

Initiative on individual learning accounts

Fields marked with * are mandatory.

1

Introduction

2 About you

* 2.1 Language of my contribution

- Bulgarian
- Croatian
- Czech
- Danish
- Dutch
- English
- Estonian
- Finnish
- French
- German
- Greek
- Hungarian
- Irish
- Italian
- Latvian
- Lithuanian
- Maltese
- Polish
- Portuguese
- Romanian
- Slovak
- Slovenian
- Spanish

Swedish

* 2.2 I am giving my contribution as

- Academic/research institution
- Business association
- Company/business organisation
- Consumer organisation
- EU citizen
- Environmental organisation
- Non-EU citizen
- Non-governmental organisation (NGO)
- Public authority
- Trade union
- Other

* 2.3 First name

* 2.4 Surname

* 2.5 Email (this won't be published)

* 2.6 Scope

- International
- Local
- National
- Regional

* 2.7 Level of governance

- Local Authority
- Local Agency

* 2.8 Level of governance

- Parliament

- Authority
- Agency

* 2.9 Organisation name

255 character(s) maximum

Ministerie van Sociale Zaken en Werkgelegenheid

* 2.10 Organisation size

- Micro (1 to 9 employees)
- Small (10 to 49 employees)
- Medium (50 to 249 employees)
- Large (250 or more)

2.11 Transparency register number

255 character(s) maximum

Check if your organisation is on the [transparency register](#). 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.

- | | | | |
|--------------------------------------|--|-------------------------------------|--|
| <input type="radio"/> Afghanistan | <input type="radio"/> Djibouti | <input type="radio"/> Libya | <input type="radio"/> Saint Martin |
| <input type="radio"/> Åland Islands | <input type="radio"/> Dominica | <input type="radio"/> Liechtenstein | <input type="radio"/> Saint Pierre and Miquelon |
| <input type="radio"/> Albania | <input type="radio"/> Dominican Republic | <input type="radio"/> Lithuania | <input type="radio"/> Saint Vincent and the Grenadines |
| <input type="radio"/> Algeria | <input type="radio"/> Ecuador | <input type="radio"/> Luxembourg | <input type="radio"/> Samoa |
| <input type="radio"/> American Samoa | <input type="radio"/> Egypt | <input type="radio"/> Macau | <input type="radio"/> San Marino |
| <input type="radio"/> Andorra | <input type="radio"/> El Salvador | <input type="radio"/> Madagascar | <input type="radio"/> São Tomé and Príncipe |
| <input type="radio"/> Angola | <input type="radio"/> Equatorial Guinea | <input type="radio"/> Malawi | <input type="radio"/> Saudi Arabia |
| <input type="radio"/> Anguilla | <input type="radio"/> Eritrea | <input type="radio"/> Malaysia | <input type="radio"/> Senegal |
| <input type="radio"/> Antarctica | <input type="radio"/> Estonia | <input type="radio"/> Maldives | <input type="radio"/> Serbia |

- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Bhutan
- Bolivia
- Bonaire Saint Eustatius and Saba
- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- Eswatini
- Ethiopia
- Falkland Islands
- Faroe Islands
- Fiji
- Finland
- France
- French Guiana
- French Polynesia
- French Southern and Antarctic Lands
- Gabon
- Georgia
- Germany
- Ghana
- Gibraltar
- Greece
- Greenland
- Grenada
- Guadeloupe
- Guam
- Guatemala
- Guernsey
- Guinea
- Mali
- Malta
- Marshall Islands
- Martinique
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Micronesia
- Moldova
- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar /Burma
- Namibia
- Nauru
- Nepal
- Netherlands
- New Caledonia
- New Zealand
- Seychelles
- Sierra Leone
- Singapore
- Sint Maarten
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Georgia and the South Sandwich Islands
- South Korea
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname
- Svalbard and Jan Mayen
- Sweden
- Switzerland
- Syria
- Taiwan
- Tajikistan
- Tanzania

