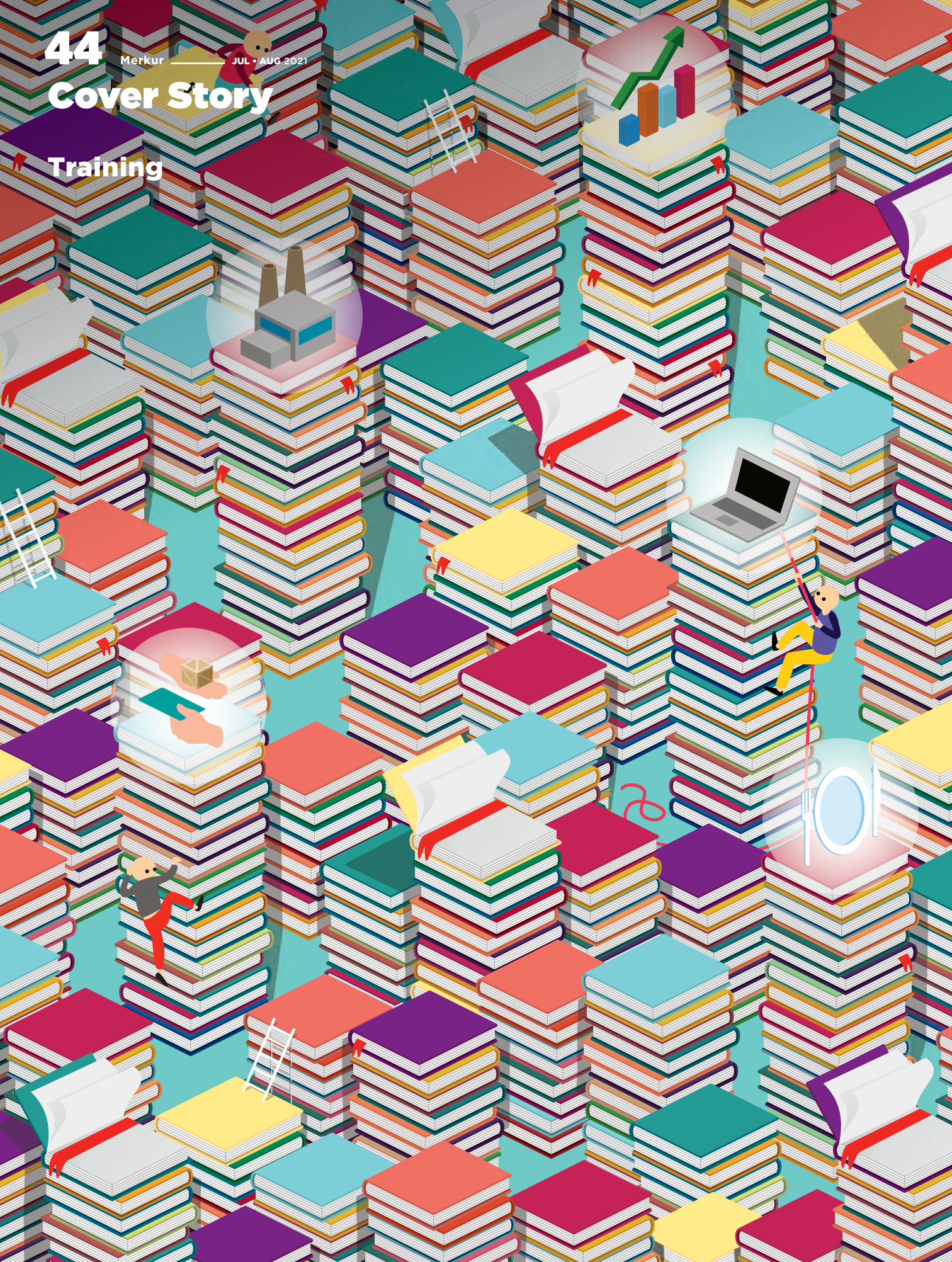


Cover Story

Training



Acquiring useful skills for tomorrow

TEXT Catherine Moisy and the Chamber of Commerce's training department

There was a time when one's choice of studies determined the whole course of a career. Today, while this may still be true for some occupations, it is very rare that initial training allows an individual to work their entire life without needing to acquire new skills.

The world of work is changing rapidly, and this transformation has been accentuated by the COVID-19 pandemic which has added a boost to the digitalisation of professional environments, in addition to other transitions already under way such as the environmental transition or the regulatory pressure affecting many professions. More than ever, it therefore appears imperative to develop the culture of lifelong learning.

— The skills in demand in the world of work are changing more and more quickly under the effect of multiple pressures, whether technological, competitive or regulatory, and this is particularly true in Luxembourg's extremely dynamic labour market. STATEC estimates that the country will increase the number of jobs to 32% by 2030, while, at the same time, the working-age population should decrease, both in Luxembourg, and throughout the Greater Region, as large numbers reach retirement.

