

Social partners, older workers and lifelong learning

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IRIS
22.7.2008

A paper written to the NVL network *Older workers in the Nordic countries*

1. Introduction

There was a time when older workers – aged 45+/50+ years as here defined – were well respected by their colleagues and superiors for their skills and competence. Of course, there still are many of them, groups in the labour force (top managerial) for whom age and experience-based competence is considered a competitive advantage. These were – and still are – employees whom the others (younger workers) listened to and learned from. However, the situation in today's labour market seems mixed at best, and in all too many cases, even the opposite. Characteristics to the discussion on older workers' situation in the labour market and the workplaces is that their own voice is seldom if at all being heard, as a recent Cedefop publication concluded (Tikkanen & Nyhan, 2006). It is the voice of politicians, administrators, employers, researchers, most importantly that we have been hearing. This is especially the case when it comes to lifelong learning and career extension – being generally loudly called upon. The sizable changes in working life – the nature of work, tools, organisation, etc. – and society, largely as a consequence of technological development, loom large in the landscape where the older workers have lost their voice. However, considering that we have a strong system of representative democracy in the Nordic countries, it sounds reasonable to ask, why is not the voice of older workers represented in the recent discussion on their employability and extended careers and careers with more choice through lifelong learning? Overall, recent research shows that even strong relations between the social partners at the enterprise level, do *not* seem to influence the enterprises' efforts to retain senior employees (Midtsundstad, forthcoming).

2. Purpose and method

The purpose of this paper is to take a look at the role of unions – representative participation - in the discussion on older workers and lifelong learning. We have been looking at how policy makers, some major international organisations (e.g. OECD, ILO), the European Union, and research, have addressed the role of unions in this discussion. The focus is on a European and a broader international perspective. A number of major relevant documents have been reviewed to this end. The material covers reports, reviews, policy analyses, books, etc. More precisely the review has been targeted to the closings words of the reports and other documents, to conclusions, policy implications, and the lists of recommendations, and a like. Due to the different nature of

the texts reviewed, it will of course be more natural in some documents to include a message to the trade unions than in others. However, all the material selected in the review, has a perspective broad enough to potentially extend their message also to the unions. A complete list of the material reviewed is shown in Appendix 1.

Before looking at the results, let us take a brief look at the role the trade unions have played in the discussion on older workers and lifelong learning. The paper closes with some references to cases where the unions already are active with promoting options for learning and extended careers for older workers.

3. What's the issue? - On the role of trade unions in the discussion on older workers and LLL

The role trade unions play in promoting lifelong learning and career development among their oldest members varies from union to union and from one country to another, although the importance assigned to lifelong learning among unions appear to be on rise (ILO, 2000). However, until recently expanding the working careers of older workers has not been on their agenda (Tikkanen, 2006). This is not surprising, however, as one of the major focuses for the unions traditionally has been negotiating shorter lifetime working time, such as reduced length of the work week and early exit pathways. Consequently, relatively little material (literature) is available explicitly from this particular perspective. In the following we have highlighted some main issues in the current discussion on and about trade unions and their approach to their oldest, most loyal members.

The workers ageing faster than the unions changing their course?

For decades trade unions have promoted shorter lifetime work input, particularly through early pensions. The mentality and need for this line of activity draws from heavy industrial work. In these jobs, a worker become 'old' and physically worn out in much younger ages than the in typical knowledge work and service jobs in today's labour market. Since the initiation of these policies, the nature of work has changed and workers have changed (e.g. healthier, longer life-expectancy, etc.). However, the unions seem to have been slow to change their mentality and course of action. Towards the end of the 1990s Walker (1997) concluded his European study by stating that there was no evidence for signs of 'partnership between the social partners on the way forward with regards to age and employment' (p. 40). Now, about ten years later, we gladly observe some signs telling that trade unions have started to adopt a more proactive role towards the learning and training needs of older workers.

Social partners: An ambiguous role to ageing

Tito Boeri, a professor of economics at the Bocconi University, brought up in *Financial Times* (12.11.2003) the dilemma unions face. He argued that, while being outspoken on many topics, trade unions tend to be 'coy' when it comes to the age of their members.

