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**THE RENEWED ROLE OF CONTINUING VOCATIONAL TRAINING FOR INCLUSION AND  
TERRITORIAL DEVELOPMENT IN THE TWIN TRANSITIONS**

**SESSION SO.42 LA FORMAZIONE COME ASSET DI UNA NUOVA VISIONE DI WELFARE TERRITORIALE  
TRAINING AS AN ASSET OF A NEW TERRITORIAL WELFARE VISION**

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**CITIES AND REGIONS IN TRANSITION**

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# **CONTINUING VOCATIONAL TRAINING FOR INCLUSION AND TERRITORIAL DEVELOPMENT**

**TWIN TRANSITIONS AND THE CHALLENGES FOR SKILLS**

**EUROPEAN POLICIES IN SUPPORT OF LIFELONG LEARNING**

**ADULT EDUCATIONAL PARTICIPATION IN EUROPE: ITALY'S POSITION**

**CONTINUING VOCATIONAL TRAINING (CVT) POLICIES IN ITALY FOR RECOVERY AND RESILIENCE**



# TWIN TRANSITIONS AND THE CHALLENGES FOR SKILLS

## THE EUROPEAN APPROACH TO THE TWIN TRANSITIONS: HUMAN-CENTRED POLICIES

The rapid changes in digital and ecological innovation and its penetration into the socio-economic system have placed skills at the centre of training systems.

The European Union's human-centred approach to transition, accompanied by the growing demand for more fluid and smart types of learning, requires immediacy, flexibility and personalisation of training.

Innovation and digitisation in vocational training play a key role in the broader green and digital transitions, as well as in the recovery and resilience of a post-COVID-19 Europe.



# TWIN TRANSITIONS AND THE CHALLENGES FOR SKILLS

## CHALLENGES FOR THE LOW SKILLED

Public and private services will be exclusively available online in the future and low-skilled adult risk not being able to actively use them if the digital divide is not bridged. The skill shortage is exacerbated by the demographic situation in several countries: the old-age dependency ratio, the ratio of the population aged 65 and over to the population of working age (15-64), has risen to 32.5 per cent for the EU27 average in 2021, with Italy in first place at 37 per cent. A Eurostat projection also predicts that these figures will double by 2100.

## UP-SKILLING AND RE-RESKILLING

Up-skilling and re-skilling, especially for digital skills, are a priority in post-covid recovery and a prerequisite for inclusive and sustainable growth.

Before the pandemic, 128 million adults in Europe needed up-skilling and re-skilling (46 per cent of adults), and subsequently, 3 out of 4 companies experienced changing skills needs due to the pandemic (EU Commission 2021).



