

Hvordan uddannelse møder arbejdsliv - et nordisk perspektiv

Forsøgs- og Udviklingskonference på VEU-området
– samspillet mellem virksomheder og uddannelse

Nationalt Center for Kompetenceudvikling
2011-29-11

FRÅGESTÄLLNING

Hvordan kan uddannelse og læring hjælpe individer og virksomheder til at tackle forandringer og udfordringer i samfundet og på arbejdsmarkedet, så den nordiske velfærdsmodel kan bevares og videreudvikles?

Ingegerd Green

Entreprenör – Företagare – Ledare

Utvecklingsstrateg och rådgivare

- Konkurrenskraft i företag, branscher och regioner
- Kompetensförsörjning
- Entreprenörskap

Högskolan på Hemmaplan

Industriellt utvecklingscentrum AB

Skärteknikcentrum Sverige AB

Polymercentrum AB

IUC Sverige AB

Askengren & Co AB

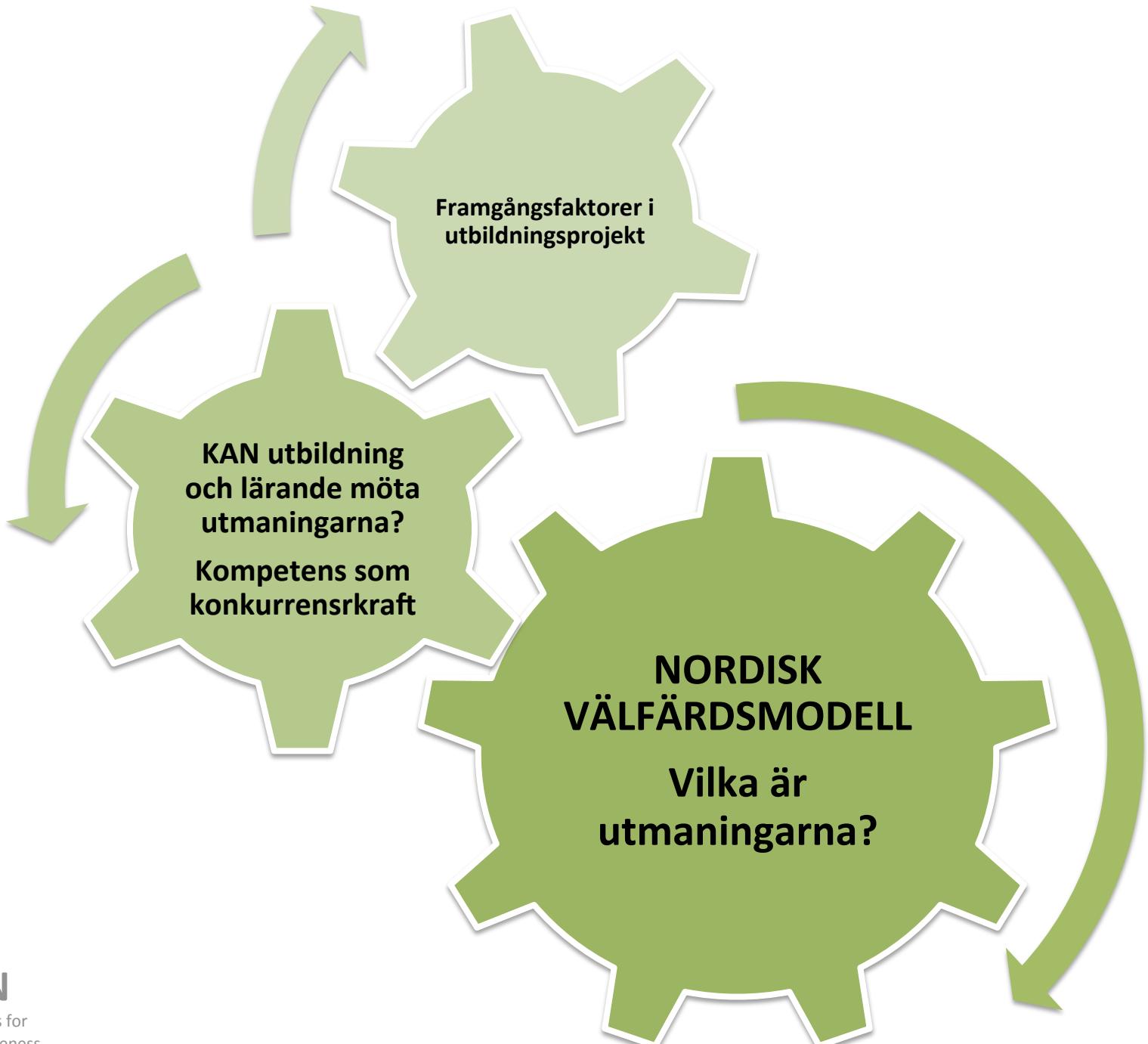
Stiftelsen för Kunskap- och Kompetensutveckling

