

Transfer of innovation and policy learning in employment and training

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Former les pilotes du changement



Les 3 accréditations internationales



Overview

- ◆ Theories of policy learning
 - ❖ Policy change, transfer, diffusion, convergence
- ◆ Learning and transfer in European policy:
 - ❖ European Employment Strategy and the OMC
 - ❖ Leonardo da Vinci Programme Transfer of Innovation
- ◆ Policy learning in practice:
 - ❖ *Factors for Success 2000*
 - ❖ LdV projects DEVAPPRENT and SNOVE
- ◆ Conclusions and further information



Theories of policy learning

- ◆ common problems > similar policy solutions
 - ❖ logic of convergence? (*cf* Kerr, Friedman)
 - ❖ best practice models simplistic > geography matters
- ◆ incremental to radical policy changes
 - ❖ paradigm shift (*cf* Kuhn) US, UK, (IR delayed)
- ◆ instrumental and social policy learning (*cf* A&S)
 - ❖ viability of policy instruments or implementation design
 - ❖ social construction of policy issues, scope, goals
 - ❖ contrast with *political* learning: processes



Policy learning in practice

- ◆ European Employment Strategy
 - ❖ European social partner organisations involved in designing and revising Employment Guidelines
 - ❖ national social partner organisations involve in drafting NAPEs and NRP reports
- ◆ Social partners not involved in peer review process so no learning opportunity
 - ❖ Commission asked social partners to produce a compendium of apparent good practice
 - ❖ *Factors for Success 2000* demonstrated extensive role of social partners in implementation



LdV project DEVAPPRENT

Developing an Apprenticeship System for Lithuania drawing on apparent good practice in DE, FR, NE, UK

- ❖ Features > context > transferability/receptiveness
- ❖ What does good look like (features of AS)?
- ❖ How do country contexts compare?
- ❖ Transferability: appropriateness and similarity of contexts of benchmark and destination countries.
- ❖ Receptiveness: capacity of destination country to adopt apparent good practice from a benchmark country



Matrix of principal contexts

| theme | DE | FR | NE | UK | LT | transfer |
|-------------------------------|----|----|----|----|----|----------|
| Social and cultural tradition | | | | | | |
| Economic context | | | | | | |
| Legislative basis | | | | | | |
| Institutional context | | | | | | |
| Demographic characteristics | | | | | | |
| Major issues SWOT | | | | | | |



Matrix of principal features of AS

| theme | DE | FR | NE | UK | LT | transfer |
|----------------------|----|----|----|----|----|----------|
| Location | | | | | | |
| Contract | | | | | | |
| Access and promotion | | | | | | |
| Regulation | | | | | | |
| Duration | | | | | | |
| Curriculum | | | | | | |
| Assessment | | | | | | |
| Funding | | | | | | |
| Stakeholder roles | | | | | | |



LdV project SNOVE

Transfer of training materials developed in the UK to support the needs of older and vulnerable employees

- ❖ Training needs specific to groups and individuals:
limits scope for transfer of generic instruments
- ❖ Contextual country differences limit transferability
and receptiveness
- ❖ Existing programmes for specific groups in
different countries warrant comparison



Conclusion

- ❖ Transfer of innovation and policy learning depends on goodness of fit of contexts
- ❖ Best practice approach is naive $>$ best fit approach takes context into account
- ❖ Transfer is always conditional and contingent factors must be identified
- ❖ Mechanisms for establishing transferability and receptiveness need elaborating in detail
- ❖ Translation devices like the European Qualifications Framework can help but...

Further information

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- F. Le Deist and V. Tütlys (2012) 'Limits to mobility: competence and qualifications in Europe', *European Journal of Training and Development*, 36 (2/3): 262-285.
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- J. Winterton (ed.) (2013) *Trade Union Strategies for Competence Development: An emerging area of social dialogue*, London: Routledge, forthcoming.
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