The challenge of providing businesses with the talent they need is therefore particularly acute. There is already a certain mismatch between job supply and demand and a shortage of talent in certain sectors. Thus, the Agency for the Development of Employment (ADEM) notes pressure in the most sought-after professions - IT and accounting - for which, respectively, 40% and 28% of positions were unfilled in 2020. In other rarer professions, the absence of candidates is more glaring: again in 2020, 66% of the offers in life sciences (classified in French in ADEM's Operational Classification Database of Trades and Jobs as *Science de l'univers, de la matière et du vivant*) have not found takers. Along with these current

difficulties, there are all the new functions and professions that are developing rapidly (cybersecurity, cloud, data, BIM experts, compliance and risk, environmental regulations, e-health, space, etc.) and for which career changes will no doubt be necessary in addition to, or pending, new entrants into the labour market, whose training will in principle be more suited to future needs. These mutations observable in Luxembourg are corroborated by international studies. Thus, a recent study by McKinsey predicted that 14% of the global workforce would be affected by automation by 2030. This means that there will not only be changes but also the outright disappearance of certain roles. This latter category is most likely to affect the more routine occupations that can be coded easily by computer programmes: cash workers in distribution, certain back-office activities such as fund accounting, handlers, delivery men and, in a little more distant future, drivers and pilots.... This highlights the need for companies and individuals to adopt a strategy of regularly adapting their skills to the changing needs observed. These upgrades in skills then pertain to both 'upskilling' (strengthening one's skills or acquiring new skills necessary within the same trade or the same career path)

and re-skilling (acquiring new skills corresponding to a new profession). We can thus say that lifelong training to acquire skills is a three-fold winning strategy: employability for the employee; development, sustainability and adaptation of business models for companies; and finally, social cohesion and avoiding unemployment in the community.

These already existing trends have been amplified by the COVID-19 pandemic which has accelerated the digitalisation of all professions and contributed to a profound and irreversible transformation of all value chains. Experts agree that skills such as leadership, emotional intelligence, technological and digital skills, adaptability, creativity and innovation, data literacy and critical thinking will be essential for workers and businesses in a post-coronavirus world where workplaces will not be the same as before. In the Chamber of Commerce's *Baromètre de l'Economie* bulletin published in the first half of 2021, the employers surveyed ranked communication, negotiation and adaptability skills as necessary for business development, ahead of technical skills.

Europe is mobilising

In this context, which is not new and affects all European countries, the European Commission has mobilised and put the subject of training high among the principles of the European Pillar of Social Rights signed by heads of state on 17 November 2017 in Gothenburg, Sweden: 'Everyone

has the right to inclusive and quality education, training and lifelong learning, in order to maintain or acquire skills for him or her enabling full participation in society and successful management of labour market transitions'. In the 'skills' section of this European foundation, the Commission set a target for 2030: 'at least 60% of adults should participate in training activities each year'. This objective is ambitious - the committee even qualifies it as a 'revolution' - far ahead of the 40% performance measured by Eurostat in 2016 and higher than the 50% in the United States and Canada: countries considered to be the current champions in upskilling and reskilling. Europe is making this increased training effort one of the conditions for the success of its transition to greener, digital and more sustainable competitive economies, which require highly qualified profiles. In summer 2020, it reaffirmed its commitment in its new European Skills Strategy for sustainable competitiveness, social equity and resilience. In this document, the European Commission urges each member state to take concrete measures - to be included in a national skills strategy - aimed at professional development or retraining a significant part of its workforce.

Change is necessary in Luxembourg where continuing vocational training remains moderate, with a predominance of short-term and one-off training courses. Participation in longer training courses (leading to certification or a diploma) is seen as the only guarantee that entirely new sets of skills can be acquired to meet the need to transform professional settings.

No equality in training

Beyond this quick observation, it is important to underline that access to training is



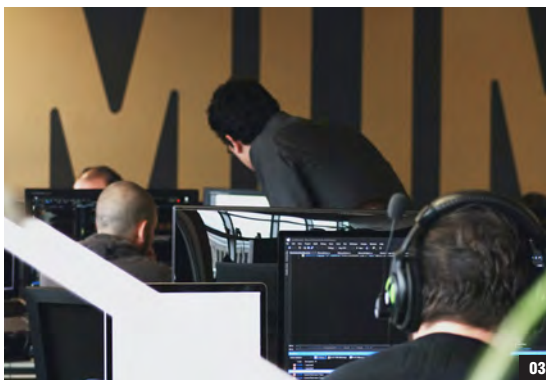
currently quite unbalanced in Luxembourg. The latest figures from the Training Observatory at the INFPC (*L'Institut national pour le développement de la formation professionnelle continue*), Luxembourg's national institute for developing professional continuing education, date back to 2018 and show an annual average of 4.7 training courses taken by employees in the private sector. But this figure conceals a great disparity. Executives received an average of 7.1 training courses while unskilled employees received only two. Employees over 45 have taken an average of 3.9 training courses, a below average performance that exacerbates a phenomenon highlighted in the *Fondation IDEA* think tank's bulletin No. 14 in September 2020 in an analysis devoted to the activity of seniors: in Luxembourg, they collectively form one of the highest inactivity rates in the European Union (EU) with one of the lowest participation rates in training in the EU.

Inequalities also affect access to training according to the size of the company. While very small enterprises (VSEs) offered

an average of 5.2 training sessions to their employees in 2018 and, at the same time, very large companies (more than 1,000 employees), reached the record of 6.1 training sessions per employee, all mid-sized companies show lower figures. The sectors which came out on top were finance and insurance which, primarily because of regulatory obligations and collective agreements, offer a large number of training courses to their employees (on average 8.1 per year in 2018); followed by scientific and technical businesses (6.7), and real estate professions (5.8). Among the sectors where employees received less training is commerce, hospitality and construction, which seem to have more difficulties in being able to liberate staff during the hours necessary to do training.

If, according to the Training Observatory, the average training expenditure in 2018

1. The *Baromètre de l'Economie* takes the pulse of the economy and identifies the main concerns of businesses every six months based on a survey of 1,200 companies with 10 or more employees.



01. 02. 03. In Luxembourg, some professions are already experiencing a talent shortage, such as IT (01) and accounting. Others are growing rapidly as a result of digitalisation, especially in the health sector (Health Tech, 02). Finally, in the not too distant future, certain professions, such as deliverer, will likely disappear and be replaced in the long run by robots (03).