According to Boeri, labour unions need to be supported by governments to solve the vicious circle related to the intergenerational conflict, through pursuing policies addressing issues, such as lifelong learning. The recent European research project *Ageing and employment* (2006), which was focused on identifying good practice to increase job opportunities and maintain older workers in employment, describes this ambiguous role of social partners in regards to older workers:

“The role of the social partners and, in particular, of trade unions with regard to ageing is rather ambiguous. This translates in many countries into a mix of opposing strategies at the different levels of intervention. Thus, trade unions may oppose the lengthening of working life at national level, whilst bargaining on the best way to enhance the ‘work ability’ of older workers at company or workplace level. Furthermore, for many years social partners have pursued two strategies: (a) they followed a seniority-based approach which became apparent in seniority wage systems and redundancy rules protecting older workers and at the same time (b) encouraged the early exit of older workers from the labour market. This strategy mix is now discouraged as the possibilities for early retirement have been restricted and retirement age increased in a number of countries. (Ageing in employment, 2006, s. 163.)”

The study showed that trade unions are in “an especially difficult position”, but also that they should develop clearer strategy in response to demographic change, and communicate it to their members. In a similar vein the study on combating age barriers by the Dublin Foundation (Walker, 1997) concluded that at the workplace trade unions continue to face a dilemma, but also that there are national differences in the approach taken by unions.

Lifelong learning, the new employment security objective on the agenda of the unions: ETUC towards active ageing

It is argued that lifelong learning has become the new employment security objective on the agenda of trade unions, as ‘lifelong learning is becoming as important an entitlement for today’s employee as the right for a pension became in the past’ (ILO, 2003, p. 11). The European Trade Union Confederation (ETUC) has defined the framework of actions towards lifelong learning, relating it to the challenge of ageing population, among others. ETUC Work (Appendix 2) Programme 2006-2008 also involves promotion of *active ageing*. This goal was already included in the previous work plan, although not much happened (Box 1).

In 2007, under the same theme, the ETUC has adopted a broad approach to age management in the labour market and with an “urgent” call for intergenerational contract¹ (Box 2). The focus is being set on lifelong learning and the relevance and

BOX 1. Unions promoting active ageing

ETUC social partners met in Brussels (14 September 2005) to promote the active ageing agenda in European industry. Much common ground was to be found between the employers’ and employees’ representatives, for example, on the importance of lifelong training and the need for a flexible system, which encourages people to stay in employment but allows those wishing to leave the means to do so.

“Labour news from UNI global union - for trade unions in a global services economy” (11.10.2005)

<http://www.uniglobalunion.org/unitelecocom.nsf/75fb177ea4a699e4c1256800001ea9a6/be00f08f10499769c1257097002ede64?OpenDocument>

¹ http://ec.europa.eu/information_society/activities/einclusion/docs/workshop_0707/intervention_active_ageing_j.bir.pdf

Box 2. Social partners on age management

"ETUC is well aware of the fact that at both national and European levels we are still a long way off from adopting and integrated and multidisciplinary approach to managing demographic challenges. We remain convinced that to successfully implement such an approach, the main players must keep to these objectives. Governments, companies, citizens, workers and the social partners must all work together to implement communication, information, training, regulatory and legislative measures that will help us to find the most appropriate solutions." (J. Bir, 5.7.2007)¹

http://ec.europa.eu/information_society/activities/einclusion/docs/workshop_0707/intervention_active_ageing_j.bir.pdf

usefulness of the four pillars of the Lisbon strategy² are underlined. An individual choice for an extended career is now acknowledged: *“Older workers should have the choice to work longer if they wish so. They should be allowed and not force to do it.”* (J. Bir, 2007).

There is a broad concensus about the necessity of a comprehensive approach to promoting active ageing in the working life and each and every workplace. Clearly, promoting only lifelong learning - or some other measure – without addressing the whole picture when it comes to the situation of an older worker, can result in a situation where the activity and policies in another area may undermine the good efforts and intentions as such (Tikkanen, 2005). So far the “unenthusiastic” welcome of workers (Box 3) and low interest of employers (Midtsundstad, forthcoming) in regards the work carried out to promote active ageing suggests that more joint and better intergrated efforts are needed.

Box 3. Employment week 2007: “Workers unenthusiastic about ‘Active ageing’”

Selling the case for active ageing for employees "depends crucially upon what happens in the workplace, especially with regards to flexible working, occupational health provision and training opportunities".

