave**

In **Austria**, employees are obliged to discontinue their training leave if they wish to change employer or are unable to provide proof of their enrolment on a course. Once the eligibility criteria are no longer being met, the payment of compensation for lost wages will stop.

Belgian educational leave provides that the employee may interrupt the training leave for any reason providing he/she notifies the authorities within five days of doing so; however, if the employee fails to complete the same training course twice, the educational leave granted for the purpose of participating in the course may no longer be used.

Under the **French** CIF instrument, training leave may be discontinued at the initiative of the learner at any time. The most common reason for discontinuing leave is some kind of *force majeure*, such as health problems.

The **Hungarian** preventive training instrument provides that training leave may be discontinued at any time and for any reason, but, in so doing, the learner must repay all expenses incurred by the State and the employer in providing the training.

In the case of **Dutch** training leave under collective agreements, the discontinuation of training leave is generally allowed, most often because of some kind of *force majeure* or termination of the employment relationship between the parties concerned. Leave under the part-time unemployment act may be discontinued at the initiative of the employer.

In **Poland**, the employee may discontinue training leave at any time; however, if the employee voluntarily discontinues the leave on which he/she was sent by the employer, he/she is obliged to reimburse all the training costs incurred by the employer.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

The contribution of various actors/financial sources towards training leave expenses is described in more detail in Annex 1.

Some national experts indicated that the role of the State in the funding of training in general, including training leave, has diminished (the reasons for this include a rising demand for VET and growing pressures on public budgets because of the increasing costs of investment in training, as well as competing demands in pension and health care systems). In the Netherlands, the responsibility for the training of the unemployed was shifted on to the social partners in the 1990s. More recent reported moves towards a lesser involvement of the State in the funding of training leave include the lower amounts of training allowance provided in Denmark and the reduced funding of active labour market policies in Poland. As a result of these recent trends in reduced public funding for training (including training leave), the financial cost of implementing training leave may increase for employers, employees and the social partners alike. Further,

the overall role of the social partners in implementing training leave instruments may also increase because of this trend. The links between training leave as a regulatory instrument and alternative sources of training leave funding – other cost-sharing instruments – may also become increasingly important.

The legal regulation that establishes the financial framework for an instrument might differ from how the funding of the instrument works in practice. In other words, some funding arrangements have been made informally and do not have any legal basis.

If we consider only what is laid down in the documents regulating training leave, it is evident that the most common funding arrangement is where each party pays for that training from which it derives the most benefit – 100% of all training leave costs are paid by employers (including state institutions) for employer-directed training and by employees in the case of training for their own interest. However, the exact amount to be paid by employers or employees was never specified.

In contrast, the contribution from the State was usually specified in exact amounts or ranges and not as shares. The amounts specified varied from EUR 60 per month (minimum compensation for lost wages under the Belgian training credit (Flanders region)) up to EUR 6 900 per month (maximum compensation for lost wages under individual training leave in Luxembourg). There were a few exceptions where the share of lost wages to be compensated was set (at 40-80% for scholarships and under the educational leave scheme for the civil service in Cyprus, at 50% for Slovenian partial refunding of wage compensation for temporarily laid-off workers and at 100% under leave for trade union-related training in Luxembourg). The funding of fees or travel and subsistence expenses was regulated more or less as often in legislation or collective agreements.

Table A2 in Annex 1 presents the funding arrangements in place for the 12 instruments selected, not as they actually operate but as they are established under the legal requirements set out in the relevant legislation and/or collective agreements. The shares and amounts of funding that are binding on all actors for certain types of costs associated with training leave are presented. Among the instruments selected, there was none in which the financial contribution of trade unions or employer organisations was laid down in national legislation. The contributions that were established most frequently were those of employers, while those of employees and the State were also referred to fairly often.

The case studies revealed how the costs were shared in practice in various companies that use the training leave instruments. The Austrian company Kick-Off reported that 40 to 50% of its training leave costs (fees, travel and

subsistence expenses) were compensated by the State under the *Bildungskarenz Plus* scheme. Under the Hungarian learning contracts, in relation to which the exact shares of contributions from key actors are set neither by legislation nor by collective agreements, practices varied, from payment of all costs by the employer to payment of 70% of the training fees by the employer and 30% by the employee. One public company that used preventive training in Hungary was required to pay only 10% of the training costs (fees), while all other expenses were borne by the State. The Dutch company that used training leave under collective agreements compensated all of the training leave costs.

Links to other VET cost-sharing instruments

Training leave instruments do not operate in an isolated environment. Often, different combinations of cost-sharing instruments involving training leave are used to achieve policy objectives relating to participation in education and training or enhancement of the employability of the workforce. With regard to the 12 training leave instruments selected for in-depth analysis, the most widespread links existed with various training funds established in the countries. In cases where the State provides no or insufficient compensation for training leave, training funds (consisting of employers' contributions to training raised through levies) may provide funding without a significant immediate financial burden being placed on employers ⁽²⁹⁾. Training funds have become and continue to become increasingly important in certain countries, for example in the Netherlands, where they play a crucial role in the implementation of training leave in every sector, or in Denmark, where the Danish Government is seeking to ease the financial burden associated with funding continuing education and training and is shifting this responsibility on to the social partners and the sectoral training funds that they create. Payback clauses were also among the most widely used instruments in relation to training leave (e.g. four out of seven companies which provided information for case studies on training leave used payback clauses). It could be argued that both training funds and payback clauses essentially tackle the same constraint to training: the fear of employees being poached (Ok and Tergeist, 2003; Cedefop, 2008; European Commission, 2007). Training funds 'depersonalise' the funding used by companies, while payback clauses guarantee that the employees' skills in which the employer has invested will remain available to the company. The popularity of these instruments shows that the potential poaching of employees and the actual gains to be made from

⁽²⁹⁾ For a more detailed discussion of the role of training funds in funding training, see Cedefop 2008.

investment in training are serious issues which companies take into consideration before using training leave. It is also clear that this problem is more acute in sectors that demand a more knowledge-based workforce.

Box 10 Links of training leave instruments to other VET cost-sharing instruments

In **Austria**, during the financial crisis, most regional governments – together with employers – committed themselves to providing grants to cover course costs associated with training leave. Employers paid for the course costs and were subsequently reimbursed by the regional governments. Most local governments committed themselves to reimbursing 50% of the training costs, but, in some provinces, the rate of subsidisation was as low as 25%. This special measure was called *Bildungskarenz Plus*. Tax incentives also play a significant role in supporting training leave instruments – companies may deduct 20%, and employees the full amount, of the education costs from the basis for tax assessment. Payback clauses are also used in connection with training leave. If the employer has invested in the training, employees must reimburse these costs if they leave the company before a specific period, laid down in a written agreement and binding on the employee, has elapsed. Exceptions to this employee obligation include unfair dismissal or if the employee ends the employment relationship more than five years after the agreement was concluded.

The direct costs (the exact type is defined by collective agreement) of training under **Belgian** educational leave may be paid from the sectoral training funds. Employees may also be reimbursed part of the course fees by the Flemish Government through the use of training vouchers.

Private sectoral training funds may also supplement **Danish** training leave financed from VEU up to a maximum of 85% of the employee's normal income. Recently (2011), the maximum amount of VEU allowance that may be allocated to learners was reduced by 20%; this means that a higher level of funding will be needed from the training funds to sustain compensation for lost wages at the same level as before.

In Spain, the funds collected from obligatory contributions paid by companies as a training levy, and related training credits are used to fund individual training leave (Box 11).

The **Hungarian** learning contracts instrument provides that, in the case of training leave, formal agreements must be signed between employer and learner. Such agreements often include payback clauses. The Hungarian preventive training instrument is an active labour market tool funded by the Labour Fund (national training fund). This instrument also includes a measure similar to a payback clause, whereby the learner is obliged to repay all the expenses incurred by the employer and the State if he/she discontinues the training leave.

Training leave under collective agreements in **the Netherlands** is associated with several other cost-sharing instruments. Payback clauses are quite often established during the training leave period, especially for a higher level of education, in financial and ICT sectors; because the key level of regulation for this instrument is the sectoral level, most sectors also have separate training funds (at least 92 such sectoral training funds were identified in 2009 (Van der Meijden et al., 2012)) from which the training leave is funded; these funds consist of contributions from employers equal to 0.5-2% of their payroll as well as from the European Social Fund (where the sectoral training funds are transparent and officially recognised). Such funds are reported to

be quite substantial but have been criticised for not using all of their available financial resources and for not exercising transparency in their spending. Tax incentives, usually in the form of deductions, are available to all employers who provide training to their employees. In the case of leave under the part-time unemployment act, there exists a different type of payback clause. Since employers benefiting from the instrument receive financial assistance from the State, if they break the rules governing the instrument, for example if they dismiss an employee while he/she is on training leave, they are obliged to repay the support. Payback clauses usually imposed by the employer on the employee are not allowed.

In **Poland**, the relation of the training leave and most of the other cost-sharing instruments to the training fund is very important. This fund may cover up to 50% (but not more than one average monthly salary) of the training costs for employees under 45 years old and 80% (but not exceeding 300% of the average salary) for employees aged over 45. A number of payback clauses are also in place in Poland – these must form part of the training contract signed between the employer and the employee, which in turn the employee cannot refuse to sign if he/she wishes to be compensated by the employer for the training costs. The size of the payback is usually proportionate to the amount of time that has elapsed after the training.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Other instruments closely associated with the training leave arrangements analysed included tax incentives and grants. Box 10 presents key examples of such links that exist between training leave instruments and other cost-sharing instruments.

Companies granting individual training leave in Spain were eligible for a number of interesting funding options, including tax credits and additional allowances from training funds. A detailed description of these funding arrangements is presented in Box 11.

Training leave instruments may also be associated with job-rotation arrangements. The principle of job rotation is quite simple: an unemployed person is recruited to replace the employee during his/her training leave. After the employee returns to work, it is hoped that he/she is promoted to a higher position in the company. Such arrangements have been introduced in some countries to counter high unemployment.

Among the 12 selected countries, however, job rotation was not a very popular arrangement. Denmark, which was the first to introduce such an arrangement, the Netherlands and Poland were the only countries to apply a job-rotation scheme, and, in Poland, the use of job rotation was, at the time, practically impossible because of its incompatibility with national legislation. The companies analysed also revealed that the hiring of replacement staff during training leave was not a very popular practice. Four of seven companies

indicated that they never did this, and three said that they seldom did this. Box 12 describes job-rotation arrangements in more detail.

The role of the European Social Fund

In some countries, the European Social Fund (ESF) provided part of the financial resources required for the operation of training leave instruments. The larger involvement of the ESF in the funding of such instruments, especially those reported by national stakeholders to be lacking sufficient funding, could be vital in helping them achieve their objectives and target their users. The current role of the ESF in funding training leave in Europe is described in more detail in Box 13.

3.1.9. Role of government and the social partners in the management of training leave

Different actors were involved in the management of the 12 training leave instruments selected for more detailed analysis. While some of the instruments, such as preventive training in Hungary, were managed mainly by public institutions, some others fell primarily under the responsibility of employers or the social partners (no other actors not belonging to one of these groups were involved in their management).

The State was mostly involved in the management of financial support for instruments and in dealing with special cases that may arise during their implementation (e.g. additional assistance for employees with special needs). The management of financial support usually involved the transfer of earmarked funds; in the case of the French CVAE instrument, the State also provided the financial follow-up of the implementation of training leave.

Employers, on the other hand, were more involved in eligibility checks and application procedures. Examples of activities in this connection included the provision of relevant documents and/or application forms concerning training leave, verification of the compatibility of proposed training leave with regulations at all levels (company-level and sectoral-level agreements and national legislation), provision of information upon the request of responsible institutions, authorisation of the learners, negotiations on training leave (in the case of the DIF instrument in France) and selection of employees to be sent on training leave (in the case of Dutch leave under the part-time unemployment act). Employers were also sometimes involved in the financial management of instruments (mainly by continuing paying salaries of employees on training leave and claiming support from the State or sectoral training funds).

Box 11 Training bonus for Spanish individual training leave

In **Spain**, companies which provide individual training leave to their employees have access to a certain amount of training credit that they, in turn, may use to offset their contributions to the social security system. The size of this credit depends on both the total amount that companies paid as a training levy the previous year and the number of employees:

Number of employees	Size of credit
1-5	EUR 420 per year
6-9	100% of the amount paid the previous year
10-49	75% of the amount paid the previous year
50-249	60% of the amount paid the previous year
≥250	50% of the amount paid the previous year

Companies may use the whole amount of credit for training leave or they may use the credit to fund other training activities and receive an extra 5% of the total credit calculated for training leave. If the cost of the training leave is not covered by this 5% (as tends to be the case), companies may also benefit from a bonus paid by the training fund as a percentage of the gross wage cost of the trainee that is calculated based on the number of employees they have.

Number of employees	Size of credit
1-9	Wage cost for up to 200 hours per company
10-49	Wage cost for up to 400 hours per company
50-249	Wage cost for up to 600 hours per company
250-499	Wage cost for up to 800 hours per company
≥500	Wage cost for up 200 hours per company for every 500 employees

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

The social partners were also involved mostly in eligibility checks and application procedures; a more detailed description of their role is provided in Box 14.

Other actors may also be involved in the management of training leave. In the case of the French instruments, these were managed by the social partner organisations, OPCAs (Box 14). Spanish individual training leave was managed by the Tripartite Foundation ⁽³⁰⁾, which was established jointly by the social partners and the State.

⁽³⁰⁾ The Tripartite Foundation is funded by the training levy (83% of income in 2010), the labour administration and the European Social Fund. It is managed by the labour administration, trade unions and employers' associations.

Box 12 **Job-rotation arrangements in selected countries**

In **Austria**, the job-rotation instrument, which provides a level of payment similar to that of educational leave, is applicable to employees provided that the employer has recruited a replacement for the employee during the leave period. However, this instrument is not directly linked to educational leave, and leave may be taken for various purposes, including but not limited to training.

In Denmark, two types of job rotation are currently possible:

- an employer sends an employee on training leave with a VEU allowance or other external compensation (i.e. does not bear wage costs) and recruits an unemployed person as his/her replacement. The employer receives the usual wage subsidies as in any other case where an unemployed person is hired;
- an employer sends an employee on training leave with continued salary payments and recruits one or more unemployed persons as his/her replacement. The employer receives a job-rotation allowance from the State – the maximum amount of unemployment benefit plus 60%. However, the job-rotation allowance may be used only to cover an amount of working time that is equivalent to the period during which the employee on training leave is absent. Under this arrangement, a number of eligibility rules apply. The employer must continue paying the wages of the employee in training, without receiving a VEU allowance or other compensation from the State; no wage subsidies are paid to the employer for hiring unemployed persons. Such an arrangement may last for up to 12 months.

The use of job rotation was reported to be on the rise again in the light of the recent economic crisis and increasing long-term unemployment.

In **the Netherlands**, job-rotation arrangements exist at company level, mostly in large organisations. Their use does not, however, appear to be widespread.

In **Poland**, job rotation is regulated by the Act on employment promotion and labour market institutions. If an employer grants training leave to an employee for training lasting at least 22 days and employs an unemployed person sent by the local labour exchange in his/her place, the employer may be reimbursed for the cost of training (up to 80%) and the cost of the salary for the new employee (40% of the average salary in Poland). However, the changes to the regulation of the training leave instrument introduced in the Labour Code in 2012 have made this regulation impossible to apply, as training leave may now last no longer than 21 days.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11); Danish National Centre for Employment Initiatives (2011).

The full picture of the division of roles in the management of training leave among the various actors is provided in Table 14.

Box 13 Role of the European Social Fund in funding training leave instruments

In the case of **Dutch** training leave under collective agreements, the sectoral training funds that provide funding for training leave may apply for subsidies from the European Social Fund. Sectoral training funds must ensure transparency in the use of their funds and must be recognised as a legitimate funding mechanism to be eligible. The criteria for recognition and transparency of the funds were made more stringent in the 2007-13 programming period compared to 2000-06. The share of ESF contributions was reduced from 50% to 40%. According to national experts, ESF funding was also used (partly) to cover the lost wage costs.

Under **Spanish** individual training leave, the Tripartite Foundation, which is responsible (among others) for managing training leave and is established jointly by the State and the social partners, is partly financed by the ESF (the organisation's other funding sources include vocational training contributions collected from companies via the social security system and specific contributions established in the budget of the Public State Employment Service). The ESF participates in cofunding training initiatives (including those under training leave) through the multiregional operational programme for adaptability and employment, intended to promote entrepreneurship and improve the adaptability of employees and companies in the 2007-13 programming period. Any type of training leave costs may be covered by the Foundation – fees, wage compensation, travel and subsistence expenses.

The ESF was a major financial contributor to **Slovenian** partial refunding of wage compensation for temporarily laid-off workers. It provided 85% of the EUR 9.5 million budget earmarked for compensation of fees for training undertaken under this instrument, the remaining 15% being paid by the Slovenian Government. Compensation for lost wages, however, was paid by the Slovenian Government in full.

Under the **Romanian** training leave instrument (the right to training leave), compensation for both training fees and lost wages has recently been introduced using ESF funding available through the sectoral operational programme for human resource development.

Under the **Italian** training leave instrument, the State compensates learners for fees and travel expenses by providing them with educational vouchers. The financial resources provided by these vouchers come partly from the 'rotation funds', which redistribute the funding from the ESF.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Guidance and information services

Availability of good quality guidance and information services is crucial to the smooth functioning of most cost-sharing instruments in general. In the case of training leave, guidance and information services allow both employees and employers to gain a better understanding of eligibility requirements, possibilities for funding leave, the range of training opportunities available, the rights of key actors involved in leave, etc. (for a more detailed review of the importance of

guidance and information for training, see, for example, Nicoletti and Berthoud, 2010; or Cedefop et al., 2004).

Box 14 Role of the social partners in the management of selected training leave instruments

In **Denmark**, the unemployment insurance funds, which are affiliated to trade unions, are the key actors in the management of training leave financed from VEU. These funds are involved in the verification of the eligibility of learners and in the management of the VEU allowance provided. They also accept applications for the VEU allowance from their members, while learners who are not members must apply through educational institutions.

In **France**, OPCAs are involved in the management of all three selected instruments. In both the CIF instrument and the CVAE instrument, they check whether the eligibility criteria have been met, verify the submitted application, including the training (in the case of CVAE, validation) programme proposed and the justification of its objectives and priorities, and provide the financial follow-up of the implementation of the training leave undertaken. In the case of the DIF instrument, OPCAs are involved only in the management of financial support for fixed-term employees.

In the case of Hungarian learning contracts, company-level trade unions carry out the eligibility checks.

In the case of **Dutch** training leave under collective agreements, the role of the social partners in the management of training leave (which may include eligibility checks, involvement in application procedures and dealing with special cases) is determined by specific collective agreements. However, the sectoral training funds, which provide the financial support for training leave, are usually managed jointly by the social partners.

Dutch leave under the part-time unemployment act is different from most other training leave arrangements, as here it is not always the learner who requests to go on training leave (although there have been some reported cases where the learner has applied for training leave). Instead, it is the employer and the trade unions, or, in the absence of trade unions, work councils, who agree on a list of employees to be sent for training.

Some management responsibilities of **Spanish** individual training leave are delegated to the Tripartite Foundation. It provides technical and organisational support for the application procedures and technical support for the management of the financial aspects of the instrument.

Guidance services were provided, to some extent, in most of the 12 instruments selected (a notable exception is the learning contracts instrument in Hungary). In seven of the cases, guidance and information services were applied to both employees and employers, while the services provided for the remaining instruments were employee-specific. The State was involved in the provision of guidance for nine of the instruments, and both the social partners and training providers for seven. Employers, meanwhile, played a significant role in this connection for only two instruments, the French CVAE and DIF. In Denmark,

private consultancy firms also provided guidance and information on training leave and the VEU allowance, as well as on SVU allowance for companies that invest in the training of their employees. Services provided included the evaluation of a company's training needs and advice on how to achieve optimal cost-sharing for training using the company's own resources as well as funds from allowances, training funds, etc. Advice is adjusted according to the company's fluctuations in production or other operating conditions relevant for the financing of education and training.

The guidance and information services provided mostly consisted of two types – websites hosted by different relevant actors or personal consultation services (either through face-to-face meetings or telephone or messaging software), while leaflets or brochures were present only for the selected Spanish, Belgian and French (CIF) instruments.

The content of the services provided was much more extensive in some instruments than in others. In Austria, for instance, guidance was provided only on eligibility issues, and, for the Hungarian preventive leave instrument, it was provided only on the quality and type of courses available. Meanwhile, the selected Spanish and Danish instruments, as well as the French CIF and DIF instruments, provided guidance and information services on a variety of topics, including, in addition to the ones applied in Austria and Hungary, the rights associated with training leave and instructions on the use of the instrument.

Not all of the guidance and information services provided were specific to training leave – in three cases, services were applicable to education and training in general. National experts also reported that, in some cases, where general guidance for training was provided, very little attention was paid to training leave by such services (e.g. in Hungary, or because of regional/federal discrepancies in Belgium).

Personal guidance was available for seven instruments and, in all cases, was provided free of charge (although, in Denmark, as mentioned above, additional private guidance services could also be purchased).

Some information on guidance measures at company level was also compiled from company case studies. All companies said that they had encouraged their employees to take training leave – two out of the seven said that they did this often, four did so occasionally and one had done so only once. Three companies reported that it was often the employees themselves who asked to go on training leave, while four said that this was rarely the case. All companies but one mentioned that learners were fully informed and received guidance regarding their training leave. In most cases, information and guidance

were provided by employer representatives and, in one case, by the training providers.

Table A5 in Annex 1 presents the features of the guidance and information services available in detail.

3.1.9.1. *Monitoring and evaluation arrangements*

Of the 62 training leave instruments analysed, 33 were reported to have monitoring and/or evaluation arrangements in place. However, in only 24 of those cases was the monitoring and/or evaluation said to be specific to training leave. Other monitoring and evaluation efforts tended to be focused on the general effects of participation in training, as well as post-training income, career prospects and learner satisfaction. In Spain, the implementation of collective agreements (some of which included provisions on training leave) in general was evaluated.

Monitoring and evaluation activities in connection with most of the instruments analysed were limited to occasional monitoring or the collection of participation data. Aspects monitored included characteristics of training leave users, courses for which the instrument was used, etc. In two of the instruments in the UK, evaluation efforts were primarily directed at reviewing existing training leave instruments with a view to introducing reforms.

The institutions responsible for the monitoring and evaluation of training leave instruments were very varied, ranging from various public institutions, such as agencies and ministries, to the social partners themselves. In several cases, public authorities entrusted evaluation activities to independent researchers.

Table A4 in Annex 1 shows monitoring and evaluation arrangements in the sample of European training leave instruments analysed. It also presents the main aspects which were reported to be monitored and/or evaluated, as well as information on institutions that provide or commission the monitoring and evaluation activities. The table also shows that it was mostly instruments with monitoring and/or evaluation arrangements in place that were selected for detailed analysis.

Table 14 Role of various actors in management of training leave instruments (12 selected instruments)

Instrument	Eligibility checks	Application procedure(s)	Management of financial support	Dealing with special cases
AT	ST (public employment service checks formal eligibility, e.g. minimum duration of employment, agreement of employer, statement of enrolment)	ER (signs a formal agreement and presents it to the public employment service)	ST (public employment service transfers compensation for lost wages to the learner)	Not applied
BE1	ER (checks compatibility with company's regulations and, where an application for training leave is denied, compliance with the rule that limits the number of employees who may be absent at any one time), SP (involved in committees that approve eligibility)	ER (informs Federal Public Service)	ST (financial repayments are checked and processed by the Federal Government)	ST (Federal Government)
DK1	SP (trade union-managed unemployment insurance funds)	SP (trade union-managed unemployment insurance funds)	ER (where employer pays salary), SP (trade-union managed unemployment insurance funds)	ST (government agency for state education grants)
FR1	SP (OPCAs)	ER (delivery of authorisation), SP (OPCAs; verification of applications)	ER (where employer pays salary); SP (OPCAs; financial follow-up of the implementation)	Not applied
FR3	ST (for public sector employees, verification of eligibility), SP (OPCAs, verification of eligibility), validating institution (verification of eligibility)	ER (authorisation to take leave), ST (admission of validation applications), SP (OPCAs, verification of validation programme proposed in the application)	ST (financial follow-up of the implementation), SP (financial follow-up of the implementation)	n/a

Instrument	Eligibility checks	Application procedure(s)	Management of financial support	Dealing with special cases
FR6	ER (including conformity with inter-branch/inter-company agreements, where appropriate)	ER (negotiation with employee concerning the use of aggregated hours for training)	ER (in the case of open-ended contracts), SP (OPCAs, usually in connection with cases involving fixed-term employees)	Not applied
HU1	ER, SP (at company level)	ER	ER	Not applied
HU3	ST (local employment agency checks eligibility)	ER (prepares an application for funding of preventive training)	ST (local employment agency manages and provides financial support)	ST (local employment agency decides on additional support for special needs cases)
NL2	SP	SP	ER (manages funding received from the sectoral training funds), SP (administer the sectoral training funds)	SP
NL3	ER (decides which employees could be sent for training), SP (trade unions or work councils provide their approval)	ER (applies for the instrument), SP (trade unions or work councils negotiate with employers on application)	ST	Not applied
PL	ER	ER	ER (where employer pays salary and claims compensation from the Labour Fund)	Not applied
ES1	Not applied	ST/SP (Tripartite Foundation provides technical and organisational support), ER (completes online application forms)	ST/SP (Tripartite Foundation provides technical support), ER (follows procedures for claiming bonus for training from employer contributions to social security system)	Not applied

NB: ER = employer; ST = State; SP = social partners; n/a = information not available.
Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Of the 12 training leave instruments selected, monitoring and/or evaluation activities were identified in 11 cases (the Polish training leave instrument was the only one for which such activities were not carried out). However, statistics on training leave, though limited, were collected in nine of these instruments. Nine instruments were assigned to an institution which was responsible for their monitoring. In nine cases, publicly available monitoring or evaluation reports or data were identified. However, the monitoring and evaluation of training leave instruments did not usually take into account any pre-set quantified targets – such targets were noted only in connection with training leave financed from VEU in Denmark and dealt only with the speediness of processing applications and not with the level of participation, associated costs or other possible targets.

In cases where monitoring and evaluation measures have been implemented, these were not always used to produce publicly available reports – for example, although monitoring information was collected for the French DIF instrument, no publicly available report was present. Some monitoring and evaluation was carried out occasionally by public institutions in connection with Austrian educational leave and the Hungarian individual learning instrument, but there was no institution responsible for regular monitoring activities.

3.1.10. Recent and planned developments

Like any public policy measure, training leave arrangements are often subject to review and modification. Seven of the 12 instruments had undergone changes during the past five years, while, at the time of the survey, modifications were going to be introduced in two cases. The recent economic and financial crisis was reported to have had a significant impact on four of the instruments selected. Table 16 presents an overview of cases where modifications have recently (during the past five years) been made to training leave instruments, the impact of the recent financial crisis and economic downturn, and future plans to modify existing instruments. Box 15 then presents a more detailed description of recent and planned modifications.

The impact of the financial crisis on training leave instruments was mainly twofold. In some cases, the need of both employers (in Poland, Austria) and the State (in Denmark) to cut their expenses meant that the level of funding earmarked for implementation of training leave instruments had been reduced. On the other hand, slowing production had prompted many employers to seek ways in which their wage burden could be reduced without bringing the employment relationship with their employees to an end. Training leave instruments that provided compensation for lost wages often seemed to address such needs while bringing the added benefit of increasing the qualifications of

employees; as a result, demand for them had increased. The third type of effect of the crisis on training leave instruments involved the adaptation of existing training leave instruments to the realities of the crisis period (Austria) or the introduction of new instruments specifically designed to counter the negative effects of the crisis (part-time unemployment act in the Netherlands).

Three of the seven companies analysed in the company case studies reported that the financial crisis had had no impact on the use of training leave. In three cases, respondents reported that the use of training leave had decreased. One company that used Dutch leave under the part-time unemployment act (which was specifically designed to counter the effects of the crisis) said that its use of the relevant instrument had increased.

In Austria, training leave was reported to have become more inclusive in terms of sectors, regions and qualifications covered – the number of training programmes at ISCED levels 2 and 3 had increased sixfold, while take-up of seasonal qualifications had increased sevenfold. Men, manufacturing sector employees and regions that had been hardest hit by the crisis had begun using it more.

3.2. Comparative analysis of performance of selected training leave instruments

Section 3.1 presented the diversity of training leave instruments implemented in 33 European countries with a more detailed description of the design characteristics of 12 instruments in eight selected countries. This section provides a comparative analysis of those instruments' performance data (Sections 3.2.1 and 3.2.2) and both identifies and explains factors that are associated with the level of success of training leave instruments (Section 3.2.3).

Table 15 **Monitoring and evaluation arrangements for the 12 training leave instruments selected**

Instrument	Statistics are collected	There is an institution responsible for monitoring	Quantified targets are set for the instrument	Monitoring/evaluation reports or data are prepared and made publicly available	No of cases
AT	Yes	No	No	Yes	2/4
BE1	Yes	Yes, federal public service of employment, labour and social dialogue	No	Yes	3/4
DK1	Yes	Yes, government agency for state education grants	Yes, processing of 75% of all applications should be completed within 31 days	Yes	4/4
FR1	Yes	Yes, OPCA	No	Yes	3/4
FR3	Yes	Yes, OPCA	No	Yes	3/4
FR6	No	Yes, OPCA	No	No	2/4
HU1	No	No	No	No	0/4
HU3	Yes	Yes, labour service	No	Yes	3/4
NL2	Yes, at sectoral level. At national level: non-available	Yes, Ministry of Social Affairs and Employment	No	Yes	3/4
NL3	Yes	Yes, Ministry of Social Affairs and Employment	No	Yes	3/4
PL	No	No	No	No	0/4
ES1	Yes	Yes, Tripartite Foundation and labour services at national and regional level	No	Yes	3/4
No of cases	9/12	9/12	1/12	9/12	

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

3.2.1. Analysis of statistical data

3.2.1.1. Number of beneficiaries and take-up

Table 18 shows the total aggregate number of employees who took training leave and the share of employees who took training leave both as a percentage of an eligible group and as a percentage of total employment in the country, i.e. take-up of the instrument. The available exact data on training leave show that the take-up of training leave (in relation to total employment) was usually up to 1%. Educational leave in Belgium showed a higher take-up, reaching approximately 1.7% of total employment in the country. The take-up rate in Sweden was high (6%), but the figure given is for two instruments – study leave and training leave under collective agreements – combined (separate data per instrument are not available). The most small-scale training leave instruments (in terms of take-up in

relation to total employment) appear to be found in Spain: individual training leave covers 0.01% of total employment. In terms of change in 2007-09, training leave in Austria seems to have experienced the biggest increase in use.

Table 16 **Recent and planned changes to the 12 training leave instruments selected**

Instrument	The instrument underwent changes during the past five years	The financial crisis and economic downturn had a significant impact on the instrument	There are plans to implement changes to the instrument	No of cases
AT	Yes	Yes	Yes	3/3
BE1	Yes	No	No	1/3
DK1	Yes	Yes	No	2/3
FR1	No	No	No	0/3
FR3	No	No	No	0/3
FR6	No	No	No	0/3
HU1	No	No	No	0/3
HU3	No	Yes	No	1/3
NL2	Yes	No	No	1/3
NL3	Yes	Yes	Yes	3/3
PL	Yes	Yes	No	2/3
ES1	Yes	No	No	1/3
No of cases	7/12	5/12	2/12	

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

For certain instruments, only a few (rough) estimates rather than exact numbers of beneficiaries and their take-up are available, for example further training for public sector employees in Hungary, training leave in Italy, study leave in Estonia, educational leave for civil servants in Portugal or the right to make a request in relation to study or training and skills pledge in the UK. Some of these instruments achieved high take-up, but the estimates presented should be interpreted with caution.