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02: Bill Nino/Unsplash
03: Sigmund/Unsplash

'A recent study by McKinsey predicted that 14% of the global workforce would be affected by automation by 2030.'

was 1.8% of the payroll of private companies, all sectors combined, the Chamber of Commerce's *Baromètre de l'Économie*¹ showed that 50.1% of the companies questioned devoted less than 0.5% of their payroll to it. The sectors that invest the most in training are industry, non-financial services and transport. The *Baromètre* noted that during the health crisis, training budgets fell in 2020 for 36.5% of the companies in finance, industry and commerce and only a third of them foresaw an increase in these budgets in the next three to five years. It can be hoped that this great caution is dictated by the current lack of visibility in terms of the future of business and that these forecasts will be refuted as soon as recovery is really underway and the health crisis behind us. This reluctance to undergo training is not encouraging in terms of the country's competitiveness, but it also affects training providers. Training organisations are reporting reductions in turnover and fixed costs (salary costs, premises, etc.) that are difficult to reduce even though more and more training is now taking place remotely. After the crisis, the new standard is likely to

lead to more hybrid modes, mixing face-to-face, and remote training. We will probably never go back to full face-to-face training, which will force the entire sector to reinvent itself, as Minister Claude Meisch underlined in his introduction to the Adult Education and Training 2020-2021 catalogue (available in French): *'The need to make more flexible, accessible and digital adult education has been on the agenda for some time. The coronavirus crisis has shown us that it works and how it works. We have to transform ourselves into independent learners.'*

Anticipating needs and setting the framework

The Training Observatory is an important source of information on the long-term evolution of training practices and training offered within companies, but the data does not really allow us to anticipate changes in needs. For this component, it is ADEM, in direct contact with the demands of employers in terms of the profiles sought, which is responsible for monitoring on behalf of the State. Its 'FutureSkills' initiative includes

conducting studies and sector surveys aimed at anticipating the evolution of professions on the labour market and identifying training needs for employees. It also allows for companies to be supported by experts in the analysis and planning of their manpower needs.

To go even further, the State has commissioned a vast study from the OECD, the 'National Skills Strategy in Luxembourg', which will focus on occupations with labour shortages and future skills needs in the various business sectors and analyse the gaps between existing training and those still to be developed. This study will take place in 2021 and 2022. It will be supported by social partners meeting within the framework of the *Skillsdäsch* (see below) and will include four thematic sections: creation of a continuing vocational training offer adapted to the labour market; management and promotion of 'skills choices', that is to say the positioning of employees and the creation of professional profiles; talent attraction, or the idea of attracting and retaining talent as well as possible; and the governance of



Key Job

In July 2020, the Chamber of Commerce bought the company Key Job, which specialises in IT training, to complete its offer and thus be able to help Luxembourg companies to succeed in their digital transition of their business and processes by acquiring the necessary skills. Founded on 1 March 1987, Key Job has been active in Luxembourg for over 30 years. It offers a range of products from traditional office automation courses to multimedia systems to high-level technical courses. Key Job now has more than 10,000 learners per year and employs around 30 people.

■ More info: www.keyjob.lu



Learning in practice

To concretely help companies wanting to hire apprentices, the Chamber of Commerce has published an illustrated practical guide to help companies organise this type of project step-by-step. The guide provides information on who does what in the field of apprenticeship and on the different types of diplomas in the various business sectors. It also outlines the evaluation of apprentices, what to do if things go wrong, the rights and obligations of the employer and the apprentice, the existing subsidies... The content is backed up by testimonials from training companies.

■ The bilingual (French/German) guide is available free of charge, to download or to order from the Chamber of Commerce's website: www.cc.lu/services/publications/



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data relating to skills and professional profiles with a view to setting up permanent monitoring of the system.

Training as a strategic lever for the country's development is included in the 2020 National Reform Program (NRP) with several objectives and initiatives. It states: *'Given the constant evolution of the world of work and societal challenges, the MENJE (Ministry of Education, Children and Youth) is continuing its efforts to develop a national offer of lifelong learning accessible to all and at all ages. On the one hand, it is about giving everyone the opportunity to acquire basic skills, to continuously adapt their skills, to acquire a higher level of qualification (up-skilling) or to obtain a new qualification (re-skilling).'* The aim is to enable more people to complete their career path and acquire new skills on the job, through continuing education. The NRP is still talking about the introduction of an approach to guarantee the quality of adult and continuing education offers, to overhaul the lifelonglearning.lu platform to allow personalised research according to the learner's objectives and finally, the creation of a training advice and guidance service, set up under the responsibility of the Adult Education Service, to complete the offer of the guidance centre. This last aspect is now partly covered by the recent opening in Belval, on the initiative of the Ministry of Education, of a people's university which, in addition to a broad range

of training courses, also offers information and guidance for adult learners (more information: www.lifelong-learning.lu). Other initiatives should still be discussed within the framework of *Skillsdësch*, a consultative body bringing together the State, employers and employees at regular intervals to discuss the future directions to be taken to enhance vocational training and best respond to the problem of the talents and skills in the country, taking account of the results of the OECD study.

Helped by European funding as part of the recovery package to end the crisis, several points of the Luxembourg Recovery and Resilience Plan (PRR) pertain to skills and training. In this arsenal are the FutureSkills and Digital Skills programmes which aim to strengthen and diversify the professional skills of job seekers and short-time workers, respectively, with particular emphasis on the development of the skills currently most in demand on the labour market.

