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Magazine

Learning by Doing



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"I believe that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground." *John Dewey*

LUCUBRATE MAGAZINE

The world is changing all around us. A skilled population is the key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation to improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour market or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

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- Our mission is to support education for building skills to all kind of businesses to create possibilities for jobs and make a lasting difference to people's lives. Globally. 24/7.
- To be the world leader in knowledge transfer across all borders.

We Need Skills Like Critical Thinking, Evaluation, and Decision Making

Several trends, such as technological change, population aging, and globalization, are simultaneously affecting the demand and supply of different types of skills. This can generate skill shortages, particularly in countries where supply is not sufficiently responsive to changes in skill demand.



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Where to find the gap?

Despite the costs that these skill shortages can entail for employers and the economy, reasonable measures of the phenomenon are hard to come by. Notably, most cross-country studies analyzing skill shortages have been based on surveys asking employers to report any difficulties in recruiting talent. The collected information tends to be subjective and confound poor working conditions, which may explain a firm's recruitment difficulties, with actual skill shortages.

To fill this information gap, the OECD recently launched the [Skills for Jobs Database](#) that provides measures of skills imbalances across European countries and South Africa using a range of hard data, notably on wage and employment dynamics over time. The database offers exciting insights into how ongoing structural changes are associated with the emergence of skills imbalances. This information can be used to inform the design of education, adult learning, employment, and migration policies, and guide individuals and firms in their training decisions.

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Problem

Analysis

Solution

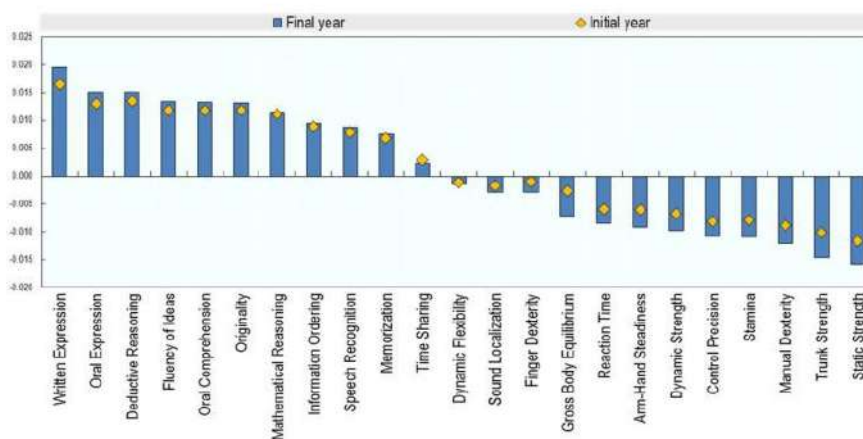


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Shortages in Skills Like Active Learning, Critical Thinking, Judgment and Decision Making, System Analysis and Evaluation

All countries exhibit, to varying degrees, deficiencies in cognitive skills such as active learning, critical thinking, judgment and decision making, system analysis and evaluation, and complex problem solving (Figure 1). Social intelligence skills – notably, social perceptiveness, instructing, persuasion and negotiation skills – are also found to be in critical shortage in many countries. Other skills that are commonly in lack include some basic information process skills (reading comprehension, writing and speaking skills) and soft skills such as time management and learning strategies.

Figure 1: Change in skills imbalances over time
Cross-country average; Europe and South Africa



Source: OECD Skills for
Jobs Database

These are all cognitive non-routine skills that are associated with occupations such as managers and analysts, but that also cut across a wide range of other high-skill occupations that are in high demand. Increasing demand for these occupations could be driven, for instance, by substantial

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work reorganization, potentially triggered by technological change and requiring better management. Emerging skills shortages are also in line with the existing literature on job automation. For instance, communication skills, social perceptiveness, instructing, persuasion and negotiation skills are also related to human interactions that are, so far, difficult to automate through the use of artificial intelligence or robotics. These skills are particularly necessary for the education and healthcare sectors, where wages have been increasing (along with employment) in response to population aging and the increasing demand for lifelong learning.

Among soft skills, adaptability appears to be an unusually high demand in almost all countries. This is in line with the idea that workers are increasingly required to adapt to new tasks in the context of changing workplaces and employment relationships.

Shortages of Workers with Computer and Electronics or Mathematics Knowledge

The *Skills for Jobs Database* also confirms the prevalence of shortages in several knowledge areas that are directly linked to technological progress. The results identify, for instance, shortages of workers with computer and electronics or mathematics knowledge in all countries examined. On the other hand, the picture emerging on other knowledge areas such as that of engineering and technology is more mixed, with some countries exhibiting shortages and others surpluses, mostly in line with differences in production structures. For instance, Estonia, where the production of electricity based on oil shale has been drastically reduced recently, exhibits a surplus of qualified workers in engineering and technology.