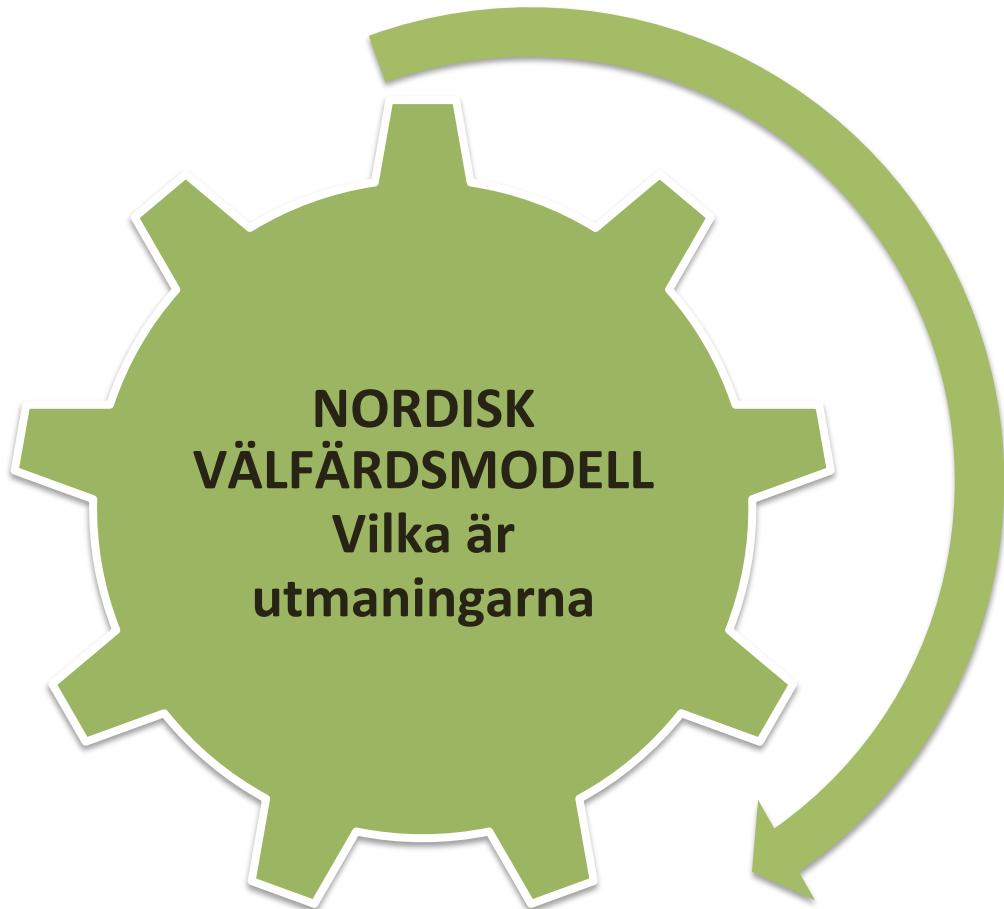
Styrelseuppdrag i företag och myndigheter



Norden, Lettland, N.Irland,
Paraguay, Kirgizistan

ps.GREEN AB



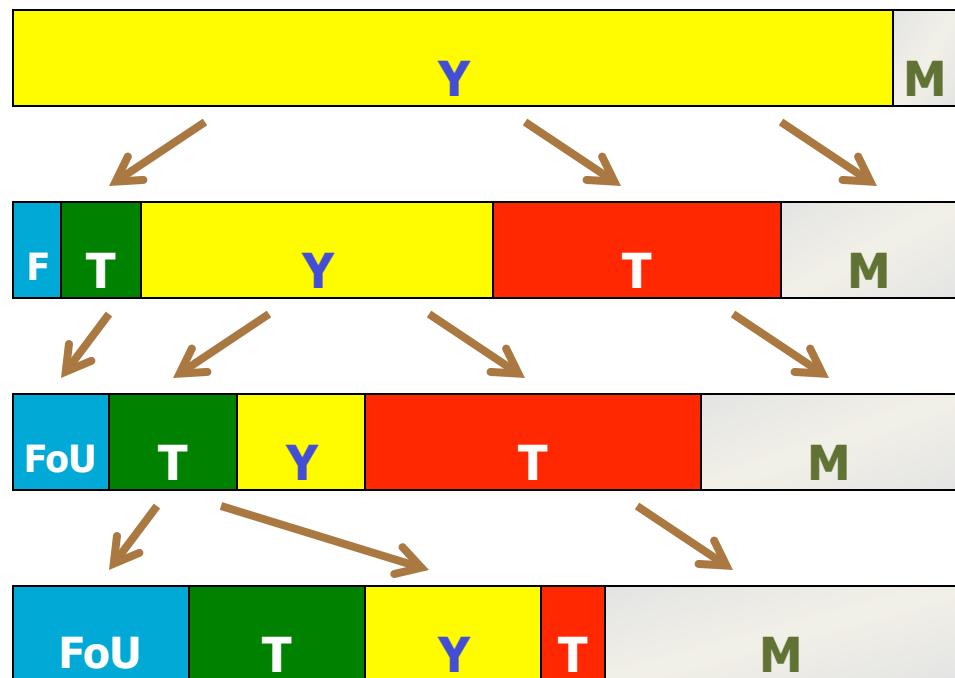




Globalisering
IKT
Rörlighet
Komplexitet
Raplex change
Olikheter
Mångfald
Individualisering
Maktförskjutning
Annorlunda demokrati
Eget ansvar - Valfrihet
Hållbarhet