# TWIN TRANSITIONS AND THE CHALLENGES FOR SKILLS

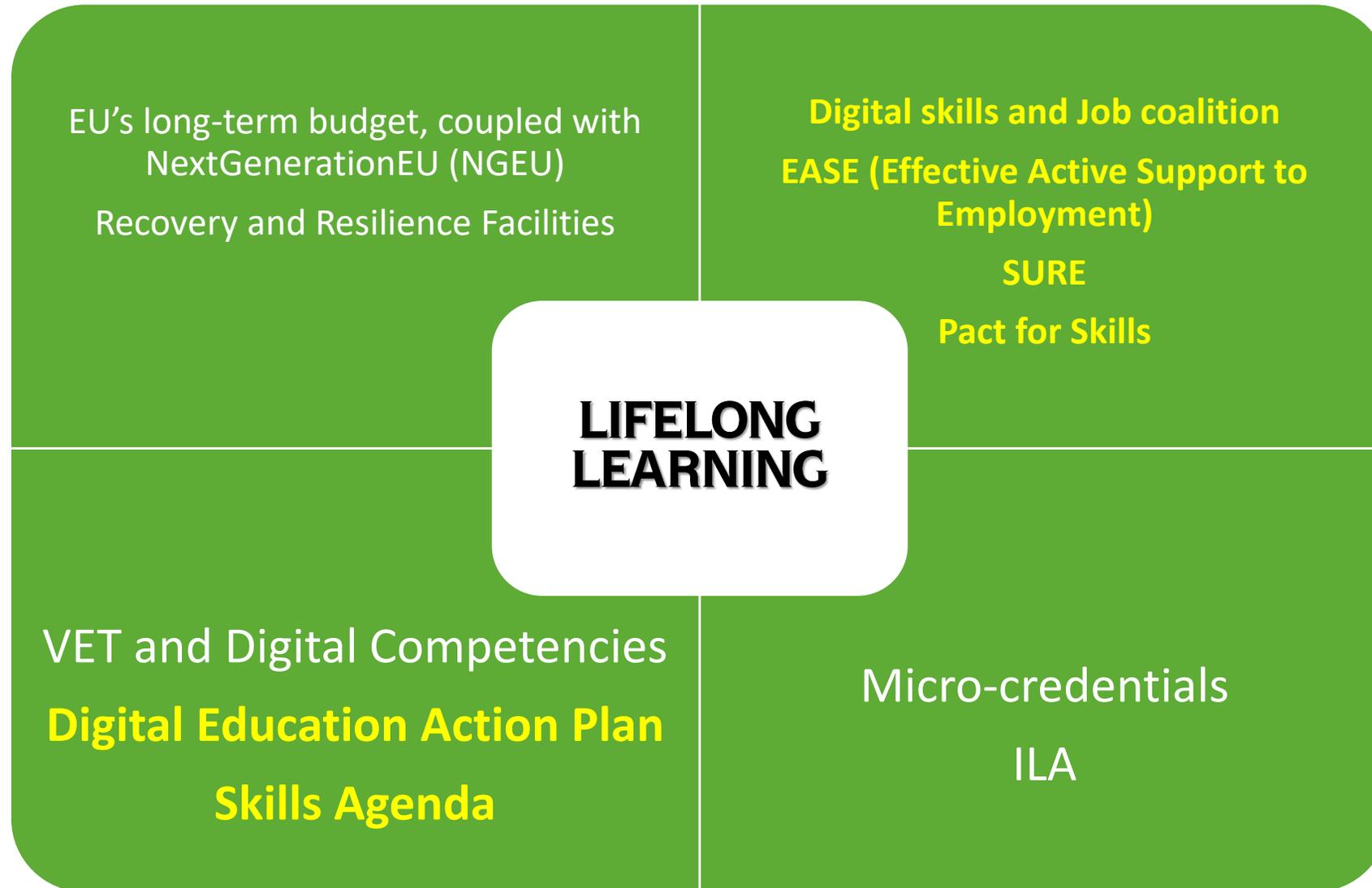
## CHALLENGES FOR CONTINUOUS TRAINING IN THE PANDEMIC

The COVID-19 emergency, has highlighted some critical aspects of workers' training, and above all has made evident the digital divide:

- Lack of connectivity, digital devices and services;
- General lack of digital, communication and soft skills (resilience, creativity) for remote work and training (especially for low-skilled workers);
- Particularly negative effect on WBL and practical activities;
- Risk of isolation especially for new employees and risks related to increased connectivity (right to disconnect and cybersecurity) and overworking;
- Poor goal-oriented culture.



# EUROPEAN POLICIES IN SUPPORT OF LIFELONG LEARNING



## EUROPEAN POLICIES IN SUPPORT OF LIFELONG LEARNING

**NEXT GENERATION EU** (the temporary instrument designed to boost the recovery): **THE RECOVERY AND RESILIENCE FACILITY**

In coming out of the 2008 economic crisis, the keyword had been **'austerity'**, with its negative consequences stemming from cuts in public spending. In the post-crisis era, by contrast, the keywords are **'recovery' and 'resilience'**. Endogenous and exogenous transformative factors at the European level, translated into **Recovery and Resilience plans** at the national level, have given training a renewed leading role in providing workers with the enabling skills for the digital and ecological transition. In the context of the **Recovery and Resilience Facility (RRF)**, the Commission has encouraged the Member States to include reforms and investments aiming to boost the take-up of **basic and advanced digital skills** in their Recovery and Resilience Plans (RRPs), for example through the European flagship **"Reskill and upskill"**.