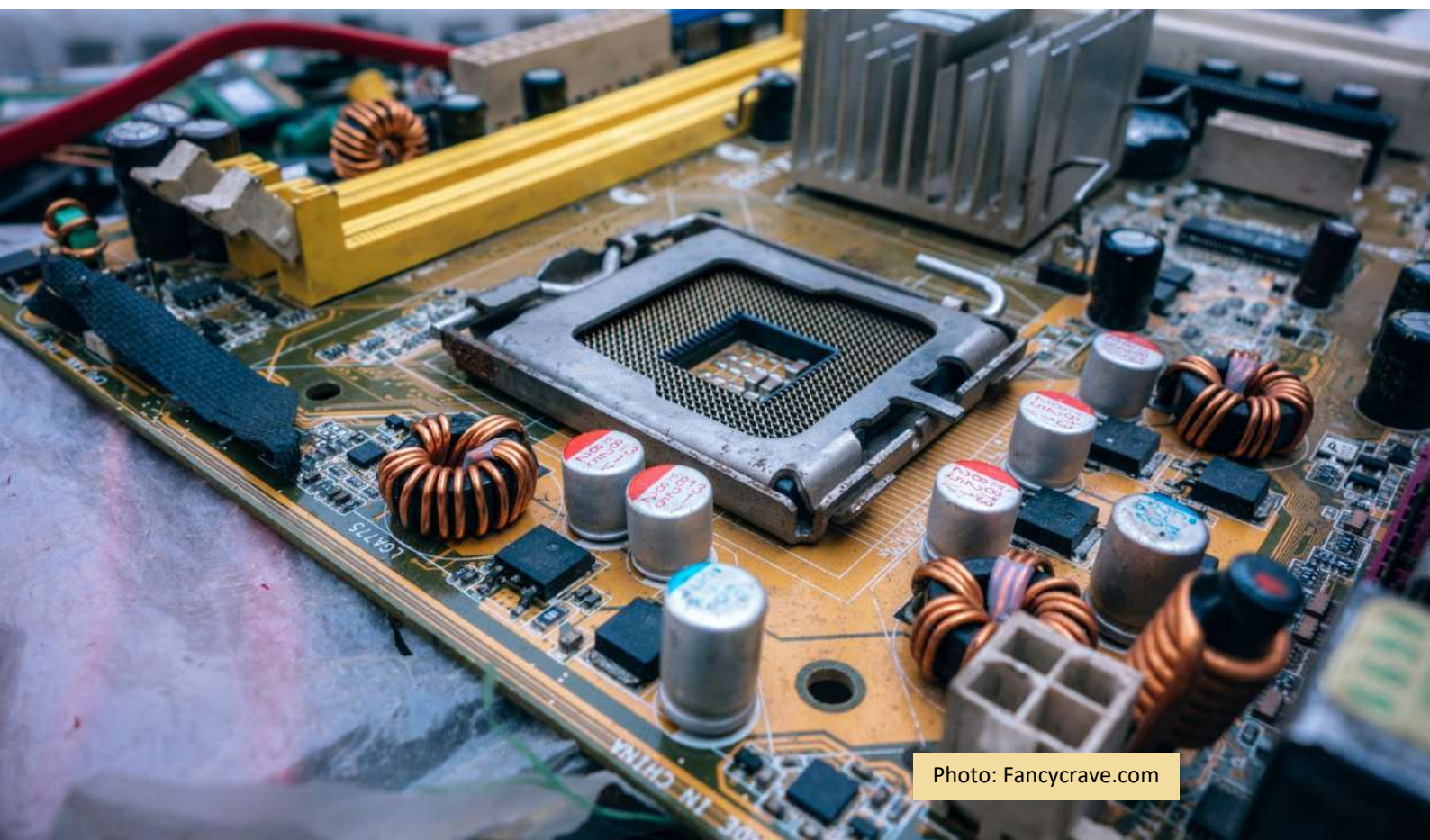


Photo: Fancycrave.com

While some *skills* are in strong demand and their importance has been increasing in almost all countries, the opposite pattern occurs for other professions. For instance, control precision abilities (e.g., the ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions), finger dexterity, peripheral vision or depth perception, are in surplus across a comprehensive set of countries. The following abilities can be effectively automated through the use of smart sensors of sophisticated robots.

Changes over time in skill gaps can also be analyzed using the database (Figure 1). The changes in skill imbalances have been more intense in those skills that were already most in shortage and surplus, exacerbating the gap between the demand for cognitive abilities and that for manual, physical and routine skills [1].

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The article is from the OECD blog: "What skills are in high demand? Evidence from the OECD Skills for Jobs database", written by Priscilla Fialho

The Concept of Intellectual Capital in the Accounting

By Peter Welch, Georgia, CEO GlobalCfo.LLC

To all the diehard fans out there, seriously, that are all anxiously waiting for the next IAS article understand where IC and knowledge management fits in. These three articles discussing IC highlights a gap in the completeness of financial information. If you go back to our earlier articles one of the objectives of the framework was to enable investors and stakeholders to effectively predict future cash flows and income growth.

Accounting Has Always Been an Art

It is readily apparent now that financial statements in their present state of compliance lack that ability. Effectively IC brings to the surface information that greatly enhances the ability of stakeholders to predict as well as make buy and sell decisions. Consider, for example, the complexities of revenue and lease accounting (IFRS15 and 16), as well as financial instruments and derivatives. And let us not forget the upcoming insurance accounting standard IFRS17. Relatively speaking, therefore, it is a reasonable probability that, with efforts, IC building blocks currently off-balance sheet, would arrive at a valuation model capable of analysis and financial interpretation providing credibility. Accounting has always been an art, not a science and under accounting standards, judgment is often called for where precision and perfection (however defined) is just not attainable.



Accounting Series – article No: 25

Accounting Theory – Advanced Part 15

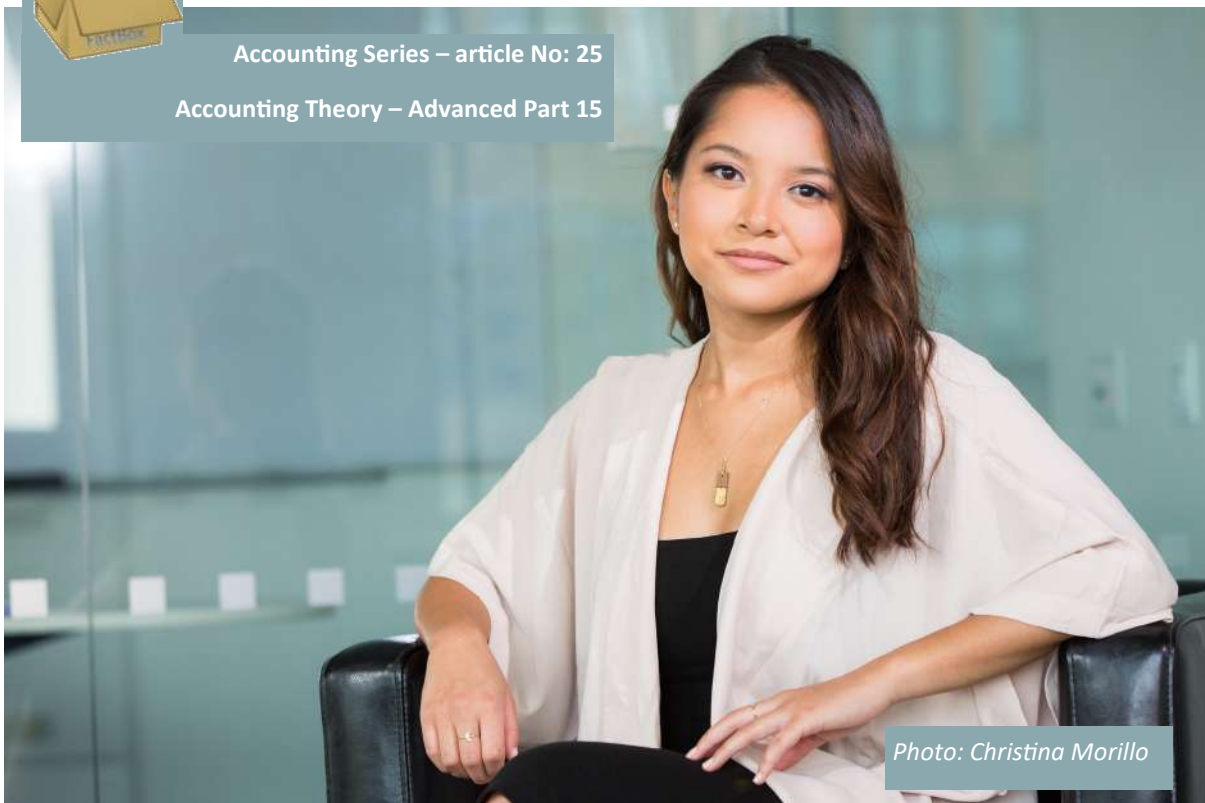


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The Importance of Documentation

Continuing from last week: On the contrary, the West Coast founder believes in a very participative style of management with all functions cooperating to help each other. Each week all functions gather together to update how things are coming along. The West Coast founder was very concerned that should one of his staff, a Ph.D. researcher, leave the firm that all critically valuable researching information to date would effectively walk out the door and be lost (a noncompete clause wouldn't necessarily be too helpful). Fortunately, with his son being a CPA (ok, ok called poetic license), he respected the role of accountants, understood the importance of process flows and infrastructure and especially after long discussions with his son, happens occasionally, recognized the importance of documentation, critical in auditing of course. He also understood that without an advanced electronic e-filing and document recovery system little would necessarily be gained by old-fashioned paper documentation and filing cabinets. Thus he required, before the end of each day, for all researchers to dictate the days' efforts, what had been achieved, any breakthroughs, and if any bottlenecks were being experienced. But most importantly and very shortly after the entity opened its doors, even before research had begun, he requested that each researcher take whatever time that was needed to dictate their thinking. What was the approach they were planning to use, and what problems they were anticipating could arise and what steps could be put in place? Thus before even a day's work had been completed the expertise and Ph.D.'s experience was now explicit and safely part of the entity.

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So, therefore, given our two hypothetical scenarios, East and West Coast, if our IC balance sheet were developed, which entity would greatly enhance their asset base and by definition use that leverage to gain additional much-needed funding. Funds, which otherwise, would probably not be forthcoming. Often times, small micro-entities (SMEs) given the scant nature of their balance sheets struggle to obtain the necessary funding for research.