With regards employers, "companies need to overcome the myths about the employability of older people, their absence records, health, trainability and productivity", Philpott added, for example by investing in training for older people, "in the era of faster depreciation of skills, we need to challenge the conventional view that it is 'not worth' investing in teaching older people new skills". He also recommended highlighting the advantages of employing older staff in a society in which consumers are older, too.

"We definitely need to avoid the risk of companies striving only to comply with anti-age discrimination law," concluded Philpott, warning against active-ageing policies becoming a mere 'tick box' exercise. - Professor John Philpott, chief economist, CIPD

<http://www.euractiv.com/en/socialeurope/workers-unenthusiastic-active-ageing/article-164358>

4. Results from the review in brief

Table 1 shows an overview to the findings. As the table shows, the role for the trade unions in promoting ‘active ageing’ of older workers was pinpointed for almost 30 years ago (ILO) in all areas still at the centre of the discussion today: age-discrimination, working conditions, HRD and continuous skills development (training, retraining). The following are the main references emerging from the review regarding the roles, which unions have been called upon to promote the situation of older workers in working life:

- There is evidence that unions can make a difference in promoting training in a workplace as opposed to workplaces without unions.

² growth, employment, social cohesion and sustainable development

- All the documents from the year 2006 and after that point out to the importance of comprehensive, cross-administrative measures including all relevant parties, particularly the social partners. The latter approach is in not new to the Nordic countries.
- Call for local partnerships between training institutions and trade unions.
- The unions' role in promoting of and informing about age-management as an essential element in human resources management.
- Unions' involvement in various workplace development initiatives can be crucial to their success. Such an involvement helps to create broad ownership and commitment to the projects.
- The importance of developing solutions in social dialog and the unions' central role in promoting it.

Table 1. An overview to commentaries on the role of labour unions to address the situation of older workers and lifelong learning. For the full references see Appendix 1.

Document	Reference	Social partners mentioned	Message to trade unions
5. ILO Recommendation concerning Older Workers Recommendation:R162 Place:Geneva Recommendation	ILO (1980)	YES	<p><i>Overall, these recommendations are build on suggested cooperation between employees' and employers' organisations, and other national bodies, "by methods appropriate to national conditions and practice".</i></p> <p>1. <u>Equal opportunity and treatment</u> (*). Combating age-discrimination. Suggests that unions should have access to bodies empowered to examine and investigate complaints regarding age-discrimination, "with a view to securing the correction of any practices regarded as in conflict with the policy." Also an observance role of the equality policy (*) suggested.</p> <p>2. <u>Protection</u>:</p> <p>2a. Improving working conditions and environment (protection). Also a role for knowledge dissemination from work environment studies to older workers.</p> <p>2b. Consulting building of policies in regards working time (also workers' autonomy in that regards) and facilitating in finding suitable/appropriate job arrangements (e.g. concerning shift work)</p> <p>2c. HRD and skills development (training). Suggests a system of remuneration adapted to older workers needs, including their know-how and experience (not only speed of performance). Unions could also negotiate with managers and support older workers when it comes to alternative and extended careers, or to facilitating retraining in case of redundancies (from skills perspective).</p> <p>Probably the earliest recommendation towards OWLLL. Still largely valid.</p>
2. The demographic future of Europe – from challenge to opportunity Conclusions	European Commission (2006)	NO	<p>Trade unions have not been mentioned in this document and no messages has been sent to them.</p> <p>This Communication is EC's response to the informal summit by the Heads of State and Government in Hampton Court, (2005)</p>
3. Towards a Longer Worklife! Ageing and the quality of worklife in the European Union Recommendations	Ilmarinen (2006) The Finnish Institute of Occupational Health (FIOH)	NO	<p>A range of themes is being covered and various changes have been called for, but no policy issues have been raised as means to these ends. Nor have labour unions, or any roles for them been mentioned, even if highly relevant issues, such as e.g. flexible working hours and retirement, have been raised.</p> <p>The focus is on a health perspective. Recommendations are given on the levels of workplace, individual (personal resources) and society, based on the European study on working conditions 1995/6 and 2000.</p> <p>The report (book) is highly apolitical. Even if workplace measures have been discussed, emphasis is on management and individuals, rather than collective agreements or industrial relations.</p>
4. Promoting decent work for ageing population: Actors, partners and Corporate Social Responsibility	ILO (2003)	YES	<p>Points a key role to social partners in the design and implementation of policies and programmes targeting older workers.</p> <p>- "evidence from developed countries shows that more training occurs in unionized workplaces than in non-union ones".</p>