- British Indian Ocean Territory
- British Virgin Islands
- Brunei
- Bulgaria

- Burkina Faso
- Burundi

- Cambodia

- Cameroon

- Canada
- Cape Verde
- Cayman Islands

- Central African Republic
- Chad
- Chile
- China

- Christmas Island
- Clipperton
- Cocos (Keeling) Islands

- Colombia
- Comoros

- Congo

- Guinea-Bissau
- Guyana
- Haiti
- Heard Island and McDonald Islands
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan

- Nicaragua
- Niger
- Nigeria
- Niue

- Norfolk Island
- Northern Mariana Islands
- North Korea
- North Macedonia
- Norway
- Oman
- Pakistan
- Palau
- Palestine
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Pitcairn Islands
- Poland
- Portugal

- Thailand
- The Gambia
- Timor-Leste
- Togo

- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- United States Minor Outlying Islands
- Uruguay
- US Virgin Islands
- Uzbekistan

- Cook Islands
- Costa Rica
- Côte d'Ivoire
- Croatia
- Cuba
- Curaçao
- Cyprus
- Czechia
- Democratic Republic of the Congo
- Denmark
- Kenya
- Kiribati
- Kosovo
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Puerto Rico
- Qatar
- Réunion
- Romania
- Russia
- Rwanda
- Saint Barthélemy
- Saint Helena Ascension and Tristan da Cunha
- Saint Kitts and Nevis
- Saint Lucia
- Vanuatu
- Vatican City
- Venezuela
- Vietnam
- Wallis and Futuna
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

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

* 2.13 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

The type of respondent that you responded to this consultation as, your 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.

Public

Your name, the type of respondent that you responded to this consultation as, your country of origin and your contribution will be published.

* 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](#)

3 Additional information about you

3.1 In which age group do you fall?

- 15-19
- 20-24
- 25-34
- 35-54
- 55-64
- 65+

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

3.3 Please specify

Het stimuleren van een leercultuur en eigen regie om ieder individu een duurzaam werkperspectief te bieden.

4 Problem Definition

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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Uncertainty about the quality of training opportunities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Uncertainty about whether training outcomes will be recognised by employers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Insufficient tailoring of available training to individual needs	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Inflexibility of training time (when training can be undertaken)	<input type="radio"/>	<input checked="" type="radio"/>	<input 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?**

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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

Wanneer banen niet direct verdwijnen, voelen mensen de urgentie niet om zich om- en/of bij - te scholen. In aanvulling op bovenstaande antwoorden, is het gebrek aan gevoel van urgentie bij werknemers een andere mogelijke belangrijke barrière.

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?**

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* Increased transparency about national training markets for companies operating on the single market	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Portability and recognition of training outcomes across Member States	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Portability of training entitlements across Member States	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* More efficient use of EU funds for skills development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Development of registries of quality-assured training opportunities at national level	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Implementation of quality assurance also for non-formal training opportunities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Validation of non-formal and informal learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>
* Other topic	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.2 Please explain

500 character(s) maximum

Het Nederlands kabinet is, net als de Commissie, van mening dat een (publiek) individueel leer- en ontwikkelbudget kan bijdragen aan de eigen regie van mensen om zich tijdens hun loopbaan te blijven ontwikkelen. Het kabinet is van mening dat lidstaten zelf in staat zijn om hiervoor beleid op te stellen dat aansluit bij de specifieke omstandigheden en ontwikkelingen op de arbeidsmarkt van de lidstaat. Zo introduceert Nederland het publiek gefinancierde individuele STAP-budget in 2022.

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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* More fundamental job-related training (e.g. for a professional transition)	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Training in digital skills	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Non job-related learning	<input type="radio"/>	<input type="radio"/>	<input checked="" 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

Het Nederlands kabinet zet in op aanvullend beleid op wat private partijen (werkgevers en hun organisaties) doen. Werkgevers en werknemers hebben een eigen verantwoordelijkheid als het gaat om het op peil houden van vaardigheden voor hun huidige beroep en investeren ook in bredere scholing. De overheid stimuleert met aanvullend beleid het nemen van eigen regie van individuen.