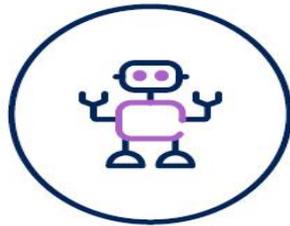
**EUROPEAN PILLAR OF SOCIAL RIGHTS ACTION PLAN:** "Everyone has the right to quality and inclusive education, training and lifelong learning to maintain and acquire skills that enable them to participate fully in society and to manage labour market transitions successfully."



## ***SIX PILLARS OF THE RECOVERY AND RESILIENCE FACILITY***



Green transition



Digital transformation



Smart, sustainable and  
inclusive growth



Social & territorial  
cohesion



Health, and economic, social  
and institutional resilience

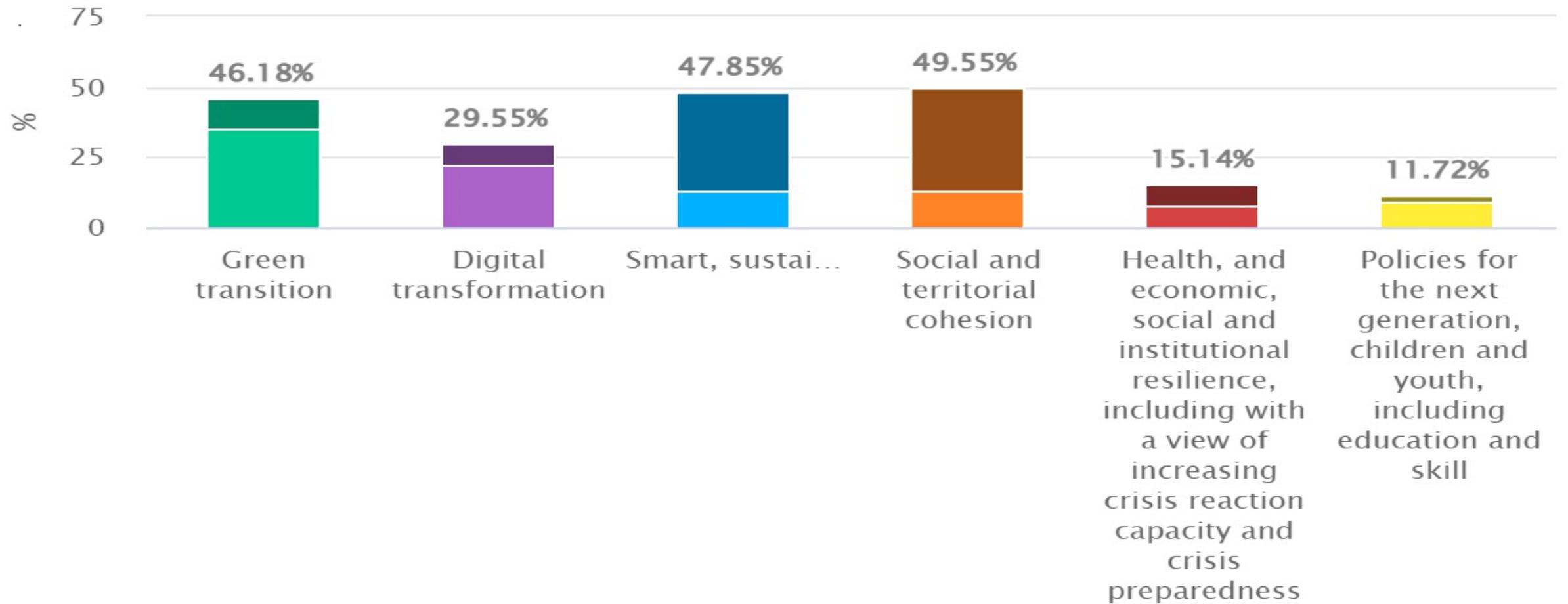


Policies for next generation



# EUROPEAN POLICIES IN SUPPORT OF LIFELONG LEARNING

## ***SIX PILLARS OF THE RECOVERY AND RESILIENCE FACILITY - ITALY***



Source: European Commission



# EUROPEAN POLICIES IN SUPPORT OF LIFELONG LEARNING

## **EU PLAN FOR THE DIGITAL DECADE 2021-2030**

The '**Compass**' to guide Europe towards the **Digital Transition**.