The information provided in Table 17 should also be treated with caution because some of the instruments target only a small share of the population (e.g. civil servants in the case of further training for the public sector in Hungary, teachers in the case of educational leave for teachers in Latvia and redundant skilled employees in the case of leave under the part-time unemployment act in the Netherlands).

Box 15 **Modifications to the 12 selected training leave instruments during the past five years and planned future changes**

Several changes have been made to the **Austrian** training leave instrument since its introduction in 1998. The most significant amendments were introduced in 2008 in an attempt to make the instrument more attractive to its users. Until 2007, only older employees (over 45 years) were entitled to receive a higher level of salary compensation (equivalent to the amount of unemployment benefit – 55% of the net salary, at least EUR 14.5 per day), and, since 2008, all beneficiaries are entitled to this higher level of compensation. In 2008, the minimum duration of the employment relationship (as one of the eligibility criteria) was reduced from three years to one year, but employees who take training leave now have to provide proof of their participation in at least 20 hours' training a week (or 16 hours if they have child-care responsibilities). It was also made possible to take training leave in modules of three months (this was further reduced to two months during the recent economic crisis). At the moment of research, possible modifications to the instrument were in discussion, but no public information was available.

The **Belgian** educational leave instrument was last changed in 2006, when the maximum number of hours of paid educational leave was reduced from 180 hours to 120 hours.

In **Denmark**, the maximum rate of VEU allowance per person, as well as of the SVU allowance (for which the maximum duration was also reduced from 80 to 40 weeks), has been reduced by 20% (from DKK 3 830, around EUR 514, per week to DKK 3 064, around EUR 410, per week) as of April 2011.

In **Spain**, the entire training system was subject to significant reform in 2007. Several modifications were also introduced to the individual training leave instrument. The types of education and training eligible were extended significantly to include alternative degrees of vocational education and training (from both national and regional labour administrations which recognise competences defined in the national catalogue of professional qualifications), as well as validation of working experience and previous informal learning (although, as reported by the survey respondent, such validation has not been shown to be operational in Spain yet). The bonus paid to companies for the provision of training leave, calculated based on company size, was introduced. It was also established that a company may deny training leave only on organisational and production-related grounds.

In **the Netherlands**, monitoring of training leave under collective agreements has been strengthened over the past few years. The sectoral training funds were asked to report their activities and financial statements to the Labour Inspectorate and urged to spend more on training and keep lower reserves. The Ministry of Social Affairs and Employment announced that it would refuse to 'extend' the agreements (i.e. declare them binding for the whole sector) if these steps were not taken. Meanwhile, leave under the part-time unemployment act was, from the outset, designed as a temporary measure during the period of economic crisis (introduced in 1 April 2009); the instrument has already been discontinued (as of 1 July 2011).

Polish training leave underwent significant changes in 2010. The regulations governing training leave were transferred from the Regulation of the Minister for Education and the Minister for Labour into the Labour Code. Under the old legislation, training leave was available for a wide variety of purposes and could last for up to 28 days (and more for certain professions). The new legislation established the right to take training leave only in preparation for exams, for a period of up to 21 days.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Box 16 Impact of the financial crisis and economic downturn on the 12 selected training leave instruments

In **Austria**, the financial crisis and economic downturn influenced implementation of the training leave instrument in several ways. During the crisis, employers became increasingly reluctant to allow their employees to take training leave, and some even wanted to discontinue the leave. On the other hand, with assistance from the *Bildungskarenz Plus* funding scheme introduced by local governments, it was possible to overcome this reluctance to use training leave, and the instrument proved to be particularly useful in preventing redundancies in companies. To make the instrument even easier to use, during the economic crisis, the minimum duration of the employment relationship was reduced from one year to six months and the minimum duration of leave was reduced from three months to two.

In **Denmark**, the reduction of the maximum rate of VEU allowance and SVU allowance per person was part of the Government's consolidation plan for the Danish economy in the aftermath of the crisis.

In **Hungary**, a higher number of potential users expressed an interest in the preventive training instrument during the economic crisis.

Leave under the part-time unemployment act in **the Netherlands** (introduced on 1 April 2009 and discontinued on 1 July 2011) was introduced as a direct result of the crisis. The element of reduced working hours was designed to counter the immediate effects of the crisis, and the element of training sought to meet anticipated post-crisis labour market needs. The other short-time work instruments with a compulsory element of training (in Malta, MT1; and Slovenia, SI2) were also set up in 2009 as part of national measures introduced in the countries concerned aimed at addressing the problems caused by the crisis.

In **Poland**, the economic crisis had no impact on the regulations governing training leave (the 2010 change was because of legal issues). However, during the crisis, many employers reduced their investment in training, as a result of which fewer employees were sent on training courses and fewer applications for training leave were granted.

During the economic crisis, use of the system of credits and bonuses for companies providing training to their employees increased significantly in **Spain**. Although the figures shown represent the full amounts of bonuses used for training purposes, it is clear that a growing demand for training also provided new opportunities for training leave instruments.

2007	2008	2009
<i>Bonuses used by companies for demand-driven training (company training plans and training leave)</i>		
EUR 319.89 million	EUR 390.17 million	EUR 463.60 million
<i>Number of individuals participating</i>		
1 580 809	1 997 546	2 421 153
<i>Number of companies participating</i>		
131 787	190 892	278 769

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Lastly, for some countries, only some background/illustrative statistics could be provided, as no data on training leave were available or estimates possible (e.g. employees covered by collective agreements, which include training leave provisions, in Spain; job alternation leave in Finland).

Box 17, on individual training leave in Spain, provides some background information on reasons why the instrument tends to be marginal.

Another argument is that, quite often, employers and employees do not see the need to use formal training leave instruments (including any associated incentives) and instead choose to establish informal individual agreements and introduce their own measures which are not accounted for in the statistics on training leave instruments. Therefore, the actual use of training leave per se may be higher than the one reflected in the statistics. This argument is, at least in part, supported by the company case studies conducted – in five of the seven companies analysed, individual/informal agreements were the main method used to negotiate training leave.

Numbers of beneficiaries by detailed characteristics are not available for most of the selected training leave instruments. For certain characteristics (i.e. type of employment, sector and vulnerable groups), there are no statistics at all or only very few figures available.

Box 17 Reasons for low take-up of individual training leave in Spain

The take-up rate of individual training leave in Spain is particularly low. There may be several reasons for this. First of all, training in Spain is usually linked to training plans organised by companies (and sometimes funded by the State). Accordingly, companies have a preference for the type of training they provide, and employees are trained during working hours at no cost to them. Second, companies are not always happy for employees to take leave from their job for the purposes of training (which may be of interest only to the employees). Third, having employees on training leave causes huge problems for SMEs. This is the case even where companies receive support from the State. The main reason for this is that companies are not able to replace the person who is on training leave. In Spain, SMEs are usually 'small' by European standards – in 2010, out of a total of 3 291 263 companies, 1 774 005 had 0 employees (individual entrepreneurs), 1 211 160 had 1-5 employees, 280 177 had 6-49 employees, 20 843 had 50-199 employees, 4 326 had 200-999 employees and 752 had 1 000 or more employees. Finally, support from the State for training leave is not readily available.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

The available statistics provided in Table 18 show that men took training leave more often than women under the Austrian and Belgian instruments, as

well as for CIF in France. Under the French CVAE instrument, women participated more often, while men and women had similar participation rates for individual training leave in Spain.

Employees aged 15-34 took training leave most often in Austria, Belgium and France (CIF). Shares of beneficiaries for employees aged 55 and above under these instruments were lower. However, there were some notable examples: educational leave in Belgium showed a significant take-up rate of employees aged 35-54, and, for individual training leave in Spain, the take-up rate for employees aged 35-54 was higher than for the other age groups. However, the take-up rates for the Spanish instrument were relatively low. The Belgian instrument also performed relatively well in encouraging the participation of employees over the age of 55, unlike the Spanish instrument.

While the Spanish instrument provided preferential treatment to employees over the age of 45, the Belgian instrument focused not on older but on low-skilled employees. One possible explanation for the lower participation of older learners under the Spanish instrument may be that preferential treatment is applied only when there are more employees requesting training leave than there is funding available. This means that, if older employees are not interested in participating in training and do not apply for training leave in the first place, this preferential treatment becomes redundant.

Although the selected Spanish training leave instrument targets disadvantaged employees (Section 3.1.5.2.), the available statistics show that employees working in high-skilled occupations benefited the most from this instrument.

Although there are no statistical data available, the national expert questioned in the Netherlands indicated that leave under the part-time unemployment act mostly benefited the metalworking and construction sectors, which were among those most badly affected by the crisis. This is hardly unexpected, as the instrument is specifically targeted at high-skilled employees who were made redundant during the financial and economic crisis but are expected to be needed again by the company once the crisis has ended.

Finally, available data reveal that, in France (CIF, CVAE) and Hungary, beneficiaries most often used training leave for secondary education and training, both general and vocational. Educational leave in Belgium focused on continuing education and training (not under ISCED classification), both general and vocational, but in particular vocational (around 44% of total beneficiaries of training leave compared to 29% for general continuing education and training). Most beneficiaries under Spanish individual training leave took leave for higher education (around 72% at ISCED levels 5A-6 and around 8% at ISCED level 5B).

Table 17 Number of beneficiaries and take-up of training leave

Instrument	Number of beneficiaries				Take-up (% of eligible group)				Take-up (% of total employment)*			
	2007	2008	2009	Change in %	2007	2008	2009	Change in %	2007	2008	2009	Change in %
AT	1 576	2 948	10 253	550.6					0.04	0.07	0.25	625
BE1 ^(a)	68 313	76 114	76 084	11.4	2.06	2.27	2.29	11.2	1.56	1.71	1.72	10.3
BE2		443	~800e	80.6		n/a	n/a	–		0.01	~0.02e	100
BG		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
CY1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
CY2		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
CZ		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
DE		n/a	n/a	–		<1e	<1e	–		n/a	n/a	–
DK1	n/a	n/a	n/a	–	n/a	n/a	n/a	–	n/a	n/a	n/a	–
DK2		16 000	25 900	61.9		–	–	–		~0.56e	~0.93e	66.1
EE		n/a	n/a	–		5e	5e	0		n/a	n/a	–
ES1	1 323	1 721	2 131	61.1	–	–	–	–	0.01	0.01	0.01	0
ES2 ^(b)		n/a	n/a	0		n/a	n/a	n/a		n/a	n/a	–
ES3		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
FI1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
FI2 ^(c)		n/a	n/a	n/a		n/a	n/a	n/a		n/a	n/a	–
FR1	n/a	49 947	n/a	–	n/a	–	n/a	–	n/a	0.19	n/a	–
FR2		30 745	n/a	–			n/a	–		0.12	n/a	–
FR3	n/a	8 946	n/a	–	n/a		n/a	–	n/a	0.03	n/a	–
FR4		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
FR5		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
FR6	n/a	n/a	n/a	–	n/a	n/a	n/a	–	n/a	n/a	n/a	–
FYROM		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
EL		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–

Instrument	Number of beneficiaries				Take-up (% of eligible group)				Take-up (% of total employment)*			
	2007	2008	2009	Change in %	2007	2008	2009	Change in %	2007	2008	2009	Change in %
HR1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
HR2		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
HU1	n/a	n/a	n/a	–	n/a	n/a	n/a	–	n/a	n/a	n/a	–
HU2 ^(d)		1 500e	1 500e	0		15e	15e	0		0.04e	0.04e	0
HU3	n/a	n/a	884	–	n/a	n/a	n/a	–	n/a	n/a	n/a	–
IS1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
IS2		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
IT ^(e)		n/a	n/a	–		~1e	n/a	–		n/a	n/a	–
LI1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
LI2		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
LI3		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
LT1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
LT2		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
LU1		1 500	1 800	20						~0.74e	~0.83e	12.2
LU2		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
LU3		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
LV1		469	931	–		0.2	0.4	100		0.04	0.09	125
LV2 ^(f)		13 500e	13 500e	–		33	33	0		1.2e	1.37e	14.2
MT1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
MT2		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
NL1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
NL2	n/a	n/a	n/a	–	n/a	n/a	n/a	–	n/a	n/a	n/a	–
NL3	Not appl.	Not appl.	60 000e	–	Not appl.	Not appl.	0.78e	–	Not appl.	Not appl.	0.7e	–
NO		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
PL	n/a	n/a	n/a	–	n/a	n/a	n/a	–	n/a	n/a	n/a	–

Instrument	Number of beneficiaries				Take-up (% of eligible group)				Take-up (% of total employment)*			
	2007	2008	2009	Change in %	2007	2008	2009	Change in %	2007	2008	2009	Change in %
PT1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
PT2		230 414	222 294	-3.6		38.1e	40.3e	5.8		4.43	4.4	0.06
PT3		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
RO1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
RO2		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
SE1/SE2 (^g)		281 600	277 400	-1.5						6.1	6.2	1.6
SI1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
SI2		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
SK1		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
SK2		n/a	n/a	–		n/a	n/a	–		n/a	n/a	–
UK1		n/a	n/a	–		n/a	1.85e	–		n/a	n/a	–
UK2		n/a	~400 000e	–		n/a		–		n/a	~1.36e	–

NB: (^a) For BE1, numbers are provided for academic years (2006-07, 2007-08 and 2008-09).

(^b) For ES2, only data on employees covered by a collective agreement which includes provisions regarding paid training leave are available: 2 085 220 (17.4%) in 2008. There are no data on the exact number of individuals who took training leave under these agreements.

(^c) For FI2, only the overall number of employees using the job alternation leave instrument is available: 16 362 (~0.65%e) in 2008; 12 214 (~0.5%e) in 2009. As the instrument may or may not be used for training, the exact number of employees taking leave for training purposes is unknown.

(^d) For HU2, numbers are provided only for teachers in VET institutions.

(^e) For IT, the estimate is made only for the Tuscany region (which is considered to be one of the 'best performers' of training leave in the country). The share has declined from about 2% of the workforce in 2006-07 and is expected to rise in 2009.

(^f) For LV2, a very rough estimate is provided: approx. 1/3 of all teachers for whom teaching is their main source of income took training leave.

(^g) For SE1 and SE2, figures are taken from the Eurostat LFS and indicate the overall number of employees who took training leave (both part-time and full-time students). However, they do not indicate which particular instrument (SE1 or SE2) the person has used. They could also refer to staff training paid for by the employers. The numbers for other years are as follows: for 2005: 251 800 (5.8%), 2006: 256 500 (5.8%), 2007: 269 600 (5.9%) and 2010: 294 600 (6.5%).

Not appl. = not applied; n/a = information not available; 'e' = estimated number/share; unless otherwise indicated, the number/share provided is considered to be exact.

* Figures are calculated in relation to total employment to measure the impact of training leave on the total working population.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Table 18 **Beneficiaries by detailed characteristics. Number (and percentage)* in 2009**

Characteristics	AT	BE1 ^(a)	DK1	ES1 ^(b)	FR1 ^(c)	FR3 ^(c)	FR6	HU1	HU3	NL2	NL3	PL
Male	6702 (0.31%)	47134 (1.94%)	n/a	1099 (0.01%)	27175 (0.2%)	2630 (0.02%)	n/a	n/a	337 n/a	n/a	n/a	n/a
Female	3551 (0.19%)	28950 (1.45%)	n/a	1032 (0.01%)	22772 (0.19%)	6316 (0.05%)	n/a	n/a	547 n/a	n/a	n/a	n/a
Full-time employees	n/a	n/a	n/a	1619 (b) (0.01%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Part-time employees	n/a	n/a	n/a	102 (b) (0.00%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Employees on an open-ended employment contract	n/a	n/a	n/a	1554 (b) n/a	40882 n/a	8568 n/a	n/a	n/a	n/a	n/a	n/a	n/a
Employees on a fixed-term employment contract	n/a	24906 n/a	n/a	167 (b) (0.00%)	9065 n/a	378 n/a	n/a	n/a	n/a	n/a	n/a	n/a
Aged 15-24	2231 (0.41%)	9033 (2.73%)	n/a	118 (0.01%)	2894 (0.12%)	113 0.03	n/a	n/a	71 n/a	n/a	n/a	n/a
Aged 25-34	4528 (0.51%)	n/a	n/a	930 (0.01%)	21203 (0.34%)	2156 0.03	n/a	n/a	n/a	n/a	n/a	n/a
Aged 35-54	3385 (0.15%)	39818 (1.6%)	n/a	1065 (0.01%)	23764(d) n/a	5798(d) n/a	n/a	n/a	183 n/a	n/a	n/a	n/a
Aged 55 and above	109 (0.02%)	2418 (0.49%)	n/a	18 (0.00%)	2051(e) n/a	879(e) n/a	n/a	n/a	104 n/a	n/a	n/a	n/a
Employees in small companies	n/a	n/a	n/a	141 (b) n/a	16252 n/a	3850 n/a	n/a	n/a	n/a	n/a	n/a	n/a
Employees in medium-sized companies	n/a	n/a	n/a	158 n/a	8435 n/a	1934 n/a	n/a	n/a	n/a	n/a	n/a	n/a
Employees in large companies	n/a	n/a	n/a	1422 (b) n/a	25260 n/a	3162 n/a	n/a	n/a	n/a	n/a	n/a	n/a
Public sector	n/a	Not appl.	n/a	Not appl.	n/a	n/a	n/a	n/a	n/a	n/a	Not appl.	n/a

Characteristics	AT	BE1 ^(a)	DK1	ES1 ^(b)	FR1 ^(c)	FR3 ^(c)	FR6	HU1	HU3	NL2	NL3	PL
Private sector	n/a	76084 n/a	n/a	2131 n/a	n/a	n/a	n/a	n/a	Not appl.	n/a	n/a	n/a
High-skilled occupations (ISCO 1)	n/a	n/a	n/a	335 (0.02%)	4495 (0.20%)	848 (0.04%)	n/a	n/a	n/a	n/a	n/a	n/a
High-skilled occupations (ISCO 2-3)	n/a	n/a	n/a	736 (0.02%)	6493 (0.08%)	1791 (0.02%)	n/a	n/a	n/a	n/a	n/a	n/a
Skilled non-manual occupations (ISCO 4-5)	n/a	n/a	n/a	730 (0.02%)	24974 (0.39%)	5375 (0.08%)	n/a	n/a	n/a	n/a	n/a	n/a
Skilled manual occupations (ISCO 6-8)	n/a	n/a	n/a	292 (0.01%)	13985 (0.23%)	932 (0.02%)	n/a	n/a	n/a	n/a	n/a	n/a
Elementary occupations (ISCO 9)	n/a	n/a	n/a	38 (0.00%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Low-qualified (ISCED 0-2) employees	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Low-paid employees	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Disabled employees	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant employees	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Secondary general education and training (ISCED 2-3)	n/a	0	n/a	60 (2.8%)	6 379 (ISCED 1-2) (12.8%)	145 (ISCED 1-2) (1.6%)	n/a	n/a	281 (31.8%)	n/a	n/a	n/a
Secondary vocational education and training (ISCED 2-3)	n/a	18.445 (24.2%)	n/a	76 (3.6%)	2 8625 (ISCED 3) (57.3%)	4 708 (ISCED 3) (52.6%)	n/a	n/a	216 (24.4%)	n/a	n/a	n/a
Post-secondary general education and training (ISCED 4)	n/a	0	n/a	0	0	0	n/a	n/a	0	n/a	n/a	n/a
Post-secondary vocational education and training (ISCED 4)	n/a	0	n/a	0	0	0	n/a	n/a	173 (19.6%)	n/a	n/a	n/a
Higher education (ISCED 5B)	n/a	0	n/a	169 (7.9%)	7207 (14.4%)	2991 (33.4%)	n/a	n/a	0	n/a	n/a	n/a
Higher education (ISCED 5A-6)	n/a	1.229 (1.6%)	n/a	1525 (71.6%)	7736 (15.5%)	1102 (12.3%)	n/a	n/a	205 (23.2%)	n/a	n/a	n/a

Characteristics	AT	BE1 ^(a)	DK1	ES1 ^(b)	FR1 ^(c)	FR3 ^(c)	FR6	HU1	HU3	NL2	NL3	PL
Continuing general education and training	n/a	22.157 (29.1%)	n/a	24 (1.1%)	0	0	n/a	n/a	0	n/a	n/a	n/a
Continuing vocational education and training	n/a	33.369 (43.86%)	n/a	152 (7.1%)	0	0	n/a	n/a	0	n/a	n/a	n/a

NB: ^(a) For BE1, numbers are provided for the 2008/09 academic year.

^(b) For ES1, numbers for marked fields are provided for 2008.

^(c) For FR1 and FR3, numbers are provided for 2008.

^(d) For FR1 and FR3, numbers for marked fields are provided for the 35-50 age group.

^(e) For FR1 and FR3, numbers for marked fields are provided for the 35-50 age group.

n/a = information not available.

e = estimated number/share; unless otherwise indicated, the number/share provided is considered to be exact.

(*) All percentages (except those for types of education and training) correspond to the shares of beneficiaries who took training leave in that particular category (e.g. 0.38% of the total number of male employees in Austria took training leave); percentages for types of education represent beneficiaries attending particular type of education as a share of all beneficiaries of training leave.

For some individuals it was not possible to specify type of education; they account for a small share and are not reported in this table.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

3.2.1.2. *Average duration*

Table 19 shows the average duration in days of paid training leave. Statistics are available for only three of the training leave instruments selected. The table shows that the highest average duration was for Austrian training leave and the French CIF instrument – 221 days in 2009 and 108 days in 2008 respectively. The reason for such a high average duration for the Austrian instrument may be the fact that many people use training leave to finish or start formal education and training programmes, which usually last longer than non-formal ones. The duration of the French CIF instrument is variable according to the duration of the targeted training programme/qualification, so the relatively long average duration of leave might be explained by this factor. Meanwhile, Belgian educational leave and Spanish individual training leave had a much lower average duration – 5.1 and 11 days in 2009 respectively ⁽³¹⁾.

Table 19 **Average duration of paid training leave (in days)**

Instrument	2007	2008	2009	Change in %
AT	257	263	221	-14
BE1	7.6 ^(a) (57h)	7.2 ^(a) (54h)	5.1 ^(a) (40h)	-32.9
DK1	n/a	n/a	n/a	–
FR1	108.1 ^(b) (757h)	108 ^(b) (756h)	n/a	-0.1
FR3	n/a	3.4	n/a	0
FR6	n/a	n/a	n/a	–
HU1	n/a	n/a	n/a	–
HU3	n/a	n/a	n/a	–
NL2	n/a	n/a	n/a	–
NL3	n/a	n/a	n/a	–
PL	n/a	n/a	n/a	–
ES1	12 ^(c) (93.5h)	10 ^(c) (79.7h)	11 ^(c) (87.94h)	-8.3

NB: n/a = information not available.

^(a) For BE1, numbers are provided for academic years (2006/07, 2007/08 and 2008/09). Data for 2008/09 may still be incomplete.

^(b) For FR1, an average number of days was calculated by dividing the number of hours provided by seven.

^(c) For ES1, an average number of days was calculated by dividing the number of hours provided by eight.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

⁽³¹⁾ In Belgium, educational leave is used mainly for CVET (which might be short-term). In Spain, individuals take training leave mostly for higher education. The relatively short duration of leave in Spain could be explained by the fact that, at this level, learners do not usually take leave for their everyday learning activities but rather for preparation for exams or writing a thesis.

The average duration has decreased for all selected instruments for which data are available. The biggest decline in average duration was for Belgian educational leave, while the smallest decrease was for the French CIF instrument. Average duration for other instruments saw a relatively moderate decrease. One of possible reasons for the declining average duration of paid training leave may be the tendency for more employees to participate in short-term CVET courses.

3.2.1.3. *Costs of training leave*

As is the case for the number of beneficiaries, take-up and average duration of paid training leave, statistics on the costs of training leave instruments are largely unavailable. Such statistical data are not usually collected at national level. This is especially true for cases where an instrument is managed and/or cofinanced not by the State but by the social partners (e.g. job alternation leave in Finland, the CFESS instrument in France).

For some countries, however, respondents were able to provide some statistics. They were asked to provide information on the aggregate (both direct and indirect) cost to the State and the social partners of managing the training leave instrument, including financial support to individuals (e.g. to cover course fees) and companies (e.g. to cover wage costs), information and guidance, eligibility checks, contracting, dealing with special cases and all other related management functions. The available data show that the largest training leave instruments in terms of aggregate cost to the State are training leave financed from VEU in Denmark, leave under the part-time unemployment act in the Netherlands and the right to make a request in relation to study or training in the UK. Meanwhile, the largest ones in terms of aggregate cost to the social partners (out of those for which data were available) were the CIF instrument in France and the right to make a request in relation to study or training in the UK. The latter instrument seems to be the largest in terms of cost to both the State and the social partners.

The available data show that the aggregate cost to the State has increased the most for Austrian training leave (which saw a similarly large increase in the number of beneficiaries), while the increase for training credit in Belgium, both instruments in Denmark and individual training leave in Spain was more moderate. The cost has decreased only for study leave in Finland. The aggregate cost to the social partners has increased for the instrument in Slovenia and decreased for Finnish study leave.

Table 20 **Aggregate cost of training leave to key actors (*in million EUR*)**

Instrument	Aggregate cost to the State				Aggregate cost to the social partners			
	2007	2008	2009	Change in %	2007	2008	2009	Change in %
AT ^(a)	10	21	73	630	n/a	n/a	n/a	–
BE1 ^(b)	60.02	82.31	63.60	6	n/a	n/a	n/a	–
BE2		0.34e	0.53e	56		n/a	n/a	–
BG		n/a	n/a	–		n/a	n/a	–
CY1		n/a	n/a	–		n/a	n/a	–
CY2		n/a	n/a	–		n/a	n/a	–
CZ		Not appl.	Not appl.	–		n/a	n/a	–
DE		n/a	n/a	–		n/a	n/a	–
DK1	~156.3	~182.6	~240	53.6	n/a	n/a	n/a	–
DK2		~47.1	~72.1	53.1		n/a	n/a	–
EE		Not appl.	Not appl.	–		n/a	n/a	–
ES1 ^(c)	2.5	3.05	4.28	71.2	n/a	n/a	n/a	–
ES2		Not appl.	Not appl.	–		n/a	n/a	–
ES3		n/a	n/a	–		n/a	n/a	–
FI1		17.4	16.6	-4.6		13.8	13.4	–
FI2 ^(d)		n/a	n/a	–		n/a	n/a	-19.3
FR1	n/a	n/a	n/a	–	n/a	~920	n/a	–
FR2		Not appl.	Not appl.	–		50.3	n/a	–
FR3	n/a	n/a	n/a	–	n/a	~10.02	n/a	–
FR4		n/a	n/a	–		n/a	n/a	–
FR5		Not appl.	Not appl.	–		n/a	n/a	–
FR6	n/a	n/a	n/a	–	n/a	n/a	n/a	–
FYROM		n/a	n/a	–		n/a	n/a	–
EL		n/a	n/a	–		n/a	n/a	–
HR1		n/a	n/a	–		n/a	n/a	–
HR2		n/a	n/a	–		n/a	n/a	–
HU1	n/a	n/a	n/a	–	n/a	n/a	n/a	–
HU2 ^(e)		0.7e	0.7e	0		n/a	n/a	–
HU3	n/a	n/a	n/a	–	n/a	n/a	n/a	–
IS1		n/a	n/a	–		n/a	n/a	–
IS2		n/a	n/a	–		n/a	n/a	–
IT		n/a	31	–		n/a	n/a	–
LI1		n/a	n/a	-		n/a	n/a	-
LI2		n/a	n/a	-		n/a	n/a	-
LI3		n/a	n/a	-		n/a	n/a	-
LT1		n/a	n/a	–		n/a	n/a	–
LT2		n/a	n/a	–		n/a	n/a	–
LU1		0.8e	1e	–		n/a	n/a	–
LU2		n/a	n/a	–		n/a	n/a	–
LU3		n/a	n/a	–		n/a	n/a	–
LV1		n/a	n/a	–		n/a	n/a	–
LV2		n/a	n/a	–		n/a	n/a	–
MT1		n/a	n/a	–		n/a	n/a	–
MT2		n/a	n/a	–		n/a	n/a	–
NL1		n/a	n/a	–		n/a	n/a	–
NL2	n/a	n/a	n/a	–	n/a	n/a	n/a	–
NL3 ^(f)	Not appl.	Not appl.	300	–	Not appl.	Not appl.	n/a	–
NO		n/a	n/a	–		n/a	n/a	–

PL	n/a	n/a	n/a	–	n/a	n/a	n/a	–
PT1		Not appl.	Not appl.	–		n/a	n/a	–
PT2		n/a	n/a	–		n/a	n/a	–
PT3		n/a	n/a	–		n/a	n/a	–
RO1		n/a	n/a	–		n/a	n/a	–
RO2		n/a	n/a	–		n/a	n/a	–
SE1		n/a	~89.9	–		n/a	n/a	–
SE2		n/a	n/a	–		n/a	n/a	–
SI1		n/a	n/a	–		~8.5e	~10e	17.6
SI2		n/a	n/a	–		n/a	n/a	–
SK1		n/a	n/a	–		n/a	n/a	–
SK2		n/a	n/a	–		n/a	n/a	–
UK1		n/a	~147.9e	–		n/a	~375.5e	–
UK2		n/a	n/a	–		n/a	n/a	–

NB: Not appl. = not applied;

n/a = information not available;

– = may not be calculated because of unavailability of data;

e = estimated number; unless otherwise indicated, the number/share provided is considered to be exact.

^(a) For AT, costs to the State include wage costs and insurance for people on training leave. Reimbursed costs for courses, provided under the special instrument 'Bildungskarenz Plus' by local governments during the financial crisis, are not included in the figures.

^(b) For BE1, the cost includes only wage costs incurred by companies and repaid by the State. The cost of administration of the instrument is unknown. Numbers are provided for academic years (2006-07, 2007-08 and 2008-09). Data for 2008-09 may still be incomplete.

^(c) For ES1, costs include only state financial support for companies in the form of 'bonus for training'. Administration costs are unknown.

^(d) For FI2, only the overall figures for the job alternation instrument are available. The aggregate cost to the State: EUR 42 million in 2008 and EUR 34 million in 2009. The aggregate cost to the social partners: EUR 60.5 million in 2008 and EUR 48.8 million in 2009. The exact cost of the training leave instrument is not known.

^(e) For HU2, figures are provided only for teachers in VET institutions.

^(f) For NL3, the cost is for the whole instrument for the period from 1 April 2009 to 1 July 2011. The cost is officially understood not as the cost of training but as the cost of the short-time work instrument.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

3.2.1.4. *Emerging findings and limitations*

Given the scarcity of available data, comprehensive and reliable conclusions regarding the performance of the selected training leave instruments cannot be made. However, some indicative findings do emerge. First of all, the information provided in this section shows that training leave instruments usually achieved a take-up rate of up to 1%. Examples of reasons for the marginality of this cost-sharing instrument include the fact that a larger share of training is carried out in-house during working hours (and is not training leave), a lack of resources and the difficulties experienced by SMEs in using training leave, as well as the fact that the instrument being applied at company level is subject to negotiations between employer and employee. Second, available statistics show that most beneficiaries of training leave were young men. However, there were cases where older workers did benefit, even though there was no explicit targeting at this group (e.g. Belgian educational leave targeting low-skilled employees).

Finally, the decreasing average duration of all training leave instruments may indicate a shifting of user preferences towards continuing education and training.

The take-up of training leave does not reflect the quality of training providers or of the training itself, nor the extent to which training-related benefits were gained by all the parties concerned. It was mentioned previously that, in some instances, training leave was used as a way to obtain beneficial leave for other purposes, training itself being a formality. For instance, in Austria, during the first few years of the instrument's operation, it was often used as a prolongation of maternity leave (Wagner and Lassnigg, 2006). Therefore, the quality of the training received is as important as take-up when estimating the actual performance of the instruments.

Another important point is that information on the positive long-term effects of training leave is still scarce; these may turn out to be more significant than short-term effects. Only additional research on such long-term benefits would make it possible to obtain a more complete picture of the importance of training leave.