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	Somewhat disagree	Fully disagree	I don't know

* Establish individual learning accounts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish individual training entitlements in other forms (training vouchers, individual budgets etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Tax incentives for individuals	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Facilitate the sharing of training costs between companies, public authorities and individuals	<input type="radio"/>	<input checked="" 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

Een ILA, één rekening gefinancierd door werkgevers en werknemers en overheid gezamenlijk, is een aantrekkelijk perspectief. In Nederland spelen echter vragen rond de uitvoerbaarheid (zeker op korte termijn), frauderisico's en verschuiving van private naar publieke investeringen in scholing (deadweightloss). Nederland kiest daarom op de korte termijn voor het stimuleren van private leerrekeningen (via belastingvoordelen werkgevers) en een publiek ontwikkelbudget (STAP). De bestaande fiscale regeling voor werknemers wordt daarnaast afgeschaft ten gunste van dit ontwikkelbudget, omdat een fiscale regeling hoge drempels kent voor de meeste mensen.

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	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* Establish individual learning accounts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Establish individual training entitlements in other forms (training vouchers, individual budgets etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Public registry of quality-assured training opportunities	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Awareness raising campaigns	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other approach	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.4 Please explain

500 character(s) maximum

Nederland herkent de meerwaarde van veel van bovengenoemde maatregelen en zet een groot deel ook in. Hierbij spelen dezelfde overwegingen mee zoals benoemd in 6.2. Uit ervaring en onderzoek in de Nederlandse context blijkt dat de ene maatregel effectiever is voor de ene doelgroep dan voor de andere. T.a.v. 'overige aanpak' denkt Nederland aan o.a. ruime keuze in opleidingen en scholing, weinig restricties in de keuze, waardoor mensen meer eigenaarschap voelen en meer gemotiveerd zullen zijn om deel te nemen.

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?

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* Establish individual learning accounts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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"/>
* Increase modularisation of the training offer (opportunities to acquire a certification on completion of short courses)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*					

Paid educational leave (granted by employer for employees)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Allowance to cover the costs of living during training (open also to non-employees)	<input type="radio"/>	<input checked="" 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"/>

6.6 Please explain

500 character(s) maximum

De effectiviteit van bovenstaande interventies zijn afhankelijk van de context. Zo laat onderzoek zien dat betaald vrij krijgen voor scholing veel invloed heeft. Tevens stimuleert het gedeeltelijk vergoeden van verletkosten (de kosten die worden gemaakt omdat een werkende niet werkt maar schoolt in werktijd) werkgevers hier weer toe. Het moduleren van scholing werkt ook stimulerend: een opleiding wordt behapbaar en kortere delen hebben al civiel effect, wat motiverend werkt. Deze inzichten worden meegenomen en overwogen in het bredere Nederlandse beleid t.a.v. vaardigheden.

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

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* Universal support: Give training entitlements to all working-age individuals, no matter their current position on the labour market	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Universal, but differentiated support: Give training entitlements to all working-age individuals, and a higher amount to individuals with particular training needs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Targeted support: 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 checked="" 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"/>

6.8 Please explain

500 character(s) maximum

Nederland biedt verschillende doelgroepgerichte subsidies, zoals de SLIM regeling gericht op het MKB en omscholingssubsidies voor mensen die moeten veranderen van beroep en/of sector. Met het individuele leerbudget STAP zet Nederland in op universele ondersteuning met de mogelijkheid om dit in de toekomst verder te differentiëren.