Training support

Amongst the various continuing education support available, there are two main categories: collective access to training, that is to say, the co-financing of in-company training, and individual access to training. The State supports the efforts of companies in continuing education through public co-financing of their training plans. Each private



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'The Chamber of Commerce's Baromètre de l'Economie showed that 50.1% of the companies questioned devoted less than 0.5% of their payroll to training.'

sector company, legally established in Luxembourg and mainly carrying out its business there, can claim financial assistance for its annual investments in continuing vocational training. The amount allocated is a 15% tax deduction of the annual amount invested in training, provided that the employees concerned are affiliated with Luxembourg social security and have a fixed-term or indefinite employment contract. Access to financial assistance is through a request for co-financing sent to the National Institute for the Development of Continuing Vocational Training (*Institut national pour le développement de la formation professionnelle continue*, INFPC). At this stage, the financial support through co-financing is intended exclusively for companies and does not apply to the self-employed.

In addition, the State subsidises companies in their efforts to integrate foreign employees by subsidising Luxembourgish language classes offered by companies.

The State also supports training efforts for individuals with measures to ensure that employees and self-employed workers have

04. 05. Among Luxembourg employees who benefit from training, managers are the best off with an average of 7.1 training sessions per year. In contrast, employees over 45 receive only 3.9 training sessions per year. Luxembourg seniors have one of the lowest training participation rates in the European Union.

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 05: CE Reporters



Carina Hellemaa
 Founder, General Manager,
 The Dog Wellness Company

'The world is changing so quickly. If you want to keep up, you have to be in training constantly.'

In 2020, you created the Martha & Friends Dog Wellness Centre after completing the Fit4Entrepreneurship (F4E) training programme in 2019. How did you find out about this programme?

When I arrived in Luxembourg, I came with my dogs, and I realised that there were relatively few service offerings for dog owners. In addition, the sector is not regulated here so the quality of professionals is variable. So, I had the idea of one day creating a centre that could offer everything a dog owner might need under one roof (dog training, advice, day nursery, boarding, grooming, physiotherapy, rehabilitation...), in short, a multi-service centre. But at the time, I was working in finance. When my financial career ended, I thought about this project again and looked for programmes to support entrepreneurship. I first presented my idea to the House of Entrepreneurship and ADEM and was selected for Fit4Entrepreneurship after a selection process. Then there were further selection phases to determine if I was ready to become an entrepreneur and if the project would be viable.

Did you find it difficult to resume training after several years of working life?

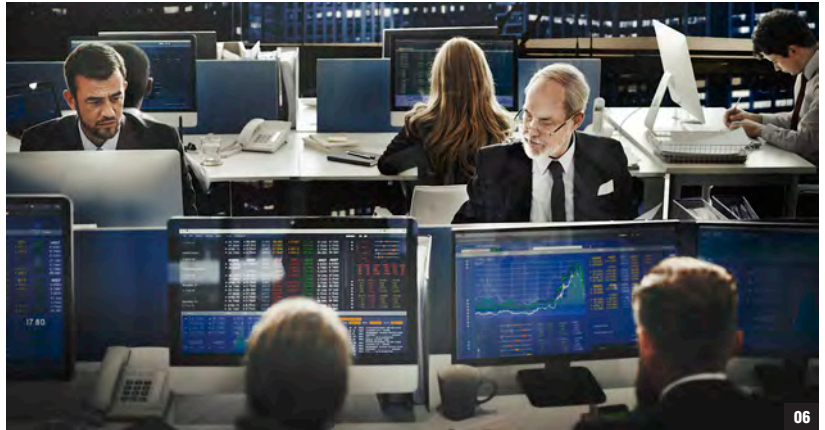
As an investment banker, having worked on four continents during my career, I am very used to keeping myself informed and taking training. The world is changing so quickly. If you want to keep up, you have to be in training constantly. It's an attitude. On the other hand, I had already completed a master's degree in economics and international relations just after the 2008 financial crisis to jumpstart my career. I am learning all the time, including from my colleagues. In my new life as an entrepreneur, I learn from the people I recruit and those around me as mentors.

Which training modules did you find most useful?

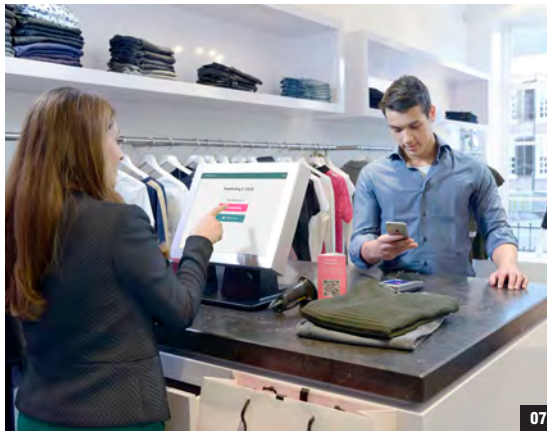
Modules which provide real-time entrepreneurship conditions and support modules on the maturity of the project, its viability, business plan preparation, and the legal framework of Luxembourg concerning the creation of a company, employment and recruitment.

Would you recommend this path to other entrepreneurs?

I am very proud of this 'mentoring'. I found the advice and support offered by the House of Entrepreneurship, the Chamber of Commerce, and nyuko to be of great value: I am a foreigner who arrived in Luxembourg in 2014. For me, not yet having a network here, the training was an opening to the economic world of the country and a guide for the different stages of my project. Plus, it is a great checklist, so you do not forget anything.



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the time they need to take training. Training leave for individuals, established in 2007, allows any employee or self-employed person to benefit from 80 days of training during their professional career. Thanks to this system, beneficiaries can participate in training, prepare for and participate in exams, write a dissertation, etc. Employees, having recourse to this leave, keep their job and their salary; and their employer can obtain reimbursement of the salary paid for the days of training leave, as well as their share of social security contributions.

Other provisions are designed to facilitate individual access to training: language leave to learn Luxembourgish; the personal arrangement of working time, allowing employees flexible work schedules so they can participate in training; and unpaid leave, up to a limit of two years per employee, with a minimum of four weeks and a maximum of six consecutive months.