To compensate the scarcity of available (statistical) data on training leave performance, a survey of stakeholders was conducted in which respondents were asked for their opinion on effectiveness, efficiency, impact, equity and sustainability of the respective instruments.

3.2.2. Opinions of stakeholders on training leave performance

This section provides an assessment of the 12 selected training leave instruments according to their performance in terms of effectiveness, impact efficiency, equity and sustainability ⁽³²⁾. The evaluation is based on qualitative information – opinions of key stakeholders surveyed in relation to each individual training leave instrument ⁽³³⁾. The stakeholders were first asked to identify which evaluation criteria they considered more or less important by applying weightings to each one. Second, they provided their assessments of training leave instruments by grading them. Accordingly, the ranking of training leave

⁽³²⁾ Effectiveness (take-up and quality of training); impact (impact on both employees and employers and need for public subsidies); efficiency (value for money and administration costs); equity (unconstrained use of the instrument and access of disadvantaged groups to the instrument); and sustainability (financial and political). For more information, see Chapter 2 on methodology.

⁽³³⁾ Key stakeholders typically included the following persons: a public official responsible for implementation of the training leave instrument, an employers' representative, a trade-union representative and an independent expert from academia or an NGO. Stakeholders provided their gradings only in relation to instruments about which they have expert knowledge.

instruments (outcome of the analysis of performance) includes not only an assessment of the instruments according to evaluation criteria but also their relative importance to stakeholders. The analysis is based on the multicriteria scoring method – a quantitative technique for comparative analysis of performance (for more information, see Chapter 2 on methodology).

3.2.2.1. *Evaluation criteria weightings*

On average, stakeholders assigned the largest weighting to the impact of training leave on employees in terms of improved acquisition of new skills, job prospects, qualifications, increased interest in training and/or increased earnings. To a slightly lesser extent, but still very significantly, they valued impact on employers in terms of improved productivity, increased turnover or strengthened competitiveness. Effectiveness in gaining access to high-quality training during training leave was also a highly valued criterion. Unconstrained use of training leave by employees (equity), access of disadvantaged groups to the instrument (equity) and participation of eligible employees in training leave (core measure of effectiveness) were valued slightly less by the stakeholders. The lowest weightings were assigned to the need for public subsidies or deadweight effect (impact), administration costs (efficiency) and political sustainability. However, average stakeholder weightings concealed significant differences of opinion and divergence in value judgments (especially of the deadweight effect). The highest level of consensus – the lowest relative standard deviation – was demonstrated in relation to quality of training undertaken during leave (effectiveness). The average weightings by evaluation criteria and the standard deviations are summarised in Figure 5.

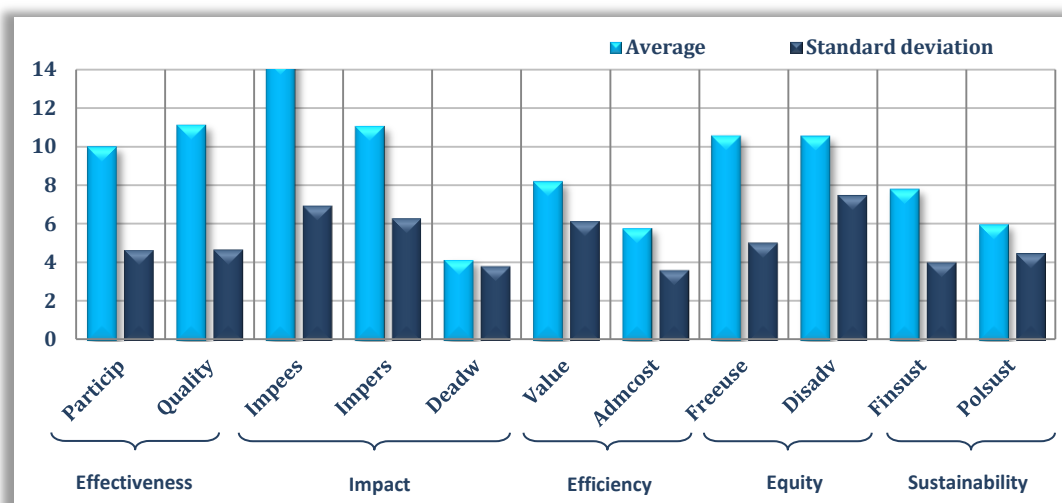
Differences in opinion also existed between different types of stakeholder. On average, public officials responsible for implementation of training leave instruments attached the greatest importance to efficiency and sustainability criteria. Compared to other groups of stakeholders, employer representatives gave the highest priority to effectiveness, impact and efficiency criteria. Meanwhile, it was trade union representatives who, on average, assigned the highest weightings to equity criteria. Finally, independent experts, like employer representatives, gave priority to effectiveness and impact criteria.

3.2.2.2. *Training leave instrument grades*

The grades awarded by stakeholders are based on the subjective assessment of instrument performance according to evaluation criteria. Table 22 provides the simple equally weighted average grades given by the different stakeholders on a scale from 1 to 5, where 1 is equal to 'very poor performance', 2 to 'poor

performance', 3 to 'medium performance', 4 to 'good performance' and 5 to 'excellent performance'.

Figure 5 **Average stakeholder weightings and standard deviations by evaluation criteria**



NB: Particip = participation of eligible employees in training leave;
 Quality = quality of training undertaken during training leave;
 Impees = impact on employees;
 Impers = impact on employers;
 Deadw = need for public subsidies;
 Value = value for money according to aggregate costs-benefits ratio;
 Admcost = costs of managing the instrument;
 Freeuse = (unconstrained) use of the instrument by employees;
 Disadv = access of disadvantaged groups to training leave;
 Finsust = financial and economic sustainability of the instrument;
 Polsust = political sustainability of the instrument.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Most training leave instruments were assessed by stakeholders as having moderate performance. The French CIF and CVAE instruments, the Hungarian learning contracts instrument and Dutch leave under the part-time unemployment act were deemed to be the most effective (good performance). The French CIF instrument, the Hungarian preventive training instrument and Dutch leave under the part-time unemployment act were awarded the highest grades for impact criteria (oscillating between 'medium' and 'good performance'). The French CVAE instrument and the Hungarian learning contracts (good performance), followed by the Spanish instruments and Dutch leave under the part-time unemployment act, were assessed as being the most efficient. In terms of equity, none of the instruments were awarded a 'good performance' grade. The most equitable were French CIF and all Hungarian and Dutch instruments. The French CIF and CVAE instruments were also deemed to be the most sustainable.

Table 21 Equally weighted average training leave instrument grades by evaluation criteria and typologies of instruments

Instrument	Evaluation criteria and grades (*)					Typologies of instruments (**)					
	EFFECTIVENESS	IMPACT	EFFICIENCY	EQUITY	SUSTAINABILITY	P/P &U	V/V &C	Private/ P&P	U/T (groups)	U/S (E&T)	Coll/ P&P
AT	2.5	3.1	3.6	2.9	2.8	Paid	V	P&P	U	U	P&P
BE1	2.9	3.1	3.1	3.1	3.1	Paid	V	Private	U	T	P&P
DK1	3.4	3.3	3.0	3.3	2.6	P&U	V	P&P	T	T	P&P
FR1	4.0	3.7	3.6	3.8	4.1	Paid	V	Private	U	U	Coll
FR3	4.0	3.0	4.1	3.6	4.4	Paid	V	P&P	U	T	Coll
FR6	2.9	2.6	3.3	2.5	3.4	Paid	V	P&P	U	U	Coll
HU1	4.0	3.6	3.8	3.8	3.0	P&U	V&C	P&P	T	U	P&P
HU3	3.6	3.7	3.5	3.9	3.1	Paid	V	P&P	T	T	P&P
NL2	3.3	2.8	2.8	3.8	3.3	P&U	V	P&P	U	T	Coll
NL3	4.0	3.7	4.0	3.8	3.5	Paid	V	Private	T	U	P&P
PL	2.8	2.9	3.2	2.7	3.2	P&U	V	P&P	U	T	Coll
ES1	3.3	2.6	3.8	2.8	3.6	Paid	V	Private	U	T	P&P

NB: (*) High values (grades close or equal to 4 and above) are marked in bold.

(**) Abbreviations used (definitions are provided in Annex 3):

P/P&U: P = paid or P&U = mixed-payment instruments;

V/V&C: V = voluntary or V&C = mixed engagement instruments which are compulsory for some professions;

Private/P&P: Private = instruments for the private sector or P&P = for both the private and public sectors;

U/T (groups): U = universal or T = targeted instruments in terms of target group coverage;

U/S (E&T): U = universal or S = specific instruments covering only certain levels of education and training;

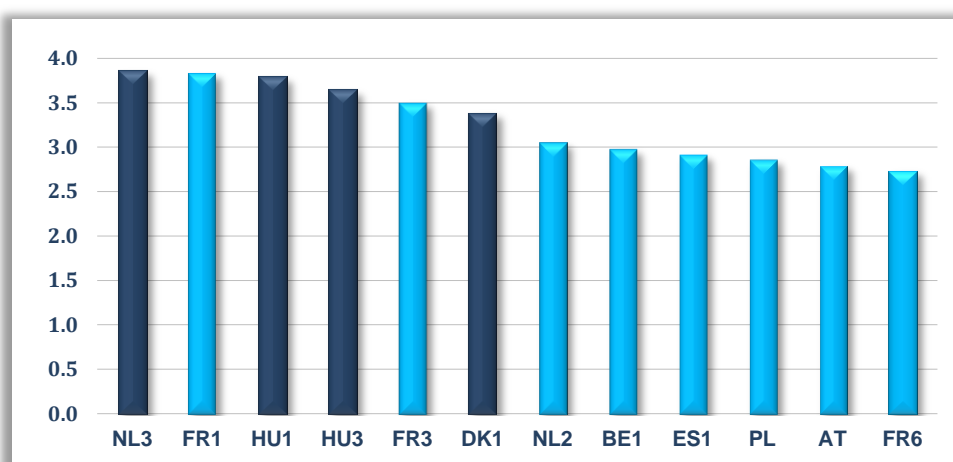
Coll/P&P: Coll = collective or P&P = public and private investment instruments.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

As statistics on take-up are not available for most of the selected instruments, the results of stakeholder ranking could not be comprehensively compared with hard data. However, the available statistics do indicate potential differences between stakeholder ranking and hard statistical data. For example, despite enjoying large take-up rates (Table 23), the Belgian educational leave scheme was not regarded as effective by stakeholders. This may indicate that the instrument has higher potential in the opinion of stakeholders. Meanwhile, two French instruments (CIF and CVAE) with very low take-up rates were, on average, assessed by stakeholders as the most effective.

Most training leave instruments that were awarded higher than satisfactory grades for effectiveness and impact criteria (well above 3) target specific groups of employees. It seems that targeting may be an important factor in explaining better performance of instruments in terms of short-term or even long-term outcomes (Section 3.2.3). Figure 6 presents a graphic illustration based on the calculation of the simple average of effectiveness and impact criteria for each instrument.

Figure 6 **Average grade for effectiveness and impact**



NB: Training leave instruments in a darker shade are those which target specific group(s) of employees.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

3.2.2.3. *Identification of more and less successful training leave instruments: combination of weightings and grades*

The next step of the analysis of performance is setting the ranking of the instruments on the basis of combination of weightings and grades. For this purpose, the weighted averages of the grades normalised to a scale of 0-100% were calculated. The aggregate score is the simple average of the individual

scores (of each stakeholder) and shows how well each instrument satisfied stakeholders' expectations. The scores were used to rank the training leave instruments (Table 23).

Table 22 **Scoring and ranking of the training leave instruments**

Instrument	PUBLIC OFFICIAL (%)	EMPLOYER (%)	TRADE UNION (%)	INDEPENDENT EXPERT (%)	Average SCORE (%)	RANK
NL3	84	–	80	86	83	1
HU3	76	74	76	87	78	2
FR3	96	71	55	86	77	3
FR1	90	71	57	89	77	4
HU1	80	80	76	70	77	5
DK1	66	80	71	70	72	6
BE1	66	66	65	69	67	7
NL2	–	53	78	67	66	8
ES1	72	81	47	61	65	9
AT	65	64	59	65	63	10
FR6	80	60	47	64	63	11
PL	–	40	71	74	62	12

NB: PUBLIC OFFICIAL = public official responsible for implementation of training leave instrument;

EMPLOYER = employer representative;

TRADE UNION = trade union representative;

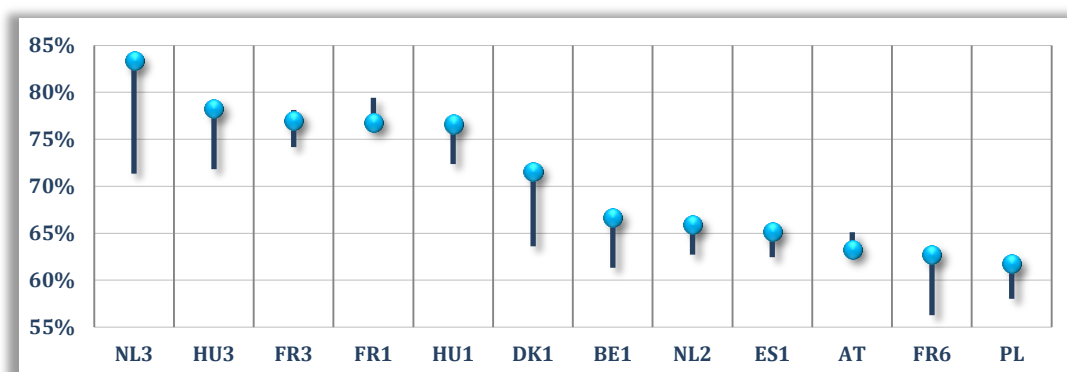
INDEPENDENT EXPERT = independent expert from academia or an NGO;

– = no questionnaire received.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

A sensitivity analysis was also conducted to examine the stability of the scoring and ranking. It was revealed that the standard deviation of the weightings was significantly higher than that of the grades. Grades were more reliable because they were assigned by the stakeholders based on their specific knowledge of how the instruments actually performed. In contrast, weightings reflected stakeholders' preferences, which could easily be prone to overstatements and inconsistencies. Accordingly, the sensitivity analysis focused on how the scores would change if individual weightings were replaced by average country, stakeholder and overall average weighting sets. Different weightings resulted in different scores. Figure 7 summarises the ranges of possible scores; these are represented by lines that show the minimal and the maximal values, while the point indicates the initial score presented in Table 23.

Figure 7 Ranges of possible scores



Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

The sensitivity analysis revealed that scores could differ depending on the weightings used. Figure 7 shows that scores were relatively stable for all instruments except Dutch leave under the part-time unemployment act, Danish training leave financed from VEU, Hungarian preventive training and the French DIF. It could also be inferred that several possible score ranges might be overestimated (NL3, HU3, HU1, DK1, BE1, NL2, ES1, FR6 and PL instruments), while a couple might be underestimated (FR1 and AT instruments).

Given the limitations of data (e.g. as individual scores were highly variable, the results depended heavily on individual respondents' opinions) and the substantial differences between different training leave instruments, the above detailed ranking of instruments was seen only as indicative. However, it was very helpful in establishing relatively stable broader groups of more and less successful instruments (Table 24). The final grouping of instruments by the assessment of their overall performance (with special attention paid to the effectiveness and impact criteria) revealed that target-group-specific instruments such as Dutch leave under the part-time unemployment act and both of the Hungarian instruments were assessed by stakeholders as more successful in terms of performance. Meanwhile, in the group of universal instruments, the French CIF and CVAE instruments were seen as better performing.

The analysis of the main features of the two groups of instruments is presented in Section 3.2.3.

3.2.3. Factors influencing performance of training leave

The ranking/grouping of training leave instruments on the basis of opinions of stakeholders in the previous section revealed general indications regarding better and worse performing instruments. The current section aims to identify and explain the reasons behind this performance.

Table 23 **More and less successful target-group-specific and universal instruments**

	More successful instruments	Less successful instruments
Target-group-specific training leave instruments	NL3, HU1, HU3, DK1	
Universal training leave instruments	FR3, FR1	BE1, NL2, ES1, AT, FR6, PL

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Relations between types/design characteristics of training leave instruments and their performance for all instruments together and for each evaluation criterion were investigated using qualitative comparative analysis method. This method made it possible also to investigate the influence of framework conditions (data on which were derived from official statistics). A complete list of all variables considered, potential relationships and their exceptions is provided in Annex 2.

Because of the scarcity of monitoring/evaluation data, performance of training leave instruments is measured on the basis of qualitative information – typically, the opinions of four experts representing different types of stakeholders. Accordingly, the findings of qualitative comparative analysis are not statistically significant results and should be interpreted as qualitative indications of what design characteristics and framework conditions are relevant for good performance of a training leave instrument.

The findings of the analysis were further complemented by the analysis of stakeholders' opinions on strengths, weaknesses, opportunities and threats of training leave and illustrated with examples of company cases and findings from national evaluation/monitoring reports.

3.2.3.1. *Effectiveness*

The key strength of the training leave instrument that contributes to its effectiveness is the provision of additional time to learn. The surveyed national stakeholders assessed the existing training leave instruments as successful in overcoming both time and financial constraints. According to company case studies, companies considered that training leave instruments helped to alleviate time constraints and employees' financial constraints, which matches the views of the surveyed national stakeholders. Unlike the stakeholders' assessment, companies did not believe that instruments were successful in tackling employers' financial constraints, and some explicitly referred to costs as the main barrier preventing them from using training leave more frequently.

The participation rate (in relation to eligible groups) was deemed by stakeholders to be higher in relation to instruments which included fewer

employment-related eligibility criteria ⁽³⁴⁾, targeted specific – disadvantaged – groups of employees, provided personalised guidance services and in which the social partners played at least some role in the management of training leave. Identified characteristics show the need to strike a balance between equal opportunities for access and targeting of the instruments. Fewer employment-related eligibility criteria mean greater theoretical possibilities to take leave for a larger share of the company's employees (although the actual possibilities depend on the employer). Targeting ensures that the instrument benefits those employees who participate less often in training. Further, the more active involvement of the social partners in the training leave implementation process could increase participation by helping to reduce potential cases of discrimination where some employees, despite being eligible, are denied training leave. Finally, guidance and information services ensure that employees are better informed about their rights and opportunities.

The evidence from monitoring/evaluation reports available for French training leave instruments emphasises the role of guidance and information services in increasing overall participation of eligible employees (Box 18).

The evaluation of Austrian training leave (Wagner and Lassnigg, 2006) – in the Tyrol region – also confirms the importance of information and guidance in explaining the take-up of a given instrument. The investigation revealed that many eligible employees were not aware of the initiative and that not all groups had the same level of access to counselling services. The authors of the evaluation also identified other factors to explain the limited spread of training leave: some employers were concerned about losing competent employees who had gained higher formal qualifications through training; training leave placed a burden on the budget, especially if the company had debts; and some employees, particularly those in high positions, did not want to jeopardise their employment relationship with the company.

Some surveyed stakeholders indicated the issue of the lack of motivation of employees and work organisation problems as obstacles to participation in training leave.

⁽³⁴⁾ The following employment-related eligibility criteria were used in the analysis: requirement of an employment contract; restrictions to the type of contract (e.g. open-ended only); restrictions to the duration of work (e.g. full-time only); requirement for minimum prior work experience; requirement for minimum prior employment with the current employer; and the need to ask the employer for permission to take leave.

Box 18 Evidence from national monitoring/evaluation reports regarding the effectiveness of training leave instruments

The survey on the **French** CIF instrument (which was considered as more successful in multicriteria scoring method analysis in the previous section) estimated that OPACIF provided guidance and counselling services to 46 607 beneficiaries in 2008 (Fonds Unique de Péréquation, 2008). The fact that, during that year, 81 353 employees requested training leave seems to suggest that such services are available to at least every second person. Further, 52% of employees who claim that they made progress after taking training leave believed that this was made possible because of assistance from Fongecif, a branch of an OPCA parity funds collector and manager at inter-professional regional level (Fongecif Ile-de-France, 2009). In total, 36% of employees received support from Fongecif during their training leave. Among other factors of successful performance of this instrument mentioned were the training itself (54%), indicating that the quality of training may be an important factor. Meanwhile, survey results available for the less successful French DIF instrument indicated that around one third of employees were not familiar with the funding arrangements for this instrument. A further 48% of respondents in the public sector and 38% in the private sector were not aware of how many hours they had accumulated up to that point. Survey respondents who had chosen not to use the instrument indicated that the lack of general information available on the leave instrument and a lack of knowledge about the types of training provided were among the main reasons behind their decision. This indicates a need for better guidance and counselling services for this instrument.

Source: Prepared by the authors on the basis of national evaluation/monitoring reports.

The recent financial and economic crisis had a significant impact on the use of training leave instruments. The trend in use varied from country to country (Section 3.1.10, in particular Box 16) – in some it declined, notably because of financial constraints, while, in others, it increased, notably in countries which had adapted the existing instrument to the new realities or introduced a new instrument (e.g. short-time work arrangement with training as a compulsory element).

Dutch leave under the part-time unemployment act provided support to companies to counter the negative effects of the crisis and allowed companies to retain their employees at a time when they were experiencing a slowdown in production. The study on the effects of this instrument (Grijpstra et al., 2009) revealed that the instrument has given a boost to training in general in several companies. The companies that previously had not spent much time on work-related training were more inclined to consider it and develop their activities accordingly. Despite this positive feedback, the research also showed that many companies faced significant obstacles in applying (for) the instrument: lack of clarity of the (conditions of) the initiative, difficulties in implementing training, especially in companies with no training tradition (e.g. problems with motivating employees), and liquidity constraints (Box 19).

Box 19 Evidence from national monitoring/evaluation reports on leave under the part-time unemployment act

Difficulties – especially during times of economic downturn – in allocating money to the training of employees were identified by national experts as the main obstacle which encouraged companies to use support available under the **Dutch** training leave instrument, leave under the part-time unemployment act. A Dutch study on the effects of this instrument (Research voor Beleid, 2009) revealed several important constraints on its use. First, the research showed that, in some subsidiary companies, there were cases where the parent company refused to approve the training budget. In some cases, companies tried to avoid the inconsistency of interests between parent company and subsidiary by listing educational costs under the 'general expenses' heading. Second, it was found that many companies had a preference for external training, but these initiatives failed, as banks did not provide the necessary resources. National experts indicated that the time available for the development of training programmes was too short for companies to use financial resources available from sectoral training funds. Since payments for external courses had to be made prior to the commencement of training, while financial support (e.g. various grants) was, most often, received after the training had been completed, companies' cash flow was placed under heavy pressure. It was found that this factor led many companies to opt for internal training plans which did not require costs to be covered in advance. Finally, the evaluation highlighted the fact that limited funding opportunities were available for companies from the national government.

Source: Authors based on national evaluation reports.

Finally, surveyed stakeholders also identified a potential threat to participation – a possible future reduction in the labour force might have an adverse effect on companies' production/productivity and result in a higher workload for employees; accordingly, this could lead to lower use of training leave within companies.

The quality of training undertaken during training leave was deemed by stakeholders to be higher for instruments which applied more education- and training-related criteria, i.e. those that required proof of enrolment, proof of completion, certification of training programmes and accreditation of training providers and restricted the purpose of training to specific objectives only.

A lack of training courses and the lack of their flexibility were frequently mentioned by stakeholders as weaknesses that may hamper the effectiveness of training leave.

Importantly, take-up of the training leave instrument and the quality of training undertaken during leave may be interrelated: the high quality of training may further increase participation and vice versa. The results of the survey of users of French CIF training leave may support this hypothesis (Box 18).

3.2.3.2. *Impact*

Qualitative comparative analysis failed to identify any significant relationships between the design characteristics of training leave instruments or the framework conditions in which they operate and the impact of the instruments on employees.

The evaluation of Spanish leave illustrates that taking up training leave, although highly valued by participants (quality of training) and seen as useful for their jobs and contributing to personal development – did not lead to a significant job promotion (within two years following the training).

However, the benefits of training leave may become evident in the medium to longer term and extend beyond economic effects (e.g. increased positive attitude towards learning may increase employee's motivation to work, reach higher goals, increase his/her self-esteem – all this contributes, both directly and indirectly, to the positive development of the individual and the company).

Box 20 **Evidence from national monitoring/evaluation reports regarding the impact of training leave instruments**

Evaluation of the **Spanish** training leave instrument (Fundación Tripartita para la Formación en el Empleo, 2009) has revealed an ambiguous impact of the instrument. On the one hand, around 90% of 157 participants questioned (representing about 17% of all participants in 2006) were 'a lot' or 'quite a lot' satisfied with the training received, around 94% with the content and the level of training received, around 88% with the format and 79% with the duration. Around 78% have indicated that the knowledge received was transferred to the job 'a lot' or 'quite a lot', and around 92% were very positive or positive regarding the contribution of the training received to personal development. On the other hand, when asked whether any kind of job promotion has resulted two years after the training had been received, 62% of participants answered 'a little' or 'nothing'. This could show that, in reality, the quality of training was low or that employees were not able to use the knowledge for their own benefit or that training leave, although being valued very positively from the individual perspective, may not be as valuable from the employer's perspective. Impact analysis of the individual cost-benefit effects of the training under Danish CVET initiative (Kristensen and Skipper, 2009) found that continuing general education courses have a very negative outcome for both men and women, while continuing vocational training courses give a large positive economic return. The report indicates that negative net returns in the cost-benefit analyses produced by general education courses may be associated with the fact that participation in continuing general education courses, in some cases, had a significant negative impact on hourly rates and employment. On the other hand, the report revealed that continuing vocational training had a very positive impact on pay (and employment) for both men and women. In particular, the impact on pay was significant for both men and women who take part in social science diploma courses.

Source: Prepared by the authors on the basis of national evaluation reports.

The Danish evaluation provides evidence that the type of training undertaken may be a significant explaining factor for the impact of training leave.

The analysis showed that the 12 selected training leave instruments were deemed by stakeholders to have a greater impact on employers only if they met one condition: i.e. they targeted a specific group of employees. With limited resources earmarked for this type of financial instrument, an appropriate targeting policy seems to be a viable option to achieve a significant impact on companies.

The analysis failed to reveal any meaningful relationships between the deadweight effect of the 12 training leave instruments and their design characteristics. However, a couple of stakeholders mentioned misuse of the (training leave) system by some employers or employees as a weakness/threat of the instrument. As noted, the latter depends on the conditions of training leave. For example, if employees are not obliged to furnish a proof of completion of training, they may abuse the instrument simply to extend their holiday period.

Company case studies carried out within this project demonstrate that companies positively evaluate the impact of training leave. Companies acknowledged that they would not be able to finance training leave to the same extent if public support was not provided. This might be an indication of a relatively low deadweight for training leave within these companies.

3.2.3.3. *Efficiency*

The analysis revealed that training leave instruments' 'value for money' was deemed by stakeholders to be greater when they operated in a legal environment which was more favourable to employees (i.e. no requirement to inform the employer; possibility to appeal against an employer's decision to deny training leave; no possibility of dismissal or a deterioration in employment conditions for an employee on leave; and existence of possibilities to negotiate details of leave in collective agreements and individual contracts) ⁽³⁵⁾, had more advanced evaluation and monitoring arrangements in place (including: collection of statistics; existence of organisation responsible for monitoring the operation of the instrument and taking corrective actions; presence of quantified targets which are set for the instrument; and preparation and availability of evaluation and/or monitoring reports).

The most frequently mentioned efficiency-related threats to training leave instruments were changes in regulation, low quality/inflexibility of legislation and

⁽³⁵⁾ The legal environment was considered favourable when three or more out of the six above-mentioned requirements were favourable to an employee and unfavourable if only two or fewer requirements were favourable to an employee.

knee-jerk reactions at government level without sufficient testing of alternatives or evaluation of potential solutions.

Results show that the ‘administration costs’ of training leave instruments were deemed to be lower by stakeholders when they provided a longer duration of training leave ⁽³⁶⁾ and were regulated by national legislation (instruments regulated by collective agreements tend to have higher administration costs).

3.2.3.4. *Equity*

Qualitative comparative analysis shows that freedom of use of training leave by employees depends mostly on eligibility requirements, financing conditions and legal regulation of the instruments – freedom of use was deemed to be greater for those instruments which included fewer employment-related eligibility criteria and which operated in a more favourable legal environment. Further, instruments with greater freedom of use operated in countries characterised by lower job tenure (fewer employees who stay in the same job for less than three years). It may be the case that, in countries with low job tenure, employers have greater trust in their employees (who tend to remain working longer for the same company) and, accordingly, are less inclined to force their employees into using training leave.

Major weaknesses of the instrument emphasised by stakeholders and relating to freedom of use of training leave were disagreement between employers and employees on (the content of) training courses, work organisation problems in companies (especially in SMEs, see below) and/or their unwillingness to grant employees training leave (see also evaluation of Austrian instrument under Section 3.2.3.1).

Case studies of companies using training leave revealed that employees are generally free to make use of training leave and are not constrained in its use by any form of external pressure (e.g. from supervisors). Company cases also confirm that the importance of work organisation is one of the main obstacles that prevent companies from using training leave more frequently. Companies reported that training leave often intersects with employees’ duties and that these duties are given priority over training leave. They also referred to the need for a sufficient number of staff present and the difficulties in replacing employees on training leave. The above suggests that companies may sometimes be forced to decide in favour of better work organisation, albeit at the expense of flexible use of/access to the training leave instrument.

⁽³⁶⁾ Duration was measured in terms of two variables – longer minimum and maximum duration in terms of working days.

The potential role of the social partners (especially trade unions) in this respect involves their help in reducing potential cases of discrimination where some employees, despite being eligible, are denied training leave by their employers or where disagreements arise between employers and employees on the content of training courses (e.g. by setting/monitoring the application of eligibility requirements).

‘Access of disadvantaged groups of employees to training leave’ was deemed by stakeholders to be greater for those training leave instruments which included fewer education- and training-related eligibility criteria, provided a shorter duration of training leave and provided leave for employees in both the private and public sectors. Access of disadvantaged groups of employees to training leave was also deemed to be greater for instruments operating in countries with a higher trade union density and larger share of adults who report access to information on learning possibilities. Stakeholders emphasised the importance of involvement of the social partners while identifying the strengths of the instruments.

Company case studies did not support the view that disadvantaged groups of employees were granted better conditions for using training leave within their companies. This may indicate that equity is not a priority for companies (which often give preference to the training of highly-qualified and highly-productive staff). In view of the latter tendency within companies and the fact that training leave performance in terms of the access of disadvantaged groups to training leave received one of the lowest average scores from national stakeholders, it may be argued that the State and/or the social partners should play an increasingly important role in this regard.

As main equity-related weaknesses/threats, the stakeholders indicated low awareness and low motivation of employers and employees which may lead to the following often mentioned threats – further exclusion of disadvantaged groups and limited use of the instrument by SMEs.

Employees in SMEs have been paid special attention by stakeholders. In very few cases, the ability of the instrument to cofinance the costs of training leave and make it affordable for SMEs was identified as a strength of the instruments. Far more often, stakeholders identified two main weaknesses in this respect: lack of information about and, accordingly, lack of understanding of the instrument’s usefulness for employees and considerable difficulties (relating to the administrative burden and a lack of human resources) in implementing training leave. Importance of the legal environment in this respect was also mentioned – one stakeholder indicated that a real threat is the low quality of regulations which could potentially create administrative and/or financial

difficulties for companies (which may be even greater for SMEs) to implement the instruments. Lower access of SMEs to training leave is also confirmed by evaluations of the Austrian instrument and Dutch leave under the part-time unemployment act (Box 21).

