PROVISIONAL CONCLUSIONS OF THE CONGRESS

Preceded by a Debate session on the future of corporate training and learning in administrations and by the V International EDO Conference on “Learning through professional practice”, the III International EDO Congress 2014 was held on the 14th, 15th and 16th of May under the slogan “Organisations that learn and generate knowledge”.

The more than 380 experts and specialists on the matter, who were mainly from Spain and America, participated actively in the five core conferences, the 15 symposiums with talks, the 10 discussion boards, the poster session and the 10 workshops, analysing and debating the 139 contributions selected from the more than 190 presented. The more than 50 followers who followed the conferences through the webinar system also contributed their points of view via Twitter using the hashtag #ciedo.

The general conclusions most significant and pertinent to the objectives of the Congress, related to collaborative work, learning in the workplace, informal learning and CGC strategies, were:

1- Modern society considers knowledge and the continued training of workers to be strategic elements of organisations. The links are made ever more clear and necessary if we consider that people are a source of knowledge that, if shared, can help in their improvement and the development of organisations.

2- More complex and dynamic realities demand greater collaborative efforts which allow the incorporation and sharing of personal knowledge, institutional knowledge and social knowledge, promoting new knowledge and appropriate management of it. They facilitate processes, the clear setting of objectives, the existence of flexible structures, the importance of those involved, the use of reflexive practices, the promotion of new ways to understand research and knowledge and the sustainability of approaches.

3- Communities of Practice (CoP) are identified as a proven proposal for the creation and management of collective knowledge in every type of organisation. Their development is conditional upon the strategies and tools that facilitate their realisation, focusses that require further basic and applied research as well as the empowerment of professionals, and require that the direct use of internal knowledge ensures the sustainability and efficiency of the approach.

4- Training continues to be a necessary point of reference to promote change, as long as its approach also changes. In this vein, it is necessary to accelerate the paradigm change from training to learning and from transmissive methodologies to active methodologies connected to the needs of professional practice.
5- It is noted that there are already numerous applied examples of new learning methodologies in the workplace. Examples like CoPs, learning with projects, learning-action, the codification of good practice, among others, move from being anecdotal to becoming the main methods used in some organisations.

6- Certain internal and external factors facilitate or hamper learning in the workplace. Among others, a collaborative culture, leadership, collaborate work and/or the existence of a flexible structure are identified. They render not taking responsibility for error, not solving problems and competent incompetence impossible.

7- The difficulties in promoting the improvement of professional practice through shared reflection are, therefore, mainly cultural and not only technical; as a result, processes of change should be considered progressive in time and regarding the people involved.

8- The development of informal learning increases exponentially, though the related systems and methodologies do so to a lesser extent. Recognising and certifying other non-traditional forms of accessing knowledge cannot circumvent the need for evaluation, innovation and research on the subject.

9- Organisations develop new ways to work and are part of the Network, which becomes an essential tool for the exchange of information, knowledge and experiences. In parallel, knowledge that is less anecdotal, more integrated and makes clear personal and institutional sense must be promoted.

10- The development of social networks can also be an important tool for knowledge, opening new paths for training processes and institutional change. The promotion of ever more global networks confronts us with the challenge of professional, cultural, linguistic and technological diversity and mixtures of different knowledge, which require the exploration of new methodologies that support international and interorganisational exchange.

11- The validity of the new approaches is subject to the application of direct and indirect evaluative processes that take their formative and transformative sense into account.

These provisional conclusions will be enriched by the participation of those who attended the Congress (by connecting them to the processing of the evaluation survey of the Congress) and will be delivered to the bodies who organised the Congress for their dissemination to society and to the organisations related to the issues addressed.

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Organizers: