CONTEXTUALIZING



WORKPLACE LEARNING

REFLECTIONS ON ORGANIZING

Åbo Akademi

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From lifelong, lifewide and lifedeep learning to

Continuous learning

Emphasize the importance of **upskilling and reskilling** due to **changing demands of work.**

Focus on **developing** and **renewing competences** at different stages of people's lives and careers.

Ensure employability by focusing on **continuous skills update**.

Greatest demand on **highly skilled workers**, expressing **most actively** their **need** of continuos learning.

Responding **to new competence needs** requires **flexibility** from education system and continuous opportunities to learn in working life.

Labour market! Working life!

Some **beautiful/brutal** facts from Finland

The most common occupations in Finland 2020

(1) shop sales assistants
(2) health care assistants PS
(3) nurses PS
(4) cleaners, helpers in offices, hotels, establishments
(5) home-based personal care workers PS
(6) heavy truck and lorry drivers
(7) social work assiociates PS
(8) child care workers PS
(9) commercial sale representatives
(10) freight handlers

Character of work? Possibilites for continuous learning?

Finnish companies 2024

Over 480,000 companies in the industrial, construction, trade, service sectors. Employed in total 1.4 million people.

Sole proprietors (85%) with 88 000 employees (6%)

Micro-companies with fewer than 10 people (12%) with 206 000 employees (14%)

Small companies, 10–49 people (3,2%) with 310 000 employees (21%)

Medium-sized companies, with 50–249 people (0,7%) with 301 000 employees (21%)

Large companies with minimum 250 employees (0,1%) with 543 000 employees (38%)

Character of work? Possibilities for continuous learning?

How did Finns use their time 2020-21?

The Time Use Survey is an interview survey which describes the time used for various activities and examines the daily and weekly rhythms of time use, as well as time spent together with others.

	Age 25 to 44 y	Age 45 to 64 y
Paid Work	3.37	3.46
Studies	0.19	0.04
Sleeping	8.22	8.18
Eating	1.27	1.35
Housework	1.41	2.19
Watching TV	1.42	2.22
Social interaction	0.56	0.43
Hobbies	0.59	0.40
ICT	0.43	0.23
Physical activities	0.46	0.52
Of total hours a day	**24**	**24**

Antecedents of workplace learning

Individual factors
Education, age, gender
Professional competencies
(knowledge, skills, attitudes)
Career trajectories

Personal attributes
Motivation
Self-direction, goal-orientation
Self-efficacy (belief in your own ability to succeed at tasks)



Workplace learning

Contextual factors
Employment characteristics
(temporary, part-time)
Workplace characteristics (size)
Job characteristics
(demands – autonomy)
Occupational roles
(tasks, responsibilities)

Stability of workplace

Time constraints, workload, performance pressures, stress
(opportunities for learning)

Learning climate
(managerial/collegial support)

Competences and Skills In 2035

The first results of the National Forum for Skills Anticipation's anticipation work

The report investigates changes in the importance of competences and skills and anticipates the most important skills in 2035. In addition, skills needs in the growth sectors are anticipated according to the task structures. The report also discusses the challenges facing continuous learning.

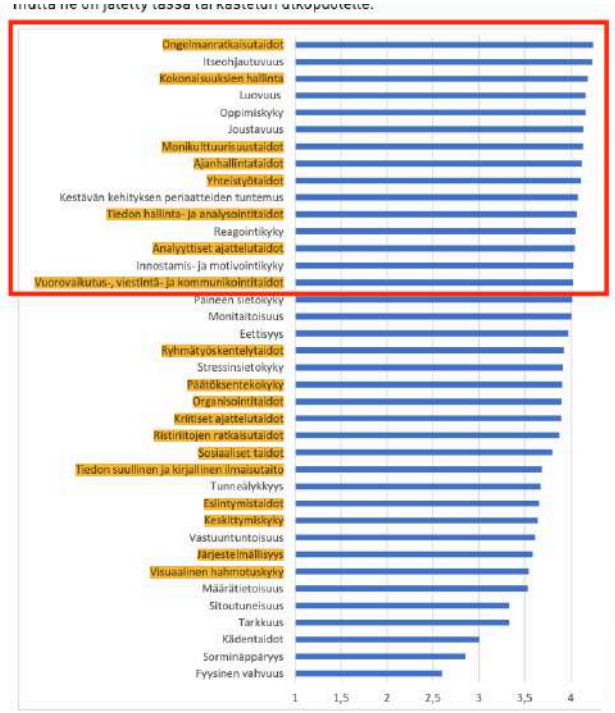
The starting point in the report is the anticipation process of the National Forum for Skills Anticipation, in which experts of the world of work, education and training have anticipated skills and education needs and reflected on proposals for the development of education and training.