Box 21 Evidence from national monitoring/evaluation reports regarding the equity of training leave instruments

The evaluation of the training leave instrument operating in the Tyrol region of **Austria** (Wagner and Lassnigg, 2006; Kernbeiß et al., 2006) found that being employed by a large company, living in an urban region and being a public service employee (these, especially social and health service employees, were over-represented among users) increased the chance of training leave being taken. A **Dutch** study on the effects of leave under the part-time unemployment act (Research voor Beleid, 2009) showed that SMEs used this instrument to a lesser extent. As one of the main reasons for low take-up of the instrument among SMEs, the authors referred to the fact that organisation of training placed management-level employees under severe pressure, particularly in smaller companies without a human resources department or even a coordinator. Most SMEs had no training tradition, and they were, therefore, not accustomed to dealing with such tasks. Further, SMEs faced difficulties in scheduling training, and this resulted in the fact that many opted for short-term training courses (if they decided to undertake training at all).

Source: Prepared by the authors on the basis of national evaluation reports.

3.2.3.5. *Sustainability*

Results show that the selected training leave instruments were deemed to be more financially and economically sustainable if they included more employment-related eligibility criteria, and if the social partners covered at least some of the costs. Training leave instruments that operate in more rigid labour markets with limited flexibility in fixed-term contracts were also considered to be more financially and economically sustainable (ranked highly in the World Bank's rigidity of employment index and its difficulty of hiring subindex). Literature (e.g. Almeida and Aterido, 2008) suggests that, in general, a stricter labour code and stricter hiring regulations, in particular, are associated with higher investment by firms in the human capital of their employees. Rigidity of the labour market (in particular, stricter hiring regulations) determines the long-term relationship between employers and employees and the need for employers to invest in their employees to adapt to the changing needs of the labour market. In such situations, employers are encouraged to fund at least some of the costs of training leave and, in so doing, increase the instrument's financial sustainability.

When asked to identify the strengths, weaknesses, opportunities and threats of the training leave instruments, stakeholders referred most frequently to the following characteristics of the instruments relating to financial and economic sustainability: a good funding mechanism (strength), low financial assistance/budget cuts (weakness), new or enhanced model of financial assistance (opportunity) and insufficient public financial support (threat). Financial resources seem to be the key factor influencing the performance of training leave instruments. Evidence from national reports also supports this finding.

The company case studies demonstrate the impact of the financial and economic crisis on the use of training leave – when asked whether the trend in using training leave has been affected by the recent financial and economic crisis, companies for which case studies have been carried out tended to answer that the use of training leave has decreased. The only exception was a company in the Netherlands that used leave under the part-time unemployment act – an instrument that was implemented specifically to mitigate the negative effects of the financial and economic crisis.

Training leave instruments were deemed by stakeholders to be more politically sustainable if they included more employment-related eligibility criteria, were universal in terms of target group coverage and did not foresee any costs associated with leave that would need to be covered by the State (but where the social partners covered at least some of the costs).

Stakeholders referred to several opportunities and threats in relation to political sustainability. Instruments could potentially make use of the increasing need for a qualified labour force and implement favourable management changes (e.g. decentralise implementation or also involve the State not only in the regulation of but also in the management of training leave and, in particular, the monitoring of its developments). Most often mentioned threats relating to political sustainability were (potentially negative) modifications of regulations and knee-jerk reactions at government level without sufficient testing of alternatives or evaluation of potential solutions.

Importantly, financial and political sustainability seem to be closely interrelated – those instruments that were based on collective investment (i.e. were funded only by the social partners) were deemed by national stakeholders to be less sensitive to changes in the political and social environment. Another example of such linkage may be found in a non-European country – research shows that a very high level of private investment makes the training leave instrument in South Korea politically sustainable (OECD, 2005).

3.2.3.6. *Targeted versus universal training leave*

The stakeholder ranking/grouping of training leave instruments (Section 3.2.2.3) reveals that target-group-specific training leave instruments ⁽³⁷⁾ were deemed to be more successful than universal instruments ⁽³⁸⁾; in particular, they performed better in terms of effectiveness (higher participation), impact (on employers) and equity (access of disadvantaged groups). However, they were less politically sustainable.

The analysis showed that target-group-specific training leave instruments had the following relevant common design characteristics (with no exceptions):

- fewer employment-related eligibility criteria;
- at least some of their costs borne by the State;
- links with other cost-sharing instruments;
- a relatively short duration of implementation.

All target-group-specific instruments operated in countries characterised by higher trade union density.

Universal instruments in terms of target group coverage had neither common design characteristics nor framework conditions. They shared two similarities in terms of performance – they were deemed by stakeholders to have less of an impact on employers but higher political sustainability.

The larger share of surveyed stakeholders representing universal instruments (when compared to those representing target-group-specific instruments) emphasised the following strengths of instruments: equal opportunities for access and broad availability. However, some stakeholders referred to weaknesses in terms of equity – disagreements between employers and employees on (the content of) training and the problems for SMEs in using the instrument.

Another distinct feature of universal training leave instruments is that many stakeholders argued for a new or enhanced model of financial assistance. Paid universal instruments that cover all employees with no significant eligibility restrictions need considerable financial resources to sustain them. Stakeholders called for more substantial financial support from the State in the case of universal instruments.

⁽³⁷⁾ Danish VEU allowance; Hungarian learning contract and preventive training instruments; and Dutch training leave under the part-time unemployment act.

⁽³⁸⁾ In terms of target group coverage, Austrian training leave; Belgian educational leave (national scheme); French CIF, CVAE and DIF instruments; Dutch training leave under collective agreements; Polish training leave; and Spanish individual training leave.

This call may still be influenced by the recent financial and economic downturn. However, it may indicate that the use of these instruments depends heavily on the financial situation of the country in which they operate, as unfavourable economic and financial conditions may impede implementation of these training leave instruments.

CHAPTER 4.

Conclusions and recommendations

The review of training leave instruments in Europe shows that, although the first efforts to regulate training leave were made in the 1940s-50s, such instruments gained greater popularity only in the 1970s-80s. The numbers of new training leave instruments being introduced grew steadily over time, and most instruments now operating in the countries analysed are less than 20 years old. Information from secondary sources about training leave instruments was scarce. Therefore, most information for the study was collected via surveys of national experts and stakeholders across the EU-27 Member States, EFTA/EEA (Iceland, Liechtenstein, Norway) and candidate countries (Croatia, the former Yugoslav Republic of Macedonia (FYROM) and Turkey).

The report introduced a typology of training leave instruments in Europe (see Annex 3 for their detailed description). All 62 training leave instruments identified were classified according to financial arrangement (paid, unpaid or mixed), type of engagement (voluntary, compulsory or mixed) and applicability in the private and public sectors. Most instruments were of either paid or mixed-payment type, voluntary and applicable to both the public and private sectors. Instruments were also classified according to their approach to target group coverage (universal or targeted), their approach to coverage of different types of education and training (again, universal or targeted) and the type of investment – collective (costs shared among employers and employees) and public/private (the government shares the costs with employers and/or individuals). Most of the instruments identified were targeted at certain types of education and training, although there was also a significant number of those that were universal to any type. Significantly more instruments were found to be universal rather than targeted at a specific group of the working population (e.g. low-skilled employees and employees in SMEs). The number of instruments applying a collective rather than public/private type of investment was slightly larger.

The objectives stated in the relevant legislation or collective agreements were either general (mostly related to better access to education and training) or employee-specific (better employability, flexibility, etc.), while only a few instruments applied employer-specific objectives (such as production efficiency). These different types of objectives may pertain to different policies (e.g. employment policy, education/lifelong learning or economic policy) pursued by

the governments. The key stakeholders' perception of the instruments' objectives did not differ significantly.

Most of the instruments analysed were regulated by national legislation, although collective agreements, especially at sectoral and company level, were also a significant means of regulation.

Only very few eligibility criteria relating to personal characteristics such as age, citizenship or residence of learners or the type of company where they were employed (status (private/public), size and economic sector(s) covered) were applied in the instruments. Access to training leave was much more restricted based on the features of the employment relationship (i.e. existence and type of employment contract (open-ended/fixed, full-time/part-time), minimum work experience or minimum duration of the employment relationship and the need to ask the employer for permission to go on training leave) and the training itself (i.e. proof of enrolment and/or completion, certification of training programmes, accreditation of training providers and purpose of training).

In most of the instruments, employees were protected from dismissal or a deterioration in employment conditions and retained their entitlement to both health care insurance and pension entitlements, but were obliged to notify the employer in advance about their intention to take training leave.

Employers and employees were the actors most usually involved in the funding of various costs related to training leave, but the national government was financially involved in almost half of the instruments analysed. However, the national stakeholders felt that the financial involvement of the State was diminishing. The European Social Fund (ESF) was found to have contributed to the funding of some training leave instruments, for example in Slovenia, which used ESF funding to introduce a new short-time work arrangement which involved compulsory training.

In the field of cost-sharing, training leave is very frequently linked to training funds and payback clauses. According to national stakeholders, these measures reduce employers' fears that their newly trained employees will be poached by other companies.

The guidance provided (by the State, the social partners and training providers roughly in equal measures) to potential users of training leave was usually given free of charge through websites, brochures and personal consultation. Under Danish training leave instruments, in addition to guidance at no cost, learners are able to procure private guidance services relating to training leave.

Some monitoring and/or evaluation measures relating to training leave were included in about half of the instruments analysed; the data most commonly collected concerned the characteristics of training leave participants.

The social partners – mostly trade unions – were involved, at least in some way, in the management of most of the training leave instruments used. Most often, they were involved in eligibility checks and application procedures. In some countries (e.g. France and Spain), the social partners (in cooperation with the government) managed training leave instruments. In the case of the Spanish and French training leave instruments, as well as the Danish and Dutch instruments, the social partners have the greatest responsibility for the management of the training leave instrument.

The recent economic and financial crisis had a dual impact on the training leave instruments. On the one hand, the funding available to these instruments experienced serious constraints in some countries (e.g. Denmark and Poland), as all actors – the State, employers and employees – were unable to maintain the previous level of investment. On the other hand, the crisis increased demand for training, and the number of training leave users grew significantly in some other countries (e.g. Austria, Hungary and Spain). Some of the training leave instruments were adapted or even introduced to counter the effects of the crisis – for example, in Austria, additional funding for training leave was offered by regional governments, while the Dutch part-time unemployment instrument was specifically introduced to help employers retain their employees by sending them on training courses during short-time working.

In this study, performance was evaluated in terms of five criteria: effectiveness, impact, efficiency, equity and sustainability. Owing to a lack of monitoring data/evaluations on performance, the analysis relied mainly on the opinions of experts and key stakeholders.

The analysis of stakeholders' assessment of the selected training leave instruments revealed that all assessed target-group-specific instruments – the Danish training leave financed by the VEU, the Hungarian learning contract and preventive training instruments and Dutch leave under the part-time unemployment act – were considered by experts to be better performing (having higher employee participation (in relation to eligible groups) (effectiveness), a greater impact on employers, better access to disadvantaged employees (equity) but lower political sustainability). Meanwhile, only two out of eight universal instruments – the French CIF and CVAE instruments – received such a high ranking. All better performing target group-specific training leave instruments had the following relevant common characteristics:

- (a) they applied fewer employment-related eligibility criteria (i.e. requirement of an employment contract, restrictions on the type of contract (e.g. only open-ended); restrictions on the duration of work (e.g. full-time only), requirement of minimum prior work experience, requirement of minimum prior employment with the current employer, and the need to ask the employer for permission to take leave);
- (b) at least some of the costs in all of these instruments were borne by the State;
- (c) instruments had links with other cost-sharing instruments (mostly grants and tax incentives);
- (d) they had been launched relatively recently in comparison with other selected instruments;
- (e) they operated in countries with a large proportion of employees who are members of trade unions.

Results show that, to increase effectiveness in terms of greater participation of eligible employees of training leave instruments, it is necessary to: be less restrictive in terms of employment-related eligibility criteria (i.e. greater theoretical possibilities to take leave for a larger share of the company's employees, although the actual possibilities depend on the employer); target specific groups of employees (participation of disadvantaged employees who participate less often in training could be achieved, first of all, through better targeting of training leave instruments); involve the social partners more actively in the training leave implementation process (to help reduce potential cases of discrimination where some employees, despite being eligible, are denied training leave); and provide high-quality and widely accessible guidance and information services (to ensure that employees are better informed about their rights and opportunities). Personalised guidance and information services could be an effective measure in increasing participation of disadvantaged employees, improving motivation of employers and solving specific work organisation problems.

To ensure effectiveness in terms of the quality of training undertaken during leave, considerable attention should be paid towards setting education- and training-related eligibility criteria, improving official certification procedures and improving both the flexibility and content of training provision processes.

Analysis did not identify any meaningful factors affecting the impact of training leave instruments on employees.

It revealed that training leave instruments that targeted specific groups of employees had a greater impact on employers. However, SWOT analysis suggests that the impact of instruments on employers and employees may be lessened because of reductions in the labour force (e.g. fewer training leave

users, increasing workload for employees, decreasing production/productivity rates for employers). Accordingly, there may be an even greater need for innovative solutions to companies' work organisation problems and for active management in addressing cases of misuse so as to increase the take-up of training leave (and its impact on employers). Analysis also did not identify any meaningful factors affecting the deadweight effect of training leave instruments.

Instruments seemed to perform better in terms of efficiency and achieve better value for money (ratio between aggregate costs and benefits received) if they created a favourable legal environment and put in place more effective monitoring and evaluation arrangements. Value for money also seemed to depend on high-quality, stable and flexible regulation and the absence of knee-jerk reactions at government level. Efficiency of the instruments in terms of administration costs is closely linked to the duration of training leave and its level of regulation – instruments with a longer duration of leave and regulated by national legislation (and not by collective agreements) were less expensive to administer. In general, measures aimed at reducing the administrative burden of instruments are important not only in improving efficiency but also in increasing the overall effectiveness and impact of the instruments.

Results showed that equity measured in terms of unconstrained use of training leave was higher in those training leave instruments which included fewer employment-related eligibility criteria, operated in a more favourable legal environment and were implemented in countries characterised by lower job tenure (fewer employees who stay in the same job for less than three years). These characteristics ensure that more employees in a company are provided with greater theoretical possibilities to take training leave. However, actual decisions as to who goes on training leave depend on the employer, who often discriminates against candidates in accordance with the potential economic/financial benefits for the company and/or content of the training provided (preference for company-specific over transferable or general training). The analysis showed that the social partners may play a very important role in this respect, for example by helping to reduce such cases of discrimination or disagreements between employers and employees regarding the content of training (e.g. by setting/monitoring the application of eligibility requirements). Further, the social partners may also help in solving work organisation problems.

Further, analysis revealed that easier access to training leave for disadvantaged groups of employees could be achieved, first of all, through better targeting of training leave instruments (all target-group-specific instruments were deemed to have easier access). Access to training leave was also considered to be easier in the case of instruments which included fewer education- and

training-related eligibility criteria, involved a shorter duration of training leave and provided leave for employees in both the private and public sectors. All target-group-specific instruments were focused on those employees who participate less frequently in training. Instruments that operated in countries with a higher trade union membership and a higher proportion of adults who report access to information on learning possibilities were also assessed as providing better access to disadvantaged employees. Guidance and information services seem to increase the motivation of learners and, accordingly, their participation.

Employees in SMEs seem to be an important disadvantaged group. SMEs seem to face two major difficulties – a lack of information and, therefore, a lack of understanding of an instrument's usefulness for employees and considerable difficulties in organising training leave. While a lack of information and guidance may be offset by the adoption of relatively well-tried and tested solutions, work organisation problems in SMEs seem to need more innovative efforts on the part of the actors involved.

Instruments were assessed as being more financially and economically sustainable if they included more employment-related eligibility criteria, involved a longer duration of training leave and operated in countries with rigid labour markets. The social partners' contributions that covered at least some of the costs of training leave were also considered important in this regard. Analysis also revealed that financial and economic sustainability may be increased not only by the volume of funds available but also by the creation of a sound funding mechanism (which, if well designed, may even reduce the need for public funds).

Instruments were considered as politically sustainable when they included more employment-related eligibility criteria and provided universal cover for employees, with no target group specified. Favourable changes in the management and/or regulation of training leave could also increase its sustainability.

Finally, financial and political sustainability seem to be closely interrelated – those instruments that operated in more rigid labour markets, were not funded by the State and involved contributions from the social partners (in addition to those from employers and employees) were less sensitive to changes in the political and social environment. Rigidity of the labour market (in particular, stricter hiring regulations) seems to be associated with a higher level of investment by firms in the human capital of their employees and implies a somewhat lower need for public financial resources for training (and training leave).

The analysis has found that the three most important framework conditions were job tenure, rigidity of the labour market and trade union density. Since the analysis was based mainly on the opinions of experts and key stakeholders and

on the analytical insights of the authors of the study, the above hypotheses regarding the significance of key factors influencing the performance of training leave instruments should be further examined in future research.

4.1. Recommendations for policy and practice

The analysis shows that target-group-specific paid training leave is the most successful type of training leave in terms of overall performance. Unpaid training leave does not provide equal access for disadvantaged employees, as they do not have the resources to cover lost wages as well as other costs associated with training leave. High-skilled employees in large companies will always benefit more from using untargeted and/or unpaid training leave. Therefore, the key objective is to promote access to training leave for disadvantaged employees. The following actions are recommended to achieve this objective:

- limited public financial resources should be focused on instruments that target disadvantaged employees (e.g. ageing, disabled, low-paid, low-qualified and migrant employees and employees of SMEs) to make learning more accessible. Meanwhile, national governments could still play an active but mostly non-financial role by guaranteeing a favourable legal environment for universal training leave instruments (e.g. by providing a well-defined legal framework for payback clauses and underpinning the link with training leave instruments). In comparison with other education/training cost-sharing and regulatory instruments, training leave is a unique and specific measure designed to tackle the biggest constraint for employees (i.e. lack of time) with no direct alternatives available to replace it (except, perhaps, flexible working time arrangements such as time-saving accounts (if we consider it as a separate instrument) or saving schemes which allow employees to save money to cover wages lost during training);
- eligibility and preferential treatment criteria should be better defined so that those groups of employees who need training leave the most could benefit and, at the same time, the State would avoid possible abuse of the instrument. Examples of such efforts are Dutch leave under the part-time unemployment act, which targeted only employees facing redundancy because of economic hardship, or the Hungarian preventive training instrument under which low-qualified and ageing employees were entitled to longer periods of training leave, while disabled employees were eligible for both longer periods of leave and a higher level of funding (although the exact duration of leave/amounts were not set, such preferential treatment was laid down in national legislation);

- training leave of at least a short duration should be guaranteed for disadvantaged employees. Simply by taking small steps in the implementation of training leave, governments could foster a positive attitude among employees and employers towards lifelong learning. Training leave may encourage further training. Adequate financial benefits should be made available under target-group-specific instruments to compensate for a significant part of lost wages and to cover training costs in advance. Compensation that is limited to a small proportion of lost wages or a lack of support prior to taking leave may discourage financially disadvantaged employees from taking training leave. State institutions and trade unions could be more involved in supporting employees to acquire/develop easily transferable skills (by compensating for lost wage costs), while employers/employer organisations should provide more support to sector-specific or company-specific training. Efforts should be concentrated towards creating a viable funding model for training leave which balances the interests of the State, employees and employers and uses all available financial sources to remain financially and politically sustainable. Dutch training leave under collective agreements may be a good example of using alternative financial sources (ESF funds) to cover the costs of training leave (including lost wage costs);
- the role and capabilities of the social partners and especially trade unions should be strengthened in promoting training leave for disadvantaged employees. Evaluations of training leave show that most employees obtain information on training leave from their working environment. Accordingly, support for the company's staff representatives would be crucial in promoting the instrument and raising awareness of the value of adult learning in general. For example, such types of instruments as French leave for training in social, economic and trade union affairs (CFESS) or leave for trade union-related training in Luxembourg, could be more widely applied in the EU. Further, the role and capabilities of trade unions should be strengthened not only in promoting the use of training leave but also in making it more accessible – for example, by helping (i.e. setting/monitoring the application of eligibility requirements) to reduce cases of discrimination against employees when training leave is being considered or in the case of disagreements between employers and employees regarding the content of training. Danish training leave financed from VEU, where the social partners are involved in checks on eligibility of learners and management of the allowance, could be an example of good practice in this respect;

- target-group-specific training leave, if implemented, should be integrated with other policy measures aimed at disadvantaged employees;
- more training-leave-specific guidance and information services targeted at disadvantaged employees should be provided. For example, national governments could improve the use of training leave by providing model training leave contracts which could ease the administrative burden for companies (especially SMEs). It could also provide telephone hotline and/or e-mail/web services managed by training leave practitioners and providing support for both employees and employers in the practical implementation of training leave;
- training undertaken during training leave must be of high quality. Results show that the quality of training is crucial, as it creates trust in the instrument among employees and employers and has direct implications for the impact of training leave. Low-quality training discourages them from using the training leave instrument. Governments could be more intensively involved in strengthening certification requirements for training programmes/providers and in ensuring proper quality control of their implementation (especially in the case of programmes/providers partly funded by the State). To improve the quality of training undertaken during leave, users should be allowed to choose for themselves from a list of certified training programmes/providers which is freely accessible to them. Finally, closer cooperation between the education and training system and the labour market should be promoted to address the needs of training leave users more effectively;
- short-term and long-term security dimensions should be integrated in training leave. The overarching objective of training leave is to increase the employability and mobility of employees (long-term security). However, during times of financial and economic downturn, the objective of training leave could be slightly reoriented and the instrument aimed at saving jobs (short-term security). Training leave financed from VEU in Denmark encompasses both dimensions;
- the effects of the measures should be monitored/evaluated more intensively and the needs of the target groups analysed. There is still very limited information available about how training leave is used in different countries and, in particular, its long-term effects. For example, many individuals experience a drop in income after training leave because they have been laid off or begun longer-term training not involving training leave. Accordingly, training leave may act as an impetus to foster further training and to achieve positive effects in the long term not only in terms of labour market participation but also in a wider social area (e.g. development of a more

positive attitude towards learning, achievement of higher qualifications, acquisition of better social recognition). The positive long-term effects may, therefore, appear more significant than those in the short term (e.g. perhaps the fewer than 2% of employees using training leave per year represent not such a small take-up as is widely thought?). More research is needed in analysing the benefits of training leave.

List of abbreviations

List of abbreviations

CBC	skills assessment leave in France
CFESS	leave for training in social, economic and trade union affairs in France
CFP	vocational training leave for civil servants in the public sector in France
CIF	individual training leave in France
CVAE	leave for the validation of acquired experience in France
CVET	continuing vocational education and training
CVTS	continuing vocational training survey
DIF	individual right to training (accumulation of training hours) in France
EEA	European economic area
EFTA	European free trade area
ESF	European Social Fund
EU	European Union
EUR	euro (European monetary unit)
GDP	gross domestic product
ILO	International Labour Organisation
ISCED	international standard classification of education
ISCO	international standard classification of occupations
LLL	lifelong learning
MCSM	multicriteria scoring method
OECD	Organisation for Economic Cooperation and Development
OPACIF	organisme paritaire collecteur agréé du CIF – association responsible for the collection and management of employers' financial contributions specifically related to the CIF instrument
OPCA	organisme paritaire collecteur agréé – association responsible for the collection and management of employers' financial contributions to training
SMEs	small and medium-sized enterprises
SWOT	strengths, weaknesses, opportunities and threats
VET	vocational education and training

List of EU/EEA/candidate country codes

AT	Austria
BE	Belgium
BG	Bulgaria
CY	Cyprus
CZ	Czech Republic
DE	Germany
DK	Denmark
EE	Estonia
ES	Spain
FI	Finland
FR	France
to be defined	Former Yugoslav Republic of Macedonia
EL	Greece
HR	Croatia
HU	Hungary
IE	Ireland
IS	Iceland
IT	Italy
LI	Liechtenstein
LT	Lithuania
LU	Luxembourg
LV	Latvia
MT	Malta
NL	Netherlands
NO	Norway
PL	Poland
PT	Portugal
RO	Romania
SE	Sweden
SI	Slovenia
SK	Slovakia
TR	Turkey
UK	United Kingdom

References

- Almeida, R.K.; Aterido, R. (2008). *The incentives to invest in job training: do strict labor codes influence this decision?* Washington DC: World Bank. SP discussion paper; No 832.
<http://siteresources.worldbank.org/SOCIALPROTECTION/Resources/SP-Discussion-papers/Labor-Market-DP/0832.pdf> [accessed 7.11.2012].
- AMS (2011). *Bundesrichtlinie aus- und weiterbildungsbeihilfen (BEMO). Vormal: Beihilfen zur Förderung der beruflichen Mobilität* [Federal guideline for training aid (BEMO). Previously: aid to promote occupational mobility]. Vienna: AMS, Austrian Employment Service (Arbeitsmarktservice Österreich).
<http://amsandstrand.com/web/images/Beihilfen%20beim%20AMS.pdf> [accessed 7.11.2012].
- Arendt, Ł. (2009). Training fund in Poland: its effectiveness and future prospects. Paper presented at the Cedefop conference *Sharing the costs of training in the newer EU Member States, Thessaloniki, 15 and 16 October 2009*.
<http://agora.cedefop.europa.eu/files/VET/ARENDT-abstract.pdf> [accessed 7.11.2012].
- Cedefop (2008). *Sectoral training funds in Europe*. Luxembourg: Publications Office. Cedefop Panorama series; 156.
http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/499/5189_en.pdf [accessed 7.11.2012].
- Cedefop et al. (2004). *Vocational education and training: key to the future. Lisbon-Copenhagen-Maastricht: mobilising for 2010*. Luxembourg: Publications Office.
<http://www.mkuzak.am/images/intdocuments/1eng.pdf> [accessed 7.11.2012].
- Council of the European Union (2009). Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020). *Official Journal of the European Union*, C 119, 28.5.2009, pp. 2-10.
- Council of the European Union; European Commission (2010). *The Bruges communiqué*. <http://libserver.cedefop.europa.eu/vetelib/2010/75928.pdf> [accessed 7.11.2012].
- Danish National Centre for Employment Initiatives (2011). *Jobrotation*. <http://www.cabiweb.dk/lovstof/rekruttering/jobrotation> [accessed 7.11.2012].
- Eurofound (2009a). *Spain: collective bargaining and continuous vocational training*. Dublin: Eurofound.
<http://www.eurofound.europa.eu/eiro/studies/tn0804048s/es0804049q.htm> [accessed 7.11.2012].

- Eurofound (2009b). *Hungary: industrial relations profile*. Dublin: Eurofound.
http://www.eurofound.europa.eu/eiro/country/hungary_4.htm [accessed 7.11.2012].
- Eurofound (2009c). *The Netherlands: collective bargaining and continuous vocational training*. Dublin: Eurofound.
<http://www.eurofound.europa.eu/eiro/studies/tn0804048s/nl0804049q.htm>
 [accessed 7.11.2012].
- Eurofound (2009d). *Contribution of collective bargaining to continuing vocational training*. Dublin: Eurofound.
<http://www.eurofound.europa.eu/eiro/studies/tn0804048s/index.htm>
 [accessed 7.11.2012].
- Eurofound (2009e). *Poland: collective bargaining and continuous vocational training*. Dublin: Eurofound.
<http://www.eurofound.europa.eu/eiro/studies/tn0804048s/pl0804049q.htm>
 [accessed 7.11.2012].
- Eurofound (2011). *Preparing for the upswing: training and qualification during the crisis*. Dublin: Eurofound.
http://www.eurofound.europa.eu/ewco/studies/tn1010023s/tn1010023s_4.htm
 [accessed 7.11.2012].
- European Alliance for Families (2010). *EAF workshop on time credit schemes and working time flexibility*.
<http://ec.europa.eu/social/main.jsp?catId=89&furtherNews=yes&langId=en&newsId=940> [accessed 7.11.2012].
- European Commission (2007). *Key messages from the employment in Europe 2007 report: communication from the Commission*. COM(2007) 733 final.
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0733:FIN:EN:PDF>
 [accessed 7.11.2012].
- European Commission (2010a). *Europe 2020: a strategy for smart, sustainable and inclusive growth: communication from the Commission*. COM(2010) 2020 final. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF> [accessed 7.11.2012].
- European Commission (2010b). *New skills for new jobs: action now*. Brussels: European Commission.
<http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=697&furtherNews=yes> [accessed 7.11.2012].
- Fonds Unique de Péréquation (2008). *Enquête qualitative 2008: dispositif congé individuel de formation* [Qualitative survey 2008: instrument of individual training leave]. <http://www.fpspp.org/portail/portal/anon/Perequation> [accessed 7.11.2012].
- Fongecif Ile-de-France (2009). *L'impact du congé individuel de formation sur le parcours professionnel de franciliens. Synthèse des résultats de l'enquête réalisée en 2009 par l'institut CREDOC*. Paris: Fongecif.

- Fulton, L. (2011). Worker representation in Europe. Labour Research Department and ETUI.
<http://www.worker-participation.eu/National-Industrial-Relations/Across-Europe/Collective-Bargaining2> [accessed 7.11.2012].
- Fundación Tripartita para la Formación en el Empleo (2009). *Evaluación de la iniciativa de bonificaciones de acciones de formación en las empresas* [Evaluation of the initiatives of training credits in enterprises].
- Grijpstra, D. et al. (2009). *Scholing in crisistijd: ervaringen van bedrijven met werktijdverkorting, deeltijd-WW of VWNW* [Training in crisis: experiences of companies with short-time work arrangements, part-time unemployment or VWNW]. Den Haag: Raad voor Werk en Inkomen (Council for Work and Income).
<http://www.rwi.nl/CmsData/CmsData/Onderzoeksrapport%20Scholing%20in%20crisistijd.pdf> [accessed 7.11.2012].
- Heyes, J.; Rainbird, H. (2011). Bargaining for training: converging or diverging interests? In: Hayter, S. (ed.). *The role of collective bargaining in the global economy: negotiating for social justice*. Geneva: International Labour Organisation.
<http://www.ilo.org/public/english/iira/documents/newsletters/june2011/collbargaining.pdf> [accessed 7.11.2012].
- ILO (1974). *C140: paid educational leave convention, 1974 (No 140)*. Geneva: International Labour Organisation.
<http://www.ilo.org/ilolex/english/convdisp1.htm> [accessed 7.11.2012].
- ILO (2001). *Governing body: 280th session, Geneva, March 2001. Second item on the agenda. Deferred examination of conventions: (a) paid educational leave convention, 1974 (No 140) (short survey)*. Geneva: International Labour Organisation.
<http://www.ilo.org/public/english/standards/relm/gb/docs/gb280/pdf/prs-2-1.pdf> [accessed 7.11.2012].
- Kernbeiß, G. et al. (2006). *Bildungskarenz in Tirol. Inanspruchnahme, Zielgruppe und die Auswirkungen auf die Berufslaufbahn*. [Evaluation for the AK Tirol]. Innsbruck: WAW, Wirtschafts- und Arbeitsforschung West am Zukunftszentrum Tirol.
<http://www.ak-tirol.com/pictures/d40/Endbericht20060330.pdf> [accessed 7.11.2012].
- Kristensen, N.; Skipper, L. (2009). *Effektanalyser af voksenefteruddannelse. Analyse af individeffekter samt cost-benefit-analyse* [Analyses of the effects of adult education. Analysis of individual effects and cost-benefit analysis]. Copenhagen: AKF, Anvendt KommunalForskning.
- Lassnigg, L. (2012). A programme of educational leave: evaluation problems and strategies. Paper presented at the *Conference on educational research (ECER 2012), Cádiz, 18 to 21 September 2012*.