5. Live longer, work longer Policy implications	OECD	YES	Developing and implementing of co-ordinated and comprehensive package of age-friendly employment measures and policies together with government, employers and civil society. The packages should consist of improved work incentives, encouragement of employers to hire and retain older workers, and strengthened employability of older workers. / The report emphasises that ageing is also an opportunity , not only challenge (let alone problem), for society and older workers themselves.
6. Employment promotion policies for older workers in the EU accession countries, the Russian Federation and Ukraine. Conclusions	Fortuny, Nesorova, & Popova (2003) ILO	NO	Brings up the problem of low protection of older employees in small workplaces without unions. Points also out how - lifelong learning policies are being build in cooperation with unions and to the necessity of - government policies as well as the initiatives of the trade unions and employers in the work towards inclusion of older people both in society and at work.
7. Working beyond 60. Key policies and practices in Europe Recommendations	Reday-Mulvey (2005)	YES	Gives no specific messages to the social partners. However, mentions the need for an effective and rapid plan of action as one of its main recommendations, and under there underlines the importance of <i>interdepartmental cooperation</i> because of the need for cooperation between employer and employee organisations, and because of the broadness of the issue at hand.
8. Promotion of lifelong learning for older workers – an international overview Conclusions	Tikkanen & Nyhan (Eds.) (2006) Cedefop/EU	YES	One of the three key points made is “creating partnerships for learning: role for training providers and trade unions”. The report points to the important role of labour unions when it comes to the situation of OWLLL, but at the same time shows that, in fact, their role currently is almost non-existing, reflecting perhaps the confusion (in the face of their traditional focus on shortening the life-time work input) that unions have in regards their oldest, most loyal members and extending their careers.
9. Working life changes and training of older workers. Policy implications	Tikkanen, Lahn, Withnall, Ward & Lyng (2002)	NO	The report makes recommendations and calls for various changes to improve the situation of older workers, particularly from the learning and competence perspective, but does not suggest a role for the unions in these processes. However, suggestions towards direct participation, especially in the workplace, have been made.
10. A guide to good practice in age management (AM) Role of key actors in AM policies	Naegele & Walker (2006) The Dublin Foundation	YES	Emphasises that everyone with a role in the labour market can contribute to AM and should be involved from the start of the planning stage and in the implementation of measures and policies. Points out that social partners have an active interest in the development of AM and can take a leading role in the integration of different elements of the strategy . Specifically the following roles were suggested: a. disseminating examples of good practice in AM b. promoting the concept of age diversity c. negotiating collective agreements that are age-neutral in impact d. ensuring that their members receive age-awareness training.
11. Employment initiatives for an ageing workforce in the EU15 Lessons from the case studies & Success factors	Taylor (2006) The Dublin Foundation	YES	Points out that trade unions could be crucial in securing or undermining the commitment of staff when implementing organisational initiatives – and that the success of measures depend to a great extent on the lead taken by trade unions. The initiatives most appreciated by staff were those involving their representatives at decision-making and/or planning level. Correspondingly, well-meaning measures may founder when not supported by employee representatives and works councils. However, trade union involvement tends to be low in initial stages. Role for the unions in successful implementing of measures (critical factors): a. history of good cooperation between management and trade unions/works council

			<ul style="list-style-type: none"> b. trade union of workforce involvement or support c. participatory development of measures d. active involvement of workforce in implementation.
<p>12. Ageing and employment: Identification of good practice...</p> <p>Recommendations</p>	European Union's study (2006)	YES	<p>This research reports includes the most thorough account on social partners' views on older workers. Specific recommendations:</p> <ul style="list-style-type: none"> a. employers' federations/trade unions should take a longer-term view to formulation of their strategies b. adopt AM and workability perspectives in collective bargaining to: wage policies, improving working conditions, equal access to training for all age groups, negotiating flexibility (work organisation and career development), working time, and company pensions. c. awareness raising of AM and providing general guidance on how to implement AM approach <p>The paper underlines that the trade unions should develop a clearer strategy in response to demographic change, and communicate it to their members.</p>
<p>13. Age management strategy Concluding remarks</p>	ExchAnGE project (2007)	YES	<p>Calls social partners to participate in the cooperation and social dialogue with all actors who are involved in employment issues necessary for AM to be successful.</p>

