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## Initiative on individual learning accounts

Fields marked with \* are mandatory.

### 1 Introduction

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### 2 About you

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\*2.1 Language of my contribution

\*2.2 I am giving my contribution as

\*2.3 First name

\*2.4 Surname

\*2.5 Email (this won't be published)

\*2.9 Organisation name

*255 character(s) maximum*

\*2.10 Organisation size

2.11 Transparency register number

*255 character(s) maximum*

Check if your organisation is on the transparency register (<http://ec.europa.eu/transparencyregister/public/homePage.do?redir=false&locale=en>). It's a voluntary database for organisations seeking to influence EU decision-making.

#### \*2.12 Country of origin

Please add your country of origin, or that of your organisation.

The Commission will publish all contributions to this public consultation. You can choose whether you would prefer to have your details published or to remain anonymous when your contribution is published. **For the purpose of transparency, the type of respondent (for example, 'business association', 'consumer association', 'EU citizen') country of origin, organisation name and size, and its transparency register number, are always published. Your e-mail address will never be published.** Opt in to select the privacy option that best suits you. Privacy options default based on the type of respondent selected

#### \*2.14 Contribution publication privacy settings

The Commission will publish the responses to this public consultation. You can choose whether you would like your details to be made public or to remain anonymous.

**Anonymous**

Only organisation details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published as received. Your name will not be published. Please do not include any personal data in the contribution itself if you want to remain anonymous.

**Public**

Organisation details and respondent details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published. Your name will also be published.

I agree with the personal data protection provisions (<https://ec.europa.eu/info/law/better-regulation/specific-privacy-statement>)

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## 3 Additional information about you

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### 3.2 What is your organisation's primary role in training?

- Company providing training for its employees
- Education and training provider
- Accreditation or certification body/ provider of quality assurance
- Public or private employment services providing information, advice, guidance or training
- National or regional organisation with responsibilities for adult learning and training (including the funding of training)
- Other role in training

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## 4 Problem Definition

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In this section, we would like to gather your views about the **main barriers** that prevent individuals from accessing training.

4.1 To what extent do you agree or disagree that following factors **related to costs** prevent individuals from accessing training?

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* Direct cost of training (course fees, tuition)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Indirect cost of training (loss of income due to time taken up by training)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Insufficient awareness of available financial support for training	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.2 To what extent do you agree or disagree that following factors **related to incentives and motivation** prevent individuals from accessing training?

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* Insufficient awareness of the benefits of training	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Uncertainty about which skills are needed to improve employment and income prospects	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Fragmented/ insufficiently transparent information on available training opportunities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Uncertainty about the quality of training opportunities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Uncertainty about whether training outcomes will be recognised by employers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Insufficient tailoring of available training to individual needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.3 To what extent do you agree or disagree that following factors **related to time** prevent individuals from accessing training?

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* Lack of time (including work, family and other commitments)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Inflexibility of training time (when training can be undertaken)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 4.4 To what extent do you agree or disagree that the following factors are **obstacles to a higher training provision on the labour market?**

	Full y agr ee	Some what agree	Somew hat disagre e	Fully disa gree	I don' t kno w
*Employer's fear to lose a worker once he or she has acquired better skills	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*A lack of instruments for an effective sharing of training costs (between companies, individuals, public authorities)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*A lack of capacity by small, medium and micro-enterprises to organise training for their employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
*A lack of support for workers with no links, or lose links, to an employer (i.e. atypical workers such as platform workers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

#### 4.5 In your opinion, are there **other important barriers** to training participation or provision not previously mentioned? You can also use this space to elaborate on a previous answer:

*500 character(s) maximum*

Although the proposal successfully identifies a series of problems related to training take-up, HOSPEEM would like to see more clarity regarding the efficiency of the ILAs in tackling issues such as individual motivation and incentives to seek training, lack of professional guidance and the relevance of the training offers.

## 5 Need for EU action and policy objectives

#### 5.1 To what extent do you agree or disagree that a European initiative on individual learning accounts could **add value on the following topics?**

	Full y agr ee	Some what agree	Somewh at disagree	Fully disag ree	I don't kno w
*Increased transparency about national training markets for companies operating on the single market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
*Portability and recognition of training outcomes across Member States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
*Portability of training entitlements across Member States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

* More efficient use of EU funds for skills development	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Development of registries of quality-assured training opportunities at national level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Implementation of quality assurance also for non-formal training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Validation of non-formal and informal learning outcomes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Provision of career guidance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Provision of educational leave and its take-up by individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Other topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

## 5.2 Please explain

500 character(s) maximum

In HOSPEEM' opinion, ILAs are one instrument among others, and they are pieces of a more complex institutional setting. Before considering such an instrument we advise the EC to look at a range of factors related to institutional obstacles, depending on the institutional context.

