



ASSOCIAZIONE - ONLUS
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V.A.R.C.O.

**Valorizzazione , Adeguaemento e
Riconoscimento Competenze degli
Occupati**

Presentation of the Project

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Lifelong Learning

1) Knowledge and Information

“Knowledge is not among the resources that are developed together with the traditional factors of production, but it is the resource of the new society.”(Drucker, 1993) In fact the societies of today that are defined post industrial or post modern are characterized by the “knowledge” that comes from the circulation of information, and no longer, by the mobilization of capital and supplies. Globalization fixes as its goal, the activation of international cooperation in production, in research and the development of marketing, develops itself not only around the movements of investments and capital but on the expansion of communication, information and ideas. The “Knowledge Works”, who have a prominent role are involved in knowledge, in which they organize and administer. Today companies invest in human capital because formation has become important and their objective is the development and organization of human resources. In this way we have shifted from a strict institutionalized formation to a formation that involves the exchange and circulation of information and knowledge. The continuous formation is in constant movement, for the improvement of knowledge that each person possesses, and through the entire period of one’s working life one must renew their knowledge, ability and of course, resources.

In 1994 the European Commission for the Politics of Occupation using the White Book have passed on the principle of the importance and value of human resources. The idea is to promote life long learning in people. As well we must promote creativity, self reliance, a critical sense, a capacity of problem solving and of course an ability to choose.

The objective of formative activities is to promote the diffusion of new multi media technologies that offer new opportunities.

2)The project . V A. .R C.O and the Lifelong learning

One of these new opportunities is PS Varco. It will apply the following innovative actions:

-A new approach to training and guidance along with valor, adjustment and recognition of skills acquired by workers (skill fan) towards employed subjects at risk of discrimination (women, disabled people, poorly educated over 45)

- An integrated intervention model able to yield complex replies to the multi-dimensional problem of change and lifelong learning (innovation of objectives)
- A new professional figure, such as 'VARCO consultant', able to support firms and workers in recognizing participation and outcomes of learning (innovation of context)
- New forms of institutional co-operation, such as the 'Equal Agreement', to create a public/private network among PS members and further local parties in favor of lifelong learning and aimed at using learning as a tool to fight against discrimination and inequality in the working market.

3) Lifelong Learning in the Knowledge Society

Permanent Formative Courses

Permanent formation has the objective to transmit to adult workers a functional knowledge, searching to promote competent communication skills with the scope of enhancing the growth of knowledge and the importance of self-learning. Through this type of formation we can create the possibility of the diffusion of new technology of information, a growth in the demand for this formation when people become adults with regard to the formation that they acquire in the pre-insert phase of their working life, and a higher opportunity that the weak classes will not be excluded or marginalized from the work place.

In the biological cycle of an individual learning is continuous, however we must face the objective to surpass the classical system of learning and build a continuum amongst the various qualifications that we can foresee and the development of personnel, in such a way that all individuals will have equal opportunity for the extent of their professional life and in this way we can favor an increase in employment. "LLL" proposes to all individuals of any age the access to formation, and the possibility to bring up to date our knowledge and competence for a new society characterized by the continuous technological and social changes.

The term life long learning introduces the concept of an individuality for what, how and why we must learn. The concept of learning assumes a new significance, that of setting. This is created from the permanent need of information and the need to know, the economic necessity for constant improvement in professionalism in every level of interest for companies and their workers, with permanent formation we try to avoid the exclusion from the work force. Permanent formation constitutes a system that is

characterized by its promoters and administrators for the needs, qualities and public actions.

4) Objectives: Traditional Formative Instruction and R.

Today the context of Formative courses changes, because now it has moved from the classroom to the internet. Traditional formative courses have been characterized by the amount of time spent on printed textbooks and by a hierarchical system that created what is known as Before-During-After. The timing on the internet is much faster, therefore surpassing the traditional time span.

The new definition of learning is created through images that enhance the learning process. The internet has become the ideal environment for learning; The e-learning contract between professors and users assumes a new significance; communication and interaction are modified by the mediation of support technology.

The expectations of participants changes with respect to traditional methods of a classroom because the educator must acquire a new role and create a connection between the environment and users that are creating resistance in front of the virtual setting that is still very little familiar. The work is given to a tutor that assumes a significant role, because he must act as a guide to the participants in order to help them ease into the virtual environment, to be able to have access to all the formative activities such as chat and email, they must have the ability to handle all the homework and the individual trials and of course they must administer the organization of the formative process internally. Being knowledgeable of the organization (I am referring to the cognitive knowledge of the organizational systems) helps to understand two significant problems in the formative process:

- (A) characterize particular information or knowledge that can determine certain work services that are efficient for individuals and groups in certain work situations.
- (B) Analyze the phenomenon's of learning under an organizational aspect that is generated daily on the work force.

The individual knowledge of resources in each single individual constitute the major non-material resource for companies therefore the formative path and the cognitive re-elaboration of resources and work experience, enrich the value of each single worker.

The term continuous formation ties in well with the incessant development of what is defined professional competence.

5) Concentration of Competence

McClelland (1973) and Spencer Spencer (1993) have created a theoretical school where there are administrative systems for human resources today applied in all company sectors. The authors arrived at a definition of intrinsic competence of the individual with a prognostic value where variables are characterized such as motivation, segments of personality, attitudes and ability. In the academic and scientific worlds there has always been attention placed on organization of human resources that concentrate more on the individual in the work place.

In Italy, Quaglino (1990) talks about quality and personal and professional aspects of individuals underlining the subjective dimension and the psychological variables that influence company behavior. The fusion between the conception of competence based on the attention placed on the individual, self confidence and perception of oneself, and the formation of the individual enrich his knowledge to the point of better comprehension in a working context. Work is transformed and understood in a new idea through intellectualization which opens the path to a continuous projection and distribution of formative intervention.

Formative courses must assume a catalyzing aspect of learning that is diffused, and in emerging situations there is a demand for intervention in problem solving and a particular activation of resources to produce and activate new solutions.

The educator must promote a capacity to be agents for change in individuals but not through already existent contents but with knowledge generated from personal experience. In the new formative model, new emerging resources are rarely used, such as learning for intelligence fabrication, the capitalization of know how and recent experiences that happen during life and therefore the traditional model has rarely felt their influence.

If we put the traditional model together with a model that is based on different structures and methods, it may improve the above mentioned aspect, bringing us to better results and occupying itself with larger populations. A quality jump from a psychological point of view may seem the result of an omnipotent dream that is unrealizable because it interests the information technology field. And with time all demands will be answered.

6) In Italy with 'LLL'

In Italy, formative courses done at a distance (e-learning), in its complexity is starting to become appreciated above all in the category that is entitled

third generation. An ever growing number of universities and institutes for formative instruction at a national and international level are offering courses on the internet concentrated on adult users. Formative courses on the internet offer contents that present many difficulties; there is a need to create mixed approaches that are present/distant and of course there is the need to have a tutor present on the internet that has didactic formative capacities.

7) The Research For New Equilibrium

The models that have been experimented until now will evolve thanks to the availability of new technology, such as video communication or virtual reality, that at the moment are not completely available due to elevated costs. Some studies according to Trenting (1999) should orient themselves towards problems that can be an obstacle for the diffusion of various models so that formative courses done at a distance can enter in every working context to be able to give new possibilities and new opportunities to each individual that operates in the various working contexts.

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