- Lassnigg, L. et al. (2011). *Evaluierung der Bildungskarenz 2000-09* [Evaluation of educational leave 2000-09]. Vienna: IHS. IHS-research report commissioned by the Ministry of Labour, Social Affairs and Consumer Protection.
- Nicoletti, C.; Berthoud, R. (2010). *The role of information, advice and guidance in young people's education and employment choices*. Colchester: ISER, University of Essex. Research report; DFE-RR019.
http://www.partnershipforyounglondon.org.uk/data/files/Update/2010/July_September/Attachments/06_08_2010/ceiag_report.pdf [accessed 7.11.2012].
- OECD (2005). *Promoting adult learning*. Paris: OECD.
http://www.oecd.org/document/57/0,3746,en_2649_39263238_36675769_1_1_1_1,00.html [accessed 7.11.2012].
- Ok, W.; Tergeist, P. (2003). *Improving workers' skills: analytical evidence and the role of the social partners*. Paris: OECD. OECD social, employment and migration working papers. <http://dx.doi.org/10.1787/535875452181> [accessed 7.11.2012].
- Research voor Beleid (2009). *Deeltijd-WW en het behoud van werkgelegenheid. Een quick scan* [Brief review of part-time unemployment benefit and maintaining employment].
- Teixeira, P. (2001). *Labour market transition in Portugal, Spain and Poland*. Coimbra: Faculdade de Economia da Universidade de Coimbra, Grupo de Estudos Monetários e Financeiros.
<https://estudogeral.sib.uc.pt/bitstream/10316/11881/1/Labour%20market%20transition%20in%20Portugal.pdf> [accessed 7.11.2012].
- Van der Meijden, A. et al. (2012) *Sectorale fondsen voor opleiding en ontwikkeling* [Sectoral funds for training and development]. 's Hertogenbosch: Expertisecentrum Beroepsonderwijs.
- Van Peijpe, T. (2006). *Collective agreements. XIVth Meeting of European Labour Court Judges, 4 September 2006, Cour de cassation, Paris*.
http://www.ilo.org/wcmsp5/groups/public/@ed_dialogue/@dialogue/documents/meetingdocument/wcms_159950.pdf [accessed 7.11.2012].
- Wagner, E.; Lassnigg, L. (2006). *Alternative approaches to individual training leave to combine work with personal and professional development*. Vienna: IHS, Institute for Advanced Studies.

Annex 1

Tables and figures

Table A1 Official objectives of the 12 selected instruments and the key stakeholders' perception thereof

Instrument	Official objective set in legislation and/or collective agreements	Objective as perceived by:			
		Public official	Representative of employer organisation	Trade union representative	Independent VET or industrial relations expert
AT	Promote lifelong learning and flexibility of the workforce.	Provide incentive for employees to participate in CVET; increase total employment participation in training; sustain or increase employability.	Eliminate time constraints as well as workplace constraints of employees to participate in training.	Improve personal development, employability and career development of employees.	Promote further education and/or personal development for employees; enable longer periods of training without major financial constraints.
BE1	Provide social development to employees in the private sector.	Provide social promotion of employees through higher qualification; encourage lifelong learning.	Promote lifelong learning and allow employees to acquire additional competences or a degree.	Overcome the financial burden for the employer to provide training.	Support continuous education of employees, both for personal development and the development of skills within companies.
DK1	Provide adults, preferentially unskilled employees, with an economic basis for participation in continuous vocational training.	Stimulate education and training for unskilled and low-skilled employees in particular.	Reduce costs of training and thereby stimulate training activity.	Reduce business costs and employees' loss of wages.	Provide an economic basis for adult and further training of poorly skilled employees.
FR1	Guarantee employees' access to self-initiated training (independently from that which may be undertaken under the company's training plan).	Guarantee the right to training for employees.	Provide an opportunity for employees to improve their competences or re-qualify.	Provide employees with an opportunity to participate in training for their own benefit, preferably for longer periods than the short periods of adaptation training offered by the company.	Guarantee access to self-initiated training which allows employees to have access to a higher level of qualifications, changes or conversion in professions and a wider range of training activities.
FR3	Improve employees' access to validation of prior informal and non-formal learning.	Support the validation of knowledge acquired through professional practice with a view to obtaining labour market benefits or gaining access to higher levels of education and training.	Improve competences of employees.	Provide employees with a legal basis for short-term paid training leave to validate acquired competences.	Support the validation of informal and non-formal learning with a view to obtaining formal qualifications/diplomas/titles registered on the National Qualification Framework (NQF).

Instrument	Official objective set in legislation and/or collective agreements	Objective as perceived by:			
		Public official	Representative of employer organisation	Trade union representative	Independent VET or industrial relations expert
FR6	Improve workplace promotion of training actions for the development of employees' knowledge and qualifications.	Ensure better agreement between employees and employers on the objectives of training.	Increase co-investment in vocational education and training.	Develop a negotiated training scheme in which the holder of training rights is the employee but where the content of the training may also be in the interests of the company.	Enhance professional promotion of training actions for the development of employees' knowledge and qualifications.
HU1	Improve employees' work-related competences.	Improve the skills and competences of employees in the interests of the employers.	Promote higher qualifications and new skills for employees, productivity and efficiency growth in companies.	Provide training-related benefits to employees: new skills, increased productivity, higher salary, improved qualifications.	Develop employees' skills.
HU3	Support the training of those employees who are threatened by unemployment, where this may be avoided through training.	Help employees keep their employment.	Improve qualifications of employees and increase the range of their activities.	Provide training-related benefits to employees: new skills, increased productivity, higher salary, improved qualifications.	Foster permanent employment through lifelong learning.
NL2	Enable and stimulate employees covered by the relevant collective agreement to increase their employability.	n/a	Promote investment in employability of workers.	Support the training of employees and encourage them to participate in training.	Stimulate employers and employees to organise different types of training.
NL3	Assist companies hit by the crisis and facing temporary difficulties in retaining their employees.	Help companies to retain employees and avoid their dismissal while the demand for labour is low.	n/a	Use the period when the employees are redundant to give them an opportunity to increase their skills and knowledge.	Enable employers hit by the crisis to retain personnel.
PL	Support employees' skills development.	n/a	Support participation of employees in lifelong learning.	Assist the development of vocational qualifications among employees.	Support the training of employees by giving them an opportunity to attend training and prepare for exams within working hours.
ES1	Promote personal and professional development of employees as well as to increase competitiveness of companies through fostering new economic activities and helping them to adjust better to changes resulting from technological innovation and new forms of work organisation.	Respond to the training needs of employees by ensuring their personal or professional development and enabling them to improve their educational level or change their present occupation.	Promote education among employees to improve their competitiveness, employability and personal development.	Support training for employees by overcoming costs incurred by employers and tackling work time constraints.	Increase (officially recognised) training of employees not strictly linked to company training plans, allowing companies not to be responsible for trainee's salary and providing employees with more time to train.

NB: n/a = information not available.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Table A2 Legal requirements for coverage of costs by actors (selected instruments)

Instrument	Employee			Employer			State			Other		
	Amount (EUR)	Share in %	Source	Amount	Share in %	Source	Amount	Share in %	Source	Amount	Share in %	Source
Fees and payments for training courses, if applicable												
AT		100% ^(a)	Employee's own financial resources									
BE1		Undefined	Employee's own financial resources		Undefined	Company's own financial resources						Sectoral training funds or regional government may contribute (e.g Flemish government through training vouchers)
DK1	73-114 (weekly participation fees)	Share varies depending on price and agreement with employer	Employee's own financial resources	73-114 (weekly participation fees)	Share varies depending on price and agreement with employee	Company's own financial resources						
FR1					Annual mandatory contribution of 0.20% of payroll	Company's own financial resources					OPCA collects the mandatory contributions and provides 100% of funding for CIF	Mandatory contributions from employers
FR3					Annual mandatory contribution of 0.20% of payroll	Company's own financial resources					OPCA collects the mandatory contributions and provides funding for CVAE	Mandatory contributions from employers
FR6					For open-ended contracts, 100%, possibility to deduct from mandatory contribution to CVT funding						For employees on fixed-term contracts, these costs are borne by the OPCA	
HU1		Undefined	Employee's own financial resources		Undefined (the company must pay 1.5% of payroll as a compulsory contribution to training but may use 33% (SMEs 60%) for training its own employees)	Company's own financial resources						

Instru- ment	Employee			Employer			State			Other		
	Amount (EUR)	Share in %	Source	Amount	Share in %	Source	Amount	Share in %	Source	Amount	Share in %	Source
HU3					Undefined	Company's own financial resources		Undefined	State budget			
NL2		Undefined (depends on collective agreement)	Employee's own financial resources		Undefined (depends on collective agreement)	Company's own financial resources						
NL3					100%	Company's own financial resources, sectoral training funds collected from employer contributions						
PL		Undefined	Employee's own financial resources		Undefined (100% if training on employer's initiative)	Company's own financial resources						
ES1		Undefined (in general, paid by employee; if so agreed, company may cover costs)	Employee's own financial resources		Undefined (subject to agreement with employee)	Company's own financial resources						
Travel and subsistence payments, if applicable												
AT		100%	Employee's own financial resources									
BE1		Undefined	Employee's own financial resources		Undefined	Company's own financial resources						
DK1							EUR 0.14 per kilometre mileage allowance plus EUR 60 maintenance allowance		State budget			
FR1					Annual mandatory contribution of 0.20% of payroll	Company's own financial resources					OPCA collects the contributions and provides 100% of funding for CIF	Mandatory contributions from employers

Instru- ment	Employee			Employer			State			Other		
	Amount (EUR)	Share in %	Source	Amount	Share in %	Source	Amount	Share in %	Source	Amount	Share in %	Source
FR3					Annual mandatory contribution of 0.20% of payroll	Company's own financial resources					OPCA collects the contributions and provides 100% funding for CVAE	Mandatory contributions from employers
FR6					For open-ended contracts, 100%, possibility to deduct from mandatory contribution to CVT funding						For employees on fixed-term contracts, these costs are borne by the OPCA	
HU1		Undefined	Employee's own financial resources		Undefined (the company must pay 1.5% of payroll as a compulsory contribution to training but may use 33% (SMEs 60%) for training its own employees)	Company's own financial resources						
HU3					Undefined	Company's own financial resources		Undefined	State budget			
NL2		Undefined (depends on collective agreement)	Employee's own financial resources		Undefined (depends on collective agreement)	Company's own financial resources						
NL3					100%	Company's own financial resources, sectoral training funds collected from employer contributions						
PL		Undefined	Employee's own financial resources		Undefined (100% if training on employer's initiative)	Company's own financial resources						
ES1		Undefined	Employee's own financial resources (in general, paid by employee; if so agreed, company may cover costs)		Undefined	Company's own financial resources (if so agreed)						

Instru- ment	Employee			Employer			State			Other		
	Amount (EUR)	Share in %	Source	Amount	Share in %	Source	Amount	Share in %	Source	Amount	Share in %	Source
Foregone income/salary, if applicable												
AT							At least EUR 14.5 a day, depends on income	55% of the net income	Compensation from the public employment service (unemployment insurance fund)			
BE1					100% (may be compensated from state budget); if employees earn more than the limited amount (EUR 2 601/month in 2010), they may lose part of their salary during training leave	Company's own financial resources		100% (where the compensation is paid to the employer)	State budget			
DK1							Up to EUR 410 per week (reduced from EUR 514 per week as of April 2011) VEU allowance		State budget		Training funds may supplement VEU allowance up to max. 85% of employee's normal income	
FR1					Annual mandatory contribution of 0.20% of payroll	Company's own financial resources					OPCA collects the mandatory contributions and provides 100% of funding for CIF	Mandatory contributions from employers
FR3					Annual mandatory contribution of 0.20% of payroll	Company's own financial resources					OPCA collects the mandatory contributions and provides 100% of funding for CVAE	Mandatory contributions from employers

Instru- ment	Employee			Employer			State			Other		
	Amount (EUR)	Share in %	Source	Amount	Share in %	Source	Amount	Share in %	Source	Amount	Share in %	Source
FR6					If the training is undertaken outside working hours, 50% of the hourly wage (out of social security contributions); if undertaken during working hours, 100% of the salary; share undefined for fixed-term contracts	Company's own financial resources						
HU1		Undefined	Employee's own financial resources		Undefined (the company must pay 1.5% of payroll as a compulsory contribution to training but may use 33% (SMEs 60%) for training its own employees)	Company's own financial resources						
HU3					Undefined	Company's own financial resources		Undefined	State budget			
NL2					Undefined (depends on collective agreement)	Company's own financial resources						
NL3								100% (share of lost wages because of absence, not the whole salary)	State budget			
PL					100% (may be compensated from state budget – Labour Fund)	Company's own financial resources		where the compensation is paid to the employer				
ES1							System of calculating the amount is described in Box 11		State budget			

^(a) With an exception during a crisis – different grants might be available from local governments, the social partners or other sources. But, in general, costs of fees are covered by the employee.
Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Table A3 Financial contribution of actors to training leave expenses

Actor/type of costs	Course fees and related expenses	Travel and subsistence expenses	Lost wages	Other costs	No of cases where involved in funding
National/federal government	DK1 , DK2 , ES1 , FI2, EL, HR1, HU1 , HU2, HU3 , IT, LU3, MT1, MT2, PT1, SE1, SI1, SI2, UK2 (18 cases; four selected)	DK1 , DK2 , ES1 , FI1, FI2, EL, HR1, HU2, HU3 , IT, LU3, PT1, SE1 (13 cases; three selected)	AT , BE1 , DK1 , DK2 , ES1 , FI1, FI2, EL, HU2, HU3 , LU1, LU2, LU3, MT1, MT2, NL1, NL3 , PT3*, RO1, SI2 (20 cases; six selected)	HU2 (replacement costs) (1 case; 0 selected)	27/62 (7/12 selected)
Regional/local government	AT , BE1 , DE, ES1 , HR1, IT (six cases; three selected)	AT , ES1 , HU1 , HR1, IT (five cases; three selected)	BE2, HU1 , RO1 (three cases; none selected)		9/62 (3/12 selected)
Employers	AT , BE1 , BE2, CY1*, CZ, DK1 , ES1 , ES2, ES3, FR1 , FR2*, FR3* , FR4*, FR5, FR6 , EL, HR1, HR2*, HU1 , HU2, HU3 , IS2, IT, LI1*, LT1, LT2*, LV1*, LV2, NO, NL1, NL2 , NL3 , PL , PT2*, PT3*, RO1, RO2*, SE2, SI1, SI2, SK1, SK2*, UK1, UK2 (44 cases; 12 selected)	AT , BE1 , BE2, CY1*, CZ, ES1 , ES2, ES3, FR1 , FR2*, FR3* , FR4*, FR5, FR6 , EL, HR1, HR2*, HU1 , HU2, HU3 , IS2, IT, LI1*, LT1, LT2*, LV1*, LV2, NO, NL1, NL2 , NL3 , PL , PT2*, PT3*, RO1, RO2*, SE2, SI1, SI2, SK1, SK2*, UK1, UK2 (43 cases; 11 selected)	AT , BE1 , BG, CY1*, CZ, DE, DK1 , EE, ES1 , ES2, ES3, FR1 , FR2*, FR3* , FR4*, FR5, FR6 , FYROM, EL, HR1, HR2*, HU1 , HU2, HU3 , IS2, IT, LI1*, LT1, LV1*, LV2, NO, NL2 , PL , PT1, PT2*, PT31, RO1, RO2*, SE2, SI1, SI2, SK1, SK2*, UK1, UK2 (45 cases; 11 selected)	HU2 (replacement costs) (one case)	49/62 (12/12 selected)
Employees	AT , BE1 , BE2, BG, CY1, DE, DK1 , DK2 , EE, ES1 , ES2, ES3, FR5, FYROM, HR1, HU1 , HU2, IT, LI1, LT1, LT2, LU1, LU2, LV1, LV2, NO, NL1, NL2 , NL3 , PL , PT1, PT2*, PT31, RO1, RO2, SE2, SI1, UK1, UK2 (39 cases; eight selected)	AT , BE1 , BE2, BG, CY1, DE, DK2 , EE, ES1 , ES2, ES3, FR5, FYROM, HR1, HU1 , HU2, IT, LI1, LT1, LT2, LU1, LU2, LU3, LV1, LV2, NO, NL1, NL2 , NL3 , PL , PT1, PT2*, PT31, RO1, RO2, SI1, UK1, UK2 (37 cases; seven selected)	Not applicable	HU2 (replacement costs) (1 case)	40/62 (8/12 selected)
Employer federations	AT , LV1, FR5 (three cases; one selected)	AT , FR5 (two cases; one selected)	AT , FR5 (two cases; one selected)		3/62 (1/12 selected)
Trade unions	AT , FR5, LV1, PT2* (four cases; one selected)	AT , FR5, LU3 (three cases; one selected)	AT , FR5 (two cases; one selected)		5/62 (1/12 selected)
Other	BE1 (sectoral training funds), FR1 (OPCAs), FR2 (OPCAs), FR3 (OPCAs), FR6 (OPCAs for employees on a fixed-term contract), NL2 (sectoral training funds including significant contribution from the ESF), NL3 (sectoral training funds including significant contribution from the ESF) (seven cases; six selected)	FR1 (OPCAs), FR2 (OPCAs), FR3 (OPCAs), FR6 (OPCAs for employees on a fixed-term contract), NL2 (sectoral training funds including significant contribution from the ESF), NL3 (sectoral training funds including significant contribution from the ESF) (six cases; five selected)	FR1 (OPCAs), FR2 (OPCAs), FR3 (OPCAs), FR6 (OPCAs for employees on a fixed-term contract), NL2 (sectoral training funds including significant contribution from the ESF) (five cases; four selected)		7/62 (6/12 selected)
n/a	IS1, LI2				2/62 (0/12 selected)

NB: * For public sector employees – government acting as employer.

n/a = information not available.

Codes in bold indicate the selected training leave instruments.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Table A4 **Monitoring and evaluation arrangements of training leave instruments**

Instrument	Monitoring and/or evaluation is carried out	Monitoring and/or evaluation is training-leave-specific	Main aspects monitored and/or evaluated	Institution or organisation providing or commissioning monitoring and/or evaluation
AT	Yes	Yes	Quantitative and qualitative development of training leave	The Federal Ministry of Labour, Social Affairs and Consumer Protection (commissioner)
BE1	Yes	Yes	Basic monitoring information (number of users, average duration, etc.); systematic evaluations were not performed, but some evaluation is available in scientific publications	National Labour Council and the Central Council for the Economy
BE2	Yes	Yes	Basic monitoring information (monitoring of number of applicants, gender ratios and comparison with other Flemish credits (in addition to training credits, there is a 'care' credit))	Flanders Subsidy Agency for Labour and Social Economy
DK1	Yes	Yes	Efficiency, post-training income effects, post-training employment effects	National Research Centre of Competence Development
DK2	Yes	Yes	Key usage statistics	Government Agency for State Education Grants
FR1	Yes	Yes	Data on participation, average cost of training leave, etc.	OPCA (managing institution of training leave instrument), at regional level
FR2	Yes	Yes	Data on participation, average cost of training leave, etc.	OPCA (managing institution of training leave instrument)
FR3	Yes	Yes	Data on participation, average cost of training leave, etc.	OPCA (managing institution of training leave instrument) and public institutions (for their own employees)
FR4	Yes	Yes	Data on participation, average cost of training leave, etc.	Employer
FR5	No	Not applied	Not applied	Not applied
FR6	Yes	Yes	OPCAs, employers – basic monitoring information; independent researchers – opinions of users and employers	OPCAs, employers, independent
HU1	Yes	Yes	Occasional and partial monitoring only	National Work Safety and Labour Authority
HU2	Yes	Yes	Data on participation, content of training	Relevant authorities responsible for certain fields in the public sector
HU3	Yes	Yes	Participation, financial aspects and effectiveness; verification of content, providers of training, financial aspects, proper use of the support	Public Employment Service
NL1	Yes	Yes	Number of participants; detailed evaluation was planned but had been postponed	Central Statistics Office (Centraal Bureau voor de Statistiek, CBS)
NL2	Yes	Yes	Incidence of training leave provisions in collective agreements, whether training leave is being paid and whether the provisions imply a right and/or an obligation for training leave	Labour Inspectorate
NL3	Yes	Yes	Frequency of use, sectoral differences, effects on influx in regular unemployment	Government

Instrument	Monitoring and/or evaluation is carried out	Monitoring and/or evaluation is training-leave-specific	Main aspects monitored and/or evaluated	Institution or organisation providing or commissioning monitoring and/or evaluation
PL	No	Not applied	Not applied	Not applied
ES1	Yes	Yes	Control of the tax benefit process, decisions on allowing (or not) individual training leave where employer and employee disagree, main training statistics	Different actors for different issues: control of the tax benefit process – the Spanish Public Employment Service (the autonomous communities/regional governments may also participate); decisions on allowing (or not) individual training leave where employer and employee disagree – the social partners and national/regional labour administration; report of the main training statistics – Tripartite Foundation for In-Service Training.
ES2	Yes	No	Implementation of collective agreements in general	Ministry of Labour and the social partners
ES3	Yes	No	Implementation of collective agreements in general	Trade unions and employers
BG	No	Not applied	Not applied	Not applied
BE2	No	Not applied	Not applied	Not applied
CY1	No	Not applied	Not applied	Not applied
CY2	No	Not applied	Not applied	Not applied
CZ	No	Not applied	Not applied	Not applied
EE	No	Not applied	Not applied	Not applied
FI1	Yes	Yes	Key statistics on financial assistance to training	KELA (social insurance institution)
FI2	No	Not applied	Not applied	Not applied
DE	No	Not applied	Not applied	Not applied
EL	Yes	Yes	n/a	Manpower Organisation of Greece (reports not in the public domain)
IT	Yes	Yes	CVT participation data	Decentralised (Tuscany only)
LV1	No	Not applied	Not applied	Not applied
LV2	No	Not applied	Not applied	Not applied
LT1	No	Not applied	Not applied	Not applied
LT2	No	Not applied	Not applied	Not applied
LU1	Yes	Yes	Regular reports on implementation; general evaluation of most important qualitative and quantitative aspects planned	Ministry of National Education and Vocational Training
LU2	No	Not applied	Not applied	Not applied
LU3	No	Not applied	Not applied	Not applied
MT1	Yes	n/a	n/a	Employment and Training Corporation
MT2	Yes	n/a	n/a	Employment and Training Corporation
PT1	Yes	No	Monitoring for inspection and control purposes only	Authority for Work Conditions

Instrument	Monitoring and/or evaluation is carried out	Monitoring and/or evaluation is training-leave-specific	Main aspects monitored and/or evaluated	Institution or organisation providing or commissioning monitoring and/or evaluation
PT2	Yes	No	Assessment of effects and impact of public administration training	Directorate-General for Administration and Public Employment
PT3	No	Not applied	Not applied	Not applied
RO1	No	Not applied	Not applied	Not applied
RO2	No	Not applied	Not applied	Not applied
SK	No	Not applied	Not applied	Not applied
SI1	No	Not applied	Not applied	Not applied
SI2	Yes	Yes	Key statistics on a number of companies using the measure; effectiveness and efficiency (commissioned evaluation)	Ministry of Labour, Family and Social Affairs
SE1	Yes	No	Characteristics of learners, courses, labour market situation after training	Statistics Sweden, Swedish National Agency for Education, Swedish National Agency for Higher Education, Swedish National Agency for Higher Vocational Education
SE2	Yes	No	Characteristics of participation in training, type of courses	Statistics Sweden
UK1	Yes	Yes	Complex consultation on whether or not to abolish the instrument	Department for Business, Innovation and Skills
UK2	Yes	Yes	Review for re-launching of the instrument	Department for Business, Innovation and Skills
IS1	n/a	n/a	n/a	n/a
IS2	n/a	n/a	n/a	n/a
LI1	n/a	n/a	n/a	n/a
LI2	n/a	n/a	n/a	n/a
LI3	n/a	n/a	n/a	n/a
NO	Yes	No	Evaluation of impact of the Competence Reform, which introduced training leave	Independent researchers have carried out some evaluation
HR1	No	Not applied	Not applied	Not applied
HR2	No	Not applied	Not applied	Not applied
FYROM	No	Not applied	Not applied	Not applied
No of cases	Yes: 33/62; No: 24/62; n/a: 5/62	Yes: 24/62; No: 24/62; Not applied: 7/62; n/a: 7/62		

NB: n/a = information not available.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Table A5 Available guidance and information services relating to training leave (12 selected instruments)

Instrument	Service users	Service providers	Types of services available	Content of the services	Services are specific to training leave	Personal guidance is available
AT	Employees and employers	State, social partners, training providers	n/a	Information on eligibility	No	No
BE1	Employees and employers	State, social partners	Websites, brochures, personal consultation (face-to-face or by phone)	Rights related to training leave, instructions on using the instrument	Yes	No
DK1	Employees and employers	State, social partners, training providers, specialist private guidance companies	Websites, personal consultation (face-to-face or by phone)	Rights related to training leave, instructions on using the instrument, information on quality and variety of courses	Yes	Yes, both free of charge and for a fee (where guidance is provided by a specialist company)
FR1	Employees	State, social partners, training providers	Websites, brochures, personal consultation	Rights related to training leave, instructions on using the instrument, information on quality and variety of courses	Yes	Yes, free of charge
FR3	Employees	Training providers; OPCAs or public institutions (for their own employees) offer personal mentoring services	Personal consultation (regional consultation and guidance points)	Rights related to training leave, instructions on using the instrument	Yes	Yes, free of charge
FR6	Employees and employers	State, employers, social partners, training providers	Websites	Rights related to training leave, instructions on using the instrument, information on quality and variety of courses	No	No
HU1	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided
HU3	Employees	State, training providers	n/a	Information on quality and variety of courses	No	Yes, free of charge
NL2	Employees and employers	Social partners	Websites, personal guidance	Rights related to training leave	Yes	Yes, free of charge
NL3	Employers	State (mobility centres within public employment services)	Personal guidance	Instructions on using the instrument	Yes	Yes, free of charge, but mostly on the employer level
PL	Employees and employers	State, social partners	Websites	Rights related to training leave, instructions on using the instrument	Yes	No

Instru- ment	Service users	Service providers	Types of services available	Content of the services	Services are specific to training leave	Personal guidance is available
ES1	Employees and employers	State, social partners, training providers	Leaflets, advertisements, websites (including database of training courses, video guidance on application), seminars, personal guidance (by phone and online)	Rights related to training leave, instructions on using the instrument, information on variety of courses	Yes	Yes, free of charge
No of cases	7/12 provide services to both employees and employers	–	–	–	8/12	7/12

NB: n/a = information not available.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Annex 2

Tosmana truth tables

Table A6 **Full truth table: independent variables (i.e. design characteristics), framework conditions and dependent variables (i.e. performance characteristics) (all selected training leave instruments are included: left – target-group-specific, right – universal instruments)**

Variables	DK1	HU1	HU3	NL3	AT	BE1	FR1	FR3	FR6	NL2	PL	ES1
Design characteristics: Eligibility												
Is employment-related eligibility restricted (i.e. it requires/restricts four or more of the following criteria: employment contract; type of contract (e.g. open-ended only); duration of work (e.g. full-time only); minimum prior work experience; minimum prior employment with the current employer; employer permission to take training leave)?	No	No	No	No	Yes	No	Yes	No	Yes	No	No	Yes
Is education- and training-related eligibility restricted (i.e. it requires/restricts three or more of the following criteria: proof of enrolment, proof of completion, certification of training programmes, accreditation of training providers and purpose of training)?	No	No	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Is the instrument target-group-specific?	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No
Design characteristics: Funding arrangements												
Does the State cover at least some of the costs of training leave?	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes
Do the social partners cover at least some of the costs?	No	No	No	No	Yes	No	Yes	Yes	Yes	No	No	No
Is the instrument considered as 'paid training leave'? If no, the instrument type is 'mixed-payment' (both paid and unpaid).	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Design characteristics: Duration of training leave												
Is the training leave of long duration (measures average of minimum and maximum duration of training leave)?	No	No	No	Yes	Yes	No	Yes	No	No	No	Yes	Yes
Design characteristics: Institutional and administrative arrangements												
Do the social partners have at least some role in the management of training leave?	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes
Does the instrument have advanced monitoring/evaluation arrangements in place (i.e. it satisfies three or more of the following conditions: collects statistics on the use of training leave, has an organisation responsible for monitoring/evaluation, sets quantified targets and prepares and publishes for public monitoring/evaluation reports)?	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes

Variables	DK1	HU1	HU3	NL3	AT	BE1	FR1	FR3	FR6	NL2	PL	ES1
Is the legal environment for this instrument favourable to employees (i.e. it has three or more of the following criteria: requirement to inform the employer; possibility to appeal against the employer's decision to refuse training leave; no possibility to dismiss employee while he/she is on leave; no possibility to provide less favourable conditions for an employee while he/she is on leave; possibility to negotiate details of leave in collective agreements; and possibility to negotiate details of leave in individual contracts)?	No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes
Is personal guidance provided?	Yes	No	Yes	No	No	No	Yes	Yes	No	Yes	No	Yes
Is the instrument regulated by collective agreements at national/(inter-)sectoral/inter-professional/company/other level? If no, the instrument is regulated by national/regional legislation.	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No
Design characteristics: Other												
Is the instrument intended only for employees in the private sector? If no, the instrument provides training leave for employees in both the private and public sectors.	No	No	No	Yes	No	Yes	Yes	No	No	No	No	Yes
Does the instrument have a long history of implementation?	No	No	No	No	No	Yes	Yes	No	No	Yes	Yes	No
Does the instrument have links with other types of education/training cost-sharing and/or regulatory instruments?	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
Framework conditions												
Is trade union density (share of employees who are members of trade unions) relatively high in the country?	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No
Is job tenure (share of employees with tenure of less than three years) relatively high in the country?	Yes	No	No	No	No	No	Yes	Yes	Yes	No	Yes	Yes
Is the labour market relatively rigid in the country (according to the World Bank's 'rigidity of labour market' indicator used in Doing Business reports)?	No	No	No	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes
Is the share of adults who have access to information on learning possibilities relatively high in the country?	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No
Is equality of income distribution relatively high in the country (i.e. GINI coefficient relatively low)?	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No	No	No
Performance characteristics: Effectiveness												
On average, was participation of eligible employees in training leave deemed by stakeholders to be greater?	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No
On average, was quality of training (measured in terms of certification of training programmes and accreditation of training providers) deemed by stakeholders to be higher?	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	Yes	Yes

Variables	DK1	HU1	HU3	NL3	AT	BE1	FR1	FR3	FR6	NL2	PL	ES1
Performance characteristics: Impact												
On average, was the impact on employees (e.g. improved acquisition of new skills, job prospects, qualifications, greater interest in training, increased earning, etc.) deemed by stakeholders to be greater?	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No	No	Yes	Yes
On average, was the impact on employers (e.g. improved productivity, increased turnover, strengthened competitiveness, etc.) deemed by stakeholders to be greater?	Yes	Yes	Yes	Yes	No	No	Yes	No	No	No	No	No
On average, was the deadweight effect (situation where public subsidies fund learning that would have taken place anyway) deemed by stakeholders to be lower?	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
Performance characteristics: Efficiency												
On average, was the instrument deemed by stakeholders to offer better value for money (measured as ratio between aggregate costs of training leave and its aggregate benefits)?	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes
On average, were administration costs (costs of managing the instrument, e.g. information and guidance, eligibility checks, contracting, payment and other management functions) deemed by stakeholders to be lower?	No	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes
Performance characteristics: Equity												
On average, was unconstrained use of training leave by employees (situation where employees are free to make use of the instrument and are not constrained in its use by any form of external pressure, e.g. from employers, supervisors or other colleagues) deemed by stakeholders to be greater?	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	No
On average, was access to training leave for disadvantaged groups of employees (i.e. low-skilled employees, employees in SMEs) deemed by stakeholders to be easier?	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	No
Performance characteristics: Sustainability												
On average, was the instrument deemed by stakeholders to be more financially and economically sustainable (situation where the instrument is able to resist the negative effects of financial crises and economic downturns)?	No	No	No	Yes	Yes	No	Yes	Yes	No	No	No	Yes
On average, was the instrument deemed by stakeholders to be more politically sustainable (situation where the instrument is able to adjust to the changing political and social environment, e.g. changes in political leadership)?	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes

Source: Authors.