In addition, individuals can also benefit from the tax deductibility of professional development expenses.

Management, a key player in training

Luxembourg's associations, federations and professional chambers are an essential link in training thanks to their knowledge of the sectors they represent and the close work they carry out with companies to monitor changes in them.

The Chamber of Commerce places the notion of 'skills' at the very heart of its training strategy. It operates across the entire vocational training value chain, initial and continuing, with the aim of enabling everyone to engage in a holistic learning process according to the vision of 'lifelong learning'. The starting point is the identification of current and future skills needs, for which the Chamber of Commerce has developed a methodology that it applies to the different business sectors that it represents (commerce, industry, Horeca, banks, etc.). In a way, this involves drawing up a portrait of each sector (key figures, main activities, issues, etc.), establishing a map of key professions (business benchmarks), and initiating a discussion around skills needs inherent in

these professions, which ultimately leads to adjustments in the training offer. This analysis is carried out in close collaboration with the key players in each sector (professional associations and federations, panels of companies). Indeed, it is important to understand the factors in transformation, how the professions are evolving (those that are over-represented, lacking, in transformation...) and how bridges can be made between professions in the same sector or between different business sectors. For example, before the health crisis, there were 'natural' bridges between the retail sector and the hospitality sector. These two sectors having been particularly affected, the gateways are no longer as fluid, which could lead to 'forced' conversions. On the basis of this in-depth knowledge of sectors and professions, the training offer can be enriched, whether it is initial vocational training or continuing vocational training. The Chamber of Commerce relies on its three structures (the House of Training for certified training courses, the ISEC for diploma programmes, and Key Job for certified training courses geared more specifically to the digital realm), to implement training based

‘We will probably never go back to full face-to-face training, which will force the entire training sector to reinvent itself.’

on the fundamental notion of skills. Here again, the close proximity to institutional stakeholders, professional associations, and partner federations makes it possible to validate the solutions adopted, possibly identify priorities, and identify experts in the field able to ensure this transfer of skills through training. Downstream, it makes it possible to publicise the offers and ensure continuous improvement.

Since 2019, the training offered by the House of Training has been restructured. Professional profiles representative of the different business sectors have been defined. They facilitate the choice of continuing vocational training necessary for the acquisition of skills, but also provide a perspective for defining a medium or long-term development plan. Blocks of skills are associated with each professional profile. A total of 64 professional profiles have been developed, responding to the 20 fields of business and sectors covered by the Chamber of Commerce. This new architecture enriches the offer on the Luxembourg market of continuing vocational training by supplementing the current model, more oriented towards short-term or specific supplementary training, with a model more oriented towards skills management, flexibility, capitalisation and progress. This approach also makes it possible to promote employability, through various programmes offered within a collaborative framework established nearly 10 years ago between the Chamber of Commerce and ADEM and enriched in recent years by the expertise of the House of Training.

The *Union des Entreprises Luxembourgeoises* (UEL), alongside ADEM and the Chamber of Commerce, is also engaged in a

06. 07. 08. Finance is one of the sectors that trains their employees the most, along with insurance. The retail, hospitality and construction sectors are those where training is less available.

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 07: 2017 Peter J. Reese/Digicash
 Payconiq
 08: Michael Browning/Unsplash



Inès Baer
 Future Skills Initiative, ADEM

‘We are convinced that future skills strongly influence professional success and resilience.’

What is the FutureSkills programme?

We launched this programme in the context of the health crisis by targeting job seekers who were facing a longer and more difficult job search. We have trained +/- 500 participants with ‘future skills’ - soft skills (communication, proactivity, creativity...), digital skills (digital trends, collaboration and office automation tools, data analysis and programming fundamentals), and business skills (project, change and risk management). After the training, participants who have not yet found a job become eligible for a compensated temporary occupation (*occupation temporaire indemnisée*, OTI) using

‘future skills’ in the public sector, which aims to keep them active and gaining professional experience whilst looking for work.

How will you measure its impact?

This programme aims to strengthen transferable skills, not necessarily linked to a specific profession. For other training, the primary indicator is the level and length of time before returning to work. With FutureSkills, we are aiming for a longer-term impact. Indeed, we are convinced that these skills create an important basis for success and professional resilience. It is one of the missions of ADEM to invest in this general upskilling of the population. To better understand this impact, we conduct participant surveys and thus collect quantitative and qualitative information.

Furthermore, participants confirm that the programme also helps them to sell themselves better in job interviews because they know their personal strengths better, they are more interested and open to changes (technological and others), and the programme allows them to stay active (and be part of a community) while unemployed.

For this programme, we have invested in e-learning content that we make available to a wider audience of job seekers (Youth eAcademy, Soft Skills eAcademy, etc.). The total number of beneficiaries will therefore be an important indicator.

We will also use the lessons learned from this approach, particularly from a technical point of view, to prepare other training offerings.



Sara Melchior

Business Developer, Vocational Training, Chamber of Commerce

'Interaction between different generations can help a business stay up-to-date.'

How can learning fit into a company's talent strategy?

Even before apprentice candidates start their professional project, the Chamber of Commerce offers them 'Talent-Check', a test to detect their talents (logic, math, linguistic skills, attitude, etc.) in order to guide them in the right direction. This certificate is an essential tool for companies to facilitate the selection of candidates and integrate new skills into their structure.

Then, coaching and sharing expertise are crucial elements of learning that encourage the talents of apprentices and help them progressively evolve with new tasks and responsibilities. This is the role of tutors within companies, and the House of Training offers training in pedagogical approaches and methods essential to the function of mentors.

Finally, the interaction between different generations offers the possibility to see things from different angles and can help a company to adapt its business strategy, for example, and to stay up-to-date. This is a win-win situation, an added value for the company and the apprentice.

