



Technequality

Understanding the relation between technological innovations and social inequality

Work Package 3

Educating for tomorrow's labor market

1. Rethinking educational systems (TLU, UOXF, EUI)
2. The relationship between initial education and skills acquisition (ROA, WZB, EUI, SOFI, TLU)
3. Changes in the link between educational attainment and skills requirements (SOFI, EUI)
4. The effect of adult education on the acquisition of skills (ROA, TLU, WZB)
5. The determinants of participation in adult education (WZB, TLU, EUI)

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Adult Education

Questions

- What are the reasons for (non-)participation in job-related training among vulnerable workers?
- Why do some workers participate in training continuously over their careers whereas others do seldomly or never?
- What can be done to increase training participation among vulnerable workers?

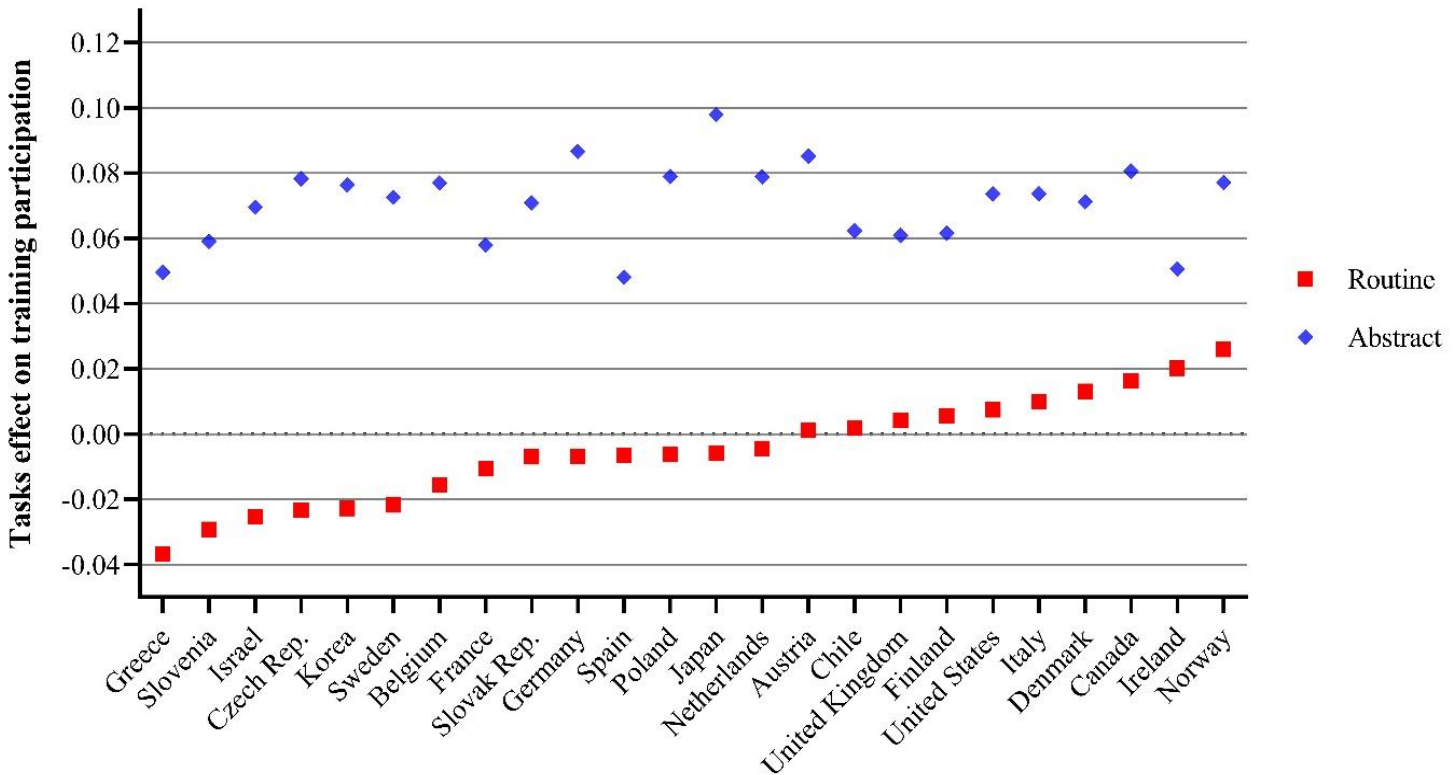
WP3 Policy Brief on Adult Education

Studies

1. Institutional effects on inequalities in training participation – Explaining cross-national variation in the effect of job tasks on further training (Martin Ehlert)
 2. Training opportunities of less-skilled adults in international comparison (Carla Hornberg, Jan Paul Heisig, Heike Solga)
 3. Consequences of labor market careers without further training – Does training beget training over the life course? (Sascha dos Santos, Martina Dieckhoff, Martin Ehlert, Antje Mertens)
- **Focus on participation in job-related non-formal training (NFT)**