Industriarbete 2010



1700-talets hantverk

Yrkeskompetens för småskalig tillverkning ägdes av individen

1800-talets fabriker

Maskiner tar över yrkeskunnande
Anställda utan yrkeskunskaper

1900-talets storindustri

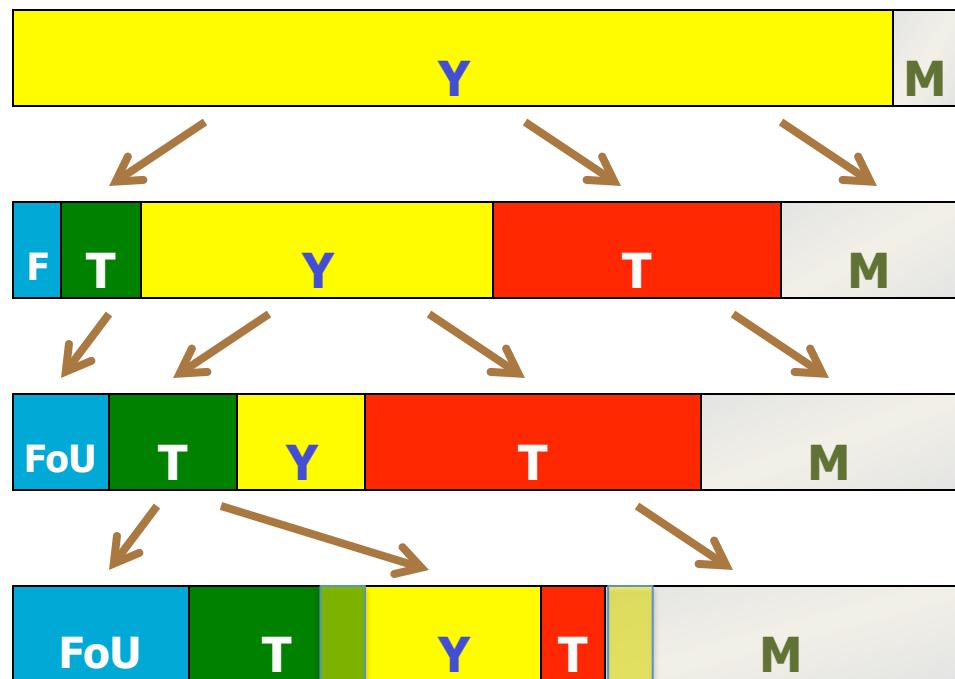
Massproduktion av varor.
Yrkesarbetet utarmas.

2010-talets industri

Yrkeskunskapernas "revansch"



Industriarbete 2010



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Yrkesarbetet utarmas.

2000-talets industri

Yrkeskunskapernas "revansch"

FoU

Tjänste-
män

Yrkes-
arbetare

Tempo-
arbetare

Maskiner

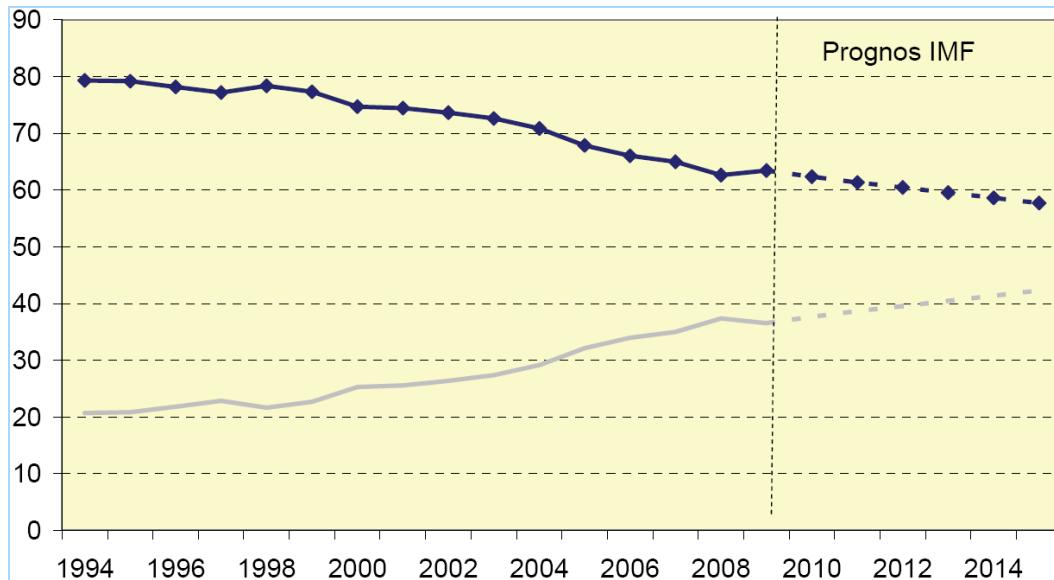
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Processes and Strategies for
Competence & Competitiveness