Table A7 Covariations with dependent variables

Variables	DK1	HU1	HU3	NL3	AT	BE1	FR1	FR3	FR6	NL2	PL	ES1
Effectiveness												
Is employment-related eligibility restricted?	No	No	No	No	Yes	No	Yes	No	Yes	No	No	Yes
Is the instrument target-group-specific?	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No
Do the social partners play at least some role in the management of training leave?	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes
Is personal guidance provided?	Yes	No	Yes	No	No	No	Yes	Yes	No	Yes	No	Yes
On average, was participation of eligible employees in training leave deemed by stakeholders to be greater?	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No
Is education- and training-related eligibility restricted?	No	No	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes
On average, was the quality of training (measured in terms of certification of training programmes and accreditation of training providers) deemed by stakeholders to be higher?	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	Yes	Yes
Impact												
<i>No meaningful relationships between design characteristics/framework conditions and impact on employees are identified</i>												
On average, was the impact on employees (e.g. improved acquisition of new skills, job prospects, qualifications, greater interest in training, increased earning, etc.) deemed by stakeholders to be greater?	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No	No	Yes	Yes
Is the instrument target-group-specific?	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No
On average, was the impact on employers (e.g. improved productivity, increased turnover, strengthened competitiveness, etc.) deemed by stakeholders to be greater?	Yes	Yes	Yes	Yes	No	No	Yes	No	No	No	No	No
<i>No meaningful relationships between design characteristics/framework conditions and deadweight effect are identified</i>												
On average, was the deadweight effect (situation where public subsidies fund learning that would have taken place anyway) deemed by stakeholders to be lower?	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
Efficiency												
Does the instrument have advanced monitoring/evaluation arrangements in place?	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes
Is the legal environment for this instrument favourable to employees?	No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes
Is the instrument considered as 'paid training leave'? If no, the instrument type is 'mixed-payment' (both paid and unpaid).	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Is the instrument intended only for employees in the private sector? If no, the instrument provides training leave for employees in both the private and public sectors.	No	No	No	Yes	No	Yes	Yes	No	No	No	No	Yes
On average, was the instrument deemed by stakeholders to offer better value for money (measured as ratio between aggregate costs of training leave and its aggregate benefits)?	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes

Variables	DK1	HU1	HU3	NL3	AT	BE1	FR1	FR3	FR6	NL2	PL	ES1
Is the training leave of long duration?	No	No	No	Yes	Yes	No	Yes	No	No	No	Yes	Yes
Is the instrument regulated by collective agreements at national/(inter-)sectoral/inter-professional/company/other level? If no, the instrument is regulated by national/regional legislation.	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No
On average, were administration costs (costs of managing the instrument, e.g. information and guidance, eligibility checks, contracting, payment and other management functions) deemed by stakeholders to be lower?	No	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes
Equity												
Is employment-related eligibility restricted?	No	No	No	No	Yes	No	Yes	No	Yes	No	No	Yes
Is the legal environment for this instrument favourable to employees?	No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes
Is job tenure (share of employees with tenure of less than three years) relatively high in the country?	Yes	No	No	No	No	No	Yes	Yes	Yes	No	Yes	Yes
On average, was unconstrained use of training leave by employees (situation where employees are free to make use of the instrument and are not constrained in its use by any form of external pressure, e.g. from employers, supervisors or other colleagues) deemed by stakeholders to be greater?	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	No
Is education- and training-related eligibility restricted?	No	No	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Is training leave of long duration?	No	No	No	Yes	Yes	No	Yes	No	No	No	Yes	Yes
Is the instrument intended only for employees in the private sector? If no, the instrument provides training leave for employees in both the private and public sectors.	No	No	No	Yes	No	Yes	Yes	No	No	No	No	Yes
Does the instrument have a long history of implementation?	No	No	No	No	No	Yes	Yes	No	No	Yes	Yes	No
Is trade union density (share of employees who are members of trade unions) relatively high in the country?	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No
Is the share of adults who have access to information on learning possibilities relatively high in the country?	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No
On average, was access to training leave for disadvantaged groups of employees (i.e. low-skilled, employees in SMEs) deemed by stakeholders to be easier?	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	No
Sustainability												
Is employment-related eligibility restricted?	No	No	No	No	Yes	No	Yes	No	Yes	No	No	Yes
Do the social partners cover at least some of the costs?	No	No	No	No	Yes	No	Yes	Yes	Yes	No	No	No
Is training leave of long duration?	No	No	No	Yes	Yes	No	Yes	No	No	No	Yes	Yes
Is the instrument considered as 'paid training leave'? If no, the instrument type is 'mixed-payment' (both paid and unpaid).	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Is the instrument intended only for employees in the private sector? If no, the instrument provides training leave for employees in both the private and public sectors.	No	No	No	Yes	No	Yes	Yes	No	No	No	No	Yes
Is the labour market relatively rigid in the country (according to the World Bank's 'rigidity of labour market' indicator used in Doing Business reports)?	No	No	No	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes

Variables	DK1	HU1	HU3	NL3	AT	BE1	FR1	FR3	FR6	NL2	PL	ES1
On average, was the instrument deemed by stakeholders to be more financially and economically sustainable (situation where the instrument is able to resist the negative effects of financial crises and economic downturns)?	No	No	No	Yes	Yes	No	Yes	Yes	No	No	No	Yes
Is employment-related eligibility restricted?	No	No	No	No	Yes	No	Yes	No	Yes	No	No	Yes
Is the instrument target-group-specific?	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No
Does the State cover at least some of the costs of training leave?	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes
Do the social partners cover at least some of the costs?	No	No	No	No	Yes	No	Yes	Yes	Yes	No	No	No
Is job tenure (share of employees with tenure of less than three years) relatively high in the country?	Yes	No	No	No	No	No	Yes	Yes	Yes	No	Yes	Yes
Is the labour market relatively rigid in the country (according to the World Bank's 'rigidity of labour market' indicator used in Doing Business reports)?	No	No	No	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes
Is equality of income distribution relatively high in the country (i.e. GINI coefficient relatively low)?	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No	No	No
On average, was the instrument deemed by stakeholders to be more politically sustainable (situation where the instrument is able to adjust to the changing political and social environment, e.g. changes in political leadership)?	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Differences between target-group-specific and universal instruments												
Is employment-related eligibility restricted?	No	No	No	No	As more than one exception exists in all design characteristics and framework conditions, no similarities are identified for this group							
Does the State cover at least some of the costs of training leave?	Yes	Yes	Yes	Yes								
Do the social partners cover at least some of the costs?	No	No	No	No								
Does the instrument have a long history of implementation?	No	No	No	No								
Does the instrument have links with other types of education/training cost-sharing and/or regulatory instruments?	Yes	Yes	Yes	Yes								
Is trade union density (share of employees who are members of trade unions) relatively high in the country?	Yes	Yes	Yes	Yes								
On average, was participation of eligible employees in training leave deemed by stakeholders to be greater?	Yes	Yes	Yes	Yes	As more than one exception exists in this variable, it is not identified as a similarity for this group							
On average, was the impact on employers (e.g. improved productivity, increased turnover, strengthened competitiveness, etc.) deemed by stakeholders to be greater?	Yes	Yes	Yes	Yes								
On average, was access to training leave for disadvantaged groups of employees (i.e. low-skilled, employees in SMEs) deemed by stakeholders to be easier?	Yes	Yes	Yes	Yes	As more than one exception exists in this variable, it is not identified as a similarity for this group							
On average, was the instrument deemed by stakeholders to be more politically sustainable (situation where the instrument is able to adjust to the changing political and social environment, e.g. changes in political leadership)?	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes

Key: Rule (cases which conform to the regularities identified in Qualitative Comparative Analysis)
 Exceptions

Annex 3

Typologies of training leave instruments

Paid, unpaid or mixed-payment training leave instruments

Training leave instruments may be classified according to whether salary (wage) costs are covered or not into:

- (a) paid training leave instruments which entitle the employee to receive his/her salary in full or in part, or, in some cases, receives compensation in the form of grants from public or social partner funds;
- (b) unpaid training leave instruments where the salary is not paid during the training period, but where the employee has the right to return to his/her employment following a longer period of approved leave, for example a career break;
- (c) mixed-payment training leave instruments under which payment of the salary usually depends on, for example, certain eligibility criteria, willingness of employers, agreements between the social partners or availability and level of public support.

Table A8 **Training leave instruments classified according to financial arrangement**

Typology	Countries (training leave instruments)
Paid training leave instruments (25/62; 8/12 selected)	AT , BE1 , BE2, CZ, DE, ES1 , FR1 , FR3 , FR4, FR6 , EL, HU2, HU3 , LU1, LU2, LU3, MT1, NL1, NL3 , PT1, PT2, PT3, IS1, IS2, FYROM
Unpaid training leave instruments (2/62)	LT2, SE1
Mixed-payment training leave instruments (34/62; 4/12 selected)	BG, CY1, CY2, DK1 , DK2, EE, ES2, ES3, FI1, FI2, FR2, FR5, HU1 , IT, LV1, LV2, LT1, MT2, NL2 , PL , RO1, RO2, SK1, SI1, SI2, SE2, UK1, UK2, LI1, LI2, LI3, NO, HR1, HR2
n/a (1/62)	SK2

NB: Training leave instruments marked in bold are those analysed in depth in this report.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Voluntary and compulsory training leave instruments

Training leave instruments may be classified according to the type of engagement into:

- (a) voluntary training leave instruments where the decision to use the instrument is taken by the learner or employer or is made by mutual agreement;
- (b) compulsory training leave instruments where obligatory training is provided during the employee's working time. This training leave instrument is usually compulsory for certain professions (e.g. teachers, social care or health care specialists) that are regulated by national/EU law;
- (c) mixed engagement training leave instruments generally provide (under the same regulation) for voluntary use of the training leave instrument except by individuals in some professions specified in the relevant legislation.

Table A9 Training leave instruments classified according to the legal provisions

Typology	Countries (training leave instruments)
Voluntary training leave instruments (50/62; 11/12 selected)	AT , BE1 , BE2, BG, CY1, CY2, DE, DK1 , DK2, EE, ES1 , ES2, ES3, FI2, FR1 , FR2, FR3 , FR4, FR5, FR6 , EL, HU3 , IT, LV1, LT1, LT2, LU1, LU2, MT1, MT2, NL1, NL2 , NL3 , PL , PT2, RO2, SI1, SI2, SK1, SE1, UK1, UK2, IS1, IS2, LI2, LI3, NO, FYROM, HR1, HR2
Compulsory training leave instruments (4/62)	HU2, LV2, LU3, PT3
Mixed engagement training leave instruments (7/62; 1/12 selected)	CZ, FI1, HU1 , PT1, RO1, SE2, LI1
n/a (1/62)	SK2

NB: Training leave instruments marked in bold are those analysed in depth in this report.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Training leave instruments for private or public sector employees

Training leave instruments may be classified according to the type of sector covered into:

- (a) training leave instruments for private sector employees under which training leave arrangements apply only to employees who work for companies in the 'private sector'. According to Eurostat, a sector is considered to be 'private' if it is controlled by private actors, if it derives more than 50% of its revenue from market activities (i.e. private sources) and if private actors take most if not all financial and other risks associated with its activities;

- (b) training leave instruments for private sector employees under which training leave arrangements apply only to employees who work for organisations in the 'public sector'. According to Eurostat, a sector is considered to be 'public' if it is controlled by the government (government determines general policy), if it derives less than 50% of its revenue from market activities (i.e. private sources) and if the government takes most if not all financial and other risks associated with its activities;
- (c) mixed sector training leave instruments under which training leave arrangements may apply both to employees who work for private sector companies and to those who work for public sector organisations.

Table A10 **Training leave instruments classified according to the type of sector covered**

Typology	Countries (training leave instruments)
Training leave instruments for private sector employees (12/62; 4/12 selected)	BE1 , BE2, CY2, ES1 , ES2, FR1 , LU1, LU3, MT1, NL3 , SI2, LI3
Training leave instruments for public sector employees (14/62)	CY1, ES3, FR4, HU2, LT2, LU2, PT2, PT3, RO2, IS1, IS2, LI1, LI2, FYROM
Mixed sector training leave instruments (35/62; 8/12 selected)	AT , BG, CZ, DE, DK1 , DK2, EE, FI1, FI2, FR2, FR3 , FR5, FR6 , EL, HU1 , HU3 , IT, LV1, LV2, LT1, MT2, NL1, NL2 , PL , PT1, RO1, SK1, SI1, SE1, SE2, UK1, UK2, NO, HR1, HR2
N/a (1/62)	SK2

NB: Training leave instruments marked in bold are those analysed in depth in this report.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Universal or targeted training leave instruments in terms of target group coverage

Training leave instruments may be classified according to the type of group of employees covered into:

- (a) universal training leave instruments in terms of target group address all employees (this category also includes instruments which provide preferential treatment to specific groups);
- (b) targeted training leave instruments in terms of target group coverage are instruments which target specific groups of employees.

Table A11 Training leave instruments classified according to the type of group of employees covered

Typology	Countries (training leave instruments)
Universal training leave instruments in terms of target group coverage (45/62; 8/12 selected)	AT , BE1 , BE2, BG, CY1, CZ, DE, DK2, EE, ES1 , ES2, ES3, FI1, FI2, FR1 , FR2, FR3 , FR4, FR5, FR6 , EL, IT, LT1, LT2, LU1, LU2, LU3, LV1, MT2, NL1, NL2 , PL , PT1, PT2, RO1, RO2, SE1, SE2, SI1, SI2, SK1, NO, FYROM, HR1, HR2
Targeted training leave instruments in terms of target group coverage (14/62; 4/12 selected)	CY2, DK1 , HU1 , HU2, HU3 , LV2, MT1, NL3 , PT3, UK1, UK2, IS1, IS2, LI1
n/a (3/62)	SK2, LI2, LI3

NB: Training leave instruments marked in bold are those analysed in depth in this report.
Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Training leave instruments universal to all levels of education and training or targeted to certain levels of education and training

Training leave instruments may be classified according to the type of education and training covered into:

- (a) training leave instruments universal to all levels of education and training that do not discriminate against employees and cover all types of education and training;
- (b) training leave instruments targeted to specific levels of education and training that cover only some types of education and training.

Table A12 Training leave instruments classified according to the type of education and training covered

Typology	Countries (training leave instruments)
Training leave instruments universal to all levels of education and training (23/62; 5/12 selected)	AT , ES2, FI2, FR1 , FR4, FR6 , HU1 , LT1, LT2, LU1, LU2, NL3 , PT1, RO1, SI1, SI2, SK1, SK2, UK1, UK2, NO, FYROM, HR1
Training leave instruments targeted to specific levels of education and training (30/62; 7/12 selected)	BE1 , BE2, BG, CY1, CY2, CZ, DE, DK1 , DK2, EE, ES1 , ES3, FI1, FR2, FR3 , FR5, EL, HU2, HU3 , IT, LU3, LV1, LV2, NL2 , PL , PT2, PT3, RO2, SE1, SE2
n/a (9/62)	MT1, MT2, NL1, IS1, IS2, LI1, LI2, LI3, HR2

NB: Training leave instruments marked in bold are those analysed in depth in this report.
Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Collective or public/private investment training leave instruments

Training leave instruments may be classified according to the type of investment into:

- (a) collective investment training leave instruments where employees and employers share the costs;
- (b) public/private investment training leave instruments where government and employers and/or individuals share the costs.

Table A13 **Training leave instruments classified according to the actors involved in investment**

Typology	Countries (training leave instruments)
Collective investment training leave instruments (32/62; 5/12 selected)	BE2, BG, CY1, CY2, CZ, EE, ES2, ES3, FR1 , FR2, FR3 , FR4, FR5, FR6 , LT1, LT2, LV1, LV2, NL2 , PL , PT2, RO2, SE2, SK1, SK2, UK1, IS2, LI1, LI3, FYROM, NO, HR2
Public/private investment training leave instruments (28/62; 7/12 selected)	AT , BE1 , DE, DK1 , DK2, ES1 , FI1, FI2, EL, HU1 , HU2, HU3 , IT, LU1, LU2, LU3, MT1, MT2, NL1, NL3 , PT1, PT3, RO1, SE1, SI1, SI2, UK2, HR1
n/a (2/62)	IS1, LI2

NB: Training leave instruments marked in bold are those analysed in depth in this report.

Source: Surveys of experts and stakeholders on training leave instruments in Europe (2010-11).

Annex 4

Legal acts regulating the training leave

Instrument	Legal acts and other regulating documents
AT	Section 11 of the Arbeitsvertragsrechts-Anpassungsgesetzes (AVRAG) and Section 26 of the Arbeitslosenversicherungsgesetz (AIVG)
BE1	Herstellwet van 22 januari 1985 houdende sociale bepalingen, Chapter 6
BE2	Besluit van de Vlaamse regering van 1 maart 2002
DK1	Section 5 of Law No 639 of 14 June 2010 (Law on allowances)
DK2	LBK nr 554 af 08/06/2009
FR1	Inter-Professional Agreement of 9 July 1970, subsequently confirmed by Law No 71-577 of 16 July 1971. Chapter IX of the Labour Code
FR2	National Inter-Professional Agreement of 3 July 1991 (Article 31-1); Law No 91-1405 of 31 December 1991 (Chapter 2, Section III)
FR3	Social Modernisation Act No 202-73 of 17 January 2002 (Articles 133 and 134); Decree No 2002-795 of 3 May 2002; Law No 2007-148 of 2 February 2007 on the modernisation of the civil service; Law No 2007-209 of 17 February 2007 on the regional civil service
FR4	Basic Act No 84-16 of 11 January 1984 (Article 34) and Act No 84-53 of 26 January 1984 (Article 57-6; subsequently Act No 89-474 of 10 July 1989, Article 12 and Act No 94-43 of 18 January 1994, Article 47 V)
FR5	Basic Act No 85-1409 of 30 December 1985 (private sector) and Decree No 84-474 of 15 June 1984 and Decree No 85-552 of 22 May 1985 (for the public sector); Labour Code L. 3142-7 to L. 3142-13 and R. 3142-1 to -5)
FR6	National Inter-Professional Agreement (ANI) of 20 September 2003 between the social partners, confirmed by Law No 2004-391 of 4 May 2004 on lifelong vocational training and social dialogue.
HU1	Sections 110-115 of the Labour Code, XXII/1992
HU2	Various orders of the Government, e.g. 277/1997 Korm. r. on further teacher training
HU3	Section 14(1)(g) of the Employment Act, VI/1991
NL1	Wet op de loonbelasting 1964, art. 19g (Tax on wages act 1964, art. 19g)
NL2	A wide range of collective agreements in different sectors
NL3	Besluit deeltijd WW tot behoud van vakkrachten, Stcrt. 2009, 64
PL	Sections 102-103 of the Labour Code
ES1	Royal Decree 395/2007 and Order TAS/2307/2007 published as: Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo; and Orden TAS/2307/2007, de 27 de julio, por la que se desarrolla parcialmente el Real Decreto 395/2007, de 23 de marzo
ES2	Law 8/1980 of the Workers' Statute (Article 22) and Royal Legislative Decree 1/1994 (Article 23)
ES3	Decree 315/1964, Resolution of 19 September 1994 (civil servants), Workers' Statute (other employees); several regional laws
BG	Labour Law, Article 169
CY1	Memorandum for Scholarships and Educational Leave for the Public Sector
CY2	None
CZ	Labour Code (262/2006)
EE	Täiskasvanute koostituse seadus/Adult Education Act, Paragraph 8; Töölepinguseadus/Employment Contracts Act, Paragraph 67 – Study leave.
FI1	Study Leave Act (273/79)
FI2	Act on Job Alternation Leave (1305/2002)

Instrument	Legal acts and other regulating documents
DE	Arbeitnehmerweiterbildungsgesetz Nordrhein-Westfalen (AWbG) – Law on continuing training of employees
EL	Act 2224/94, Article 10
IT	Workers' Statute (Law 300/1970); Law 53/2000 (Article 5 (Training leaves), Article 6 (CVT leave); several regional laws
LV1	Labour Law, Article 157
LV2	Education Law, Article 49
LT1	Labour Code, Articles 178, 181 and 210
LT2	Law on Public Service, Articles 35 and 38
LU1	Loi du 24 octobre 2007 portant création d'un congé individuel de formation; mémorial A n° 241 du 28 décembre 2007
LU2	Règlement grand-ducal du 19 décembre 2008 modifiant le règlement grand-ducal modifié du 22 août 1985 fixant le régime des congés des fonctionnaires et employés de l'État; mémorial A n° 214 du 28 décembre 2008
LU3	Code du travail Article L.415.-10
MT1	Employment and Training Services Act 1990, Cap. 343 (Part III, Sec. 5-17)
MT2	The Employment and Industrial Relations Act 2002: The Industrial Tribunal (Part III, Sec. 73-83)
PT1	Labour Code, Articles 89-96, 131, 155 and 156 (Lei nº 7/2009 de 12 de Fevereiro)
PT2	Decree Law No 50/98, updated by Decree Law No 174/2001
PT3	Ordinance (Portaria) of the Ministry of Education No 350/2008 (school teachers); Decree Law No 448/79, last updated by Decree Law No 252/97 (university teachers)
RO1	Romanian Code of Labour, Articles 20(2), 39(1), 149(1) and (2), 150(1) and (2), 151(1) and (2), 152(1), (2) and (3), 195(1) and (2), 196(1) and (2).
RO2	Romanian Government's Ordinance No 92/2004 with respect to the right to salary and other rights of civil servants, Article 29(1) and (2)
SK1	Labour Code, Articles 140 and 153-15
SK2	Civil Service Act, Articles 76-80
SI1	Employment Relationship Act, 2002, 2007 (in Slovene: Zakon o delovnih razmerjih (ZDR))
SI2	Act on partial refunding of wage compensation for temporarily laid-off workers (Zakon o delnem povračilu nadomestila plače)
SE1	Studiestödslagen (Study Grants Act) (1999:1395)
SE2	None
UK1	Apprenticeship, Skills, Children and Learning Act 2009 – Section 40
UK2	None
IS1	None
IS2	None
LI1	Teachers' Service Conditions Law, Articles 16-21
LI2	Staatspersonalgesetz/Civil Servants Law, Article 43; Civil Service Ordinance Article 25c, 26, and, in particular, Articles 56-108
LI3	None
NO	Working Environment Act (LOV-2005-06-17-62), Section 12-11.
HR1	Adult Education Act (17/2007), Article 19
HR2	None
FYROM	None

Source: Authors.

Annex 5

Questionnaires

Questionnaire of the mapping survey

Study 'The use of training leave to promote vocational education and training in Europe' commissioned by Cedefop, contract No AO/RPA/PLI-PSZO/Training leave/003/2010 – Lot 1

Public Policy and Management Institute has been commissioned by Cedefop to carry out the study 'The use of training leave to promote vocational education and training in Europe'. Training leave is regulatory instrument setting the conditions under which employees can be granted temporary leave from work for education and/or training purposes. The purpose of this study is to gain a clear understanding of the role of training leave in financing and promoting vocational education and training in Europe (27 EU Member States, three EFTA/EEA and three EU candidate countries). The study will analyse characteristics of training leave instruments, evaluate their performance and provide conclusions and recommendations both for policy and practice.

The questionnaire requests you to indicate and briefly describe the training leave instrument(s) existing in your country. Please fill in and return it to Donatas@vpvi.lt (or by fax +370 5 2625410). Should you have any questions, please do not hesitate to write to the above e-mail address or contact Mr Donatas Pocius, tel. +370 5 2497538.

Please provide the requested information for training leave instrument on the basis of the legal regulation currently existing in your country.

1. What types of training leave instruments exist in your country? Please list all training leave instruments existing in your country:

Please identify the instrument by the official title and/or the legal act where it is regulated and/or other most appropriate means of identification		Type of training leave instrument					
		Paid*	Unpaid*	Voluntary	Compulsory	For private sector** employees	For public sector** employees
Instrument 1	Official title: Legal act/ identification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instrument 2	Official title: Legal act/ identification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instrument 3	Official title: Legal act/ identification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instrument 4	Official title: Legal act/ identification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instrument 5	Official title: Legal act/ identification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* The training leave is considered to be paid when it entitles worker to maintain her/his salary in its entirety or in part, or in some cases compensating it in the form of grants from public or social partner funds. On the contrary, under the unpaid training leave instrument the salary is not paid during the training period, but an employee has the right to return to his/her employment when longer periods of absence are granted, e.g. career breaks.

** According to Eurostat, a sector is considered public if it is controlled by the government (government determines general policy), if it derives less than 50% of its revenue from market activities (i.e. private sources) and if the government takes most if not all financial and other risks associated with its activities. On the contrary, a sector is considered private if it is controlled by private actors, if it derives more than 50% of

its revenue from market activities (i.e. private sources) and if private actors take most if not all financial and other risks associated with its activities.

For each training leave instrument existing in your country, please answer the four questions listed below.

Training leave instrument 1:	Official title: Legal act and/or other identification:
-------------------------------------	---

2. In what way is the employee's right under this training leave instrument regulated? Please mark all relevant means of regulation and provide your comments if necessary.

The means of regulation		Tick the appropriate	Please provide your comments if needed
a.	National law (statutes, acts, decrees, etc.)	<input type="checkbox"/>	Please specify the name of legal act and its relevant article:
b.	Regional/local law (official regulations of regional/local authority)	<input type="checkbox"/>	Please specify the name of legal act and its relevant article:
c.	National level	<input type="checkbox"/>	
	Sectoral/inter-sectoral level	<input type="checkbox"/>	
	Inter-professional level	<input type="checkbox"/>	
	Company level	<input type="checkbox"/>	
	Other (please specify here):	<input type="checkbox"/>	
d.	Other (please specify in the right column)	<input type="checkbox"/>	

3. Is the training leave instrument specifically targeted for any group(s)?

<input type="checkbox"/>	No, training leave instrument is universally applied
<input type="checkbox"/>	Yes, training leave instrument is targeted at the following group(s) (please tick all that apply):
<input type="checkbox"/>	Low-skilled workers (incl. service workers and shop and market sales workers, skilled agricultural and fishery workers, craft and related trades workers, plant and machine operators and assemblers, and workers in elementary occupations)
<input type="checkbox"/>	Low-paid workers (with monthly salary less than 60% of median salary in a country)
<input type="checkbox"/>	Ageing workers (aged 55 and above)
<input type="checkbox"/>	Workers in small and medium-sized enterprises (with up to 250 employees)
<input type="checkbox"/>	The disabled workers (workers experiencing restrictions in performing daily tasks, including working, in terms of nature, duration and quality of these tasks)
<input type="checkbox"/>	Migrants (persons whose period of residence in a country of destination or a period of departure from the country of origin lasts more than 12 months)
<input type="checkbox"/>	Employees in a specific economic sector or profession (please specify here):
<input type="checkbox"/>	Other (please specify here):

4. What actors financially contribute to the functioning of training leave instrument? Please tick all appropriate answers.

Actor	Tick if this actor contributes financially to employee's:				Please provide your comment if needed
	fees and payments for courses	travel and subsistence payments	foregone income (salary)	other costs (please specify here):	
National/federal government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Regional/local government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Employer federations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Trade unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other actor (please specify here):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. Is the training leave instrument being monitored and/or evaluated by any stakeholder (public authorities, social partners, etc.)? Please choose the appropriate answer.

<input type="checkbox"/>	Yes, monitoring and/or evaluation is carried out. If yes, please specify:	
	(a) What stakeholder is conducting and/or commissioning this monitoring and/or evaluation?	
	(b) What main aspects are being monitored and/or evaluated?	
	(c) How to access the existing monitoring and/or evaluation reports? Please provide an Internet link, a reference to a contact person or any other help in accessing relevant reports.	
<input type="checkbox"/>	No, monitoring and/or evaluation is not carried out.	
<input type="checkbox"/>	Other (please specify here):	

Training leave instrument n:	Official title: Legal act and/or other identification:
-------------------------------------	---

<Same questions as for training leave instrument 1 apply>

Thank you for your kind help and cooperation!

Questionnaire of the general survey

Study 'The use of training leave to promote vocational education and training in Europe' commissioned by Cedefop, contract No 2010-0082/AO/RPA/PLI-PSZO/Training leave-Payback clauses/003/2010 – Lot 1

Survey of national experts (1B)

Public Policy and Management Institute has been commissioned by Cedefop to carry out the study 'The use of training leave to promote vocational education and training in Europe'. Training leave is regulatory instrument setting the conditions under which employees can be granted temporary leave from work for education and/or training purposes. The purpose of this study is to gain a clear understanding of the role of training leave in financing and promoting vocational education and training in Europe (27 EU Member States, three EFTA/EEA and three EU candidate countries). The study will analyse characteristics of training leave instruments, evaluate their performance and provide conclusions and recommendations both for policy and practice.

The questionnaire requests you to provide the additional basic characteristics of the training leave instrument(s) existing in your country. Please fill in and return it to Donatas@vpvi.lt (or by fax +370 5 2625410). Should you have any questions, please do not hesitate to write to the above e-mail address or contact Mr Donatas Pocius, tel. +370 5 2497538.

When filling in the questionnaire, please use the key terms as they are defined in the table at the end of this questionnaire. We kindly advise you to read the provided definitions carefully before you start filling in the questionnaire. This will help to maintain the overall consistency of answers across countries.

Please provide the requested information for training leave instrument(s) on the basis of the legal regulation/collective agreement (as applicable) currently existing in your country. This is applicable to all questions in this questionnaire.

Training leave instrument 1:	Official title:	
	Legal act/collective agreement and/or other identification:	
	Body responsible for regulation:	

1. When the training leave instrument was first officially introduced? Please specify the official date(s):

Start year:	End year (if applicable):
-------------	---------------------------

2. What is the official objective of the training leave instrument stated in legal acts (or their official commentary(-ies)) or collective agreements? Please quote in the right column.

Official objective:	
---------------------	--

3. What eligibility criteria are applied for the training leave? Please tick the appropriate criteria. Please use the definitions provided at the end of this questionnaire.

Criterion/further details	Tick the appropriate	Add your remarks
a. Type of education and training		
Secondary general education (ISCED 2-3)	<input type="checkbox"/>	
Secondary vocational education and training (ISCED 2-3)	<input type="checkbox"/>	
Post-secondary non-tertiary general education (ISCED 4)	<input type="checkbox"/>	
Post-secondary non-tertiary vocational education and training (ISCED 4)	<input type="checkbox"/>	
Higher (tertiary) education (ISCED 5B)	<input type="checkbox"/>	

Criterion/further details	Tick the appropriate	Add your remarks
Higher (tertiary) education (ISCED 5A and 6)	<input type="checkbox"/>	
Certified continuing general education not related to ISCED classification	<input type="checkbox"/>	
Non-certified continuing general education	<input type="checkbox"/>	
Certified continuing vocational education and training not related to ISCED classification	<input type="checkbox"/>	
Non-certified continuing vocational education and training	<input type="checkbox"/>	
Other (please specify here):	<input type="checkbox"/>	
b. Type of learning content		
Firm – or sector – specific	<input type="checkbox"/>	
Generic/transferable	<input type="checkbox"/>	
c. Work relationship		
Minimum prior work experience of employee is required (please specify the number of years here):	<input type="checkbox"/>	
Minimum prior work experience of employee is not required	<input type="checkbox"/>	
Minimum prior employment with the current employer is required	<input type="checkbox"/>	
Please specify the period in years here:		
Please specify whether the employment with the current employer has to be continuous: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Minimum (continuous) prior employment with the current employer is not required	<input type="checkbox"/>	
Employment contract is required. Please specify details:	<input type="checkbox"/>	
<input type="checkbox"/> Open-ended <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
<input type="checkbox"/> Fixed-term <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
<input type="checkbox"/> Trial period <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
Employment contract is not required	<input type="checkbox"/>	
Permission of employer is required	<input type="checkbox"/>	
Permission of employer is not required	<input type="checkbox"/>	

4. What is the duration of training leave? Please specify.

	Number of working days	Add your remarks (e.g. is it possible to accumulate training leave and how; is the frequency of taking-up training leave regulated?)
a. Minimum duration		
b. Maximum duration (if applicable)		

5. What types of training leave costs incl. training costs the following actors shall cover as set by legal regulation? Please choose the appropriate answer.