OPETUSHALLITUS
UTBILDNINGSSTYRELSEN

Raportit ja selvitykset 2019:3

476 representatives from all professional fields prioritizing the competencies needed in working life 2035

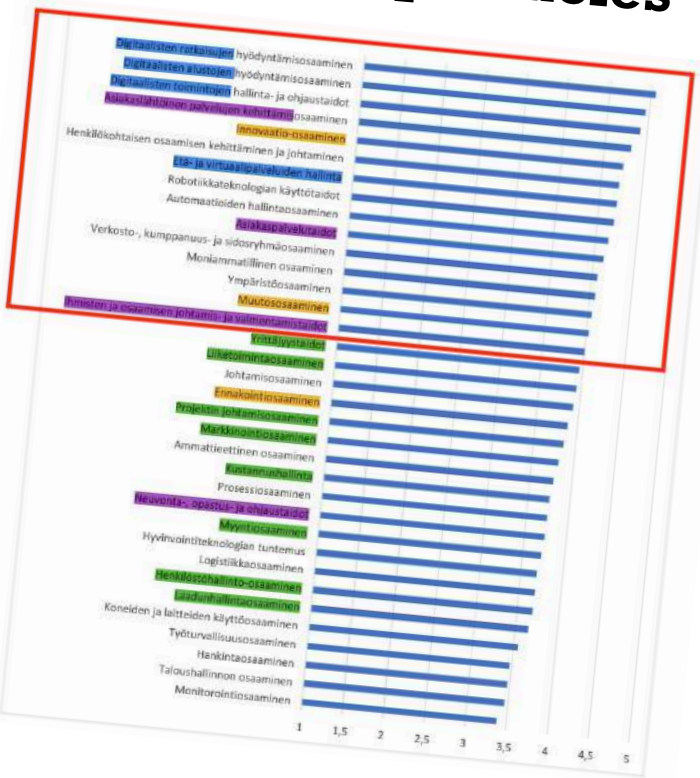
General working life competencies



Generic competencies



Digital competencies



The competencies needed 2035

Being

Personal-individual traits and potentials

Self-directedness
Creativity
Learning capacity
Flexibility
Capability to react
Capability to inspire and motivate

Acting

Analytical thinking
Problemsolving
Managing large units
Time management (foresight)

Skills in

Collaboration
Interaction and communication
Establishing networks and partneships
Acting in multiprofessional and multicultural environments
Customer service

Performing

Context-dependent abilities and capacities for performing integrated units of tasks and handling processes in authentic working environments

Skills in searching, managing, analysing and evaluating information

Back to (?) **lifelong, lifewide and lifedeep learning**
beyond paid work and workplace

The Nordic countries tradition and practices
of popular or liberal adult education

Folkeoplysning, folkbildning, vapaa sivistystyö

Símenntun - Fullorðinsfræðsla

The late 19th century social innovation



Collaborative learning

Voluntary participation

Active participation

Flexibility



Learning for action

Democratic egalitarian structure

Shared responsibility

Experiential learning

Reflection and critical thinking

Dialogue-based learning

PARTICIPATION IN POPULAR EDUCATION

BENEFITS RELATED TO THE STUDY PROCESS

Social interaction, sense of belonging, self-realization, joy of doing

IMMEDIATE BENEFITS

Joy of learning
Cultural knowledge
Keeping up-to-date
Change in personal orientation/attitudes
Interest for further studies
Networks
Support in job-seeking

LEARNING AND COMPETENCIES

Doing and knowing
Cultural competence
Digital skills
Broadening of perspectives
General knowledge
Creativity
Self-expression
Information-seeking

SECONDARY BENEFITS

Self-confidence, -esteem
New acquaintances and networks
Willingness to study
Confidence in your own skills
Pleasure
Improved learning ability
Knowledge sharing

LONGTERM BENEFITS

Mental and physical wellbeing, quality of life, coping at work and everyyday life,
Societal and social participation

Continuous learning in work organisations

Which methods are important and how do learning takes place?

Employers (1478 responses)

Peer learning from one colleague to another
Development discussions between supervisors and subordinates
Participation in developing activities, products and services.

Employees (1816 responses)

Learning by doing the current job
Learning from colleagues
Participating in developing activities, products and services,
Learning through new responsibilities and tasks.

An ideal for continuous workplace learning

Collaborative and collegial learning as a dimension of work
Arenas for reflection on learning needs and challenges
A learning guide and coordinator in every work community
Job rotation and shadowing

The work organized and developed by those who perform it
The work is lead and organized for learning

Wellbeing and meaningfulness as a basis for work

Lastly - reintroducing

Fagmenntun
Ammattisivistys
Bildning genom arbete
Erhvervsdannelse
Faglig danning

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