Yrkeskompetens

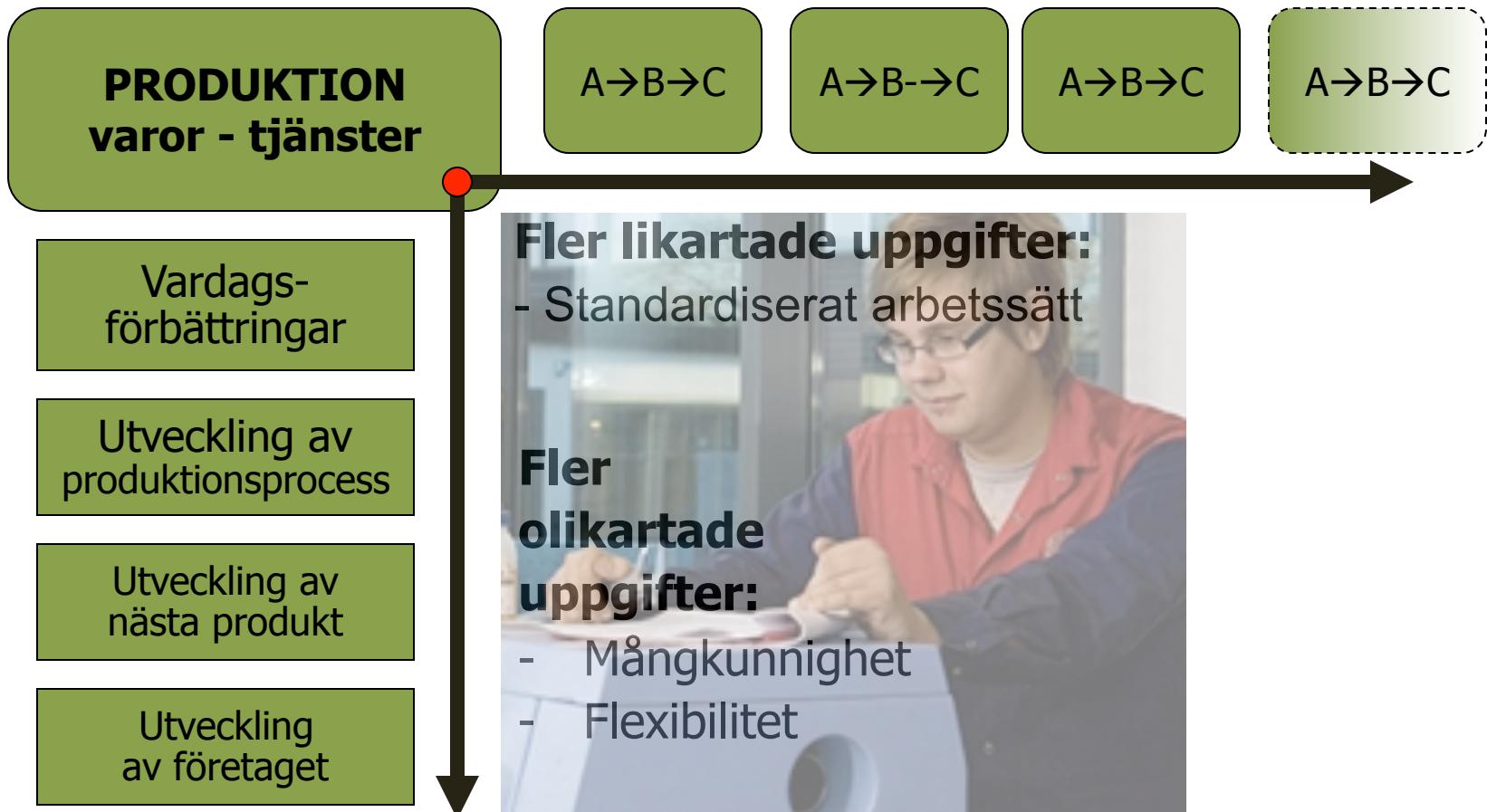
Industrins globalisering

U- respektive I-länders andel av världsexporten av varor, USD i löpande pris



Källor: WTO och IMF.

Effektivitet Innovation Entreprenörskap



Kompetens för framtidens arbetsliv

SPECIFIC HARD SKILLS

Specifika yrkeskompetenser

GENERIC HARD SKILLS

Generella yrkeskompetenser

SOFT SKILLS

”Mjuka” generella kompetenser

KVALIFIKATION

*kompetenskrav
standard*

YRKESKOMPETENS

*hur
arbetsuppgiften
utförs*

Kompetens för framtidens arbetsliv

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KVALIFIKATION

*kompetenskrav
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*hur
arbetsuppgiften
utförs*

Vidgat
perspektiv
UTMANNING
Yrkeshandel

Organisering av kompetensdrivet arbetsliv

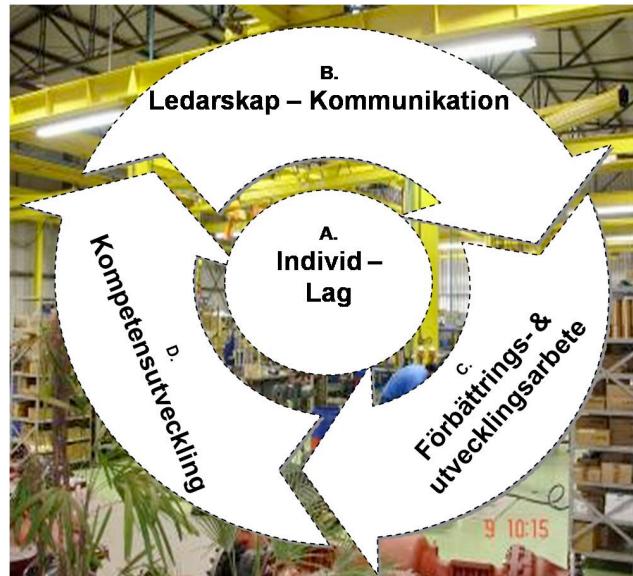
Fyra dimensioner

Individ/Lag

Hur man organiserar individens och lagets arbete med samtidig uppmärksamhet på bågge delarna

Ledning och kommunikation

Hur man leder det nya sättet att arbeta och organiserar kompetensförsörjning kopplat till detta