4 themes: SKILLS, INFRASTRUCTURES, ENTERPRISES, PUBLIC ADMINISTRATION

### **TARGETS (FOR THE SKILLS THEME)**

**70% OF ADULTS WITH BASIC DIGITAL COMPETENCES BY 2025.** (in 2019, 56 % EU average and 41.5 % Italy). **MONITORING SYSTEM: DESI-Digital Economy and Society Index**

## **ACTION PLAN FOR DIGITAL EDUCATION AND TRAINING**

A key element of Europe's transition, using the tool for recovery and resilience with national NRPs. Two strategic priorities:

- Promotion of a new digital education and training system (infrastructure, connectivity, digital devices, digital organisational capacity building, improvement of digital skills of staff involved in training and education, high-quality learning content with accessible tools and secure platforms).
- Development of competences and skills needed for the twin transitions.



# EUROPEAN POLICIES IN SUPPORT OF LIFELONG LEARNING

**SKILLS AGENDA** a new target by 2030 of 60% of adults participating in annual training

## 12 FLAGSHIP ACTIONS

1. A Pact for Skills
2. Strengthening skills intelligence
3. EU support for strategic national upskilling action
4. Proposal for a Council Recommendation on Vocational Education and Training for sustainable competitiveness, social fairness and resilience
5. Rolling out the European universities initiative and upskilling scientists
6. Skills to support the green and digital transitions
7. Increasing STEM graduates and fostering entrepreneurial and transversal skills
8. Skills for Life
9. Initiative on Individual Learning Accounts
10. A European approach to micro-credentials
11. New Europass Platform
12. Improving the enabling framework to unlock Member States' and private investments in skills



## **MICRO-CREDENTIALS** (FLAGSHIP ACTION 10)

To support the quality, transparency and dissemination of micro-credits across the EU, due to their massive uptake with the shift to online learning and remote working.

Their main characteristic is the flexibility in the pace of training that allows individuals to build their portfolio of skills by adding alternative 'credentials' (including digital badges, micro-credentials, nano-credentials, rewards, etc.). Micro-credentials are not intended to replace traditional qualifications, they can complement them and serve as a lifelong learning opportunity for all, and because of their flexibility they can be designed and delivered by a variety of providers in many different formal, non-formal and informal learning contexts.

## **INDIVIDUAL LEARNING ACCOUNTS – ILA** (FLAGSHIP ACTION 9)

The overall objective of the initiative is to support the Member States with reforms to enable adults to participate in training to increase participation rates and reduce skills gaps. The proposal covers all adults of working age, regardless of the labour force or occupational status, including the self-employed and others in atypical forms of work.



# EUROPEAN POLICIES IN SUPPORT OF LIFELONG LEARNING

## **NEW EUROPEAN AGENDA FOR ADULT LEARNING** (FLAGSHIP ACTION 8)

### **EU-LEVEL TARGET FOR Participation of adults in learning**

**At least 47% of adults aged 25-64 should have participated in learning during the last 12 months, by 2025.**

### **5 priority areas:**

- **governance of adult learning – with a strong focus on whole-of-government national strategies and stakeholder partnerships**
- **supply and take-up up lifelong learning opportunities with sustainable funding**
- **accessibility and flexibility – to adapt to the needs of adult**
- **quality, equity, inclusion and success in adult learning – emphasizing the professional development of adult learning staff, the mobility of both learners and staff, quality assurance and active support to disadvantaged groups**
- **the green and digital transitions and related skill needs.**



# ADULT EDUCATIONAL PARTICIPATION IN EUROPE: ITALY'S POSITION



EUROSTAT  
AES / LFS



INAPP  
INDACO-ADULTI



EUROSTAT  
CVTS



INAPP  
INDACO-IMPRESSE  
INDACO - PA



INAPP  
INDACO - PA



EUROSTAT  
CIS / R&S



INAPP  
IAS  
INTANGIBLE ASSETS SURVEY



INAPP  
OFP

## SOURCE OF DATA

Struttura Sistemi Formativi  
Gruppo di ricerca  
«FORMAZIONE CONTINUA E  
APPRENDIMENTO DEGLI ADULTI»