5. Some unions have already taken the challenge: A good deal is taking place in the Nordic countries

As we have seen from above, little is still happening on the union front when it comes to their work towards lifelong learning and career options of older workers. However, the situation varies a lot between the unions and countries. One good example is the UK and the TUC. Trade unions are viewed as important conduits for advice on learning for older workers in particular as approaching their employer in this regard is something they may wish to avoid, as an example from the steel industry sector shows (Stuart & Perrett, 2006). The British public-sector union, Unison, for example, has 39 education and training officers (ILO, 2003). TUC, "the voice of Britain at work"³, has established a special organ, *unionlearn* "to help unions spread the lifelong learning message to even more members" and "to help unions develop and diversify their [training] provision".

In the Nordic countries, Denmark has perhaps come longest in this work. LO has established their own website to their older workers www.lo.dk/senior. The site aims to make visible the good qualities of older workers and to inspire workplaces/employers to develop good "senior practice". The website includes also a number of examples of good senior policy established in companies. Establishing of the website for LO seniors was based on a study on older workers in workplaces carried out in cooperation with LO (Aldrich, Petersen & Skytte, 2004). LO has based their policy on a "win-win-win" rationale, emphasising the gains beyond the direct economical value. The background report points to the responsibility of the individual to remain flexible and to maintain their motivation for lifelong learning (Aldrich, Petersen & Skytte, 2004, p. 17).

LO in Norway has also acknowledged the need to promote the situation of older workers, but has left the work in practice to the Centre for Senior Policy (CSP). In a way, LO is a partial 'owner' of the SSP with a membership in its Board. *The National Initiative on Older Workers* is coordinated by the CSP, which for already much longer than the initiative has been promoting more attention to and action in regards older workers in Norway. This initiative is (i) promoting awareness of the potential and resources older employees hold, (ii) providing a better and more inclusive working environment for all workers, and (iii) creating more cooperation between social partners and government organizations and authorities concerning senior policy. Rather than talking about age-management, like Finland, the CSP promotes the development of a *life-course –oriented personal policy* in public and private sector organizations. Nevertheless, management and employers actions and attitudes lie at the core of this work. The work at the SCP rests on a major tripartite initiative: *Agreement on an Inclusive Working life (IA)* where the social partners play a central role. One of the main goals for the IA concern older workers and aim at increasing the average age of retirement. CSP has also an impressive website on ageing in working life and older workers <http://www.seniopolitikk.no/>. The website also includes research through a

3 TUC (Trade Union Congress), represents 58 unions and nearly seven million workers in the UK. http://www.tuc.org.uk/tuc/unions_main.cfm

national network of researchers on ageing. However, even if very successful otherwise, CSP has not managed to make too much progress on the front of training and lifelong learning. This is mainly due to difficulties for finding national partners which would be committed to and have competence in the issue.

In Sweden LO has also taken also older workers on their agenda. They have for example a special advisor for questions in this area. LO is contributing to the work to reach the national goal set to 80% of employment and has paid special attention to older workers and flexible working life options to that end. However, LO in Sweden has not made their work with older workers visible through a website like Denmark and Norway. LO is also participating in the government's national initiative *Forum 50+* to promote jobs for older workers.

“This initiative to create a work marketplace for older workers aims to provide jobs for 50% of the programme’s participants within nine months, which means an employment period of at least six months’ duration. The initiative also aims to combat discrimination against older workers. An important element of the initiative is that the activities carried out must resemble real working life situations as much as possible. Professional educators are involved in the project and each participant is assigned an individual job coach.”

Sweden has also paid a good deal of attention to promote lifelong learning for all. To this end, among others, a national initiative (Kunnskapslyftet) for low-educated adults was implemented.

In Finland the trade unions’ work is part of the integrated initiatives towards overall holistic working life development. Therefore the most comprehensive website for promoting the working life for older workers is to be found under the Finnish Institute of Occupational Health as thematic pages (<http://www.ttl.fi/Internet/Suomi/Aihesivut/Ika+ja+tyo/>) A background to this line of thinking is the National Programme for Ageing that Finland implemented 1998-2003, in which the social partners played a central role. The work continues through the various governmental programmes to promote workplace wellbeing for all. One of these (NOSTE) is directly aimed at lifelong learning and promoting skills development among low-educated adults. The programme was initiated by the trade unions. Lifelong learning is a central issue in Finland, also for older learners. For example, *age-management* - the approach Finland has developed to tackle the challenge of the workforce ageing – promotes training and lifelong competence development as one of the core activities.