Kompetens

Hur man identifierar, validerar, utvecklar, certifierar

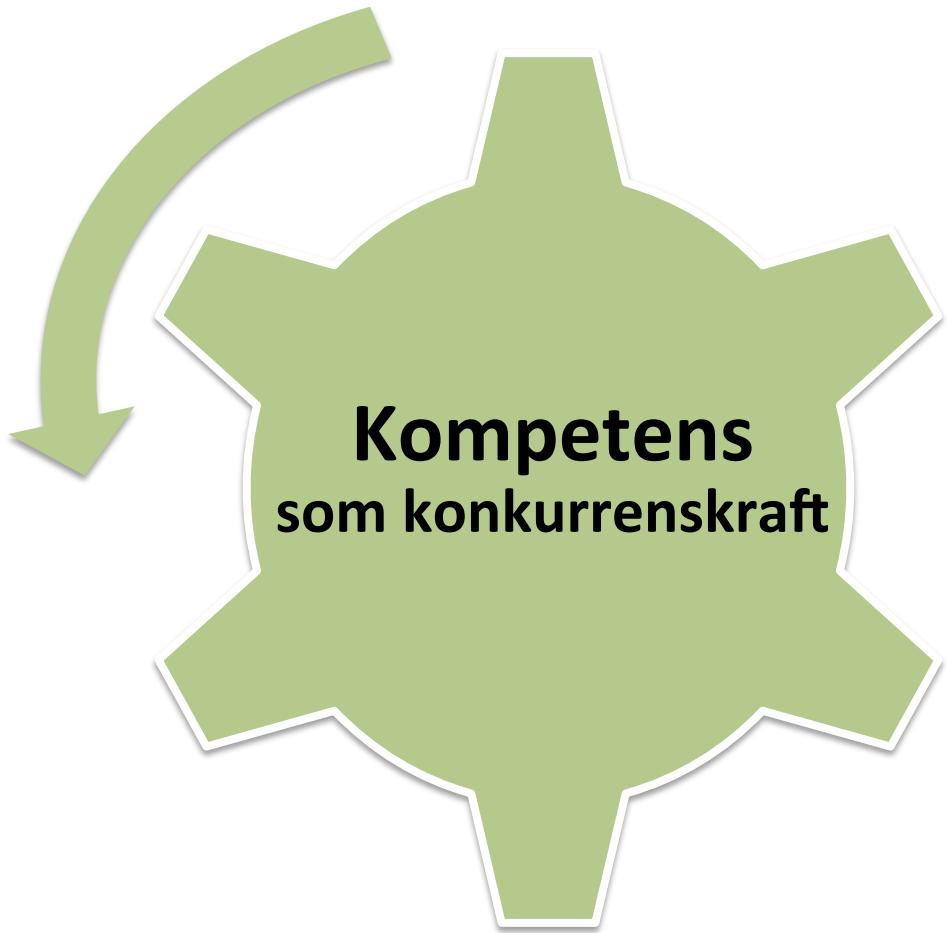
- generella kompetenser
- allmänna yrkeskompetenser
- specifika yrkeskompetenser

Förbättringsarbete

Hur man integrerar förbättrings- och utvecklingsarbete i löpande verksamhet



UTMANING
Ledarkompetens



Kompetens – nordiskt försprång?

Förmåga att **ANVÄNTA** sina
kunskaper och **färdigheter**
i arbets situationer och i
yrkesrelaterad och personlig
utveckling.





KOMMARENTENS
UTMÄRKTING

Praktisk kompetens

BASKOMPETENS

Social kompetens

Formell kompetens

Emotionell kompetens

KOMMUNIKATIV KOMPETENS

Funktionell kompetens

Metakompetens

gymnasiekompetens

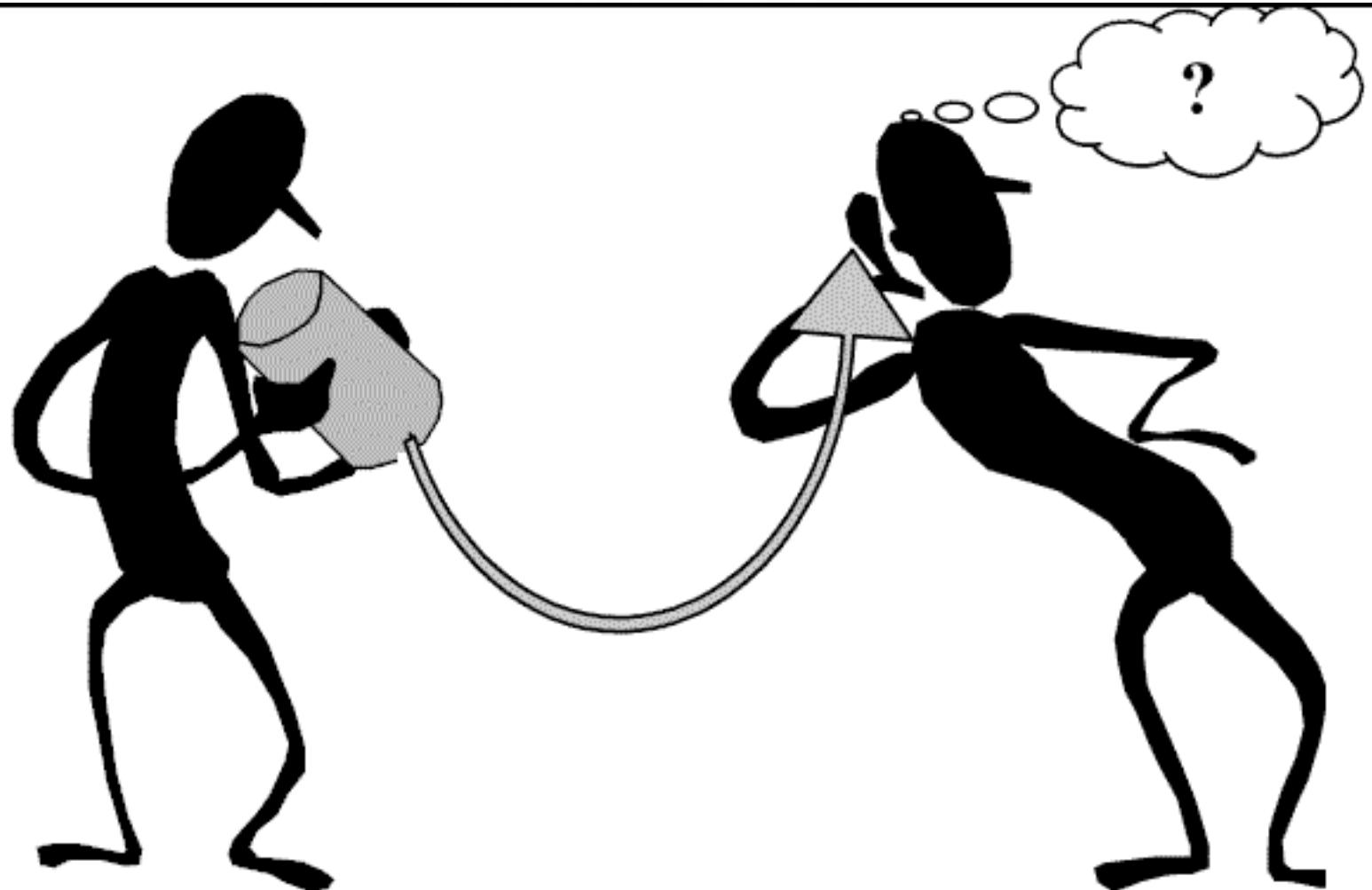
Realkompetens

Nyckelkompetens

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Processes and Strategies for
Competence & Competitiveness