# ADULT EDUCATIONAL PARTICIPATION IN EUROPE: ITALY'S POSITION

## **PARTICIPATION RATE IN TRAINING - EU 27 - 2020**

**From 10.8 per cent in 2019, the EU-27 average fell to 9.2 per cent. The impact of Covid-19 was strongest in countries where adult learning is most deeply rooted, (Sweden, Denmark..) and rather limited in Southern and Eastern European countries.**

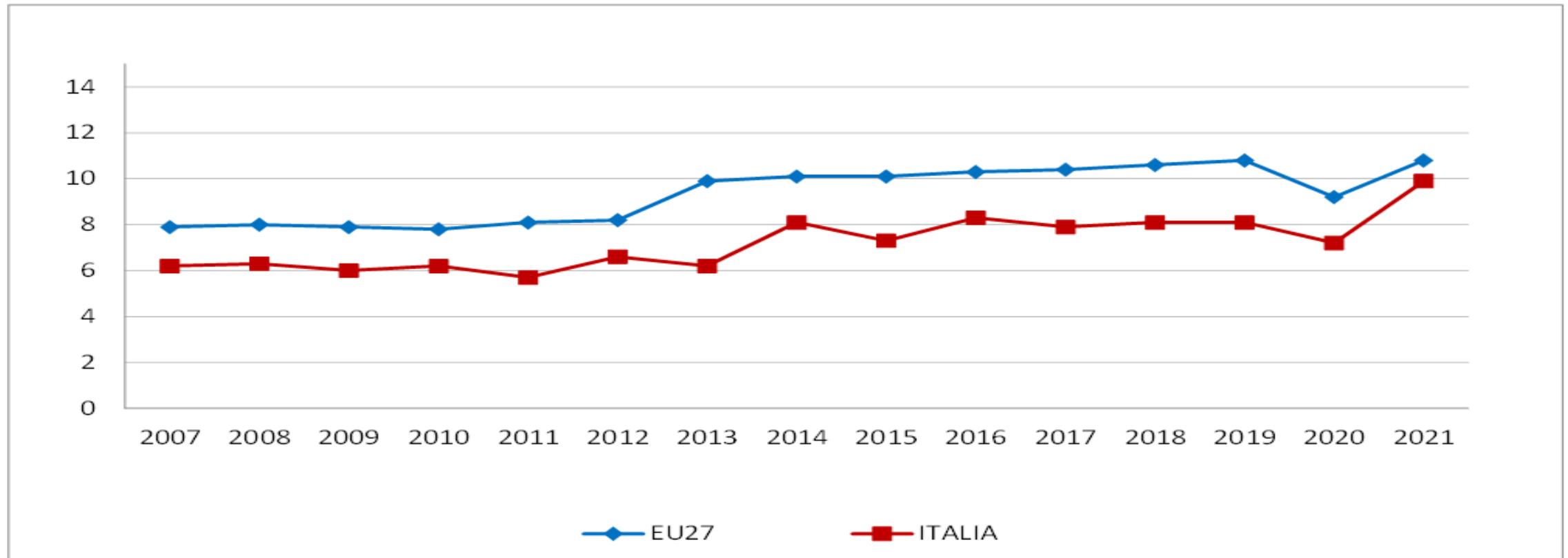
## **PARTICIPATION RATE IN TRAINING - ITALY - 2020**

**In Italy, the rate drops to 7.2 per cent in 2020 (-0.9 per cent compared to 2019) returning to the values of 2015, reducing the distance from the European average value.**



# ADULT EDUCATIONAL PARTICIPATION IN EUROPE: ITALY'S POSITION

Participation rate of the population aged 25-64 in education and training, Years 2007-2021, Italy, EU27 (val. %)



Source: INAPP elaboration on Eurostat data, Labour Force Survey (LFS)



# ADULT EDUCATIONAL PARTICIPATION IN EUROPE: ITALY'S POSITION

## **PARTICIPATION RATE IN TRAINING - EU 27 - 2021**

**After the 2020 collapse, in 2021, there is a rebound, with an interesting growth in the participation rate, which reaches 10.8% for the EU-27.**