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?**

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

6.10 Please explain

500 character(s) maximum

In Nederland wordt leven lang ontwikkelen door alle partijen gezien als een gedeelde verantwoordelijkheid. Sociale partners nemen hun rol en de overheid voert aanvullend beleid om de leercultuur te stimuleren. Samen met sociale partners en onderwijskoepels wordt ook vormgegeven aan een landelijk scholingsportal, waarin scholingsmogelijkheden staan. De governance van dit portal is een gedeelde verantwoordelijkheid, die zal worden vastgelegd in een convenant.

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

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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6.12 Please explain

500 character(s) maximum

Het Nederlandse kabinet heeft de afgelopen jaren samen met sociale partners, opleiders, uitvoeringsorganisaties en regionale samenwerkingsverbanden hard gewerkt aan nieuwe maatregelen om levenslang ontwikkelen (LLO) voor alle werkenden en werkzoekenden aantrekkelijk en mogelijk te maken. De nationale strategie gericht op LLO beoogt mensen meer regie te bieden over hun eigen loopbaan. Het individuele leerbudget STAP-budget is gebaseerd op dit uitgangspunt en zal zo breed mogelijk in te zetten zijn, met de gedachte dat de motivatie groter is wanneer iemand zelf kan kiezen.

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

6.14 Please explain

500 character(s) maximum

Leren en ontwikkelen is in Nederland een verantwoordelijkheid van iedereen (werkgevers, werknemers, hun organisaties, het individu en de overheid). Er moet dus een bepaald balans zijn in de bijdragen van alle partijen. Voor de ene doelgroep geldt dat wel meer dan voor de andere. Investerings in menselijk kapitaal kan de concurrentiekracht van individuele lidstaten versterken en daarmee zowel een positief effect hebben op convergentie tussen lidstaten als op de concurrentiekracht van de EU als geheel. De uiteindelijke keuze voor besteding van de fondsen aan LLO is aan lidstaten zelf, uiteraard binnen de kaders van de geschetste fondsverordeningen. Naast de mogelijke inzet van EU fondsen kunnen ook Europese projecten in het kader van het Erasmus+ programma bijdragen aan nieuwe ontwikkelingen op het gebied van volwassenonderwijs en leven lang ontwikkelen.

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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other instrument	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.16 Please explain

500 character(s) maximum

Nederland ziet voornamelijk een meerwaarde in een rol voor de EU in de uitwisseling van kennis en best practices. Daarnaast zien wij een rol voor de EU in het stimuleren van nationale experimenten en daar waar nodig succesvolle initiatieven helpen opschalen naar Europees niveau en het aanjagen van publiek-private partnerships.

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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input 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"/>
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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?

	Fully agree	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
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 checked="" type="radio"/>	<input 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	Somewhat agree	Somewhat disagree	Fully disagree	I don't know
* Supporting digital and green transitions by providing relevant skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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

Gezien de huidige fase van het ILA voorstel van de Europese Commissie is het prematuur om over bovenstaand te oordelen.

8 Concluding Questions

8.1 If you have any additional comments and/or suggestions, feel free to use the open answer box below

1500 character(s) maximum

Zoals eerder aangegeven: Nederland is van mening dat een (publiek) individueel leer- en ontwikkelbudget kan bijdragen aan de eigen regie van mensen om zich tijdens hun loopbaan te blijven ontwikkelen. Nederland benadrukt dat lidstaten zelf het beste in staat zijn om hiervoor beleid op te stellen dat aansluit bij de specifieke omstandigheden en ontwikkelingen op de arbeidsmarkt van de lidstaat zoals voor Nederland de ontwikkeling van het publiek gefinancierde individuele STAP-budget (zoals ook toegelicht bij 6.2). Inspanningen van de Commissie om de beleidsontwikkeling van een individueel leer- en ontwikkelbudget door lidstaten te ondersteunen kunnen op steun rekenen van Nederland.

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

Only files of the type pdf,txt,doc,docx,odt,rtf are allowed

Bijgaand het Nederlandse non-paper over EU Vaardighedenagenda (juni 2020), zoals eerder gedeeld met de Europese Commissie.