Utvikling av voksnes ferdigheter for optimal realisering av arbeidskraft (SkillsREAL)

Utvikling av voksnes ferdigheter for optimal realisering av arbeidskraft

Tarja Tikkanen

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"Vestlandssøknad"
how to best optimize the learning and competence potential of groups of adults at risk of marginalization from the labor market

å undersøke hvordan vi best kan løse ut det store lærings- og kompetansepotensialet hos grupper av voksne som har høy risiko for å falle utenfor arbeidsmarkedet
SkillsREAL – An exploration into the complex relationships between ...

- Adult skills, characteristics and attitudes (as measured by PIAAC/OECD)
- Adult participation in (non-formal, informal, formal) learning activities and ...
- The potential of newer technology to enhance and make available learning experiences to adults
- The characteristics of "best practice" in adult education both within enterprises and in that offered through public sector initiatives
- ...in the labour market (register data)
Key themes, target groups

Groups with unrealized potential

- (Challenged) Youth in school-work transition
- Immigrants
- Mature employees (50+)

Productivity, employability and life-quality/well-being
(Mål: verdiskaping og flexibilitet)

Lifelong learning

- Basic cognitive skills (literacy, numeracy, problem-solving)
- Key job skills
- Learning attitudes
- Innovative learning design
Project goals

1. to investigate the complex relationships between adult skills, characteristics and attitudes and participation/non-participation in working life

2. to investigate and compare across the Nordic countries the relationships between adult skills, characteristics and attitudes in regards their participation/non-participation in learning activities in different contexts.

3. to investigate how organization and enactment of learning experiences (non-formal, informal, formal) within workplaces can optimally promote the learning and working potential of adults

4. to identify, develop, implement, and analyze best practice and innovative solutions for optimizing the working and learning capacities in these groups through technology-supported provisions of adult education.
Sentralt i forskningsprosjektet står den nye OECD-undersøkelsen PIAAC. Unike muligheter for å forske på livslang læring i forbindelse med arbeidslivdeltakelse med PIAAC, rettet mot voksnes basisferdigheter. Basert på PIAAC vi skal avdekke de komplekse forhold som det finnes mellom voksnes ferdigheter, karakteristikk og holdninger samt deres deltagelse i læring og i arbeidslivet, i Norge og på tvers av Nordiske land. Prosjektet skal finne ut av hvordan kan erfaringer om og organiseringen av læring på arbeidsplass optimalt fremme voksnes lærings- or jobbpotensial.
Det er et viktig mål både å finne de gode eksemplene på de som lykkes med livslang læring og å skape nye læringsinnovasjoner som benytter pedagogiske muligheter som ny teknologi tilbyr til disse, og som kan brukes av flere.
...to utilize and manage better the heads and hands in the national pool of potential competence (McKinsey, 2013)

(i) that older workers stay longer in work (postponing retirement age)
(ii) better school-work transition for the young
(iii) better access to jobs for those who are outside of it
Theoretical underpinnings

Our general framework is the theory, practice and policy of lifelong learning (LLL).

Constructivism, is the basis for most of the current theorising on LLL and the theoretical corner stone in SkillsREAL.

• Lifelong learning as a means and end.
• Three factors needs to be in place for LLL: *capability, motivation and opportunity for learning and work.*
• Inter-disciplinary and systemic approach.
At the intersection of three disciplines

**Education**
- skills, learning motivation and participation

**HRM/Economics**
- learning at work and competence/ knowledge management

**Sociology**
- skills for inclusion and combating marginalization
- Designing learning innovations (innovative pedagogical use of new technology)
Research strategies

(i) cross-sectional and longitudinal statistical analysis
(ii) cross-national comparisons
(iii) explorative field studies using qualitative methods
(iv) case studies
(v) interventions ("experiments")
# Implementation in three phases

<table>
<thead>
<tr>
<th>Phase 1. PIAAC</th>
<th>Phase 2. Case-studies in workplaces</th>
<th>Phase 3. Learning interventions/”experiments”</th>
</tr>
</thead>
<tbody>
<tr>
<td>a conceptual-theoretical analysis</td>
<td>a statistical analysis (for choice of cases)</td>
<td>innovative learning designs, utilizing new technology ...</td>
</tr>
<tr>
<td>two sets (regional/national, Nordic) of statistical analysis based on the PIAAC</td>
<td>in-depth case studies in public and private enterprises</td>
<td>...to promote pedagogical use of digital tools in adult education</td>
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</tbody>
</table>
## Methodological overview

<table>
<thead>
<tr>
<th>Research objective reference</th>
<th>Research strategy and method</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relations between skills and participation in working life</td>
<td><strong>Phase 1.</strong> Statistical analysis; Conceptual-theoretical analysis (CTA).</td>
<td>PIAAC &amp; register data from Norway</td>
</tr>
<tr>
<td>2. The role of skills in participation in learning, education and training</td>
<td><strong>Phase 1.</strong> Statistical comparative Nordic analysis ; CTA</td>
<td>PIAAC data from the Nordic countries</td>
</tr>
<tr>
<td>3. Organization and enactment of learning experiences to promote learning at work</td>
<td><strong>Phase 2.</strong> Statistical analysis. Field studies1: In-depth case studies &amp; qualitative interviews.</td>
<td>PIAAC &amp; register data from Norway Interview &amp; observation data</td>
</tr>
<tr>
<td>4. New technologies assisting the optimizing of working and learning capacities and educational provisions – Learning innovation, best practice &amp; benchmarking</td>
<td><strong>Phase 3.</strong> Case studies, intervention and development. - Learning designs promoting pedagogical use of digital tools in adult education,</td>
<td>Documentation, interview &amp; observation data.</td>
</tr>
</tbody>
</table>
## Work packages (WP)

<table>
<thead>
<tr>
<th>WP</th>
<th>Goals</th>
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</thead>
<tbody>
<tr>
<td>WP1. Project management and administration</td>
<td>To ensure the effective management of the project, including timely delivery of high quality outputs</td>
</tr>
<tr>
<td>WP2. Skills vs. Participation in labour market (PIAAC Norway)</td>
<td>Focus on the first project objective about skill, learning activities in work places and labor market attachment (2011-2016)</td>
</tr>
<tr>
<td>WP3. Skills vs. Participation in learning and education, Nordic comparison (PIAAC)</td>
<td>Focus on the second project objective: comparison of organization and enactment of (non-formal, informal, formal) learning experiences in different contexts across the Nordic countries</td>
</tr>
<tr>
<td>WP4. Qualitative study on promoting learning at work, selected enterprises</td>
<td>Focus on the third project objective about exploring organization and enactment of (non-formal, informal, formal) learning experiences within workplaces.</td>
</tr>
<tr>
<td>WP5. New technologies for optimizing skills-development, “best practice” - toward better access to and match between educational provision and enterprise skills needs</td>
<td>To identify, plan, implement and assess innovative technology-supported provisions of adult education for optimizing the working and learning capacities in the groups (objective 4)</td>
</tr>
<tr>
<td>WP6. Dissemination</td>
<td>Various means and channels in order to reach the main targets groups and other relevant researchers, practitioners and policy makers.</td>
</tr>
</tbody>
</table>
## Work-packages (res. objectives), WP-leaders, and timing and durance of the WPs