## 5.3 To what extent do you agree or disagree that additional policy efforts are needed to **support the following types of learning among adults?**

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* Short job-related training (e.g. for training within the current job)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* More fundamental job-related training (e.g. for a professional transition)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Training in general transversal skills (basic skills, soft and inter-personal skills etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Training in digital skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Training in skills relevant for the green transition (i.e. skills required in sectors that are growing as economies become more environmentally sustainable)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Non job-related learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

## 5.4 Please explain

500 character(s) maximum

Training in transversal skills is of key importance for healthcare and hospitals professionals. The development of these skills has been proven essential during the pandemic and it will also be essential in the transformation of health systems and their transition to new care models, centred on people's needs, enabling a shift from a hospital-centre system to more community-based and integrated care structures.

## 6 Policy Options

In this section we would like to have your views on **possible building blocks** of policies to ensure that all people have the opportunity to keep building skills throughout their working life, including on individual learning accounts and other forms of providing individual training entitlements.

The European Commission's working definition of "**individual learning account**" is as follows: a personal account where individual training entitlements can be accumulated over time, possibly funded by different sponsors. Training entitlements from the account can be spent on training independent of the employment status and when requested by the individual.

The working definition of "**individual training entitlement**" is as follows: a personal budget to spend on training. Also guidance and validation offers may be eligible for funding from this budget.

We will ask for your views on the **effectiveness of the different building blocks** for addressing the three **main groups of barriers to training introduced in section 4**: costs/financial constraints, incentives and motivation and a lack of time.

6.1 To what extent do you agree or disagree that the following approaches are effective for **tackling the financial constraints** influencing participation in training?

	Fully agree	Somewhat agree	Some what disagree	Full y disagree	I do n't know
* Establish individual learning accounts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Establish individual training entitlements in other forms (training vouchers, individual budgets etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Tax incentives for individuals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Tax incentives for companies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Subsidies to education and training providers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Increase overall public funding available to support training (i.e., sum of funding provided to individuals, companies and education & training providers)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Facilitate the sharing of training costs between companies, public authorities and individuals	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

## 6.2 Please explain

500 character(s) maximum

HOSPEEM believes that a social partners' led approach is preferable to an individualized one. The approaches to training funds are varied across the EU and they should be taken into consideration to respect the specificity of national industrial relations systems. We support a more inclusive environment and a more integrated approach.

## 6.3 To what extent do you agree or disagree that the following approaches are effective for increasing incentives and motivation influencing participation in training?

	Fully agree	Some what agree	Somew hat disagree	Fully disagree	I don't know
* Establish individual learning accounts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Establish individual training entitlements in other forms (training vouchers, individual budgets etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Public registry of quality-assured training opportunities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* "One stop shop" digital platform and smartphone app that link a registry of quality training opportunities to financial support	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Publication of training course evaluations of past participants in the registry of quality-assured training opportunities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Tax incentives for individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Tax incentives for companies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Subsidies to education and training providers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Awareness raising campaigns	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* In-person advice and guidance on training opportunities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Opportunities for the validation of informal and non-formal learning outcomes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Increase modularisation of the training offer (opportunities to acquire a certification on completion of short courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Other approach	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6.4 Please explain

500 character(s) maximum

HOSPEEM stresses how the availability of suitable training supply and adequate information are key elements for taking up further training.

6.5 To what extent do you agree or disagree that the following approaches are effective **for helping to address time constraints** to participation in training?

	Full y agr ee	Some what agree	Some hat disagre e	Fully disa gree	I don' t kno w
*Establish individual learning accounts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
*Establish individual training entitlements in other forms (training vouchers, individual budgets etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
*Increase modularisation of the training offer (opportunities to acquire a certification on completion of short courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
*Paid educational leave (granted by employer for employees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
*Allowance to cover the costs of living during training (open also to non-employees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
*Other approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

6.6 Please explain

500 character(s) maximum

6.7 To what extent do you agree or disagree with the following options for **targeting individual training entitlements**?

	F ul ly a gr ee	So me wh at ag re e	So me wha t disa gre e	F ull y di sa gr ee	I d o n' t k n o w
* <b>Universal support:</b> Give training entitlements to all working-age individuals, no matter their current position on the labour market	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* <b>Universal, but differentiated support:</b> Give training entitlements to all working-age individuals, and a higher amount to individuals with particular training needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* <b>Targeted support:</b> Give training entitlements only to individuals with particular training needs (such as those in industries undergoing significant structural change, the unemployed, atypical workers or the low-qualified)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
*Other approach	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 6.8 Please explain

500 character(s) maximum

In many EU Member States, the training entitlement are set in the framework of a bilateral negotiation process between employers and employees. The proposed initiative should take this aspect into account. Further, the initiative should respect the autonomy of decision of the two parts in relation to how the training entitlements can be used.