What does the Chamber of Commerce provide for training companies?

Obtaining the right to train is the first step for any company wanting to train apprentices. For this, the business developer ensures the first contact. If the conditions are met, a company visit will be organised to determine whether the proposed position is suitable for an apprentice.

At all stages (obtaining the right to train, declaration of the apprenticeship position, etc.), the Chamber of Commerce assists companies. It also provides them with all the necessary information concerning the practical part of the apprenticeship, the contract, the role of the tutor, etc. Our apprenticeship advisers then act as a link between the apprentice, the company and the school. Each advisor manages between 250 and 300 contracts. They are actively involved in the field and are there to be consulted.

■ More info: winwin.lu

'The State supports the efforts of companies in continuing education through public co-financing of their training plans.'



09. 10. 11. The training sector is emerging transformed by the COVID-19 crisis, with less and less traditional face-to-face training (photos 09 and 10) and more and more distance or hybrid training (photo 11).

© 09 and 10 Laurent Antonelli/Agence Blitz and 11 Emmanuel Claude/Focalize

process of reflection focused on the professions of tomorrow through working groups devoted to 'trends, developments and projections of professions and/or sectors', 'sectoral training programmes', and 'communication campaigns to penetrate the sectors concerned'.

Industry, an example to follow

Industry is an interesting sector to take as an example due to its anticipation of changes in professions, skills sought, and training to be developed. The FEDIL, Luxembourg's multi-sectoral business federation, has conducted 12 biennial surveys on behalf of its members since 1998 aimed at measuring the sector's hiring needs. These surveys are to date the only indicator existing in Luxembourg on qualification needs in the sectors covered. The FEDIL is doing the same thing for the IT professions. These surveys provide an idea of the volume of positions that will be filled in the two years following each survey and the qualifications required. The figures are detailed by type of function and type of diploma sought, for each industrial sector concerned (agro-food, steel, chemicals, construction, etc.). If the last survey, published in early 2020, suffered from lack of predictability triggered by the COVID crisis and did not allow us to make the extrapolations usually drawn from the results, this snapshot of needs, carried out every two years, is a valuable source of information for identifying business needs, reconciling training supply and demand, whether



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at initial or continuing training level, and providing reliable information to educational and vocational guidance services. These surveys are also a working basis for adapting training policies to economic realities. They enable detecting training needs for manufacturing agents, logistics agents, air cargo professionals, and specialised agents for certain employers. Short tailor-made training courses were therefore created in collaboration with the Ministry of Education, Children and Youth and the Ministry of Labour, Employment and the Social and Solidarity Economy to enable job seekers to acquire the skills necessary to fill these positions.

To complete this needs measurement initiative, it is important to cite another project, which is directly and concretely involved in adapting the workforce to the needs of tomorrow: DigiMob Industry 4.0. This is an engineering training project intended to offer certification and cross-border career paths for the professions of production operators and maintenance operators, in a 4.0 environment. Thanks to the contribution of the four main partners of the project – the French Agency for Vocational Training (Afp) in Lorraine, the Chamber of Commerce and the House of Training in Luxembourg, and Technifutur in Wallonia – a mutual cross-border skills framework has been drawn up, supported by companies in the sector. DigiMob Industry 4.0 aims to support the transition of industries in the Greater Region to digital, which requires an

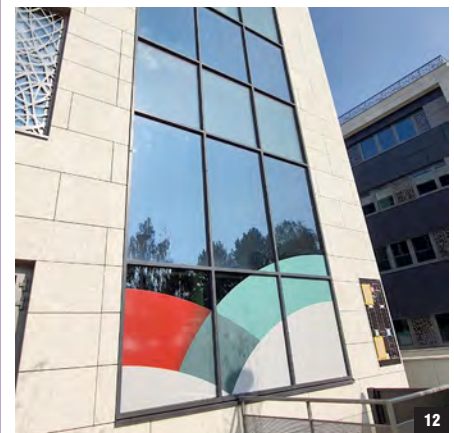
increase in the skills of employees, to meet recruitment requirements and to facilitate access to employment in professions related to production and industrial maintenance. Directly affected by new technologies and the automation of practices, these professions are set to evolve significantly within the framework of Industry 4.0. The industrial companies of the Greater Region interviewed as part of this project expressed their difficulties not only in recruiting profiles with these new skills but also in training existing staff, who are often reluctant to change. In Luxembourg, as in the Greater Region, truly 4.0 companies are still rare but are set to be more and more numerous in the future. The great peculiarity is that they are in a ‘middle ground’: their industrial practices are still relatively traditional, but they are integrating increasingly more technological components, characteristic of Industry 4.0. The implementation of DigiMob Industry 4.0 training therefore requires finding a balance between existing practices and emerging or imminent ones. Concretely, the training courses for production operators and maintenance operators must integrate the knowledge and skills of Industry 3.0, while allowing trainees to evolve in a digital environment with a maximum of technological components likely to be encountered in an industrial company: HMI (Human-Machine Interface), CMMS (Computer Aided Maintenance Management), robots/cobots... Moreover, the acquisition of solid fundamentals in new technologies must imperatively be accompanied by

12. ADEM is the state's partner for monitoring changes in the profiles sought in the job market. Along with other partners, including the House of Training, ADEM offers several training programmes tailored to the needs of job seekers and employers.

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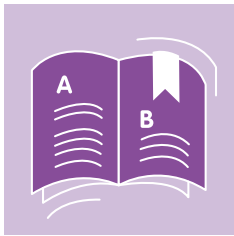


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interpersonal skills such as the ability to learn new practices and adapt to change.