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Content</th>
<th>WP leader</th>
<th>WP shadow leader</th>
<th>Timing (months)</th>
<th>Duration (#months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP1</td>
<td>Project management and administration</td>
<td>HSH</td>
<td>IRIS</td>
<td>1-42</td>
<td>42</td>
</tr>
<tr>
<td>WP2</td>
<td>Skills vs. Participation in labour market, current and past trajectories (PIAAC Norway) (O1)</td>
<td>UiS</td>
<td>IRIS</td>
<td>3-30</td>
<td>28</td>
</tr>
<tr>
<td>WP3</td>
<td>Skills vs. Participation in (informal, non-formal) learning and education (PIAAC Nordic) (O2)</td>
<td>HSH</td>
<td>IRIS JyU*</td>
<td>2-24</td>
<td>23</td>
</tr>
<tr>
<td>WP4</td>
<td>Quantitative (PIAAC) and qualitative study on learning in workplaces, selected public and private enterprises, in-depth case studies (O3)</td>
<td>IRIS</td>
<td>HSH GU*</td>
<td>10-36</td>
<td>27</td>
</tr>
<tr>
<td>WP5</td>
<td>Case studies: Pedagogical use of new technologies for optimizing skills-development, “good practice” - better alignment of and cooperation between educational provision and enterprise skills needs (O4)</td>
<td>HSH</td>
<td>UiS TU*</td>
<td>13-40</td>
<td>28</td>
</tr>
<tr>
<td>WP6</td>
<td>Dissemination</td>
<td>HSH</td>
<td>UiS, LU</td>
<td>6-42</td>
<td>36</td>
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*HSH= University College Stord/Haugesund; UiS=University of Stavanger; IRIS=International Research Institute of Stavanger; JyU=University of Jyväskylä, FI; GU=Griffith University, AU; TU=University of Turku, FI; LU=Linköping University, SE
Management and organization

Scientific Advisory Committee
International partners

Steering committee
WP leaders & project manager

Local support team

Project Coordinator

WP2
Leader
UiS (Egil)
Shadow leader
JyU
Participants
IRIS
HSH

WP3
Leader
HSH (Tarja)
Shadow leader
JyU
Participants
IRIS
UiS

WP4
Leader
IRIS (Mary)
Shadow leader
GU
Participants
HSH
UiS

WP5
Leader
HSH (Aslaug)
Shadow leader
TU
Participants
UiS
IRIS

WP1 MANAGEMENT
Leader HSH

WP6 DISSEMINATION
Leader HSH
## Dissemination

<table>
<thead>
<tr>
<th>Method</th>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td>Project website</td>
<td>General public, scientific community, education &amp; training (E&amp;T) and HRD professionals and practitioners, media.</td>
</tr>
<tr>
<td>Partners’ websites</td>
<td></td>
</tr>
<tr>
<td>Scientific articles &amp; conference papers</td>
<td>Scientific community and E&amp;T and HRD professionals</td>
</tr>
<tr>
<td>Social media - Facebook &amp; Twitter</td>
<td>General public</td>
</tr>
<tr>
<td>Professional articles</td>
<td>Practitioners within HRD, E&amp;T and LLL</td>
</tr>
<tr>
<td>Thematic roundtables in connection with larger national and international conferences (2 times)</td>
<td>Academics, professionals, policy makers, E&amp;T and HRD practitioners</td>
</tr>
<tr>
<td>Regional midways seminar to promote dialog and present the findings of the study (March 2015)</td>
<td>Public and private enterprises, social partners, local policy makers and representatives of education and training institutions.</td>
</tr>
<tr>
<td>Nordic seminar (March 2016)</td>
<td>Researchers &amp; as above in regional midways seminar</td>
</tr>
<tr>
<td>Final project report, to be edited to a book with a collection of articles</td>
<td>NRC/NFR, researchers, professionals and practitioners in E&amp;T and HRD, policy makers, general public</td>
</tr>
</tbody>
</table>
Expected results & relevance

• new knowledge and competence building in the area of adult learning and education:
  • the complex, intertwined relationships between skills and labour market activity
  • Nordic comparative knowledge on adults’ learning participation in various arenas
• add to our understanding on how adults at risk of marginalization can be engaged in and directed towards productive working lives
• potential contribution to a development of new methodologies in the research field
• promote the broader goals of Norway as a knowledge nation & the goals for the EU’s Innovation Union, both underlining the role of regions in socio-economic development and building on the knowledge triangle (education-research-innovation)
Project website

http://prosjektsider.hsh.no/skillsreal/
Thank you for your attention!

Contact information:

Tarja Tikkanen
Professor in Education
University College Stord/Haugesund
Norway

E-mail: tarja.tikkanen@hsh.no
Tel. +47 - 5349 1300
Mobile +47 - 4131 4343