Intellectual Capital Calculation Building Blocks – Elements/Phenomena

	Human Capital	Customer Capital	Structural Capital (Organizational Capital)
GUTHRIE (2001)	<ul style="list-style-type: none"> • Know-how; • Education; • Vocational qualification; • Work-related knowledge; • Work-related competencies; • Entrepreneurial spirit • Innovativeness, • Proactive and reactive abilities • changeability 	<ul style="list-style-type: none"> • Brands • Customers • Customer loyalty • Company names • Distribution channels • Business Collaborations • Licensing agreements • Favourable contracts • Franchising agreements 	<ul style="list-style-type: none"> • Patents • Copyrights • Trademarks • Management Philosophy • Corporate Culture • Management processes • Information Systems • Networking Systems • Financial Relations

The Concept of Intellectual Capital

Now let's revisit these concepts pertinent to Intellectual Capital (IC).

- Differentiation
 - Commoditized
 - Holistic
 - Competitive advantage
- #1 reason why managers fail



Picture: bruce mars

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“For years, we’ve been playing by old rules and the results have been dismal. It’s time for a bold new direction!”

Were both East and West entities to have the same culture, same type of founder, researchers that had the same background and qualifications etc. then commoditized would be an apt description? Furthermore, applying IC and knowledge management would probably add very little value. However on the contrary with the very deliberate stark differences (in my story) it is very apparent that the West Coast entity has significant assets that need to be brought to the surface on an IC balance sheet, supplementing the official financial statements.

So what are they, what are the undisclosed differences?

Human Capital:

1. Know how
2. education
3. work related knowledge
4. work-related competencies

Structural Capital:

1. management philosophy
2. corporate culture (participative management)
3. management processes (documentation)
4. information systems (e-filing, capturing and recording know how)

Certainly, there is no question that implementing an IC system (supplementary balance sheet) is no easy task and many organizations will struggle with applying the concepts. It is also very likely that employees may be very reluctant to document/record their expertise and knowledge (explicit information). That expertise and knowledge could well be construed as providing leverage for both promotions and salary increases. And employees may see it as a loss of identity and marketability. Employers may see it as strengthening their market position, their external reputation and enhancing their brand name. As an IC balance sheet is venturing into unknown territory, the possibility of gaining additional funding, leveraging these IC assets, initially requires full implementation. Banks are highly unlikely to document their position until a legitimate and credible IC balance sheet is presented to them. Thus there is a dichotomy as employees potentially see it as a threat and employer’s, i.e., management, consider IC balance sheet as supporting additional funding opportunities.

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A Supplementary Intellectual Capital Balance Sheet

In conclusion, a supplementary IC balance sheet can provide significant value to both sides of the coin. Any entity, for example, a small researching SME (our East and West entities), clearly needs additional leverage to obtain additional funding over and above that supported by typical financial statements. If funding is simply supported by an official financial accounting standard, a set of IFRS financial statements, from a collateral perspective along with 3 to 5-year business projections may be insufficient. From the bank's/lenders viewpoint such small entities start-up position may be classified in a high-risk category, which is totally understandable. Now introduce beneath the surface high-quality IC assets, our West entity.

Don't forget risk from a bank point of view is based upon the probability of success and a very minimal potential for losses or debt default. If a financial lender, i.e. a bank and others, now realize this researching entity is supported by Ph.D.'s, a well organized and structured organization, a participative culture with captured explicit information documented, the picture will suddenly change. And, very important, additional funding provides employees with a stronger future, remuneration incentives, and career opportunities.

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Mr. Peter Welch, CEO of GlobalCfo.LLC

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The Things We Have to Learn Before We do Them, We Learn by Doing Them

By Karl Skaar

Aristotle's wisdom that "the things we have to learn before we do them, we learn by doing them," while being common sense, is often ignored in the realm of conventional education. Ironically, "learn by doing" is an instinctive activity, as can be seen by the role-play games by children that help them understand complex systems and dynamic processes in real life. Role play is a classic mix of simulation and emulation wherein a real situation is enhanced through imagination and helps in better perception of spaces and scenarios; Einstein knew a thing or two when he claimed imagination to be more important than knowledge.[1]

In this article, we will look into different aspects of the idea of learning by doing.

Can you balance a bucket of water on your head?



Photo: Sam D'Cruz



Mechanic teaching an intern the best practice. Learning on the job during a practical internship in a garage.

Photo: Corepics

Learning by Doing

Learning by doing means learning from experiences resulting directly from one's actions. This is contrasted with learning from watching others perform, reading others' instructions or descriptions, or listening to others' instructions or lectures.

Of course, watching, reading, and listening are actions, but they are not the kinds of doing referred to as learning by doing. This is because they yield direct experience with demonstrations or descriptions of activities rather than with actions the learner performs. In classical psychology and its hangers-on "direct experience" meant mental contact with mental phenomena by introspection; but in the present context, it means sensory contact with the results of doing.

The Learning-By-Doing Principle

The learning-by-doing principle has been advocated widely and in many forms; including learn-by-doing, trial-and-error learning or discovery versus instruction, and practical experience. The learning by doing idea is old. The learning by doing belief has many angels and many ideas. We can list some of those ideas [2]:

- TRIAL AND ERROR VERSUS READING A USER'S MANUAL
- TRIAL AND ERROR VERSUS INSTRUCTION
- LEARNING THE DIALECTICAL METHOD
- RELATIONAL-FRAME LEARNING
- EDUCATION AND COGNITIVE DEVELOPMENT
- PRACTICAL EXPERIENCE VERSUS BOOK LEARNING

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If we go to the schools where computers and different technological devices are introduced or widely used, we will see that learning by doing become important.