Other sectoral best practice

Some collective agreements reinforce the training obligations of companies in their sector. This can take several forms. It may be a mandatory investment calculated relative to the annual payroll. This is the case, for example, with the collective agreement for staff in hospitals, security and guard companies and even temporary employment companies. The pooled payments are used to support sectoral training funds. The collective agreement for agricultural machinery mechanics and for the transport and logistics sector provide for a salary increase (by quantifying it) for passing an examination, following continuing vocational training. Another prerogative given by certain agreements (banks, insurance, social sector, film



Key words in training

Approval:

Official recognition and endorsement of an education provider.

Apprenticeship:

The process by which an individual assimilates knowledge. The term is also used to designate dual training (see work-study training).

Competence:

Ability to use knowledge, skills and personal, social or methodological dispositions in work situations.

Diploma:

Official document issued by a certifying body attesting to the level of qualification reached following an assessment against a predefined standard.

Employability:

Combination of factors (knowledge, skills, etc.) that allow people to access and stay in employment, and to progress during their careers. Employability depends on the social and economic context.

Work-study training:

Training that takes place alternately in both a professional environment and in a school environment.

Initial education and training:

General or vocational training taking place within the initial education system, in principle before entering working life.

Continuing education:

A training activity undertaken after entering working life and allowing individuals to update their knowledge and acquire new skills. Continuing education is a key factor in employability.

Qualification:

The term covers different aspects, either the formal result of an evaluation process (diploma, title or certificate), or the sum of knowledge, know-how, skills and competences allowing an individual to do a job.



operating companies, etc.) consists of an obligation for employers to define the training needs of their employees on an annual basis and to draw up training plans to meet these needs.

Among the various collective agreements, that of the banking sector is certainly one of the most successful in terms of training. It provides for a relatively large contribution - 1.5% of the reference payroll of companies, this percentage having been renewed in the new agreement covering the period 2021-2023 - in the form of a budget used directly by the company for training purposes. The agreement also guarantees the establishment of an integration programme for new employees, a programme for employability and the development of employee skills, as well as a professional reorientation programme. The last option seriously considers the evolution of the banking sector and the fact that some jobs will be deeply affected by technological developments or may even disappear. The agreement speaks of wanting to help improve the employability of employees whether inside or outside the company, inside or outside the sector, and to cover the overall needs of the country in terms of skills development.

Companies on the move

Companies are largely responsible for maintaining the employability of their employees and are the primary beneficiaries of good management of their skills acquisition. The key to this is anticipation. If, as we have seen above, sectoral approaches are essential to anticipating skills needs and to having a presence in national policies for acquiring and training talent, it is in the best interest of companies to participate in these approaches by broadly responding to all requests for their opinion on skills needs and training to be implemented or upgraded.

In addition, companies must anticipate their own needs by monitoring the necessary skills and available profiles within the company. This process can be more or less formal but must be carried out regularly, for example annually, at a pace which makes it possible to forecast the related budgets. This means integrating considerations about talent at a strategic level so that every decision on the direction of the company or technological evolution takes into account the impact on the skills required for the staff. In this process, actions should also be prioritised, and even potential emergencies identified. Then the training needs are to be



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13. 14. The House of Training, whose classrooms are located in the Chamber of Commerce's Training Centre (13), trained more than 24,000 people in 2019. In 2021 it offers more than 1,000 different training courses in its catalogue (14).

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'Some collective agreements reinforce the training obligations of companies in their sector.'

classified into two categories: the collective needs which affect a whole category of staff – for example training in 'agile' methods so that all the company's staff acquire a new work culture – and individual needs in the context of the development of a specific position, for example.

Once the needs of a business have been identified, finding the right training is not always easy. There are opportunities to get advice from the House of Training, for example, to build a training plan to meet goals. The diversity of the training available has in fact been praised by the companies that participated in the *Baromètre de l'Economie*, but they still require further adjustments of the training on offer to meet their needs. This calls for a permanent dialogue between companies and training organisations, and the co-creation of programmes.

The State offers various support to businesses to finance their training efforts. But it is the responsibility of companies to apply for this support. We know that the INFPC, the body responsible for collecting and processing applications, receives around 2,000 cases per year, while the country has more than 35,000 companies. This suggests that support could be used even more widely.

The Chamber of Commerce's *Baromètre de l'Economie* noted a certain lack of awareness of the support available, since more than a third of the companies that took part in the survey declared that they did not know about it, and this figure rose to 41% of small businesses with only 6 to 9 employees. Another third say they know about the support but use it very little. Three sectors in particular recorded a low share of companies using government support: hospitality, construction and transport. The *Baromètre* also demonstrated that co-financing is the support most used by companies, but that most of them are calling for an increase in support to improve vocational training. This wish can be interpreted as a reaction to the drop from 20 to 15% of the co-financing rate, decided in 2018; but it also suggests the procedure is too complex for a very modest reimbursement and it may reflect a need to raise awareness about the possible forms of support available.

Adapting the offer to training needs is also a major improvement desired by companies, even though the diversity of the offer is welcomed. It is likely that for some companies operating in specialised fields, the national training offer appears incomplete and that this represents a major problem for the

companies concerned. Finally, companies are asking for more support and advice in building their training plans. This request particularly concerns companies in industry and commerce.

Employees : responsible for their own skills

In the training process, individuals themselves are the key to success. Take the example of Daniel N., a young graduate with a bachelor's degree in management, recently hired in the HR department of an SME. Thanks to his interest in new technologies, he quickly became part of a team implementing new HR software. As part of this new mission, Daniel discovered project management and wanted to acquire skills in the field. He talked about it to his employer who signed him up for training in 'Project management – Fundamentals'. Following this, his employer gave him new responsibilities and the management of larger projects; Daniel became a project manager and changed careers within his SME. He then wanted to formalise his new skills as well as his professional experience in the field of project management by obtaining a diploma. He enrolled in the Master in Project Management offered by ISEC.