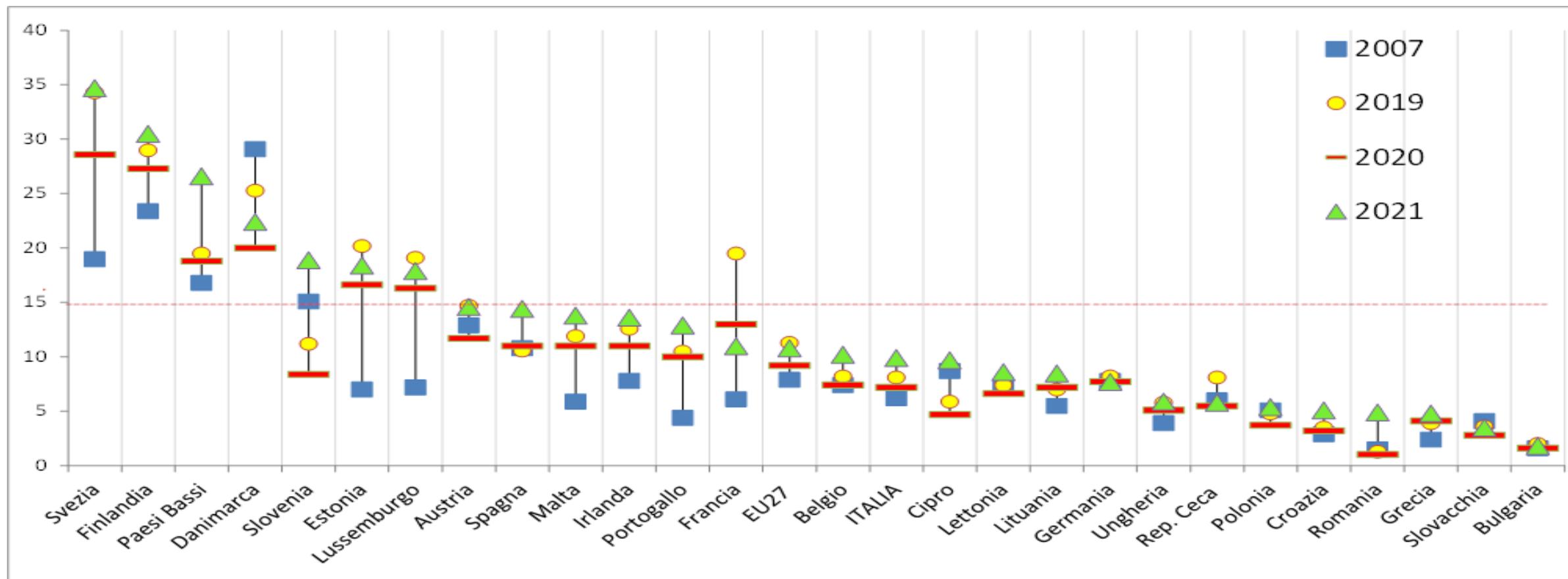
## **PARTICIPATION RATE IN TRAINING - ITALY – 2021**

**9.9% for Italy: the distance between the Italian figure and that of the EU-27 is significantly reduced to less than one percentage point (-0.9%). Failed to reach the ET 2020 benchmark target of 15% (met by six countries: Sweden, Finland and Denmark, the Netherlands, Estonia and Luxembourg), while Italy finished eight points behind the threshold.**



# ADULT EDUCATIONAL PARTICIPATION IN EUROPE: ITALY'S POSITION

Participation rate of the population aged 25-64 in education and training in the EU countries compared to Benchmark ET 2020. Years 2007, 2019-2021, EU27 (val. %)



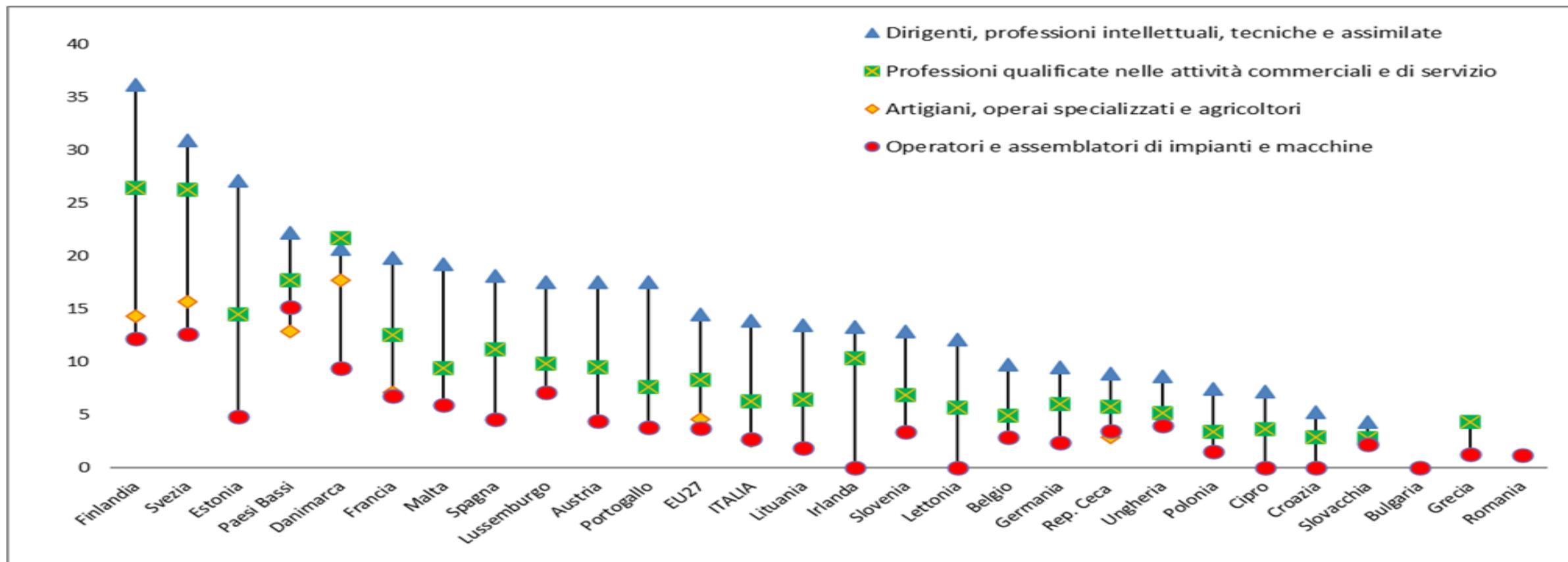
Source: INAPP elaboration on Eurostat data, Labour Force Survey (LFS)



# ADULT EDUCATIONAL PARTICIPATION IN EUROPE: ITALY'S POSITION

## **ITALY** Main lagging factor is low access rates by vulnerable groups (low skilled)

Participation rate of the population aged 25-64 in education and training according to some socio-demographic factors  
- EU27 and Italy, Year 2021 (val. %)