kompetenskompetenskompetenskompetenskompetenskompetenskompetenskompetens



ARBETSLIV

UTBILDNINGSSYSTEM

BRANSCH

BRANSCH



CHEFER

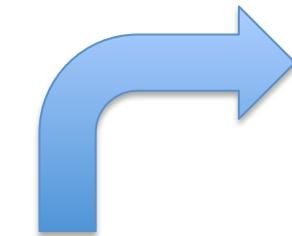
MEDARBETARE

DANMARK

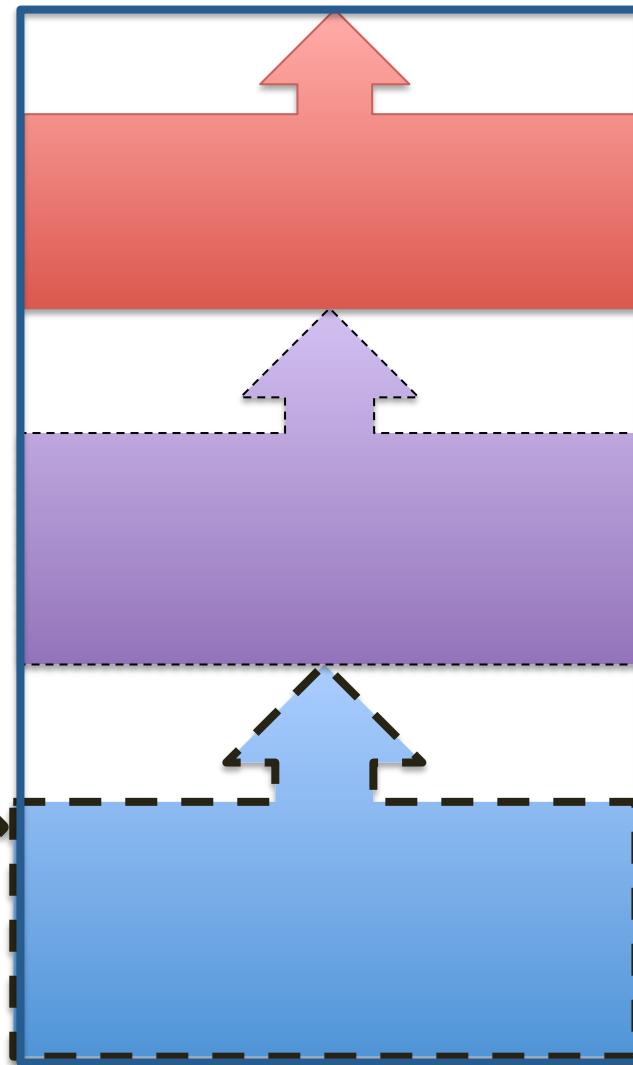
EUROPA

