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Isfol

Conferenza nazionale

**"Valorizzare gli apprendimenti
non formali e informali"**

Firenze, 23 ottobre 2014

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Guy Le Boterf (2012)

Peut-on traiter des questions de professionnalisation uniquement avec une approche par compétences? Quelles conditions réunir pour qu'une formation soit professionnalisante ?

- “...I am very disappointed for the way my studies on competences have been used around Europe, specifically the deviation towards the referentials of competences.
- The starting point for every learning is more focused on the possibility to face and solve concrete problems in real life”

Centre interdisciplinaire de recherche/ développement sur l'éducation permanente Observatoire Compétences-Emplois

Du présentiel à l'expérientiel : Vers de nouvelles façons de développer les compétences tout au long de la vie

HEC Montréal 24-25 mai 2012





The issue of competences goes beyond the *bilan de compétence*. It is related to

- The evaluation of what the whole country is doing and does for its citizens' well-being,
- The evaluation of competence supply provided for the productive system and the global value chain,
- The strategic forecast on if and to what extent youth and employees are properly equipped to face challenges in the coming years.





Learning outcomes, competences, certifications: three levels

- *Preliminary level*: it aims at (1) creating a competences' monitoring system that lets us know who knows what; or (2) strengthening certification's system that lets us know who possesses specific credentials
- *Meso level*: it aims at making results transparent and visible in terms of real competences acquired. PIAAC is an example of that and empties value of some types of certificates
- *Predictive level*: it lets us have a better understanding of the extent to which competences developed so far –everywhere– do have a positive impact on future working and living conditions, and wellness of citizens of tomorrow. To do so we might wonder to what extent we promote in children just entered the primary school the acquisition of competences to live and work in Italy and in the world after 2030 – that is when they leave the school and academic systems. This should be the first shock to be given for ethics and politics purposes in order to have high quality in the school system and less troubles in adult learning





Zone of proximal development





Where do competences come from?

- In the perspective of adult learning, informal learning is pivotal.
- Some empirical researchers have been trying to quantify learning processes that are activated in the workplaces: Eraut (2004) considers them the majority, Cross (2007) quantifies them in 80%; Day (1998), Bruce, Aring and Brand (1998) in 70%.





Learning to be innovative is achieved through participation in new production processes and jobs with high learning potential.

**Embedded learning generate innovation,
but formal and non formal too**

Box 40. Summary innovation index 2006 and type of training and innovation index 2005 (CVTS3)

	INTERNAL CVT 2005	EXTERNAL CVT 2005	ANY OTHER FORMS OF TRAINING 2005
CORRELATION BETWEEN TYPE OF TRAINING AND INNOVATION INDEX	0.49	0.28	0.68

Source: MERIT, 2006; Eurostat, 2006. Quoted in Cedefop, 2012



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The first challenge

To increase the learning potential of workplaces

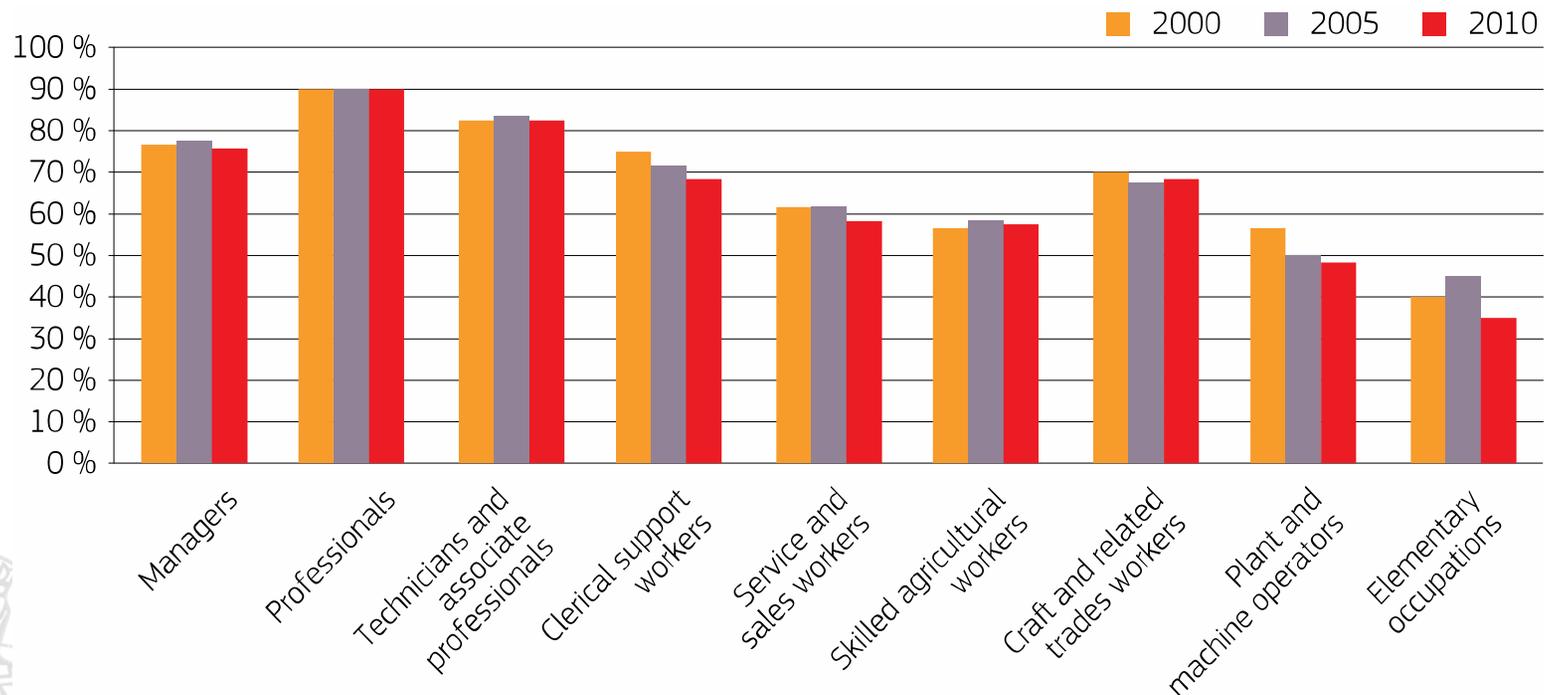




The workplace learning potential professional growth of workers.

**The vast majority of European workers report
learning new things in the workplace.
(In elementary occupations this is not true)**

Box 19. Learning new things at work, by occupation, EU27 (%)