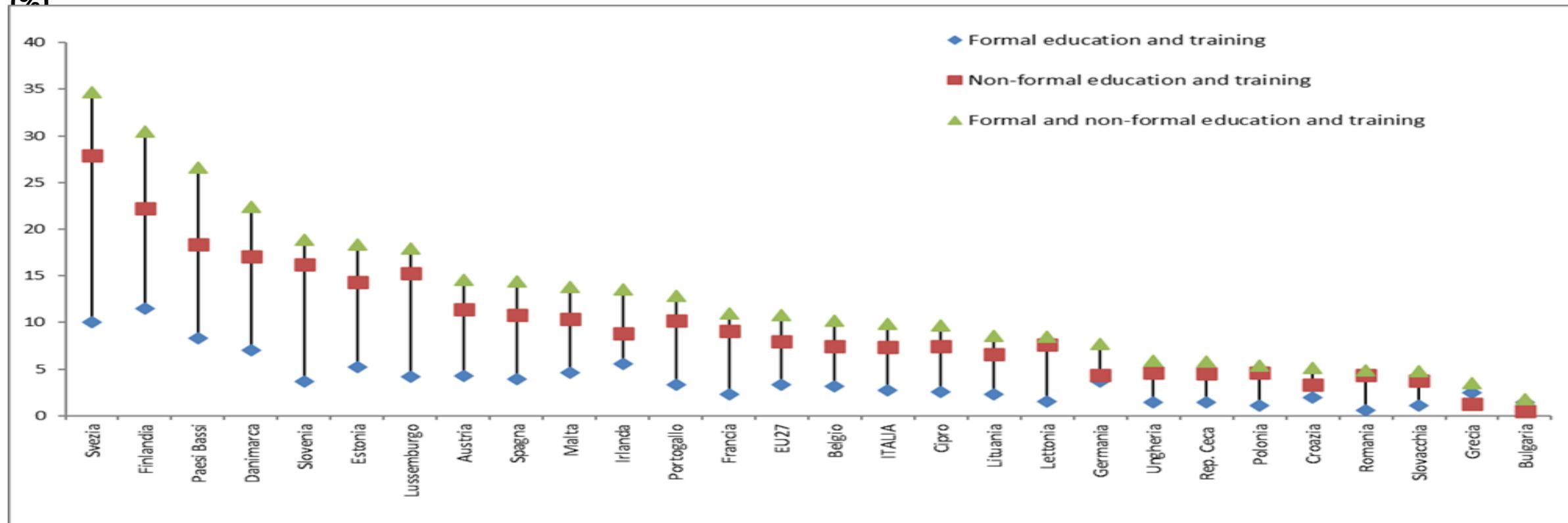
Source: INAPP elaboration on Eurostat data, Labour Force Survey (LFS)



# ADULT EDUCATIONAL PARTICIPATION IN EUROPE: ITALY'S POSITION

**ITALY** Participation in formal training is very low, due not only to a low individual willingness to attend demanding and long-term courses, but above all to the strong lack of supply of these courses at territorial level.

Participation rate of the population aged 25-64 in education and training by type of activity attended - EU27 countries, Year 2021 (%)



Source: INAPP elaboration on Eurostat data, Labour Force Survey (LFS)



# ADULT EDUCATIONAL PARTICIPATION IN EUROPE: ITALY'S POSITION

## SOME REMARKS

The analysis of the levels of adult training participation in Italy and the gaps concerning Europe confirms, on the one hand, the existence of a **serious problem of inequality**, which still appears to be widespread **in the distribution of training opportunities**, especially on the part of private sector employers, and, on the other, **a low rate of effectiveness of public training policies** in the pursuit of equity objectives.

The maintenance of **wide gaps in training participation**, despite the growth of the average participation indicator in 2021, signals the persistence of factors of inequality that are still very present and active, evidently not discouraged through the application of **equity criteria** that favour access to training opportunities for all social categories, especially the **most vulnerable**.



## National Recovery and Resilience Plan (NRP)

**Mission 5C1: Reform of active policies and vocational training, supporting pathways for the retraining and reintegration of workers in transition and the unemployed.**

The reform is structured in two lines of action:

1. adoption of the 'National Programme for Workers' Employment Guarantee' (GOL) **Programma Nazionale per la Garanzia Occupabilità dei Lavoratori** for the provision of specific services and customised vocational planning;
2. adoption of the 'National New Skills Plan' **Piano Nazionale Nuove Competenze** (upskilling and reskilling).



## National Recovery and Resilience Plan (NRP)

To make the adult learning phenomenon grow significantly in our country, and to close the gap with Europe, a decisive intervention of **rebalancing by public policies** is therefore necessary, reaching above all the **weakest groups**.

In this sense, the novelty of the **GOL Programme for Workers' Employment Guarantee** represents a very important element, which can play a rebalancing function if it is developed homogeneously throughout the country.



## National Recovery and Resilience Plan (NRP)

**Mission 1.1: Digitalisation, innovation and competitiveness in the production system.**

**Transition 4.0** (reconfirmed the tax credit for companies investing in digitisation training and related skills development).

Strengthened the New Skills Fund (**Fondo Nuove Competenze**), established in 2020 to allow companies to reschedule working hours during the Covid emergency period, to promote training activities based on specific collective agreements with trade unions.

The fund finances the cost of the hours spent in training, while companies are responsible for the costs of training (teachers and classrooms), for which recourse to the Interprofessional Funds is possible.





# THANK YOU

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