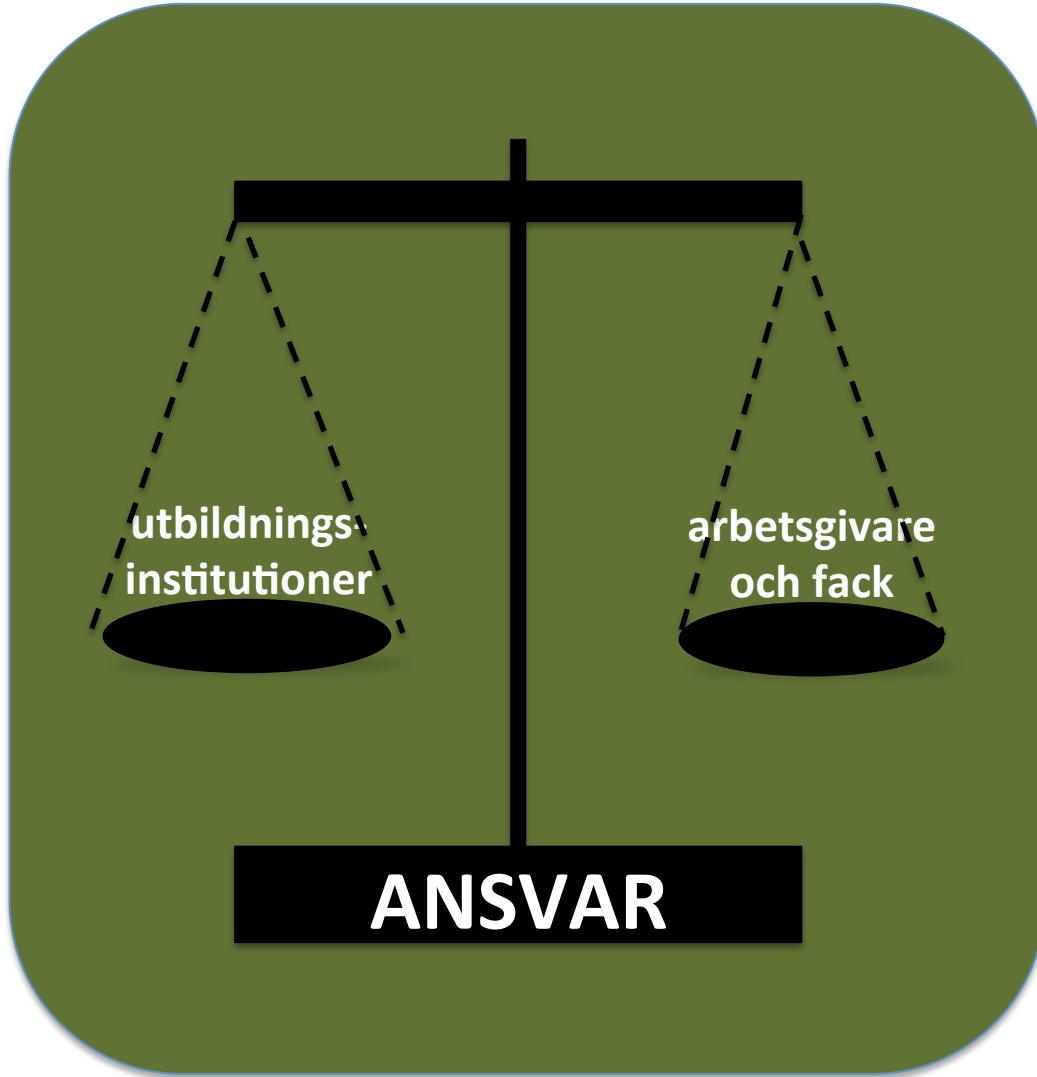


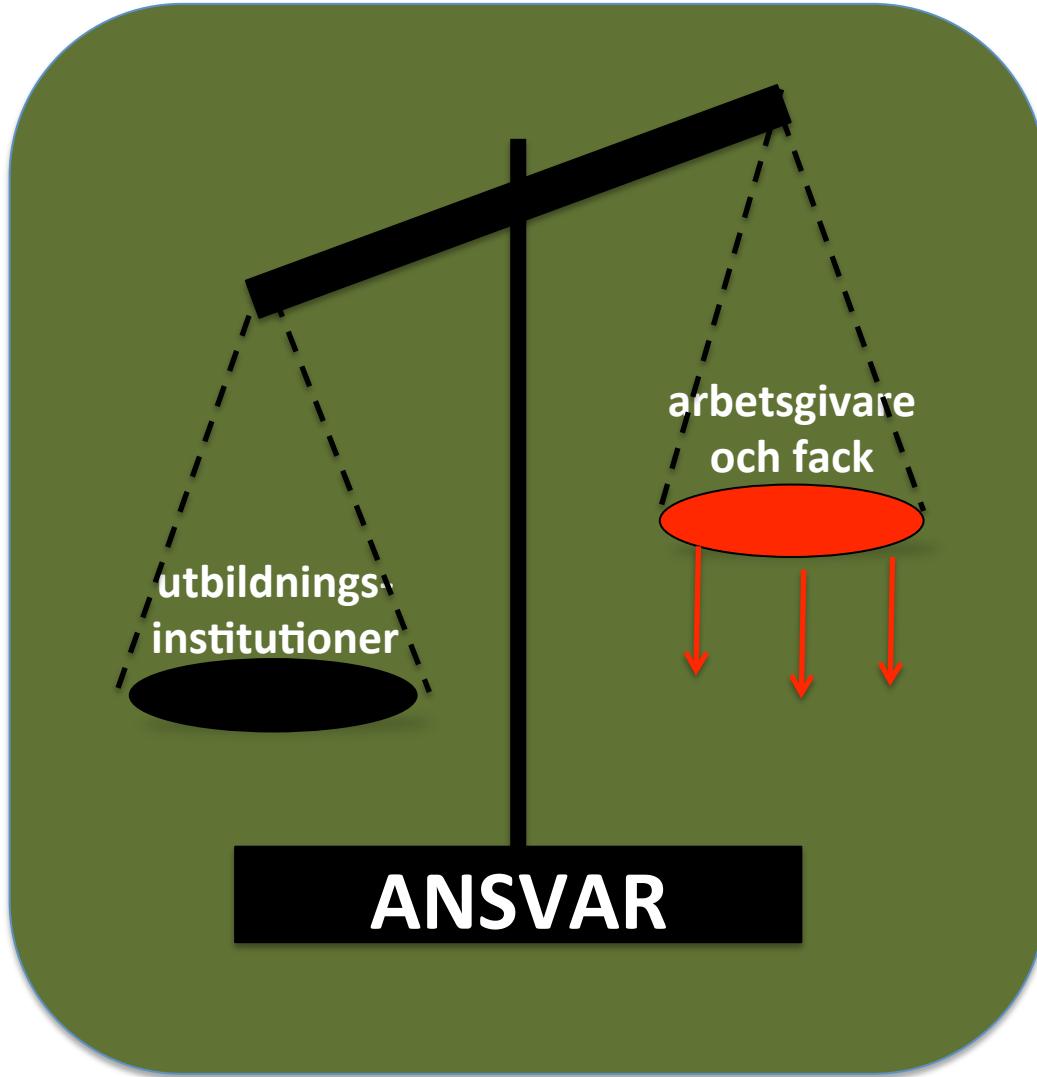
Synkroniserade system



Effektiv kompetensförsörjning på arbetsplatser







Effektive løsninger inden for kompetenceudvikling i et arbejdsliv i forandring ?



Effektive projekt???