Source: Eurofound (2012), Fifth European Working Conditions Survey

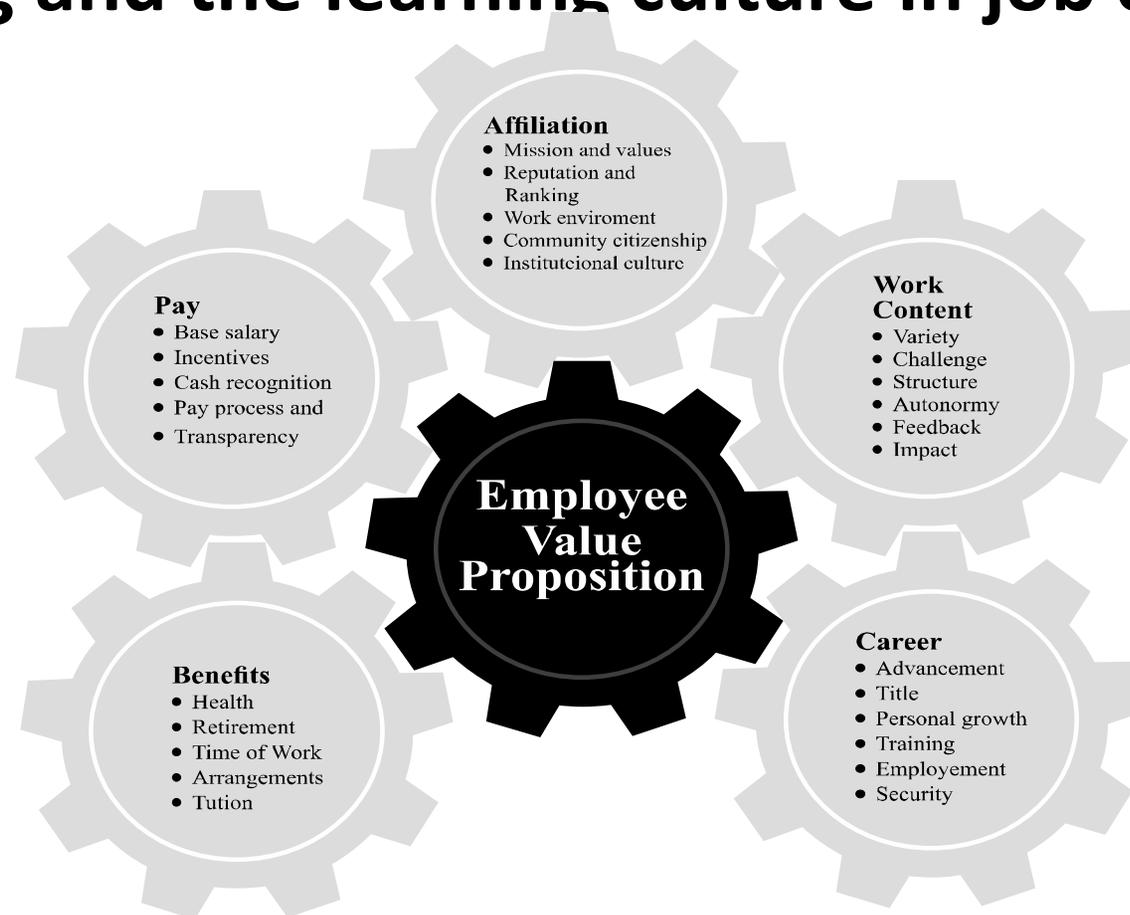
In any company , the **learning potential of various jobs** can be classified according to the time a worker can devote to reflect, the **mode of cognition** and the **types of processes** he/she is involved in

Box 30. Interactions between time, mode of cognition and type of process

Type of Process	Mode of Cognition		
	Instant/Spontaneous	Rapid/Intuitive	Deliberative/Analytic
Assessment of the situation	Pattern recognition	Rapid interpretation Communication on the spot	Prolonged diagnosis Review, discussion and analysis
Decision making	Instant response	Recognition primed or intuitive	Deliberative analysis or discussion
Overt actions	Routinised actions	Routines punctuated by rapid decisions	Planned actions with
Metacognitive engagement	Situational awareness	Implicit monitoring Short, reactive Reflections	Monitoring of thought and activity, reflective learning Group evaluation