Driven by the synergy of technological advancements and instructional innovations, simulations are rapidly gaining importance in the classroom in tech-savvy nations as robust add-ons, either as a supplement to traditional teaching methods or as a substitute for sections of the curriculum. Merging traditional methods with simulations can potentially enhance the experience of the learning process. [1]

Learning by Doing at Work

Most employees are interested in learning to their jobs better. One reason for this is, of course, potential monetary rewards. But the real reason is much deeper than that. If you do something often enough, you get better at it – simple and obvious. When people care about what they are doing, they may even learn how to do their jobs better than anyone had hoped. They wonder how to improve their performance. They innovate.

Since mistakes are often quite jarring to someone who cares about what they are doing, people naturally work hard to avoid them. No one likes to fail. It is essential to human nature to try to do better, and this means attempting to explain one's failures well enough so that they can be remedied. This self-correcting behavior can take place when one has been made aware of one's mistakes and when one cares enough to improve. If an employee understands and believes that an error has been made, he will work hard to correct it and will want to be trained to do better, if proper rewards are in place for a job well done.

Many of the distinctive theoretical implications of learning by doing have been derived under the assumption that the cost–quantity relationships observed in numerous empirical studies are mostly the result of passive learning and some further require that passive learning is unbounded. The empirical literature raises doubts about both assumptions. When observed cost–quantity relationships indicate sustained productivity growth, factors other than passive learning are generally at work. When passive learning is the dominant factor, productivity growth is invariably bounded. Thus, empirically relevant theories incorporating learning by doing are hybrid models in which passive learning coexists with other sources of growth. But in such models, many of the distinctive implications of passive learning become unimportant. Moreover, passive learning is often an inessential component of long-run growth; to the contrary, too much knowledge can lead to stagnation. [3]