KOMPETENSPROJEKTET

Forskargruppen

Anne Liveng, Roskilde Universitet

Jyri Manninen, Joensuu Universitet

Hróbertjur Ærnason, Islands Universitet

Ingegerd Green



First set of project data: project and program descriptions, materials and additional information
(33 projects)



First qualitative analysis

- * Exploration of tentative success factors
- * Development of project description form



Second set of project data: descriptions in pre-defined project description form, other materials and additional information
(33 projects)



Second qualitative analysis

- Definition of preliminary success factors (14)
 - in-depth analysis of 21 projects



Third qualitative analysis

- Re-definition and modification of success factors
 - 8 success factors identified

1. Networking

2. Process evaluation

3. Flexibility

4. Focus on needs

5. A new role for institutions

6. Community as a pedagogical strategy

7. Getting new groups involved

8. Sustainable new structures and practices

1. Networking

- Definition:
 - *Planning, implementation and development of the programme is based on networking of various - and even unexpected - organizations and players/participants.*
- Benefits:
 - *Better and more ideas; access to funding, trainers, organizations, policy makers and target groups*
- Example:
 - *The programme was based on strong cooperation at political/national as well as local level, including vocational adult education centres, vocational institutes, adult education centres, folk high-schools, general upper secondary schools, labour market partners, the Federation of Finnish Enterprises, and the Ministry of labour. (Noste)*
- Theory:
 - *Networks; communities of practice*

2. Process evaluation

- Definition:
 - *Continuous project development, documentation and analysis of results is integrated in the project, using Process Evaluation or Action Research*
- Benefits:
 - helps to analyse the needs and the context, define objectives, plan and modify the implementation phase and training-learning processes, and finally to evaluate the outcomes and benefits.
- Example:
 - *Closely associated with the implementation of the Noste programme was research which provided stimuli and ideas for further development of the programme implementation. Qualitative evaluation and monitoring of the programme were conducted with the help of commissioned studies at the University of Tampere and the University of Joensuu. (Noste)*
- Theory:
 - Evaluation models (CIPP, Developmental evaluation, Developmental Work Research, Action Research)

3. Flexibility

- Definition:
 - *Programme offers flexible access and participation, individualized content or individualized study methods (ICT)*
- Benefits:
 - Tailor made contents meeting individual needs; better opportunities for participation
- Example:
 - *Built on the idea of flexible learning. Considers the demand to be present at the company during office hours and still be able to keep up with competence development. One year programme with 12 meetings one evening a month and in-between distance learning on the web. (Vincent)*
- Theory:
 - Learner- centred pedagogy; “Open” learning environments; use of information and communication technology (ICT)

4. Focus on (real) needs

- Definition:
 - *A programme focuses on authentic regional, sectorial or individual needs and problems, which are recognized and systematically analysed providing tailor-made solutions.*
- Benefits:
 - Focused design and implementation of programme. Increased incentive and motivation among participants and beneficiaries. Results measurable.
- Example:
 - *The Suðurnes Project deals with a local crisis, when c.a. 1000 people lost their jobs in a short time. The community called relevant stakeholders together in order to create a response helping people living in this area who had just lost their jobs. The needs of the unemployed people this project aims to support were analysed. Many of these had been working for the same employer for many years and had very little formal education but had acquired many skills through their work. (Suðurnes)*
- Theory:
 - Project management theories, Motivation theories, Learning theories.

5. A new role for institutions

- Definition:
 - *The project includes innovative new roles for training organizations which have traditionally been working in different fields of education.*
- Benefits:
 - Institutions rethink their practice, are put “on their toes”, get opportunities to evolve and change.
- Example:
 - *"Folk high-schools are usually considered as liberal adult educational organizations, but in Vincent they have taken on the role of business developers." (Vincent)*
- Theory:
 - Learning theories: Constructivism, Transformative learning

6. Community as pedagogical strategy

- Definition:
 - *The pedagogical design of learning interventions aims at creating a sense of community between participants.*
- Benefits:
 - Learning in community often increases motivation, intensity, ownership of the learning and durability of the learning results.
- Example:
 - *The project belonged to the group. If they did not attend, the project would die. The pedagogical design of the project built on self-determination of the learners, group work and ownership. This usually leads to the creation of a close-knit community where people help and support each other. (Design in Metal)*
- Theory:
 - Learning theories: Constructivism, Motivation theories

7. Getting new groups involved

- Definition:
 - *Programme motivates new groups of participants, who have usually been non-participants, or are a new target group for the training organization. Aiming at new groups fosters innovation in the training organisation.*
- Benefits:
 - *Motivating non-participants. Involving new groups. Developing and applying new methods. Reduce risk of unemployment*
- Example:
 - *Kunstgreb combined education of artists and practical training in companies. For the Danish Artist Union the role of establishing cooperation between artists and companies was new.*
- Theory:
 - *Motivational Theory.*

8. Sustainable new structures and practices

- Definition:
 - *The project has challenged organizations and actors to develop new structures and practices which continue to exist and further develop after the project has ended.*
- Benefits:
 - *Long lasting effect of project. Changing every day modes of working*
- Example:
 - *...the centre has published 27 certified syllabuses, outlines of various courses, studies for those contending with dyslexia, basic studies and vocational studies. Four syllabuses have been certified as pilot projects. Promotional materials have been published for several courses. Quality standards have been established, a quality assurance system has been developed. (ETSC).*
- Theory:
 - *Single loop and double loop learning, Wicked problems..*

A Nordic Dimension?

- Is it possible to talk about a „Nordic social capital“?
- Is networking between different players and organizations easier in Nordic countries than others?
- Is a tradition of negotiation still alive?
Does it play a role in education?
- Is there space for triangular cooperation between unions, employer organisations and state any more?
- What has happened to our long tradition of liberal adult education → our understanding of adult learning?

A Nordic Dimension?

- Is the Nordic educational system still built on an anti-elitist approach?
- Is education regarded as a common good accessible to all citizens?
- What happened to the tradition of voluntary participation in learning activities which was so characteristic of the Nordic countries?
- Can we still make use of our long history of distance education?
- What happened to our good infrastructure for ICT?



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