6.9 Giving individuals training entitlements goes hand-in-hand with the establishment of a **registry of training opportunities that are eligible** for funding from these training entitlements. To what extent do you agree or disagree with the following statements about the selection of eligible training opportunities/the **governance of this registry?**

	Full y agr ee	Somew hat agree	Somewh at disagree	Fully disagr ee	I don't know
* Strong role of employer organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Strong role of trade unions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Strong role of public authorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Strong role of skills intelligence/ research (information on skills in shortage on the labour market)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Other	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6.10 Please explain

500 character(s) maximum

We have some concerns regarding the possibility to select the training offer. Preserving the cost efficiency of the training funds supposes agreements between social partners at the national level for what would be eligible training provision within this learning accounts.

6.11 To what extent do you agree or disagree with the following possible **rules on how individuals can spend their individual training entitlements?**

	Fu lly ag re e	Som ewh at agre e	Some what disagr ee	Fu lly dis agr ee	I do n't kn ow
* Free selection from the registry of eligible training offers. For employees, training may take place during working hours with the agreement of the employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

* Free selection from the registry of eligible training offers. For employees, training is required to take place outside of working hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Restricted freedom in selection of training on the basis of compulsory prior guidance (e.g. by Public Employment Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Other	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6.12 Please explain

500 character(s) maximum

The individual decisions' is an element of the decision process, but it cannot be the main decision-makers while training funds are in large percentage provided by the employers.

6.13 To what extent do you agree or disagree that the following **sources should be used to increase available funding** for training?

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* Individual contribution	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Employer's levy (e.g. on payroll)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Member States public funding	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* EU funds (including the European Social Fund, Recovery Funds etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6.14 Please explain

500 character(s) maximum

The costs and mobilization of additional skills investments should be a shared responsibility involving public funds, employers', and employees' funds. Additional levies for employers would not be fair without compensations from public funds. Any expenditure should be cost-efficient, based on the added value that this tool could bring. The social partners should play a key role in managing the training funds as they are contributing massively to these funds.

6.15 To what extent do you agree or disagree that the following **policy instruments would be suitable/effective** to ensure a sufficient access to and uptake of training opportunities across the EU?

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know

*No additional instrument, the existing EU-level framework is sufficient	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Strengthen EU level monitoring and exchange of best practices (e.g. European Semester, Open Method of Coordination)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Introduce EU legislation to be adhered by Member States on a voluntary basis (e.g. Council Recommendation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
*Other instrument	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.16 Please explain

500 character(s) maximum

## 7 Expected impacts

In this section, we welcome your opinions on the **potential impacts of an individual learning accounts initiative**. The specific content of the initiative will depend on the impact assessment and stakeholder consultations, and possible recommendations would concern the building blocks covered in the previous sections of this questionnaire.

7.1 To what extent do you agree or disagree that the following impacts related to **fundamental and social rights** could result from an EU initiative on individual learning accounts?

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
*Making it easier for individuals to manage transitions in the labour market (between different jobs or sectors, or from unemployment to employment)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Improving employment prospects for unemployed by tailor made assistance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Improving access to secure and adaptable employment regardless of the type and duration of the employment relationship	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Tackling discriminations on all grounds regarding access to training, employment prospects and career progression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
*Improving health and wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
*Promoting active citizenship and political participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

7.2 To what extent do you agree or disagree that the following impacts related to the **labour market and the economy** could result from an EU initiative on individual learning accounts?

	Full y agr ee	Somew hat agree	Somewh at disagree	Fully disag ree	I don't kno w
* Supporting an efficient reallocation of labour in light of structural changes or economic downturns	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Reducing skills gaps and mismatches	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving productivity and competitiveness of companies	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting geographical labour mobility	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.3 To what extent do you agree or disagree that the following impacts related to the **society and the environment** could result from an EU initiative on individual learning accounts?

	Fully agree	Somewh at agree	Somewhat disagree	Fully disagre e	I don't know
* Supporting digital and green transitions by providing relevant skills	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving cohesion in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Leading to upward convergence between Member States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

7.4 Are there any other expected impacts – positive or negative - you would like to indicate?

*500 character(s) maximum*

## 8 Concluding Questions

8.1 If you have any additional comments and/or suggestions, feel free to use the open answer box below  
*1,500 character(s) maximum*

We think that that this initiative should have a dual approach, improving the collaboration between in-company training and training offered by education providers. This approach could be beneficial for improving the employability of certain categories such as NEETs. For this, we need a clarification on which stakeholder will be responsible for providing the individual learning accounts and the training content. Strong institutional support is mandatory in this sense.

8.2 If you wish to upload position papers please do so here

## Contact

Contact Form (/eusurvey/runner/contactform/dd5a4a59-e283-4f01-562f-1d0780375599)

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