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Newly federated

In September 2020, in the midst of the COVID-19 pandemic, approved private training centres felt the need to come together to make their voices heard. They therefore created a federation, the FCF (*Fédération des Centres de Formation privés agréés*), under the aegis of the clc (*Confédération luxembourgeoise du commerce*). The initial objective was to have the training sector recognised as vulnerable in order to be able to benefit from state aid linked to the crisis. In the medium term, the objective is to continue to defend the interests of the members with the public authorities and institutions but also to create a uniform qualitative approach for all the private training centres not approved and to set up events which will be able to answer to all questions from members and future members.

■ More info: www.fcf.lu

Daniel's journey is but one example. Many other possibilities exist to be proactive in building one's skills and professional development - the important thing is to remain vigilant about one's employability in a world of work that is changing at high speed, and to be open to all training opportunities, even to instigating them. To facilitate the training process, it is noteworthy that employees can have recourse to the support described above, the main one being individual training leave. Recently, the process for requesting such leave has been made easier by the possibility of making the request online on MyGuichet.lu, in the 'Citizens' section, 'Education' subsection.

In addition to continuing training organised by the employer or requested by the employee, there are other approaches to acquiring skills, having skills recognised, or reorientating to a new profession. Adult learning is a good example. Defined by the Grand-Ducal Regulation of 17 December 2010, adult learning fits perfectly into the logic of 'lifelong learning'. It is aimed at anyone who, in adulthood, wants to learn a trade or profession and acquire a recognised qualification, sanctioned by an official state diploma, while being integrated into a company where they can put their learning into practice. On that note, the Chamber of

Commerce calls for a wider use of apprenticeships by extending them to more diplomas and professions, in particular through advanced technician certificates (*Brevet de Technicien Supérieur*, BTS), which offer a wide choice. The employers' chamber therefore invites us to rethink the legal framework of the advanced technician certificates (BTS), in order to facilitate access to this training, especially for holders of a diploma in initial vocational training. Indeed, access to BTS remains limited to holders of a vocational training diploma, due to the lack of systematic pathways to higher education. ADEM publishes a brochure on adult learning, available on its website, and winwin.lu also provides information on this training possibility.

To recognise skills acquired through experience, there is a procedure for the accreditation of prior learning and experience (*Validation des acquis de l'expérience*, VAE) supervised by the Ministry of Education's Department of Adult Education (*Service de la Formation des Adultes*, SFA). The qualification obtained in this way can assist with finding a new job, changing roles, advancing in a career, or reducing the duration of a planned training if some of its modules can be acquired automatically through the process.



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Luxembourg offers a wide variety of training opportunities - you only have to look at the impressive number of training courses offered on the lifelong-learning.lu portal (more than 10,000 provided by more than 280 approved organisations). To complement this wide choice, cross-border initiatives are growing in the Greater Region, such as the DigiMob Industry 4.0 project. Academic exchanges exist between European university institutions. The Chamber of Commerce itself has established academic partnerships with certain large universities or prestigious European schools. With these possibilities both within and outside Luxembourg, the offers are increasing and the training ecosystem is continuing to expand so there is no more excuse for not taking action! —

15. 16. 17. Industry is one of the sectors whose trades are undergoing the greatest transformation thanks to the contribution of new technologies. The large regional DigiMob 4.0 engineering training project offers cross-border training courses for production operators and maintenance operators.

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The Skills Approach...

Find our detachable poster at the back of the magazine!



Romain Kettmann
Senior Training Coordinator
GIC*L, Goodyear

‘The new Goodyear Mercury plant in Dudelange focuses on augmented reality to further develop the skills.’

Which training initiatives did you put in place in your company during the pandemic?

Goodyear has been agile to adapt to the pandemic by reviewing the way we deliver training. For our office associates, we indeed changed from a classroom to a virtual based training approach. We also offer multiple technical and softskills based training sessions via our internal talent management platform. The challenge is to adapt to the new virtual training offer by guaranteeing an interactive facilitation and efficient learning experience. Short and concise instructor-led training sessions via our virtual platform allow all associates to participate and maximise the learning outcome. In 2021, for our entire Lux-based complex, we recorded until today over 7,700 virtual training participations in various sessions like: project management, cross-functional leadership, feedback workshops, structural analysis of tires, etc. This represents a consistent increase of virtual classes as compared to previous years.

What is Goodyear’s training vision for the future?

As part of 4.0 industry, the new Goodyear Mercury plant in Dudelange focuses on augmented reality (AR) to further develop the skills of our associates. A project rollout aims to grow AR as part of the training tools to guarantee a consistent, standardised and streamlined process. Together with an external company and the support of interns, we develop an AR interface via Microsoft HoloLens to support maintenance and quality activities on our production line. This concept allows a self-paced training without a formal trainer in a highly qualitative manner. The vision is to develop our highly skilled technicians via AR goggles on the equipment to reduce waste with a lean approach. Training time savings are expected to be up to 30%.

What is Goodyear’s concept to train apprentices?

As the labour market in the Greater Region cannot respond to the high demand for trained and experienced skilled technicians, Goodyear Mold Plant owns an apprentice school with a full-time dedicated trainer to develop internal talents. Each year, we hire between 3 and 5 apprentices in turning and milling (*tourneur-fraiseur*) operations for a three-year dual apprenticeship. Apprentices benefit from a formal education in a Luxembourgish school and are trained half of the time in the Goodyear apprentice school where they develop CNC programming and various material processing skills (turning, milling, grinding, drilling, etc.). Apprentices are offered a consistent internal career perspective after successful graduation. In the future, our project is to increase our capacity by offering an additional formal education in mechanical (*ajusteur*) work.