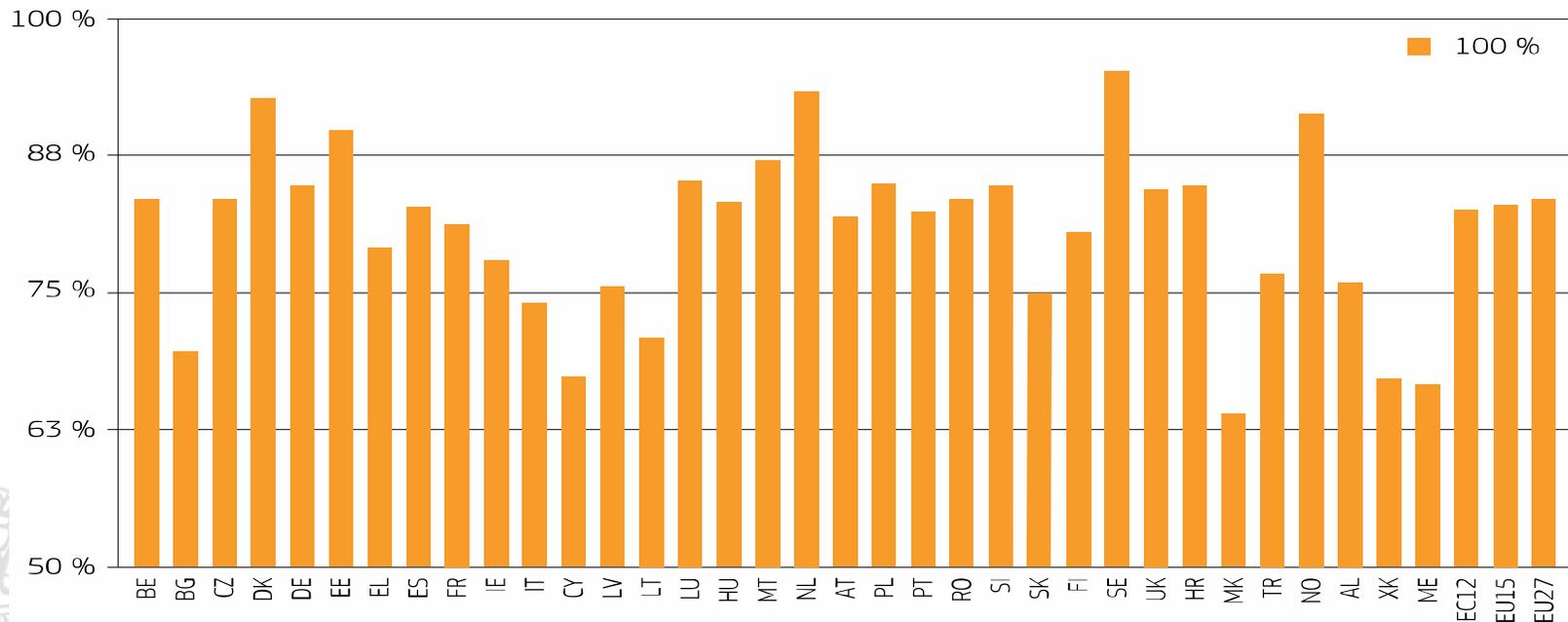
The **learning potential of workplaces** is based on five factors that create value for employees:
job content, career prospects, benefits, a sense of belonging and the learning culture in job contracts



Innovation is, first of all, the result of processes of knowledge production inside workplaces.

Workplace learning increases the workers' ability to innovate. That is what generates innovation and makes its external absorption possible.

Box 38. Does your work involve solving unforeseen problems on your own?



Source of Data: Eurofound, 2013



More than 50% of European firms are “Non innovator”. Should the number of innovative organisations increase?

Box 37. A Typology of Innovation Modes for EU Member Nations

	Percentage of all firms by country in each innovation mode					
	Strategic	Intermittent	Technology modifiers	Technology adopters	Non - innovators	Total
Belgium	7	13	16	14	50	100
Denmark	5	14	11	14	56	100
Germany	10	15	25	11	39	100
Greece	4	9	5	10	72	100
Italy	6	12	15	4	64	100
Spain	2	6	5	19	67	100
France	8	12	10	11	59	100
Luxembourg	7	17	20	4	52	100
Netherlands	8	14	16	8	55	100
Portugal	3	15	16	13	54	100
UK	4	7	5	16	68	100
Finland	13	19	10	3	55	100
Sweden	11	14	14	8	53	100
Austria	8	12	20	9	51	100

Note: “strategic” and “intermittent” modes are internal distinctions of the lead innovator category Arundel et al 2007:19



Beyond workplaces

- Learning processes that can be developed beyond workplaces are important both for people having good working conditions and people who must compensate them or getting prepared to other solutions
- The desire to study is strong in all EU countries





Out of 7 adults participating in formal or non-formal education and training just 1 is low skilled

Box 4. Participation in formal or non-formal education and training by educational attainment - %. Age 25-64 years.