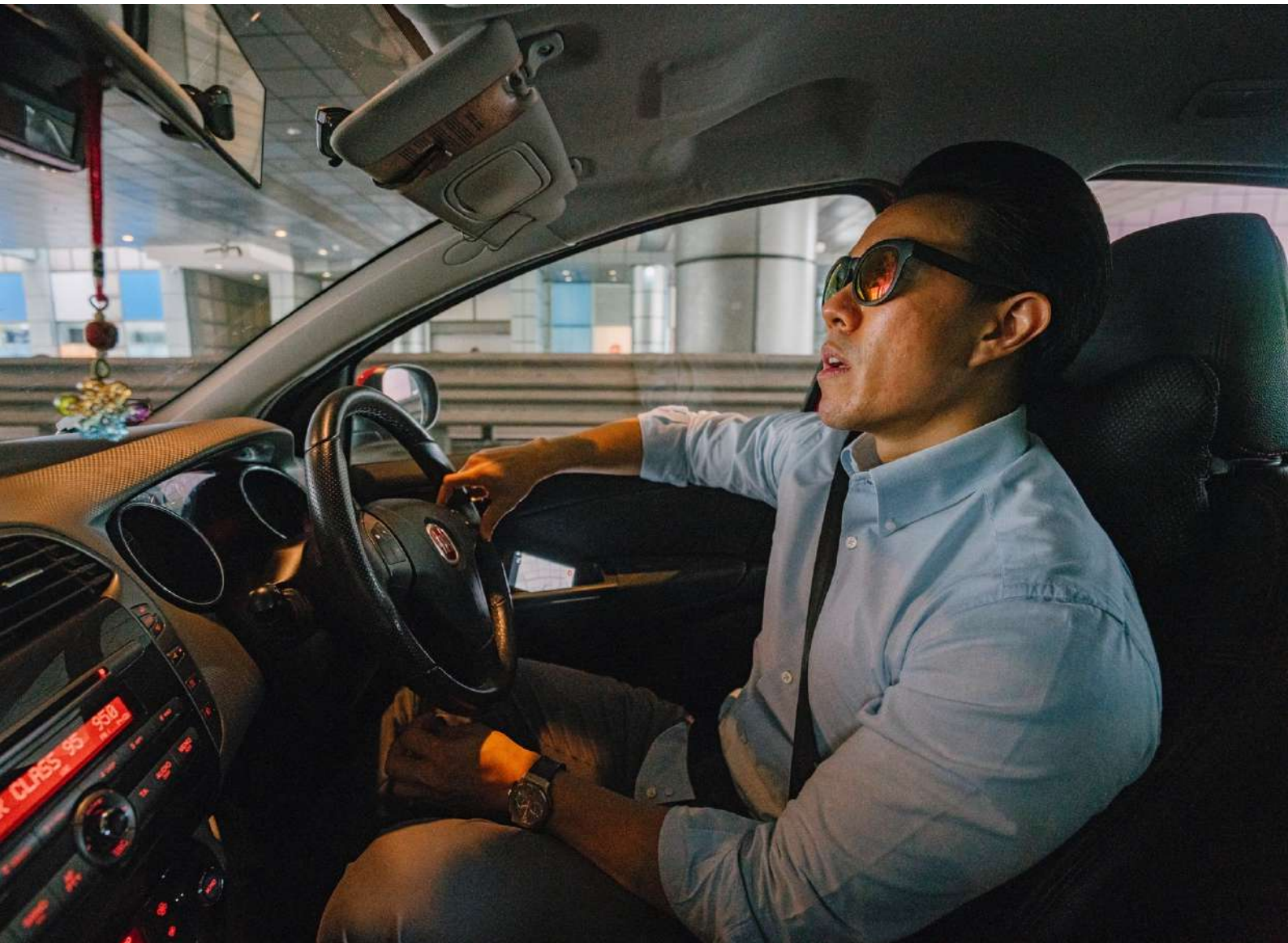
Learning by Doing in School

There are two crucial reasons why learning by doing isn't our standard form of education. First, it is quite tricky to implement without "doing devices." How can we teach history by doing? What does it mean to teach literature by doing? In many cases, it is difficult to define what *doing* might mean concerning a given subject and to attempt to implement a realistic sense of doing in a classroom setting.

Different programs we can use on the computer may bring us closer to the doing principle in the schools. When there are "doing devices" available, it is easier to implement learning by doing.

Driving can easily be taught in a learning-by-doing manner, for example, because students can reasonably be placed behind the steering wheel of a car. This can be done because vehicles are relatively inexpensive and relatively safe. When this is not the case when the necessary equipment is too expensive or unsafe, or where there is no equipment at all, learning by doing is usually abandoned as a teaching philosophy.

There is, of course, another reason why learning by doing isn't the primary teaching model in the schools. Educators and psychologists have not understood why learning by doing works and thus are loathe to insist upon it. They can't say exactly what it is that learning by doing teaches. They suppose that it teaches real life skills, but what about facts, the darlings of the "drill-them-and-test-them" school of educational thought?



Implicit and Explicit Learning

Learning by doing works because it teaches implicitly rather than explicitly. Things that are learned implicitly need only be adequately experienced at the proper time. To make classrooms into learning-by-doing experiences, we need to allow students to be in situations that are relevant to their interests.

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What students learn when they learn by doing often remains implicit. Micro-scripts, participation strategies, explicit functional knowledge, and lessons from cases are usually the kind of experience that people don't know they have. The learning comes up when they need it, and people can sometimes explicitly state what they know. Educators are often confused by the fact that people can explicitly say what they know. They are so confused by this that they pervert the education system so that it will highlight the explicit statement of what one knows rather than highlight the behavior that would indicate the presence of implicit knowledge. We must turn this state of affairs around if we are ever really to change education.[4]



Theory Is a Distillation of Previous Persons' Direct Experiences

Book-learning or theory deals with universals, which are abstract, and practice deals with particulars, which are concrete. Therefore, book-learning is insufficient by itself because it is uninformative about regularly successful practice, which requires knowing and dealing with the relevant particulars of each different person. However, direct experience is also insufficient by itself because although it deals with particulars, life is too short for direct learning of all the particulars that are relevant to successful practice. Therefore, effective practitioners base their procedures not only on extensive practical experience but also on theoretical principles. The theoretical principles are lear-

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ned from books written by well-experienced prior practitioners; the practical experience permits implementing the principles in ways that are effective in particular cases such as a physician's curing a particular ailment in a particular person. [2]

The conclusion can be that that theory is a distillation of previous persons' direct experiences and it is needed to guide present seekers of direct experiences.

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«You don't learn to walk by following rules.
You learn by doing, and by falling over.»

— **Richard Branson**

Work-Based Learning

Across the globe, young women and men are making an important contribution as productive workers, entrepreneurs, consumers, citizens, members of society and agents of change. All too often, the full potential of young people is not realized because they do not have access to productive and decent jobs. Although they are an asset, many young people face high levels of economic and social uncertainty. A difficult transition into the world of work has long-lasting consequences not only for youth but also for their families and communities.



Photo: Odua Images

Links Between the Development of Knowledge and of Practical Skills

In the current global context of complex economic challenges, skills and employability have emerged as areas of high priority for policy-makers. A key goal for technical and vocational education and training (TVET) and skills systems is ensuring that learners are ready to enter work and possess skills relevant to the labor market, and a strategy commonly adopted by countries in pursuit of this

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goal has been to incorporate work-based learning into education and training programmes. Work-based learning, which takes many forms and is known by a variety of names, provides learners with exposure to real work environments and, when delivered effectively, allows for strong pedagogical links between the development of knowledge and of practical skills. Exposure to authentic work contexts also contributes to the exploration and development of occupational identity, which cannot be achieved through programmes that are delivered only in education and training institutions. Nevertheless, it remains a challenge for many education and training institutions to effectively incorporate work-based learning into their programme offerings. In this context, the need for more effective work-based learning practices has become increasingly evident.

Organization or country	Definition of WBL
European Centre for the Development of Vocational Training (CEDEFOP) Source: EC, 2015, p. 73.	WBL is the acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace or in a vocational education and training (VET) institution.
Asian Development Bank (ADB) Source: ADB, 2017, pp. 6–8.	WBL takes a variety of forms and can range from highly informal and unstructured training, delivered in micro- and small enterprises, through to highly structured training in medium and large enterprises resulting in nationally recognized certification.
Australia Source: Atkinson, 2016.	WBL is learning that occurs in a real work environment through participation in work activities and interactions. It is integral to vocational education and training, because it emphasizes learning through practice in the workplace and fosters engagement with employers. WBL is embedded in the curriculum and can involve deliberate engagement with those experiences for learning purposes and the formal recognition of the competencies achieved through those experiences. Types of WBL include apprenticeships and traineeships, simulation, and placements.
European Training Foundation (ETF) Source: ETF, 2013.	WBL refers to learning that occurs through undertaking real work entailing the production of real goods and services, whether this work is paid or unpaid. It needs to be clearly distinguished from learning that takes place in enterprise-based training workshops and training classrooms. The latter is not work-based learning, but simply classroom-based learning that takes place in an enterprise rather than in an educational institution.
Canada Source: BHER and Academica, 2015, p. 4.	Work-integrated learning/WBL: the term “work-integrated learning” is often used interchangeably with other, similar terms such as “work-based learning”, “practice-based learning”, “work-related learning”, etc. Work-integrated learning is defined broadly as the process through which students come to learn from experiences in educational and practice settings. It includes the kinds of curriculum and pedagogic practices that can assist, provide and effectively integrate learning experiences in both settings.
New Zealand Sources: Tyler-Smith, 2012; CareersNZ, 2016.	While arriving at an agreed and appropriate definition of WBL has yet to be finally determined, the Otago Polytechnic’s approach to the model is: education conducted in, by and for the workplace, where the learner, through negotiation with employer and polytechnic, determines the nature of the curriculum; that the curriculum is situated in the learner’s workplace context; that the learner determines the order and pacing of the learning; that the method of assessment is negotiated; and that it is a learning process agreed between the learner, his or her employer and Otago Polytechnic.
South Africa Source: CHE, 2011.	WBL or “work-integrated learning” is used as an umbrella term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and workplace concerns. The term specifically describes an approach to career-focused education that includes classroom-based and workplace-based forms of learning that are appropriate for the professional qualification.

Source: EMPLOYMENT Working Paper No. 242 (2018)

Given the generally positive evidence of the benefits of work-based learning, governments and social partners should continue efforts to expand the provision of this kind of learning. However, expanding the provision of formal, structured work-based learning will require enhanced partnerships between the State and the private sector. While effective work-based learning relies on partnerships at the local level between individual workplaces and individual education and training institutions, at a system or policy level the private sector should be given opportunities to lead policy and strategy to expand the provision of work-based learning opportunities on terms that are attractive to employers. The Asian Development Bank has argued that to improve the outcomes of work-based learning, countries should review their TVET systems through a work-based learning lens, partner with employer associations to pilot work-based learning in selected sectors, require a work-based learning component to be included within infrastructure projects, and support public and private training institutions so that more TVET programmes combine on- and off-the-job training. These are particularly relevant recommendations for developing economies, where informal work-based learning remains particularly prevalent, and, with the addition of institutional provision, is increasingly being formalized.