In sum, we can say that as this paper shows, the mentality among the social partners is changing towards their oldest members, more so in some countries and in some unions than others. In the Nordic countries a good deal of this line of thinking and activities have been made visible. There is already evidence that unions’ work with older workers can bring results. This work, however, has only started, especially when it comes to promoting truly lifelong learning in workplaces. The framework for this line of work is excellent in all Nordic countries, so the real results should not let themselves wait for too long.

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Appendix 1. List of documents reviewed

Lists of 'recommendations', 'policy implications', or 'conclusions'

1. ILO 1980. *Recommendation concerning Older Workers*. Recommendation:R162 ILO:Geneva.
2. EC. 2006 *The demographic future of Europe – from challenge to opportunity*. Brussels: European Commission, 2006b. COM(2006)571final. Available from Internet: http://ec.europa.eu/employment_social/news/2006/oct/demography_en.pdf
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Appendix 2. Examples of trade unions addressing OWLLL issue

BOX 1. ETUC: Framework of actions for the lifelong learning development of competencies and qualifications

A challenge: The ageing population and the social expectations, which have resulted from higher levels of education of younger generations require a new way of approaching learning systems, ensuring that there are opportunities for all age groups - both women and men, skilled and unskilled - if significant increases in competencies and qualifications levels are to be achieved. Lifelong learning contributes to the development of an inclusive society and the promotion of equal opportunities.

Four priorities: The social partners assert the principle of shared responsibility of players with regard to four priorities and call for the intensification of dialogue and partnership at the appropriate levels. The social partners believe that the lifelong development of competencies depends on the implementation of the following four priorities:

1. identification and anticipation of competencies and qualifications needs;
2. recognition and validation of competencies and qualifications;
3. information, support and guidance;
4. resources.

European Trade Union Confederation (ETUC) <http://www.etuc.org/a/580>

BOX 2. Work programme of the European Social Partners 2006-2008 (23.03.2006)

Through this second work programme for 2006-2008, the European Social Partners want to contribute to and promote growth, jobs and the modernisation of the EU social model. ETUC, UNICE/UEAPME and CEEP see this work programme as a means of further reinforcing the social partners autonomy. Its quality of outcome in the enlarged EU implies a renewed focus on jointly agreed measures accompanied by effective use and efficient organisation of the follow-up provisions and monitoring activities.

The European Social Partners believe that their new work programme should focus on Europe's major economic and social challenges, in order to ensure that the social dialogue at European level deals with the major concerns of Europe's workers and employers. They will employ a variety of tools in order to realise it. In order to contribute to enhancing Europe's employment and growth potential and the impact of the European social dialogue, the social partners undertake to make a joint analysis on the key challenges facing Europe's labour markets, looking at issues such as

- macro-economic and labour market policies,
- **demographic change, active ageing**, youth integration, mobility and migration,
- lifelong learning, competitiveness, innovation and the integration of disadvantaged groups on the labour market,
- balance between flexibility and security,
- undeclared work.

On that basis, they [The European Social Partners] will:

1. decide appropriate joint recommendations to be made to EU and national institutions, and
2. define priorities to be included in a framework of actions on employment by the social partners, and
3. negotiate an autonomous framework agreement on either the integration of disadvantaged groups on the labour market or life long learning. In order to define their respective mandates, they will explore different possibilities.

BOX 3. Union-Network International (UNI) Europa is a project backed by the European Commission. It is working with the European Federation of Direct Marketing Associations to develop common training standards and qualifications for people working in call centres. UNI-Europa has also made its own contribution to the EU “eEurope Action Plan” in the area of employability and lifelong learning.

**Union Network International - Europa:
Employability recommendations for the EU's eEurope Action Plan**

- Provide training and retraining in ICT to the unemployed and those working in industrial or service areas which will become obsolete through industrial change;
- enshrine lifelong learning as a key to the information society;
- support initiatives to maintain and sustain skills development, such as expanding the pool of supply of employees from non-traditional areas available to the ICT sector through skilling of unemployed people, women, older employees, etc.

Source: www.union-network.org

Source: ILO (2003)