Isced levels 1997	2003	2004	2005	2006	2007	2008	2009	2010	2011
0-2	3.3	3.6	3.7	3.7	3.6	3.8	3.9	3.8	3.9
3 and 4	8.3	9.5	8.8	8.5	8.2	8.3	8.1	8.0	7.6
5 and 6	17.1	19.5	18.5	18.0	17.5	17.5	16.9	16.7	16.0
All	8.5	9.8	9.5	9.3	9.1	9.2	9.2	9.1	8.9

Source of Data: Eurostat. All Eurostat Data are extracted on 18 November 2012

Demand for formal adult and continuing Education grew between 2000 and 2010, in spite of the economic crisis

EU27 Average		low	medium	high
2000	From 25 to 34 years	25.7	51.4	22.9
2010	From 35 to 44 years	23.8	48.3	27.9
2000	From 35 to 44 years	30.7	48.3	20.9
2010	From 45 to 54 years	28.9	48.4	22.7
2000	From 45 to 54 years	39.1	42.4	18.5
2010	From 55 to 64 years	38.4	42.5	19.1

Source: Beblavy, NeuJobs



The likelihood of having access to lifelong learning varies largely according to country and region of residence

Fast growing countries:

Some countries that are economically and socially lagging behind, are making faster progress in LLL than more developed countries.





Fast growing countries

Bulgaria

	low	medium	high
From 25 to 34 years	23.9	57.3	18.9
From 35 to 44 years	17.0	58.6	24.4
From 35 to 44 years	23.6	56.2	20.2
From 45 to 54 years	17.8	59.9	22.3
From 45 to 54 years	32.9	48.4	18.7
From 55 to 64 years	29.5	51.3	19.2





Fast growing countries

Czech Republic

	low	medium	high
From 25 to 34 years	7.4	80.9	11.7
From 35 to 44 years	4.9	78.9	16.3
From 45 to 54 years	8.4	75.7	15.9
From 55 to 64 years	13.7	74.8	11.5





Fast growing countries

Germany

	low	medium	high
From 25 to 34 years	15.4	62.1	22.4
From 35 to 44 years	13.2	58.7	28.1
From 35 to 44 years	15.4	58.0	26.6
From 45 to 54 years	13.5	59.9	26.6
From 45 to 54 years	18.8	55.8	25.4
From 55 to 64 years	16.9	57.8	25.4





Fast growing countries

Estonia

	low	medium	high
From 25 to 34 years	9.1	62.6	28.3
From 35 to 44 years	9.2	57.7	33.1
From 35 to 44 years	6.8	63.8	29.4
From 45 to 54 years	6.2	55.3	38.5
From 45 to 54 years	13.6	55.8	30.6
From 55 to 64 years	14.9	54.4	30.7





Fast growing countries

Poland

	low	medium	high
From 25 to 34 years	10.6	75.1	14.3
From 35 to 44 years	8.2	68.4	23.4
From 35 to 44 years	12.9	70.7	16.5
From 45 to 54 years	11.2	73.8	15.1
From 45 to 54 years	22.8	66.6	10.6
From 55 to 64 years	20.8	66.4	12.9





But it is different in Italy

Italy

	low	medium	high
From 25 to 34 years	40.7	48.7	10.6
From 35 to 44 years	40.8	43.4	15.8
From 35 to 44 years	48.6	40.4	11.0
From 45 to 54 years	48.9	39.1	12.0
From 45 to 54 years	60.6	29.3	10.1
From 55 to 64 years	61.8	27.5	10.7



**Within the same country differences
among regions are significant :
up to 48,5% in Germany**

**GERMANY: Participation of adults aged 25-64 in
education and training by NUTS 2 regions - %**

GEO/TIME	2012	≠
Berlin	10,1	
Bayern	7,6	-32,9
Niedersachsen	6,8	-48,5
Sachsen-Anhalt	6,8	-48,5





This suggests that **what makes a difference is**
not just a matter of national tradition
or policy:

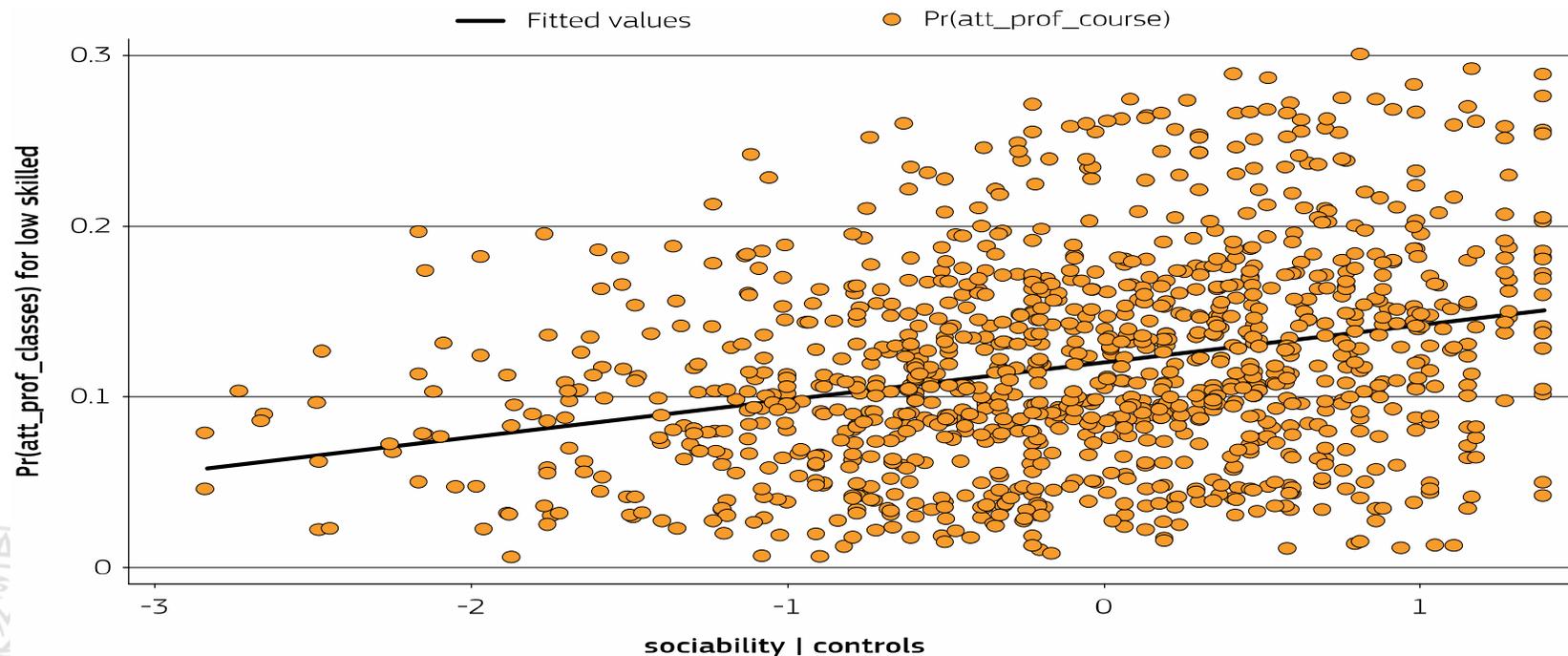




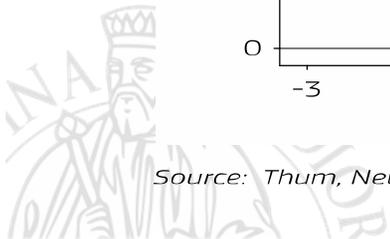
What makes the difference are networks, labour status, market

1. Belonging to **networks of dynamic learning** and to communities, cities and regions with a wealth of sources of knowledge.

Box 17. Scatter plot between the predicted probability to attend a professional class and the sociability scale for the low skilled



Source: Thum, NeuJobs





What makes the difference are networks, labour status, market

2. Participation rate in education and training by labour status (2007)

Labour status	Percentage of total
employed	42.1 
unemployed	24.1
inactive	16.6
European Union (27 countries)	34.9

Source of Data Eurostat





What makes the difference are networks, labour status, **market**

3. Market: in order of importance, companies, families and the state guarantee financial support to individuals engaged in adult and continuing education.