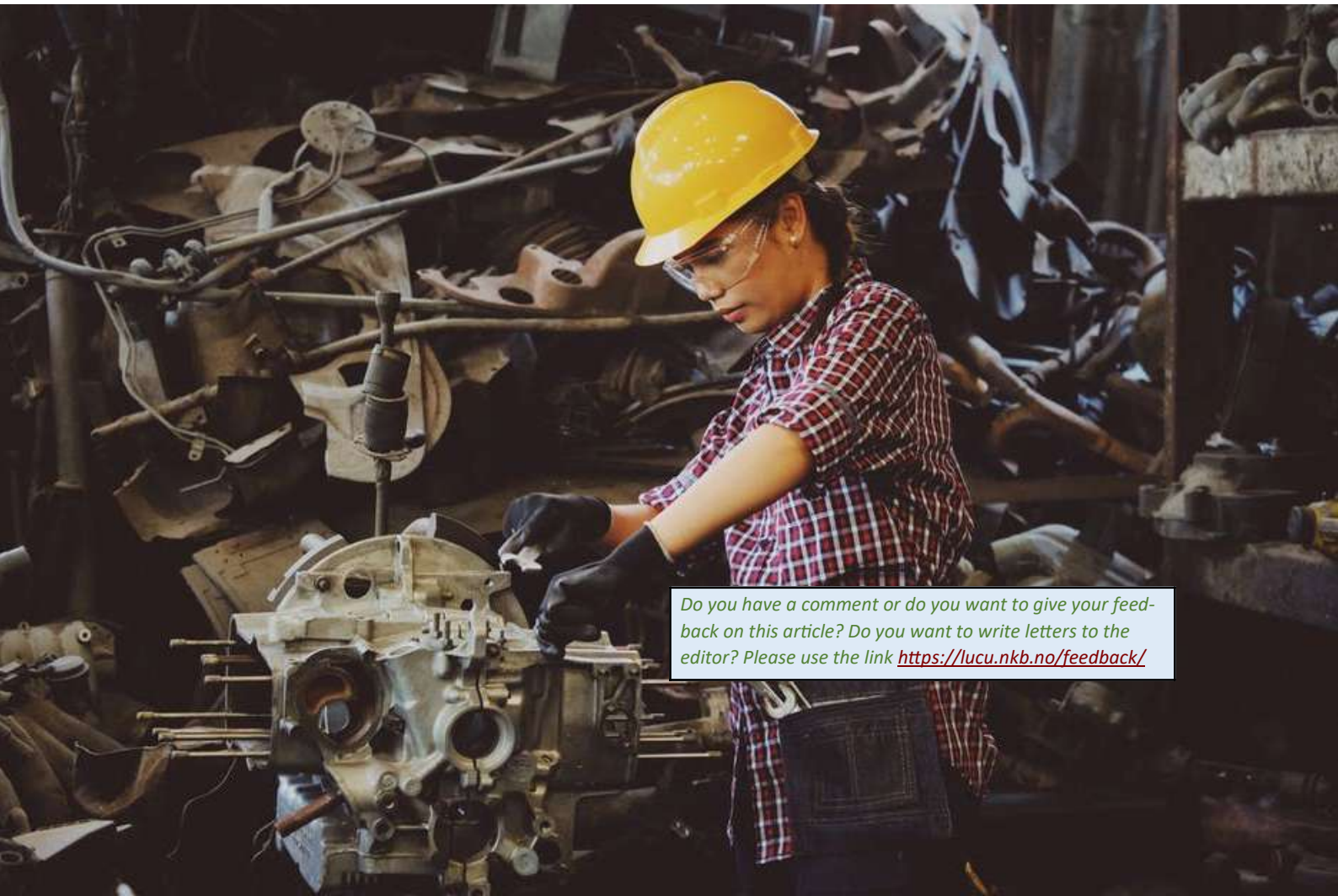


Photo: Chaay_tee

Better Knowledge about Work-Based Learning

A necessary adjunct to these policy-led approaches is the collection of more, and more robust, data on the prevalence and labor market outcomes of work-based learning, chiefly for employers, but also for the wider target audience for social marketing efforts, governments, and individuals alike. If data on the benefits of work-based learning is more readily available and are used to argue for increased participation by employers and education and training institutions, then the growing demand from learners themselves will be more readily accommodated.

Efforts to build the knowledge base and share more robust data on work-based learning will continue to be compromised if a more coherent approach to the definition and classification of work-based learning schemes is not developed. In the absence of this more coherent approach, evidence-based policy-making will continue to be hampered by the fog that envelops efforts to compare and contrast work-based learning schemes, despite the apparent positive benefits these schemes offer to learners, employers and governments alike.



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The text in this article is from the ILO EMPLOYMENT Working Paper No. 242: Does work-based learning facilitate transitions to decent work? (ILO 2018)

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Have you seen them?

Flamingos are famous for their bright pink feathers, stilt-like legs, and S-shaped neck. When a flamingo spots potential dinner—favorite foods include shrimp, snails, and plantlike water organisms called algae—it plunges its head into the water, twists it upside down, and scoops the fish using its upper beak like a shovel. They are able to "run" on water, thanks to their webbed feet, to gain speed before lifting up into the sky.

Flamingos are found by the million in Kenya. They are attracted by the proliferation of algae and crustaceans which thrive in the soda lakes of Baringo, Bogoria, Nakuru and Magadi in the Rift Valley, and Lake Natron across the border in Tanzania.

There are always some birds at each lake but large concentrations seem to move capriciously from one to another over a period of years. Lake Nakuru is the current hot spot but this may well change. It is thought that the changing water levels may be one reason why they change locations. Whatever lake they are presently at, the best time of the year for flamingo viewing is in January-February when they form huge pink masses around the shores of the lakes.

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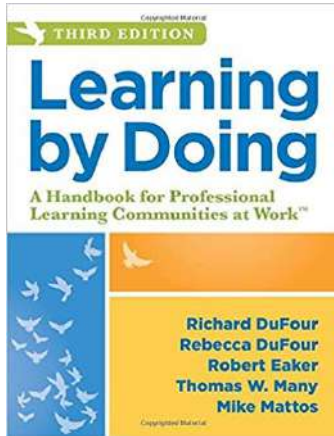
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Book

Learning by Doing

By Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, Mike Mattos



Learning by Doing: A Handbook for Professional Learning Communities at Work

Discover how to close the knowing-doing gap and transform your school or district into a high-performing professional learning community (PLC). The powerful third edition of this comprehensive action guide from experts Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos updates and expands on new and significant PLC topics. Explore fresh strategies, tools, and tips for hiring and retaining new staff, creating team-developed common formative assessment, implementing systematic interventions, and more.

Learn how to establish professional learning communities in schools:

- Build a shared knowledge of critical vocabulary and the concepts underlying the PLC process.
- Equip yourself with the knowledge and tools necessary to model effective reciprocal accountability and collective teacher efficacy.
- Make honest assessments of your school and teaching methods by examining conventional practices from a fresh, critical perspective.
- Take immediate and specific steps to close the knowing-doing gap.
- Move beyond creating an action plan for school improvement, and start doing.

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