Study I: The Role of Job Tasks

Figure 1: The association between job tasks and job-related NFT



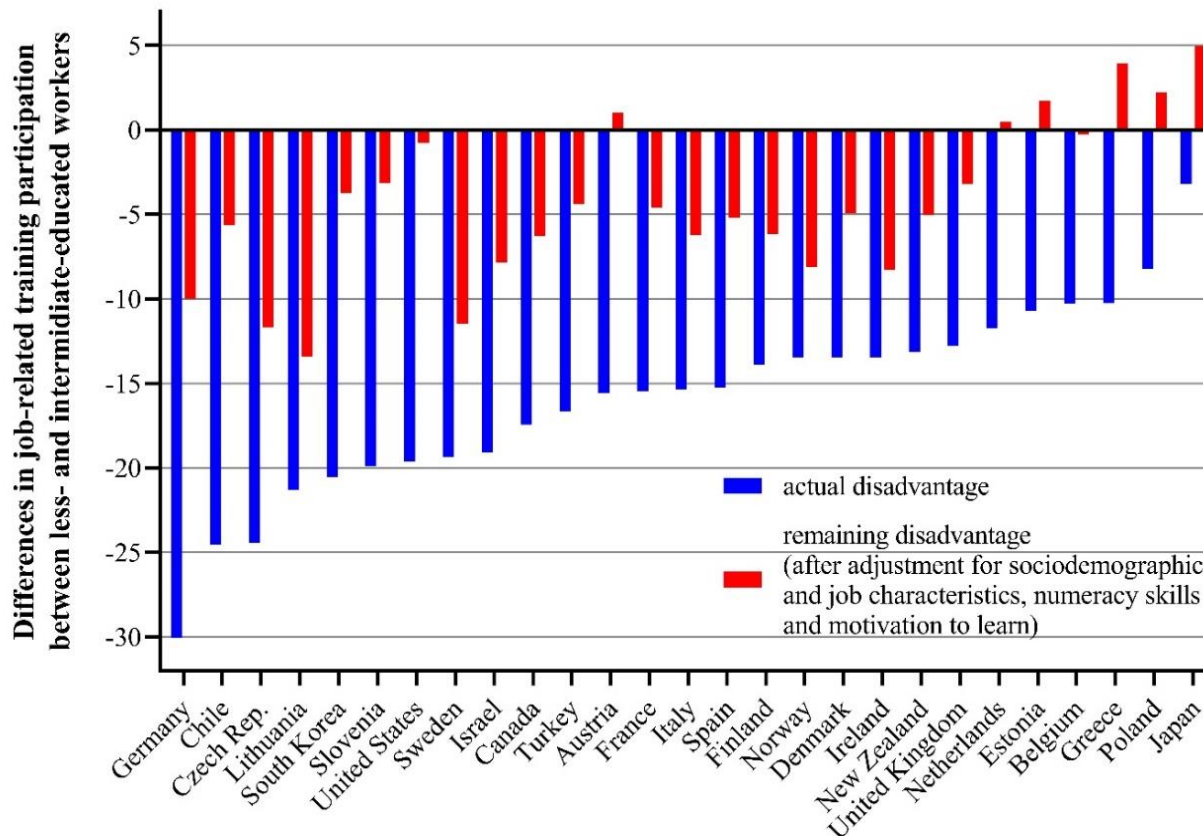
Study I: The Role of Job Tasks

Explaining cross-national variation in the tasks effect

- Employers' decisions to provide training are most important, but they differ depending on the context
- Institutions that decrease the training disadvantage of routine and non-abstract workers:
 - high collective bargaining coverage
 - weak employment protection
 - comprehensive school systems
 - vocational elements