Stakeholder		Employee	Employer	State, if applicable	Social partners (employer organisations or trade unions), if applicable, please specify here:	Other, if applicable, please specify here:	Add your remarks
Type of cost							
a. All training leave costs incl. training costs	Amount (EUR)						
	Share (%)						
	Source/mechanism of funding						
b. Fees and payments for training courses, if applicable	Amount (EUR)						
	Share (%)						
	Source/mechanism of funding						
c. Travel and subsistence payments, if applicable	Amount (EUR)						
	Share (%)						
	Source/mechanism of funding						
d. Foregone income/salary, if applicable	Amount (EUR)						
	Share (%)						
	Source/mechanism of funding						
e. Other, if applicable, please specify:	Amount (EUR)						
	Share (%)						
	Source/mechanism of funding						

* Note: Possible sources/mechanisms of funding may include:

- State budget (central, regional or municipal);
- State social/employment insurance fund;
- State education and training insurance fund;
- State training fund;
- State loan fund;
- State grant fund;
- company's own financial resources;
- private (sectoral) training funds established/managed by the social partners;
- individual learning accounts;
- other arrangements.

6. Please provide the following statistics of the training leave instrument in the table below. If you do not have the actual figure, please provide your best possible estimation. If the latest data are available for earlier year(s), please provide them and indicate year(s) in the remarks section.

Indicator	Type of data	2008	2009	Add your remarks
a. Total aggregate number of employees that took training leave.	Actual			
	Estimated			
b. Share of employees that took training leave (% of total employment)	Actual			
	Estimated			
c. Aggregate cost for the State of managing the training leave instrument, including financial support to individuals (e.g. to cover course fee) and companies (e.g. to cover wage costs), information and guidance, eligibility checks, contracting, dealing with special cases and all other related management functions.	Actual			
	Estimated			

Indicator	Type of data	2008	2009	Add your remarks
d. Aggregate cost for the social partners of managing the training leave instrument, including financial support to individuals (e.g. to cover course fee) and companies (e.g. to cover wage costs), information and guidance, eligibility checks, contracting, dealing with special cases and all other related management functions.	Actual			
	Estimated			
Remark: If there are many collective agreements, please indicate the aggregate cost for up to 3 typical collective agreements and mention that you have done so in the remarks section.				

Thank you for your kind help and cooperation!

Key terms and definitions (in an alphabetical order)

Key terms	Definitions
Certified education and training	Education and training which leads, upon successful completion, to formal qualification (certificate, diploma or title).
Continuing education and training	Education or training after initial education and training or after entry into working life, aimed at helping individuals to improve or update their knowledge and/or skills, to acquire new skills for a career move or retraining, and/or to continue their personal or professional development. Continuing education and training is part of lifelong learning and may encompass any kind of education (general, specialised or vocational, formal or non-formal, etc.). It is crucial for the employability of individuals.
Firm-specific learning	Acquisition of knowledge and skills that are of value only in a specific organisation. Examples of such learning include learning to use software or hardware that is used only in a particular organisation.
Foregone income	Wage payments/salaries or other income foregone as a result of participation in education and training activities.
Formal qualification	The formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade.
General education	Education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with a labour-market relevant qualification at this level. These programmes are typically school-based, programmes with a general orientation and not focusing on a particular specialisation should be classified in this category.
Generic/transferable learning	Acquisition of knowledge and skills that are easily transferable between sectors and occupations. Examples of such learning include development of inter-personal skills, managerial knowledge, learning-to-learn, etc.
Higher (tertiary) education	Non-compulsory educational level that follows the completion of upper secondary education. Tertiary education is normally split into three dimensions: ISCED 5B: Tertiary education representing more vocationally oriented study; level 5B programmes include undergraduate diplomas and certificates; ISCED 5A: Tertiary education representing more academically or theoretically based study; level 5A programmes include bachelor's degrees, honours degrees, masters degrees, and postgraduate diplomas or certificates; ISCED 6: Second stage of tertiary education leading to an advanced research qualification.

Key terms	Definitions
International Standard Classification of Education (ISCED)	<p>Level of education is based on International Standard Classification of Education (ISCED, for more information see http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm). ISCED codes correspond to the following levels of education:</p> <ul style="list-style-type: none"> • ISCED 2: Lower secondary education and second stage of basic education; • ISCED 3: (Upper) secondary education; • ISCED 4: Post-secondary non-tertiary education; • ISCED 5B: Tertiary education representing more vocationally oriented study; level 5B programmes include undergraduate diplomas and certificates; • ISCED 5A: Tertiary education representing more academically or theoretically based study; level 5A programmes include bachelor's degrees, honours degrees, master's degrees, and postgraduate diplomas or certificates; • ISCED 6: Second stage of tertiary education (leading to an advanced research qualification). <p>Definition of your national educational structure by ISCED levels is available at: http://eacea.ec.europa.eu/education/eurydice/documents/tools/108EN.pdf.</p>
Non-certified education and training	Education and training which does not lead to formal qualification (certificate, diploma or title).
Sector-specific learning	Acquisition of knowledge and skills that are valuable only in a particular sector and do not yield any monetary or productivity gains outside of it.
Subsistence payments	Payments for expenses incurred while travelling which consist of accommodation costs, meal costs and incidental expenses. Subsistence costs must be ordinary and necessary to accomplish the official business purpose of the trip.
Training leave	<p>Regulatory instrument (also known as educational leave) setting the conditions under which employees can be granted temporary leave from work for learning purposes and securing equitable access to learning. The study focuses on two types of training leave: paid training leave which entitles employee to maintain her/his salary in its entirety or in part, or in some cases compensates it in the form of grants from public or social partner funds;</p> <p>unpaid training leave in which the salary is not paid during the training period, but an employee has the right to return to his/her employment when longer periods of absence are granted, for example career breaks.</p>
Vocational education and training	Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

Questionnaire of the factual survey

Study 'The use of training leave to promote vocational education and training in Europe' commissioned by Cedefop, contract No 2010-0082/AO/RPA/PLI-PSZO/Training leave-Payback clauses/003/2010 – Lot 1

Survey of national experts (2A)

Public Policy and Management Institute has been commissioned by Cedefop to carry out the study 'The use of training leave to promote vocational education and training in Europe'. Training leave is regulatory instrument setting the conditions under which employees can be granted temporary leave from work for education and/or training purposes. The purpose of this study is to gain a clear understanding of the role of training leave in financing and promoting vocational education and training in Europe (27 EU Member States, three EFTA/EEA and three EU candidate countries). The study will analyse characteristics of training leave instruments, evaluate their performance and provide conclusions and recommendations both for policy and practice.

The questionnaire requests you to provide the detailed characteristics of the selected training leave instrument(s) existing in your country. Please fill in and return it to Donatas@vpvi.lt (or by fax +370 5 2625410). Should you have any questions, please do not hesitate to write to the above e-mail address or contact Mr Donatas Pocius, tel. +370 5 2497538. When filling in the questionnaire, please use the key terms as they are defined in the table at the end of this questionnaire. We kindly advise you to read the provided definitions carefully before you start filling in the questionnaire. This will help to maintain the overall consistency of answers across countries.

Please provide the requested information for training leave instrument on the basis of the legal regulation/collective agreements (as applicable) currently existing in your country. This is applicable to all questions in this questionnaire.

Training leave instrument:	Official title:	
	Legal act/collective agreement and/or other identification:	
	Body responsible for regulation:	

1. When the training leave instrument was first officially introduced? Please specify the official date(s).

Start year:	End year (if applicable):
-------------	---------------------------

2. What is the official objective of the training leave instrument stated in the legal act(s) (or their official commentary(-ies)) or collective agreements? Please quote in the right column.

Official objective:

3. What was the rationale for introducing the training leave instrument? Please identify major factors, e.g. economic, social and/or labour market factors, international agreements.

Rationale for introducing the training leave instrument:
--

Eligibility

4. What eligibility criteria are applied for the training leave? Please tick the appropriate criteria and provide details where applicable. Please use the definitions provided at the end of this questionnaire.

Type of criteria/Specific eligibility criteria	Tick if applied	Further details	Add your remarks
Personal-related criteria			
a. Age (for specifically targeted instruments)	<input type="checkbox"/>	Please indicate minimum age: Please indicate maximum age:	
b. Citizenship (nationality)	<input type="checkbox"/>		
c. Residence (for foreign nationals)	<input type="checkbox"/>	Please specify the minimum duration in years of required residence:	
e. Type of companies	<input type="checkbox"/>	<input type="checkbox"/> All companies <input type="checkbox"/> Companies of particular status (public or private), please specify here: <input type="checkbox"/> Companies of particular economic sector(s), please specify here: <input type="checkbox"/> Companies of particular size, i.e. number of employees, please specify here: <input type="checkbox"/> Other companies, please specify the criterion here:	
f. Employment contract required	<input type="checkbox"/>	<input type="checkbox"/> Open-ended <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Fixed- term <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Trial period <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	
g. Minimum prior work experience of employee required	<input type="checkbox"/>	Please specify the period in years here:	
h. Minimum prior employment with the current employer	<input type="checkbox"/>	Please specify the period in years here: Please specify whether the employment with the current employer has to be continuous: <input type="checkbox"/> Yes <input type="checkbox"/> No	
i. Permission of employer to go on training leave	<input type="checkbox"/>	<input type="checkbox"/> Employer permission is required. Please specify under what circumstances employer can refuse the training leave: <input type="checkbox"/> Employer permission is not required	
Training-related criteria			
j. Proof of attendance required	<input type="checkbox"/>	<input type="checkbox"/> Statement of enrolment <input type="checkbox"/> Statement of completion of courses <input type="checkbox"/> Other (please specify here):	
k. Type of education and training	<input type="checkbox"/>	<input type="checkbox"/> Secondary general education (ISCED 2-3) <input type="checkbox"/> Secondary vocational education and training (ISCED 2-3) <input type="checkbox"/> Post-secondary non-tertiary general education (ISCED 4) <input type="checkbox"/> Post-secondary non-tertiary vocational education and training (ISCED 4) <input type="checkbox"/> Higher (tertiary) education (ISCED 5B) <input type="checkbox"/> Higher (tertiary) education (ISCED 5A and 6) <input type="checkbox"/> Certified continuing general education not related to ISCED classification <input type="checkbox"/> Non-certified continuing general education <input type="checkbox"/> Certified continuing vocational education and training not related to ISCED classification <input type="checkbox"/> Non-certified continuing vocational education and training <input type="checkbox"/> Other (please specify here):	
l. Type of learning content	<input type="checkbox"/>	<input type="checkbox"/> Firm- or sector-specific <input type="checkbox"/> Generic/transferable	

Type of criteria/Specific eligibility criteria	Tick if applied	Further details	Add your remarks
Personal-related criteria			
m. Purpose of training	<input type="checkbox"/>	<input type="checkbox"/> To acquire first qualification (second chance education) <input type="checkbox"/> To upgrade skills and competences (to acquire higher qualifications) <input type="checkbox"/> To re-skill (to acquire new qualifications) <input type="checkbox"/> To update skills and competences (of the same qualifications) <input type="checkbox"/> To prepare for or sit examinations/to validate prior learning <input type="checkbox"/> Other (please specify here):	
n. Timing of the training	<input type="checkbox"/>	<input type="checkbox"/> During working hours <input type="checkbox"/> Outside working hours	
o. Education and training provider	<input type="checkbox"/>	<input type="checkbox"/> Licenced provider <input type="checkbox"/> Any training/education establishment	
Other criteria			
p. Other criterion (please specify here):	<input type="checkbox"/>		

5. Do any of the specific target groups receive preferential treatment (i.e. additional benefits) in comparison with the remaining target groups of the instrument? If yes, please specify type of preferential treatment?

Please specify target group(s) receiving preferential treatment, if applicable	Please specify nature of preferential treatment, if applicable
<input type="checkbox"/> No, instrument does not provide any preferential treatment	
<input type="checkbox"/> Yes, instrument provides preferential treatment to the following group(s) (please tick all that apply and indicate type of preferential treatment of those who belong to the selected group(s)):	
Employees	
<input type="checkbox"/> Low-qualified (ISCED 0-2) employees	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):
<input type="checkbox"/> Low-paid employees	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):
<input type="checkbox"/> Ageing employees	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):
<input type="checkbox"/> Employees in small and medium-sized enterprises	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):
<input type="checkbox"/> Disabled employees	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):
<input type="checkbox"/> Migrant employees	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):
<input type="checkbox"/> Employees in a specific economic sector or profession (please specify here):	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):
<input type="checkbox"/> Other employees (please specify here):	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):

Please specify target group(s) receiving preferential treatment, if applicable	Please specify nature of preferential treatment, if applicable
Companies	
Companies of particular status (public/private) (please specify here):	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):
Companies in a specific economic sector (please specify here):	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):
Companies of particular size, i.e. number of employees (please specify here):	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):
Other companies (please specify here):	<input type="checkbox"/> Greater financing <input type="checkbox"/> Longer duration of training leave <input type="checkbox"/> Other (please specify here):

Financing arrangements

6. What types of training leave costs incl. training costs the following actors shall cover as set by legal regulation? Please choose the appropriate answer.

Stakeholder		Employee	Employer	State, if applicable	Social partners (employer organisations or trade unions), if applicable, please specify here:	Other, if applicable, please specify here:	Add your remarks
Type of cost							
a. All training leave costs incl. training costs	Amount (EUR)						
	Share (%)						
	Source/mechanism of funding						
b. Fees and payments for training courses, if applicable	Amount (EUR)						
	Share (%)						
	Source/mechanism of funding						
c. Travel and subsistence payments, if applicable	Amount (EUR)						
	Share (%)						
	Source/mechanism of funding						
d. Foregone income/salary, if applicable	Amount (EUR)						
	Share (%)						
	Source/mechanism of funding						
e. Other, if applicable, please specify:	Amount (EUR)						
	Share (%)						
	Source/mechanism of funding						

* Note: Possible sources/mechanisms of funding may include:

- State budget (central, regional or municipal);
- State social/employment insurance fund;
- State education and training insurance fund;
- State training fund;
- State loan fund;
- State grant fund;
- company's own financial resources;
- private (sectoral) training funds established/managed by the social partners;
- individual learning accounts;

- other arrangements.

7. Are there any direct and specific links between the training leave instrument and other types of education/training cost-sharing and/or regulatory instruments (e.g. government finances part of the training leave costs through grant or loan scheme)? Please use the definitions provided at the end of this questionnaire.

Cost-sharing/regulatory instrument	Tick if there is a link	Please describe the link
Payback clause	<input type="checkbox"/>	
Grant	<input type="checkbox"/>	
Training fund	<input type="checkbox"/>	
Loan	<input type="checkbox"/>	
Time saving account	<input type="checkbox"/>	
Tax incentive	<input type="checkbox"/>	
Other (please specify here):	<input type="checkbox"/>	

Duration of training leave

8. What is the duration of training leave? Please specify.

	Number of working days	Add your remarks
a. Minimum duration		
b. Maximum duration (if applicable)		

9. Is frequency of training leave regulated? Please specify.

☐ No, frequency of training leave is not regulated

☐ Yes, frequency of training leave is regulated
Please specify how frequency of training leave is regulated (e.g. is there any waiting period for new training leave?):

10. Can the time for the training leave be accumulated (e.g. overtime hours are added to the duration of training leave, unused time of training leave is transferred to another year, etc.) and how? Please specify.

☐ No

☐ Yes
Please describe the mechanism of accumulation:
Can the accumulated training leave be transferred to the next employer? ☐ Yes ☐ No

11. Can the training leave be discontinued? Please specify.

☐ No

☐ Yes

Please specify what reason(s) are regulated	Please shortly describe the regulated reason(s)
<input type="checkbox"/> Reasons are not regulated	
<input type="checkbox"/> Personal reasons	
<input type="checkbox"/> Reasons related to employer	
<input type="checkbox"/> Reasons related to training provider	
<input type="checkbox"/> Other reason(s) (please specify here):	

Institutional and administrative arrangements

12. What is the involvement of different actors in the management of training leave instrument? Please describe.

Involvement in... \ Actor	Employer	State, if applicable	Social partners (employer organisations or trade unions), if applicable, please specify here:	Other, if applicable, please specify here:
Eligibility checks				
Application procedure(s)				
Management of financial support				
Dealing with special cases				
Other related management functions (please specify here):				
No involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Are any of the following requirements included in the legal acts regulating the training leave? Please select all relevant answers and specify them as appropriate.

Requirement		Add your remarks
a. The employee must inform the employer about intention to take the training leave in advance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
b. If the employer declines the employee's request, the employee can appeal against the decision	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please specify institution to which employee can appeal:
c. The employer cannot dismiss the employee while the employee is on a training leave	<input type="checkbox"/> Yes <input type="checkbox"/> No	
d. The employer cannot provide worse job conditions or a job position to the employee after the training leave has ended	<input type="checkbox"/> Yes <input type="checkbox"/> No	
e. The details of a training leave are negotiated through collective agreements	<input type="checkbox"/> Yes <input type="checkbox"/> No	Please explain (e.g. which aspects can be defined through collective agreements? Can collective agreements amend and/or replace regulations at national level?)
f. The details of a training leave are negotiated through individual contracts	<input type="checkbox"/> Yes <input type="checkbox"/> No	Please explain (e.g. which aspects can be agreed through individual contracts? Can individual contracts amend and/or replace regulations at national level and/or in collective agreements?)
g. Legal framework for payback clauses (see definition at the end of this questionnaire) exists in a country	<input type="checkbox"/> Yes <input type="checkbox"/> No	
h. Other (please specify here):	<input type="checkbox"/> Yes <input type="checkbox"/> No	

14. Does employee retain all the rights while on the training leave? Please select all relevant answers and specify them as appropriate.

Status	Add your remarks
<input type="checkbox"/> Yes, employee retains all rights s/he had when working	
<input type="checkbox"/> No, employee does not retain all rights s/he had when working. Please select the most appropriate answers:	
<input type="checkbox"/> Loses protection from dismissal from work	
<input type="checkbox"/> Loses healthcare insurance	
<input type="checkbox"/> Loses pension entitlements	
<input type="checkbox"/> Loses the right to return to the same job position with the same conditions	
<input type="checkbox"/> Other (please specify here):	

15. Is it required that the other person (e.g. trainee, unemployed, etc.) take the place of employee while s/he is on the training leave (also known as the job-rotation scheme)?

<input type="checkbox"/> No	
<input type="checkbox"/> Yes	Please describe briefly the mechanism of job-rotation:

16. Is the training leave instrument being monitored and/or evaluated by any stakeholder (public authorities, social partners, etc.)? Please select the most appropriate answers.

<input type="checkbox"/> No		
<input type="checkbox"/> Yes	If yes, how advanced is monitoring or evaluation of the training leave instrument? Please choose all appropriate:	If selected, please:
	<input type="checkbox"/> a. Statistics on the use of training leave is collected	Provide statistics in question 17 below
	<input type="checkbox"/> b. There is an organisation responsible for monitoring the functioning of the instrument and taking corrective actions	Indicate the organisation responsible here:
	<input type="checkbox"/> c. Quantified targets are set for the instrument (please specify them in the right column)	
	<input type="checkbox"/> d. Monitoring/evaluation reports are prepared and publicly available in English or national language	Provide relevant document(s) or indicate the source where it could be found:

17. Please provide statistics of the training leave instrument in the tables below/indicate the source where it could be found. If the latest data are available for earlier year(s), please provide them and indicate year(s) in the last column. In case the disaggregated data (as specified below) are not available, but some aggregate data are available, please provide the latter and explain the data in the last column. Please use the definitions provided at the end of this questionnaire.

(a) Beneficiaries

Indicator	2007		2008		2009		Indicate source if available
	Number of users	Total	Number of users	Total	Number of users	Total	
Aggregate number of employees that took training leave (i.e. number of users) and total employment in country							
Please provide numbers of users for a particular category and total employment in the respective category.							
Gender							
i. Men							
ii. Women							
Type of employment							
iii. Full-time employees							
iv. Part-time employees							
v. Employees with an open-ended employment contract							
vi. Employees with a fixed-term employment contract							
Age							
vii. Employees aged 15-24							
viii. Employees aged 25-34							
ix. Employees aged 35-54							
x. Employees aged 55 and above							
Size of company							
xi. Employees in small companies (up to 49 employees)							
xii. Employees in medium-sized companies (50-250 employees)							
xiii. Employees in a large companies (250 or more employees)							
Sector							

Indicator	2007		2008		2009		Indicate source if available
	Number of users	Total	Number of users	Total	Number of users	Total	
xiv. Employees in the public sector							
xv. Employees in the private sector							
xvi. Employees in a particular economic sector or profession (please specify here):							
Occupations (according to ISCO classification)							
i. High-skilled (ISCO 1)							
ii. High-skilled (ISCO 2-3)							
iii. Skilled non-manual (ISCO 4-5)							
iv. Skilled manual (ISCO 6-8)							
v. Elementary (ISCO 9)							
Vulnerable groups							
xvii. Low-qualified (ISCED 0-2) employees							
xviii. Low-paid employees							
xix. Disabled employees							
xx. Migrant employees							
xxi. Other groups at risk (please specify here):							

(b) Beneficiaries by type of education and training attended

Indicator	2007	2008	2009	Indicate source if available:
i. Secondary general education (ISCED 2-3)				
ii. Secondary vocational education and training (ISCED 2-3)				
iii. Post-secondary non-tertiary general education (ISCED 4)				
iv. Post-secondary vocational education and training (ISCED 4)				
v. Continuing general education (both certified and non-certified)				
vi. Continuing vocational education and training (both certified and non-certified)				
vii. Higher (tertiary) education (ISCED 5B)				
viii. Higher (tertiary) education (ISCED 5A-6)				
ix. Other (please specify here):				

(c) Duration

Indicator	2007	2008	2009	Indicate source if available:
Average duration (in days) of the paid training leave				

(d) Cost

Indicator	2007	2008	2009	Indicate source if available:
Aggregate cost for the State of managing the training leave instrument, including financial support to individuals (e.g. to cover course fee) and companies (e.g. to cover wage costs), information and guidance, eligibility checks, contracting, dealing with special cases and all other related management functions.				
Aggregate cost for the social partners of managing the training leave instrument, including financial support to individuals (e.g. to cover course fee) and companies (e.g. to cover wage costs), information and guidance, eligibility checks, contracting, dealing with special cases and all other related management functions.				
Remark: If there are many collective agreements, please indicate the aggregate cost for up to 3 typical				

collective agreements and mention that you have done so in the remarks section.

18. Are guidance and information services available? Please select the most appropriate answers.

Question	Please tick all appropriate answers	
a. Are guidance and information services readily available for the users of training leave?	<input type="checkbox"/> No	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Users of services
		<input type="checkbox"/> For employees
		<input type="checkbox"/> For employers
		<input type="checkbox"/> Other (please specify here):
		Providers of services
		<input type="checkbox"/> State
		<input type="checkbox"/> Employer
		<input type="checkbox"/> Social partners (employer organisations or trade unions)
		<input type="checkbox"/> Training providers
		<input type="checkbox"/> Other (please specify here):
b. What is the content of the guidance and information services available for beneficiaries of training leave?	Please specify the content of guidance and information services provided to users	
	<input type="checkbox"/> General guidance and information services	
	<input type="checkbox"/> Guidance and information services specific for the training leave instrument (please list all information sources/services that are available here; if you have any specific innovative services, please indicate here):	
c. Is personal guidance available for employees	<input type="checkbox"/> No	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Guidance and information about rights related with the training leave
		<input type="checkbox"/> Instructions on how to use the training leave instrument
		<input type="checkbox"/> Information about variety and quality of the training courses available
	<input type="checkbox"/> Yes	<input type="checkbox"/> Other (please specify here):
		<input type="checkbox"/> Employee is required to pay for personal guidance services
		<input type="checkbox"/> Personal guidance services are free of charge
		<input type="checkbox"/> Other (please specify here):
	<input type="checkbox"/> No	

Recent and future developments

19. Has the training leave instrument been recently significantly modified or is planned to be modified? Please tick the most relevant answer (yes or no) and explain as appropriate.

Question	Tick the right one	If yes, please specify here:
a. Have there been any changes in the past five years?	<input type="checkbox"/> Yes (please specify in the right column)	
	<input type="checkbox"/> No	
b. Did the financial and economic crisis have an impact on training leave?	<input type="checkbox"/> Yes (please specify in the right column)	
	<input type="checkbox"/> No	
c. Are there any changes/plans foreseen for the development of the training leave instrument?	<input type="checkbox"/> Yes (please specify in the right column)	
	<input type="checkbox"/> No	

Good practices

20. Please identify one medium-sized or large company/organisation in your country (with 50 or more employees) which could be considered as a good practice case in applying this training leave instrument for its employees. Please provide the contact details of this company/organisation for further inquiry by the research team.

Name of the company	Economic sector	Name and surname of knowledgeable contact person	Contact details
			Telephone: Mobile: E-mail: www:

Thank you for your kind help and cooperation!

Key terms and definitions (in an alphabetical order)

Key terms	Definitions
Ageing employees	Employees aged 55 and above.
Certified education and training	Education and training which lead, upon successful completion, to formal qualification (certificate, diploma or title).
Continuing education and training	Education or training after initial education and training or after entry into working life, aimed at helping individuals to improve or update their knowledge and/or skills, to acquire new skills for a career move or retraining, and/or to continue their personal or professional development. Continuing education and training are part of lifelong learning and may encompass any kind of education (general, specialised or vocational, formal or non-formal, etc.). They are crucial for the employability of individuals.
Cost-sharing instrument	Method or source through which funding of adult learning is made available. Cost-sharing instruments can take a form of collective investment (where employers and/or employees share the costs) and public-private cost-sharing (where government and employers and/or individuals share the costs). There are the following main types of cost-sharing instruments: training funds, tax incentives, grants, loans, saving schemes, training leave, payback clauses and human capital contracts.
Disabled employees	Employees experiencing restrictions in performing daily tasks, including working, in terms of nature, duration and quality of these tasks.
Employees in small and medium-sized enterprises	Employees in enterprises with up to 250 employees.
Employees on a fixed-term employment contract	Employees whose main job will terminate either after a period fixed in advance, or after a period not known in advance, but nevertheless defined by objective criteria, such as the completion of an assignment or the period of absence of an employee temporarily replaced.
Employees on an open-ended employment contract	Employees whose main job is of unspecified duration.
Firm-specific learning	Acquisition of knowledge and skills that are of value only in a specific organisation. Examples of such learning include learning to use software or hardware that is used only in a particular organisation.
Foregone income/salary	Wage payments/salaries or other income foregone as a result of participation in education and training activities.
Formal qualification	The formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade.
Full-time employees	Employees who work for 35 hours or more (usually 40) in a working week.
General education	Education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing

Key terms	Definitions
	participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with a labour-market relevant qualification at this level. These programmes are typically school-based. Programmes with a general orientation and not focusing on a particular specialisation should be classified in this category.
Generic/transferable learning	Acquisition of knowledge and skills which are easily transferable between sectors and occupations. Examples of such learning include development of inter-personal skills, managerial knowledge, learning-to-learn, etc.
Grant	In the context of adult learning, grant provides one-off financial aid as joint finance to private investment in training. Grants usually take a form of voucher/individual learning account – financial subsidy for individuals enabling them to access adult learning services and to choose training provider and/or content of services, timing, etc. There may be also grants for companies where cofinancing is required. Grants do not have to be paid back if used according to the rules of the instrument.
Higher (tertiary) education	Non-compulsory educational level that follows the completion of upper secondary education. Tertiary education is normally split into three dimensions: <ul style="list-style-type: none"> • ISCED 5B: Tertiary education representing more vocationally oriented study; level 5B programmes include undergraduate diplomas and certificates; • ISCED 5A: Tertiary education representing more academically or theoretically based study; level 5A programmes include bachelor's degrees, honours degrees, master's degrees, and postgraduate diplomas or certificates; • ISCED 6: Second stage of tertiary education leading to an advanced research qualification.
International Standard Classification of Education (ISCED)	Level of education is based on International Standard Classification of Education (ISCED, for more information see http://www.unesco.org/education/information/nfsunesco/doc/iscsed_1997.htm). ISCED codes correspond to the following levels of education: <ul style="list-style-type: none"> • ISCED 2: Lower secondary education and second stage of basic education; • ISCED 3: (Upper) secondary education; • ISCED 4: Post-secondary non-tertiary education; • ISCED 5B: Tertiary education representing more vocationally oriented study; level 5B programmes include undergraduate diplomas and certificates; • ISCED 5A: Tertiary education representing more academically or theoretically based study; level 5A programmes include bachelor's degrees, honours degrees, master's degrees, and postgraduate diplomas or certificates; • ISCED 6: Second stage of tertiary education (leading to an advanced research qualification). Definition of your national educational structure by ISCED levels is available at: http://eacea.ec.europa.eu/education/eurydice/documents/tools/108EN.pdf .
International Standard Classification of Occupations (ISCO-88)	Classification of occupations is based on International Standard Classification of Occupations (ISCO-88, for more information see http://www.ilo.org/public/english/bureau/stat/isco/isco88/index.htm). ISCO codes correspond to the following major groups of occupations: <ul style="list-style-type: none"> • ISCO major group 1: Legislators, senior officials and managers; • ISCO major group 2: Professionals; • ISCO major group 3: Technicians and associate professionals; • ISCO major group 4: Clerks; • ISCO major group 5: Service workers and shop and market sales workers; • ISCO major group 6: Skilled agricultural and fishery workers; • ISCO major group 7: Craft and related trade workers; • ISCO major group 8: Plant and machine operators and assemblers; • ISCO major group 9: Elementary occupations.
Loan	In the context of adult learning, loan scheme allows individuals to borrow financial resources to cover part of their training costs. There are two main types of loans: <ul style="list-style-type: none"> • mortgage-type (traditional or conventional) loan – scheme which requires repayment in fixed instalments; and • income-contingent loan – scheme in which instalments depend on the borrower's income.
Low-paid employees	Employees with monthly salary less than 60% of median salary in a country.
Migrant employees	Employees whose period of residence in a country of destination or a period of departure from the country of origin lasts more than 12 months.

