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The ongoing training challenged by the pandemic: some European perspectives from the experience of the Italian Life Long Learning System.

By Francesco Lauria – Cisl and Etuc

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REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT

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Main contents:



1. An introductory brief outlook on **ongoing training and joint inter-professional funds** in Italy;
2. **Active policies and training**: “reversing the system”?;
3. **Customize, not individualize**: some Italian experiences during the pandemic interesting for an European perspective;
4. Different goals, but integrated in the **NRRP** and European framework;
5. A **new bridge** between companies, knowledges and society through people;
6. Some practical ways to commit: **from the national to the European dimension.**

From words to action...



In the Italian national recovery and resilience plan (NRRP) there is an adequate focus on **active policies** of employment, **orientation** and (permanent) **training**, **technical institutes** and **professional education**, but it is not the first time that these **goals** have been acknowledged by **official documents**.

In order to **move from words to actions** some **factors** are required:

- **Financial resources** (end of cost-free reforms);
- A clear institutional and administrative **governance system** that holds accountable private, public and private social actors;
- A strong and practical **integration between active and passive policies**;
- **The awareness of the needed change**



Summarizing

1. The employability, as **Amartya Sen** explained, should not be (only) a burden for the individual worker, but it is a challenge of responsibility and active commitment of the entire society that surrounds them.
2. The role of the unions and social actors in those processes must be based on the valorization of the individual to satisfy, by promoting the training offer, the creativity, the career path, **focusing on the process itself** (and not only on the final results).
3. A “correct” training during a pandemic, can contribute to **overcome a multidimensional risk of isolation**. Enhancing a regaining of **subjectivity in the workplace**, in the era of algorithms, and promoting a significant and conscientious use of tools and new individual and collective rights that support it.
This is one of the most demanding and fascinating **challenges** of our time, both for **social actors and institutions**.



From a national to an European perspective



Priorities:

- **Recognition and validation of acquired knowledge**; even with the involvement of bilateral bodies and inter-professional funds;
- Identification and **validation of formal and non-formal learning**;
- Recognition of the **work experiences** as an essential part of the educational, formative and professional journey of the individual;
- Definition of **criteria and tools** to validate the non-formal and informal learning;
- Definition of **feedbacks and proofs in relation to the European levels** and referencing systems (not only Eqf);
- **Implementation of a national public system of certification of skills based on minimum service standards** that are homogeneous across the entire nation and its connection with the requirements of the **national collective labor agreements**.

From European to global level



International
Labour
Organization

We are facing a great challenge not only in Europe, but at **global level**.
On the basis of scenarios outlined by the **ILO**, in the postpandemic situation there will be a future number of **new unemployed** which will range from 5.3 to 24.7 million.

This would add up to the 188 million unemployed worldwide in the 2019.

The ILO also estimates that between 8.8 and 35 million more people will be found in conditions of **working poverty** all over the world.

It is well known that the crisis is weighing above all on **young people** and **women**: these must be **the priorities** for the training improvement in the coming years.

HVALA ZA POZORNOST!

THANK YOU FOR YOUR ATTENTION!

francesco.lauria@cisl.it



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