Study II: Training Disadvantage of Less-Educated Workers

Figure 2: Explaining the training disadvantage of less-educated workers



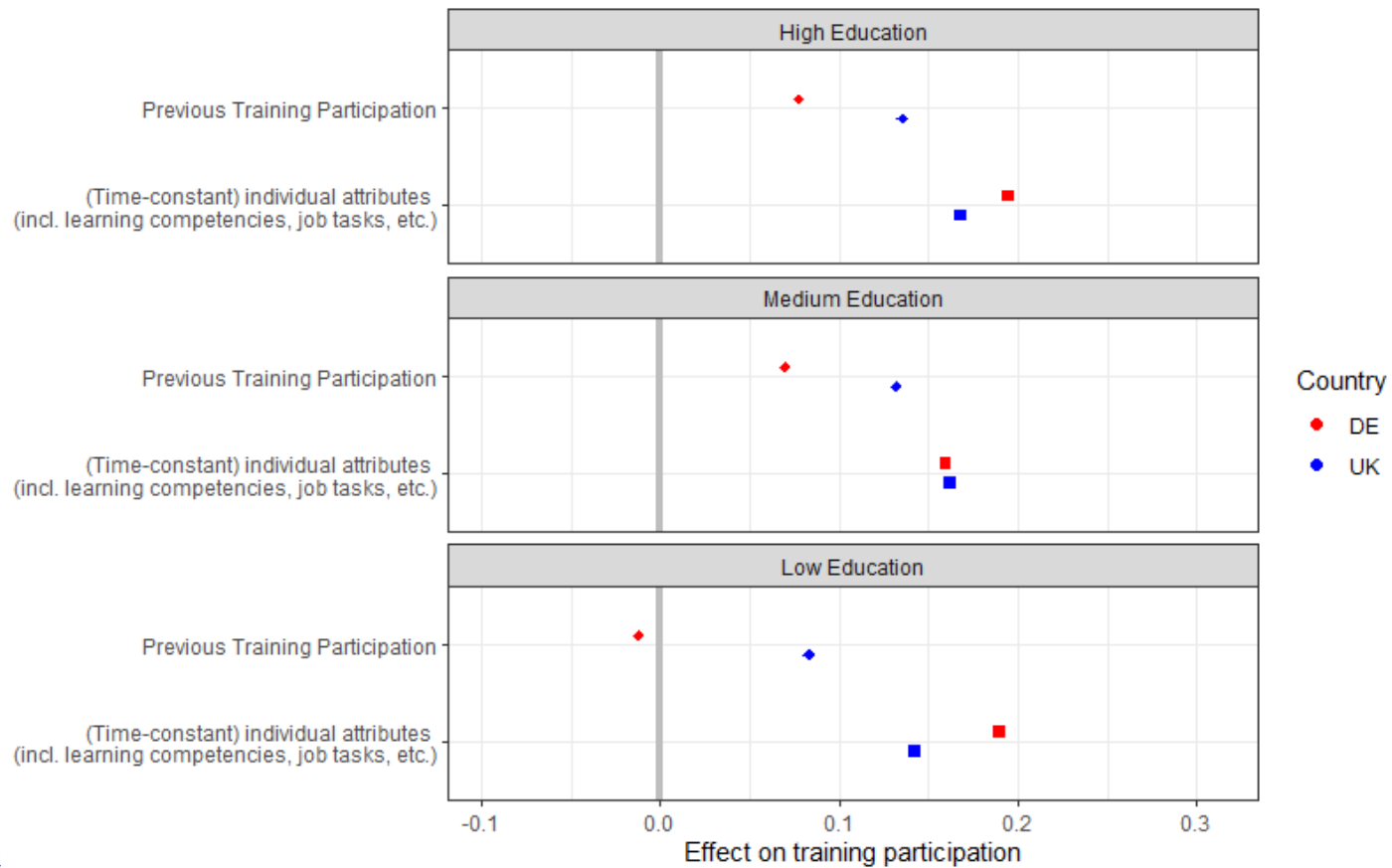
Study II: Training Disadvantage of Less-Educated Workers

The role of skills vs. workplaces

- The disadvantage of less-educated workers is due to differences in job characteristics, not individual characteristics
- Educational and labor market institutions influence the training disadvantage of less-educated workers through job allocation
- Lower disadvantages are found in countries with
 - Strong unions
 - low wage inequality
 - comprehensive school systems

Study III: Training Accumulation

Figure 3: Explanations for training accumulation



Study III: Training Accumulation

The cumulative training (dis-)advantage

- Training begets training particularly among higher educated workers, facilitating the training disadvantage of less-educated workers
- In the UK workers seem to benefit more from the cross-fertilizing dynamic of skill formation than German workers

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Policy recommendations

- Increase employers' incentives to train all workers
 - Provide guidance and financial incentives
 - Hold employers accountable to train their employees
 - Foster bargaining power of workers (unions, works councils ...)
- Provide targeted public education and training measures for adults
 - Identify and certify existing skills
 - Create accessible and modular programs for adults

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Policy recommendations

- Intensify outreach activities to increase awareness of adult learning
- Regulate education leave and provide financial support and incentives
- Foster skills training and reinforcement over the whole life-course
 - Increase topic and skill complementarity across courses (modules)
 - Build and maintain a positive foundation for meta-learning
 - If skills differentials between educational groups are high, policies should also target initial education

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