Key terms	Definitions
Non-certified education and training	Education and training which does not lead to formal qualification (certificate, diploma or title).
Part-time employees	Employees whose usual hours of work are less than the normal working hours. This definition encompasses all forms of part-time work (half-day work, work for one, two or three days a week, etc.). This number may be established at the national, regional, industrial or unit level.
Payback clause	Set of legal provisions regulating the relationships between employers and employees on allocation of training costs of employees deciding voluntarily to discontinue the employment relationship with the employer who invested in their training. There are two main types of payback clause: <ul style="list-style-type: none"> the payback clauses for individuals, where employees reimburse all or part of the training expenses to their employer; and the payback clauses for future (next) employers, where the latter, hiring new employee, reimburse all or part of the previous employer's expenses for the employee's training.
Preferential treatment	Additional benefit(s) foreseen for some particular group or subgroup of beneficiaries of the cost-sharing instrument. Very often preferential treatment is foreseen for disadvantaged groups of learners (e.g. low-qualified, the disabled, young parents, etc.).
Private	Sector/company controlled by private actors, which derives more than 50% of its revenue from market activities (i.e. private sources) and private actors take most if not all financial and other risks associated with its activities.
Public	Sector/company controlled by the government (government determines general policy), which derives less than 50% of its revenue from market activities (i.e. private sources) and government takes most if not all financial and other risks associated with its activities.
Retraining	Training enabling individuals to acquire new skills giving access either to a new occupation or to new professional activities.
Second chance education	Education aimed at equipping early school leavers with lower/upper secondary education certificate, helping them to access further education, training and employment opportunities
Sector-specific learning	Acquisition of knowledge and skills that are valuable only in a particular sector and do not yield any monetary or productivity gains outside it.
Subsistence payments	Payments for expenses incurred while travelling which consist of accommodation costs, meal costs and incidental expenses. Subsistence costs must be ordinary and necessary to accomplish the official business purpose of the trip.
Tax incentive	In the context of adult learning, taxation rule allocating financial benefits to taxpayers who participate in learning. There are two main types of tax incentives: <ul style="list-style-type: none"> tax allowances – the amount deducted from the gross income to arrive at taxable income (i.e. tax base), for individuals and legal entities; and tax credits – the amount deducted from tax liability (i.e. tax due or tax payment), for individuals and legal entities. Tax deduction is considered to be an incentive either if (a) it already exists (in this case training costs can be deducted to the same extent as other investments); or (b) if the deduction is higher for training investments than for other types of investments.
Time-saving account	The instrument where hours that exceed normal scheduled hours are saved in an account and can be used for reducing working hours at a future time for specified reasons (e.g. for training), subject to the agreement of the employer.
Training fund	Cost-sharing instrument that has three different models: (1) so-called revenue-generation schemes, where companies contribute with a certain share of their payroll, often to financing training provision in training institutions, and (2) so-called levy-rebate or levy-grant schemes, where the levy is either used to repay the company's costs of training or to reduce the contribution of firms which train their staff themselves (3) so-called levy-exemption scheme ('train or pay'), where companies are obliged to pay training levies only if their training expenditure fall short of the predetermined level. There are two main types of training funds: <ul style="list-style-type: none"> national/multisectoral funds, usually based on tripartite governance; and sectoral funds, usually based on bipartite governance (social partner agreements).
Training leave	Regulatory instrument (also known as educational leave) setting the conditions under which employees can be granted temporary leave from work for learning purposes and securing equitable access to learning. The study focuses on two types of training leave:

Key terms	Definitions
	<ul style="list-style-type: none"> • paid training leave which entitles employee to maintain her/his salary in its entirety or in part, or in some cases compensates it in the form of grants from public or social partner funds; • unpaid training leave in which the salary is not paid during the training period, but an employee has the right to return to his/her employment when longer periods of absence are granted, for example career breaks.
Vocational education and training	Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

Questionnaire of the opinion survey

Study 'The use of training leave to promote vocational education and training in Europe' commissioned by Cedefop, contract No 2010-0082/AO/RPA/PLI-PSZO/Training leave-Payback clauses/003/2010 – Lot 1

Public Policy and Management Institute has been commissioned by Cedefop to carry out the study *The use of training leave to promote vocational education and training in Europe*. Training leave is regulatory instrument setting the conditions under which employees can be granted temporary leave from work for education and/or training purposes. The purpose of this study is to gain a clear understanding of the role of training leave in financing and promoting vocational education and training in Europe (27 EU Member States, three EFTA/EEA and three EU candidate countries). The study will analyse characteristics of training leave instruments, evaluate them and provide conclusions and recommendations for policy and practice.

The questionnaire requests you to assess the selected training leave instrument based on your expert knowledge and subjective assessment. When filling in the questionnaire, please use the key terms as they are defined in the table at the end of this questionnaire. We kindly advise you to read the provided definitions carefully before you start filling in the questionnaire. This will help to maintain the overall consistency of answers across countries.

In the following questionnaire we ask you to provide subjective assessment for the following training leave instrument identified in your country:

Training leave instrument:	Official title:
	Legal act/collective agreement and/or other identification:

1. In what capacity do you have knowledge about the training leave instrument? Please choose one most appropriate answer.

a. Public official responsible for implementation of training leave instrument	<input type="checkbox"/>
b. Representative of employers	<input type="checkbox"/>
c. Representative of trade unions	<input type="checkbox"/>
d. Independent expert from academia or NGO	<input type="checkbox"/>

2. What constraints to adult learning are tackled by the training leave instrument? Please indicate the importance of each constraint by using the scale from 1 to 5 where 1 = unimportant, 2 = of little importance, 3 = moderately important, 4 = important and 5 = very important. Please indicate if the constraint, in your opinion, has been successfully overcome or not by introducing the training leave instrument.

Type of constraints	Grade	The constraint has been overcome successfully
a. Time constraints due to work schedule		Yes <input type="checkbox"/> No <input type="checkbox"/>
b. Time constraints due to family responsibilities		Yes <input type="checkbox"/> No <input type="checkbox"/>
c. Employers' financial constraints		Yes <input type="checkbox"/> No <input type="checkbox"/>
d. Employees' financial constraints		Yes <input type="checkbox"/> No <input type="checkbox"/>
e. Reluctance of certain employers to provide training to any groups of employees		Yes <input type="checkbox"/> No <input type="checkbox"/>
f. Reluctance of certain employers to provide training to disadvantaged groups of employees		Yes <input type="checkbox"/> No <input type="checkbox"/>
g. Lack of motivation of certain employees		Yes <input type="checkbox"/> No <input type="checkbox"/>
h. Risk and uncertainty of employees of keeping a job/career/standing while on training		Yes <input type="checkbox"/> No <input type="checkbox"/>
i. Different perception of training needs between employers and employees (i.e. when employer offers training in line with company's training plan (reflecting employer's perspective and needs) and employee seeks different training, favouring (more) his/her personal development/employability/career, independently of employer's interest)		Yes <input type="checkbox"/> No <input type="checkbox"/>
j. Other (please specify here):		Yes <input type="checkbox"/> No <input type="checkbox"/>

3. What are the objective(s) of the training leave instrument as you perceive them? To what extent have they been achieved? Have they addressed the constraints (as specified above)? Please provide a brief description below.

a. The objective(s) of the instrument is (are):	
b. Please describe the extent of achievement of the objective(s)/overcoming the constraints.	
c. If the objectives have been (to some extent) achieved/constraints overcome, what strengths contributed to this achievement?	
d. If the objectives have not been fully achieved/constraints not fully overcome, what weaknesses contributed to this underachievement?	
e. What opportunities may influence the achievement of objectives/overcoming the constraints in the future?	
f. What threats may influence the achievement of objectives/overcoming the constraints in the future?	

4. In the first column of the following table we identified five potential criteria for evaluation of the training leave instrument, which are further broken down into subcriteria in the third column. We ask you to weigh the importance of these (sub)criteria by distributing 100 points among them. For instance, if you think that all evaluation (sub)criteria are equally important, please give them an equal share of points or if some (sub)criteria are not important, please give them 0 points.

Evaluation criteria	Evaluation subcriteria	Please provide your weight for each subcriteria (Sum=100)
Effectiveness (short-term outcomes)	High participation of eligible employees in training leave.	
	High quality of training – most if not all employees on a training leave attend training courses provided in certified programmes and by accredited training providers.	
Impact (long-term outcomes)	High impact on employees (e. g. improved acquisition of new skills, job prospects, qualifications, raised interest in training, increased earning, etc.) is observed.	
	High impact on employers (e. g. improved productivity, increased turnover, strengthened competitiveness, etc.) is observed.	
	No public subsidies to fund learning that would have taken place anyway.	
Efficiency	Good value for money – costs of training leave are low compared to the benefits received.	
	Low administration costs – the cost of managing the instrument (e.g. information and guidance, eligibility checks, contracting, payment and other management functions) is low.	
Equity	Unconstrained use of training leave by employees, who can freely make use of the instrument and are not constrained in its use by any form of external pressure (e.g. from employers, supervisors or other colleagues).	
	Access of disadvantaged groups to training leave.	
Sustainability	High financial and economic sustainability – the instrument is able to resist to the negative effects of financial crises and economic downturns.	
	High political sustainability – the instrument is able to flexibly adjust to the changing political and social environment (e.g. changes of political leadership).	

5. In the following table we ask you to grade training leave instrument according to the pre-determined evaluation subcriteria. Please base your assessment on your expert knowledge and judge the training leave instrument against your understanding of hypothetical ideal performance of such an instrument.

For your evaluation please use the scale, where 1 = 'very poor performance', 2 = 'poor performance', 3 = 'medium performance', 4 = 'good performance' and 5 = 'excellent performance'.

Evaluation criteria	Evaluation subcriteria	Please provide your grade
Effectiveness (short-term)	High participation of eligible employees in training leave.	
	High quality of training – most if not all employees on a training leave attend	

Evaluation criteria	Evaluation subcriteria	Please provide your grade
outcomes)	training courses provided in certified programmes and by accredited training providers.	
Impact (long-term outcomes)	High impact on employees (e. g. improved acquisition of new skills, job prospects, qualifications, raised interest in training, increased earning, etc.) is observed.	
	High impact on employers (e. g. improved productivity, increased turnover, strengthened competitiveness, etc.) is observed.	
	No public subsidies to fund learning that would have taken place anyway.	
Efficiency	Good value for money – costs of training leave are low compared to the benefits received.	
	Low administration costs – the cost of managing the instrument (e.g. information and guidance, eligibility checks, contracting, payment and other management functions) is low.	
Equity	Unconstrained use of training leave by employees, who are free to make use of the instrument and are not constrained in its use by any form of external pressure (e.g. from employers, supervisors or other colleagues).	
	Access of disadvantaged groups to training leave.	
Sustainability	High financial and economic sustainability – the instrument is able to resist to the negative effects of financial crises and economic downturns.	
	High political sustainability – the instrument is able to flexibly adjust to the changing political and social environment (e.g. changes of political leadership).	

6. Please identify one medium-sized or large private company/organisation in your country (with 50 or more employees) which could be considered as a good practice case in applying this training leave instrument for its employees. Please provide the contact details of this company/organisation for further inquiry by the research team.

Name of the company	Economic sector	Name and surname of knowledgeable contact person	Contact details
			Telephone: Mobile: E-mail: www:

Thank you for your kind help and cooperation!

Key terms and definitions (in alphabetical order)

Key terms	Definitions
Ageing employees	Employees aged 55 and above.
Cost-sharing instrument	Method or source through which funding of adult learning is made available. Cost-sharing instruments can take a form of collective investment (where employers and/or employees share the costs) and public-private cost-sharing (where government and employers and/or individuals share the costs). There are the following main types of cost-sharing instruments: training funds, tax incentives, grants, loans, saving schemes, training leave, payback clauses and human capital contracts.
Disabled employees	Employees experiencing restrictions in performing daily tasks, including working, in terms of nature, duration and quality of these tasks.
Disadvantaged groups of employees	Groups of employees that systematically participate in learning less frequently than other groups (e.g. ageing, disabled, low-paid, low-qualified, migrant employees and employees of SMEs).
Effectiveness (short-term outcomes)	The extent to which specific policy objectives have been achieved, or are expected to be achieved during or immediately after policy intervention.
Efficiency	The extent to which the selected policy measures have produced maximum results from given inputs.
Employees of small and medium-sized enterprises	Employees in enterprises with up to 250 employees.
Equity	The extent to which policy measures have provided its target groups with an equal chance to participate in the supported activity and succeed.
Impact	The extent to which general policy objectives have been achieved, or are expected to

Key terms	Definitions
(long-term outcomes)	be achieved long period after policy intervention.
Low-paid employees	Employees with monthly salary less than 60% of median salary in a country.
Low-qualified employees	Employees who have lower secondary education degree or less.
Migrant employees	Employees whose period of residence in a country of destination or a period of departure from the country of origin lasts more than 12 months.
Opportunities for training leave instrument	External factors that may positively affect the achievement of objectives of training leave instrument in the future (e.g. involvement of the social partners (employer organisations and trade unions) in management of training leave instruments).
Strengths of training leave instrument	Design characteristics of training leave instrument that positively contribute towards achievement of its objectives (e.g. specific targeting of disadvantaged groups of employees).
Sustainability	The extent to which the training leave system is able to withstand changes of financial, economic and political conditions.
Threats for training leave instrument	External factors that may negatively affect the achievement of objectives of training leave instrument in the future (e.g. government efforts to cut public spending).
Weaknesses of training leave instrument	Design characteristics of training leave instrument that negatively contribute towards achievement of its objectives (e.g. very short duration of training leave).

Questionnaire for company case studies

Study 'The use of training leave to promote vocational education and training in Europe'
commissioned by Cedefop, contract No 2010-0082/AO/RPA/PLI-PSZO/Training leave-
Payback clauses/003/2010 – Lot 1

Public Policy and Management Institute has been commissioned by Cedefop to carry out the study 'The use of training leave to promote vocational education and training in Europe'. Training leave is regulatory instrument setting the conditions under which employees can be granted temporary leave from work for education and/or training purposes. The purpose of this study is to gain a clear understanding of the role of training leave in financing and promoting vocational education and training in Europe (27 EU Member States, three EFTA/EEA and three EU candidate countries). The study will analyse characteristics of training leave, evaluate their performance and provide conclusions and recommendations both for policy and practice. One of the analytical tools of this analysis are case studies on the application of training leave at company level.

We kindly invite you to briefly describe your company practice in using training leave instrument identified in the table below. Please fill in this questionnaire and return it to Donatas@vpvi.lt (or by fax +370 5 2625410). Should you have any questions, please do not hesitate to write to the above e-mail address or contact Mr Donatas Pocius, tel. +370 5 2497538.

Should you so wish, your and your company's name will be mentioned in the Cedefop study to be published this year.

Training leave instrument used by the company and discussed in this questionnaire:	Official title:	
	Legal act/collective agreement and/or other identification:	
Do you agree that your name will be referenced as a source in the Cedefop study?	<input type="checkbox"/> Yes <input type="checkbox"/> No, I would like to retain anonymity	
Do you agree that your company name will be referenced as a source in the Cedefop study?	<input type="checkbox"/> Yes <input type="checkbox"/> No, I would like to retain anonymity	

Training leave (or educational leave) – instrument setting the conditions under which employees can be granted temporary leave from work for learning purposes and securing equitable access to learning. Training leave can be:

- paid training leave which entitles the employee to receive his/her salary in full or in part, or, in some cases, receive compensation in the form of grants from public or social partner funds; or
- unpaid training leave where the salary is not paid during the training period, but where an employee has the right to return to his/her employment following the period of approved leave.

Characteristics of the company

Name of the company:			
Type of company (public/private/NGO):			
Year or registration:			
Main economic sector:			
Please mark the groups of employees working in your company and estimate their shares in the company:	<input type="checkbox"/> High-skilled employees	Share in company in %:	
	<input type="checkbox"/> Skilled manual employees	Share in company in %:	
	<input type="checkbox"/> Skilled non-manual employees	Share in company in %:	
	<input type="checkbox"/> Low-skilled employees	Share in company in %:	
Is a (Are) trade union(s) operating in your company?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Practice of using training leave

1. When has your company started using training leave?

Start year:

2. How are the details of a training leave negotiated in your company? Please tick all that apply.

- ☐ Through collective agreements
☐ Through individual contracts
☐ Informally – by verbal agreement
☐ Other (please specify:)

3. Is it a common practice for your company to require employees to pay back at least a part of the costs the company has incurred when training them if employees decide to discontinue their employment relationship with your company immediately after such training has taken place?

☐ Yes
 ☐ No

4. What are the main duration characteristics of training leave in your company? Please specify.

a. What was the most common duration of training leave?	Number of working days:
b. Is it possible to accumulate training leave during certain period (e.g. overtime hours are added to the duration of training leave, unused time of training leave is transferred to another year)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Is the frequency of taking-up training leave (e.g. employee can leave for training only once a year) regulated?	<input type="checkbox"/> Yes <input type="checkbox"/> No

5. What are the requirements that the employees in your company have to meet to take training leave? Please shortly describe each requirement (e.g. employee has to have a permanent or other type of employment contract, employee has to work full-time, employee has to work in the company for certain period, etc.).

6. Are the following practices related to training leave common in your company? Please select all relevant answers and comment them as appropriate.

Practices	Answers	Further details
a. The employees must inform about their intention to take the training leave in advance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
b. The employees are encouraged to participate in training leave	<input type="checkbox"/> Often <input type="checkbox"/> Seldom <input type="checkbox"/> Just once <input type="checkbox"/> Never	Please give examples how employees are encouraged (e.g. employees may be promoted or receive better salary/other job conditions after training leave, employees taking training leave may expect new more challenging assignments, etc.):
c. The employees themselves are motivated to participate in training leave	<input type="checkbox"/> Often <input type="checkbox"/> Seldom <input type="checkbox"/> Just once <input type="checkbox"/> Never	Please shortly describe reasons why:
d. Employees are informed and guided within the company regarding the use of training leave	<input type="checkbox"/> Often <input type="checkbox"/> Seldom <input type="checkbox"/> Just once	Information and guidance provided by: <input type="checkbox"/> Representatives of employers (e.g. human resources managers) <input type="checkbox"/> Representatives of employees (e.g. trade unions)

Practices	Answers	Further details
		<input type="checkbox"/> Other actors, please specify:
	<input type="checkbox"/> Never	
e. Company takes some temporary staff (e.g. trainee, unemployed, etc.) to fill the place of employee while s/he is on training leave	<input type="checkbox"/> Often <input type="checkbox"/> Seldom <input type="checkbox"/> Just once <input type="checkbox"/> Never	

7. What types of training leave costs incl. training costs the following actors cover in your company? Please tick relevant actors and, if possible, specify the most common shares of costs that each actor usually covers.

Actor Type of cost		Employee	Employer	State	Other (e.g. trade unions, if applicable), please specify:	Add your remarks
a. All training leave costs incl. training costs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Estimated share (%)					
b. Fees and payments for training courses, if applicable		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Estimated share (%)					
c. Travel and subsistence payments, if applicable		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Estimated share (%)					
d. Foregone income/salary, if applicable		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Estimated share (%)					
e. Other, if applicable, please specify:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Estimated share (%)					

8. Please provide the information about statistics available on use of training leave in your company.

Please provide the following statistics:	2008		2009		2010	
	Training leavers	Total	Training leavers	Total	Training leavers	Total
Aggregate number of employees that took a training leave (i.e. number of training leavers) and total number of employees in a company						
Does your company keep a statistical database on use of training leave?					<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please specify characteristics for which statistics is available in your company:						
a. Gender					<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Type of employment (full-time/part-time, open-ended/fixed-term)					<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Age					<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Level of skills (high-skilled/medium-skilled/low-skilled employees)					<input type="checkbox"/> Yes	<input type="checkbox"/> No
e. Number of vulnerable groups of users (e.g. low-qualified, low-paid, disabled, migrants)					<input type="checkbox"/> Yes	<input type="checkbox"/> No
f. Level of education and training for which training leave was used (e.g. secondary, post-secondary, higher, continuing education and training)					<input type="checkbox"/> Yes	<input type="checkbox"/> No
g. Type of learning content (firm- or sector-specific versus generic/transferable training)					<input type="checkbox"/> Yes	<input type="checkbox"/> No
h. Average duration of training leave					<input type="checkbox"/> Yes	<input type="checkbox"/> No
i. Overall costs of training leave					<input type="checkbox"/> Yes	<input type="checkbox"/> No
j. Other statistics (please specify:)					<input type="checkbox"/> Yes	<input type="checkbox"/> No

Assessment of the practice of using training leave

- 9. What are the most important constraints to which the training leave users are subject? Please indicate the importance of each constraint by using the scale from 1 to 5 where 1 = unimportant, 2 = of little importance, 3 = moderately important, 4 = important and 5 = very important. Please indicate if the training leave, in your opinion, has successfully helped to address these constraints or not.**

Type of constraints	Grade	Has the training leave helped to address this constraint?
a. Time constraints due to work schedule		Yes <input type="checkbox"/> No <input type="checkbox"/>
b. Time constraints due to family responsibilities		Yes <input type="checkbox"/> No <input type="checkbox"/>
c. Company's financial constraints		Yes <input type="checkbox"/> No <input type="checkbox"/>
d. Employees' financial constraints		Yes <input type="checkbox"/> No <input type="checkbox"/>
e. Inability of company to provide training to disadvantaged groups of employees		Yes <input type="checkbox"/> No <input type="checkbox"/>
f. Lack of motivation among employees		Yes <input type="checkbox"/> No <input type="checkbox"/>
g. Risk and uncertainty of employees of keeping a job/position while on training		Yes <input type="checkbox"/> No <input type="checkbox"/>
h. Different perception of training needs between employers and employees		Yes <input type="checkbox"/> No <input type="checkbox"/>
i. Other (please specify here):		Yes <input type="checkbox"/> No <input type="checkbox"/>

- 10. Please assess the use of training leave in your company by providing your position to 10 statements. Please base your assessment on your practical experience and provide your remarks.**

Statement	Do you agree?		Add your remarks
a. Training leave is frequently used in the company	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
b. Most if not all employees on training leave attended training courses provided in certified programmes or by accredited training providers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
c. Use of training leave has benefited employees (e.g. improved acquisition of new skills, job prospects, qualifications, raised interest in training, increased earning, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
d. Use of training leave has benefited company (e.g. improved productivity, increased turnover, strengthened competitiveness, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
e. Company would finance training leave to the same extent if public support was not provided (if your company received no public support please answer hypothetically)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
f. There is good value for money – costs of training leave are low compared to the benefits received	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
g. The cost of managing training leave (e.g. information and guidance, eligibility checks, contracting, payment and other management functions) is low	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
h. Employees can freely make use of the training leave and are not constrained in its use by any form of external pressure (e.g. from supervisors)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
i. Disadvantaged groups of employees are granted better conditions for using the training leave	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
j. Training leave is used during periods of company-level financial difficulties	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

- . Has the trend in using the training leave been affected by the recent financial and economic crisis?**

- ☐ No
☐ Yes. If Yes, how the trend in using training leave was affected:
☐ The use increased
☐ The use decreased

12. What are the main barriers of using the training leave in your company? What major changes you would suggest to improve its use? Please briefly comment below.

a. Major barriers that prevent your company from more intense use of the training leave	
b. Major changes you suggest to improve the use of the training leave	

13. Why your company could be considered as good practice example in using this training leave?

Please describe briefly:

Contact details of the respondent

Name and surname	
Position in the company	
Telephone/mobile	
E-mail	

Thank you for your kind help and cooperation!

Annex 6

Lists of respondents

Mapping survey

Country	Name	Surname	Organisation
Austria	Sarah	Zaussinger	Institute for Further Studies (IHS)
Belgium	Ides	Nicaise	Hoger Instituut voor de Arbeid (HIVA)
Bulgaria	Donna	Fournadjieva	National Centre for Vocational Training
Cyprus	Yianna	Korelli	Human Resource Development Authority
Czech Republic	Eva	Síkorová	Ministry of Labour and Social Affairs, employment policy department
Denmark	Mads Peter	Klindt	Aalborg University
Estonia	Kalle	Toom	Ministry of Education and Research
Finland	Susanna	Siitonen	Ministry of Employment and the Economy
France	M'Hamed	Dif	University of Strasbourg
Germany	Ute	Pippert	DGB-Bildungswerk NRW e.V.
Greece	Ilias	Livanos	University of Warwick
Hungary	István	Kiszer	National Institute of Vocational and Adult Education
Ireland	Tony	Donohoe	Irish Business and Employers Confederation
Italy	Mario	Giaccone	University of Venice, University of Ferrara
Latvia	Ilze	Trapenciere	University of Latvia, Institute for Social Research
Lithuania	Donatas	Pocius	Public Policy and Management Institute
Luxembourg	Jerry	Lenert	Ministry of National Education and Vocational Training
Malta	Edward	Zammit	Centre for Labour Studies, University of Malta

Netherlands	Robbert	van het Kaar	Hugo Sinzheimer Institute for Labour and Law, University of Amsterdam
Poland	Łukasz	Arendt	University of Lodz, Institute of Labour and Social Studies
Portugal	Dora	Fazekas	SPI Sociedade Portuguesa de Inovacao
Romania	Catalin	Ghinararu	National Scientific Research Institute for Labour and Social Protection
Slovakia	Patrik	Zoltvany	FIPRA Slovakia
Slovenia	Tanja	Čelebič	Institute of macroeconomic analysis and development
Spain	Josep- Oriol	Escardíbul	University of Barcelona
Sweden	Erika	Ekström	Ministry of Employment, Division for Research and Analysis
United Kingdom	Nicholas	Fox	Individual Learning Company
Iceland	Ásta Sif	Erlingsdóttir	The Icelandic LLP National Agency, Research Liaison Office
Liechtenstein	Eva- Maria	Schädler	Liechtenstein Office of Education
Norway	Anna	Hagen	FAFO
Croatia	Marina	Crnčić Sokol	Ministry of Science, Education and Sports
FYROM	Mimoza	Anastovska - Jankulovska	Independent VET expert
Turkey	Ahmet Besim	Durgun	Independent VET expert

General survey

Country	Name	Surname	Organisation
Belgium	Ingrid	Vanhoren	IDEA Consult
Bulgaria	Zlatka	Gospodinova	Balkan Institute for Labour and Social Policy
Cyprus	Yianna	Korelli	Human Resource Development Authority
Czech Republic	Eva	Sikorová	Ministry of Labour and Social Affairs, employment policy department
Denmark	Mads Peter	Klindt	Aalborg University
Estonia	Kalle	Toom	Ministry of

Country	Name	Surname	Organisation
			Education and Research
Finland	Susanna	Siitonen	Ministry of Employment and the Economy
France	M'Hamed	Dif	University of Strasbourg
Germany	Ute	Pippert	DGB-Bildungswerk NRW e.V.
Greece	Ilias	Livanos	University of Warwick
Hungary	István	Kiszer	National Institute of Vocational and Adult Education
Italy	Mario	Giaccone	University of Venice, University of Ferrara
Latvia	Ilze	Trapenciēre	University of Latvia, Institute for Social Research
Lithuania	Donatas	Pocius	Public Policy and Management Institute
Luxembourg	Jerry	Lenert	Ministry of National Education and Vocational Training
Netherlands	Robbert	van het Kaar	Hugo Sinzheimer Institute for Labour and Law, University of Amsterdam
Portugal	Dora	Fazekas	SPI Sociedade Portuguesa de Inovacao
Romania	Catalin	Ghinararu	National Scientific Research Institute for Labour and Social Protection
Slovakia	Martin	Svoboda	National Institute for Lifelong Learning
Slovenia	Tanja	Čelebič	Institute of macroeconomic analysis and development
Spain	Josep-Oriol	Escardíbul	University of Barcelona
Sweden	Erika	Ekström	Ministry of Employment, Division for Research and Analysis
United Kingdom	Nicholas	Fox	Individual Learning Company
Norway	Graciela	Sbertoli	Norwegian Agency for Lifelong Learning
Croatia	Marina	Crnčić Sokol	Ministry of Science, Education and Sports
FYROM	Mimoza	Anastovska - Jankulovska	Independent VET expert

Factual survey

Country	Name	Surname	Organisation
Austria	Sarah	Zaussinger	Institute for Further Studies (IHS)
Belgium	Ingrid	Vanhoren	IDEA Consult
Denmark	Mads Peter	Klindt	Aalborg University
France	M'Hamed	Dif	University of Strasbourg
Hungary	István	Kiszter	National Institute of Vocational and Adult Education
Netherlands	Robbert	van het Kaar	Hugo Sinzheimer Institute for Labour and Law, University of Amsterdam
Poland	Łukasz	Arendt	University of Lodz; Institute of Labour and Social Studies
Spain	Josep-Oriol	Escardíbul	University of Barcelona

Opinion survey

Country	Type of respondent	Name	Surname	Organisation
Austria	Independent labour relations/VET expert	Lorenz	Lassnigg	Institute of Advanced Studies
	Public official involved in implementation	Robert	Jellaszitz	Federal Ministry of Labour, Social Affairs and Consumer Protection.
	Employers' representative	Michael	Landertshammer	Economic Chamber
	Trade union representative	Markus	Riedmayer	Chamber of Labour (Lower Austria)
Belgium	Independent labour relations/VET expert	Ingrid	Vanhoren	IDEA Consult
	Public official involved in implementation	Martine	Vancorenland	Belgian Federal Public Service Employment, Labour and Social Dialogue
	Employers' representative	Michèle	Claus	Belgian Organisation of Employers VBO
	Trade union representative	Piet	Van den Bergh	Labour union: ACV-CSC

Denmark	Independent labour relations/VET expert	Mads Peter	Klindt	Department of Political Science, Aalborg University.
	Public official involved in implementation	Peter	Grønnegaard	Ministry of Education, National Education Authority.
	Employers' representative	Flemming	Larsen	Danish Industry
	Trade union representative	Frank	Juncker	United Federation of Danish Workers
France	Independent labour relations/VET expert	M'Hamed	Dif	University of Strasbourg
	Public official involved in implementation	Chantal	Hedde	DIRECCTE Alsace
	Employers' representative	Orélie	Darney	MEDEF Bas-Rhin (Alsace)
	Trade union representative	Anonymous		Syndicat Général de l'Education Nationale du Bas-Rhin (SGEN-CFDT)
Hungary	Independent labour relations/VET expert	Adrienn	Joó	Magyar Posta Zrt.
	Public official involved in implementation	István	Kiszfű	National Institute of Vocational and Adult Education
	Employers' representative	Angéla	Budai	MGYOSZ (Hungarian Confederation of Employers and Industrialists)
	Trade union representative	Andrea	Agócs	MSZOSZ (National Confederation of Hungarian Trade Unions)
Netherlands	Independent labour relations/VET expert	Robbert	van het Kaar	Hugo Sinzheimer Institute for Labour and Law, University of Amsterdam
	Public official involved in implementation	Annemiek	Wortman	Ministry of Social Affairs and Employment
	Employers' representative	Maurice	Royer	AWVN employers' association

	Trade union representative	Isabel	Coenen	FNV (trade union organisation)
Poland	Independent labour relations/VET expert	Łukasz	Arendt	University of Lodz; Institute of Labour and Social Studies
	Employers' representative	Piotr	Sarnecki	Polish Confederation of Private Employers Lewiatan
	Trade union representative	Kazimierz	Kacprzak	NSZZ 'Solidarność' Trade Union
Spain	Independent labour relations/VET expert	Josep-Oriol	Escardíbul	University of Barcelona
	Public official involved in implementation	Juan Carlos	Yunta García	Fundación Tripartita para la Formación en el Empleo (Tripartite Foundation for training in employment)
	Employers' representative	Javier	Ibars Álvaro	Fomento del Trabajo Nacional (Catalan employers' association)
	Trade union representative	Teresa	Muñoz Rodríguez	Unión General de Trabajadores (UGT) (General Union of Workers)

Company case studies

Country	Training leave instrument	Name	Surname	Organisation
Austria	Educational leave	Christian	Fuchs	Kick-Off
Hungary	Learning contract	Anonymous		Holcim Hungary
	Learning contract	Anonymous		
	Learning contract	Anonymous		
	Preventive training	Anonymous		
Netherlands	Training leave under collective agreements	Vaida	Tičkutė	LM Wind Power
	Training leave under the part-time unemployment act	Anonymous		



CEDEFOP

European Centre for the Development
of Vocational Training

Training leave

Policies and practice in Europe

Luxembourg:
Publications Office of the European Union

2012 – VI, 211 p. – 21 x 29.7 cm

ISBN 978-92-896-1151-0
ISSN 1831-5860
doi: 10.2801/12416
Cat. No: TI-BC-12-009-EN-N

Free download at:
http://www.cedefop.europa.eu/EN/Files/5528_en.pdf

Free of charge – 5528 EN –

Training leave

Policies and practice in Europe

Training leave is a regulatory instrument that sets out the conditions under which employees may be granted temporary leave from work for learning purposes.

This Cedefop report maps the incidence of training leave in Europe. It provides an overview of training leave arrangements in 33 European countries and presents an in-depth analysis of its performance in eight selected Member States: Austria, Belgium, Denmark, France, Hungary, the Netherlands, Poland and Spain.

Because of the scarcity of data from secondary sources, information was collected via surveys of relevant stakeholders: representatives of ministries, employers' associations/companies and trade unions.

The key operational characteristics examined are: types of training leave, legal framework, access conditions, financial arrangements and role of the various actors. The assessment of performance (efficiency, effectiveness, impact, equity) is strongly based on the opinions of experts who took part in the surveys.

Based on research findings, conclusions are drawn and recommendations formulated on how to improve implementation of training leave and increase its role in promoting VET.

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
 Postal address: PO Box 22427, 551 02 Thessaloniki, GREECE
 Tel. +30 2310490111, Fax +30 2310490020
 E-mail: info@cedefop.europa.eu

visit our portal www.cedefop.europa.eu

5528 EN

http://www.cedefop.europa.eu/EN/Files/5528_en.pdf



ISBN 978-92-896-1151-0



9 789289 611510