The **state** has a financial support function between **1.75 and 16 times less** than that guaranteed by **companies**,

and between **1.75 and 7.5 times less** than that guaranteed by **families**.





The size of the global training market.

Europe represents about 30%

	Global Spend (USD)	North America (USD)	Rest of World (USD)	Annual Growth Rate
2012	\$291.7B	\$131.3B	\$160.4B	2.0%
2011	\$286.0B	\$128.7B	\$157.3B	5.5%
2010	\$271.1B	\$122.0B	\$149.1B	10.9%
2009	\$244.4B	\$110.0B	\$134.4B	-17.3%
2008	\$295.6B	\$133.0B	\$162.6B	-2.2%
2007	\$302.2B	\$136.0B	\$166.2B	NA

This data does not include expenditures related to consumers' spend for training programs (individuals taking training courses for personal or non-work related development); or revenues for educational institutions (universities and for-profit educational companies); nor revenues of community colleges from students paying tuition. It does include dollars paid by corporations to educational institutions for corporate training initiatives



ACE Market in Holland and UK

Holland

a study carried out nationally by the Social and Economic Council of the Netherlands (Rosenboom, Tieben, 2012) shows that in the post-initial training market there are about 19,000 training agencies at work. Of these, about 13,000 are freelancers. Furthermore, researchers estimate, their **turnover for 2010 is €3.2 billion.**



UK

Key Note (2012) argues that training “is one of the largest and most influential industries in the country. (...) After two years of continuous decline in the market value of off-the-job training, a slight increase was observed in 2010/2011, with value rising to **£19.5 billion** (from £21 billion reported in 2007/2008).





Conclusion: WBL

- **Embedded learning:** use regulatory and financial instruments to promote the **learning potential of companies (job content, career prospects, benefits, a sense of belonging and the learning culture in job contracts) ;**





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Public policies for ACE can positively influence the factors of workplace learning potential

(from labour contracts to career development, work conditions, supporting innovation and access to out-of-the-job training)

BUT THE RISK OF UNEFFECTIVENESS IS HIGH

Public policies have little impact on equity in the growth of skills supply:

1. **training is not a very good redistributive instrument** since its returns to disadvantaged workers are not high.
2. **firms** are concerned with profitability and may **pay little attention to the need of training disadvantaged individuals**, even if they can get subsidies

In countries with few discretionary learning organisations,

interventions centred on innovation transfer are not very effective (investments in R&D, territorial innovation systems, increase in the number of graduates).

To make such interventions effective, **policies should develop the ability to innovate within organisations.**



Formal and non-formal: Public policies for market governance

1. Public intervention should **complement and not compete** with private intervention and public resources should prioritise **correcting market imbalances**;
2. The effectiveness and guarantee of transparency of the relationship between costs and benefits is the basis for a **healthy optimisation of resources targeted on the sector (intelligent policies)**.





Otto Von Bismark said: “Politics is not a science,
as the professors are apt to suppose. It is an art”

Ma Direttori, Dirigenti, funzionari e ricercatori possono avere il coraggio di far sì che l’arte non sia quella del saper perdere.

Dopo decenni di ricerca anche evidence-based, dopo anni di esercizi di BMK noi tutti sappiamo prevedere in modo realistico gli effetti delle misure e delle politiche adottate.

Speriamo che il coraggio di esprimerci sia sopraffatto solamente da una politica alla ricerca delle soluzioni più efficaci e durature.





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Acknowledgment

The report is based on a review of several research projects financed by the Research and Innovation Directorate General of the European Commission.

In particular, it draws on

Lifelong Learning 2010, “Toward a lifelong learning society in Europe: the contribution of the education system”, and the ongoing project, **LLLight in Europe**, “LifeLong Learning, Innovation, Growth and Human Capital: Tracks in Europe”.

This report also takes into account the related work of other institutions, such as **CEDEFOP, Eurofound, Eurostat and OECD**, as well as research by academics in the area.

