

# Lifelong Learning and Business

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# Introduction

## ★ Changing Nature of Life/Workplace/Organizations/Business in the 21st century

- Today's work
- more cognitively complex
- more team-based and collaborative
- more dependent on social skills
- more dependent on technological competence
- more time pressured
- more mobile and less dependent on geography.

## ★ Today's organization

- leaner and more agile
- more focused on identifying value from the customer perspective
- more tuned to dynamic competitive requirements and strategy
- less hierarchical in structure and decision authority
- less likely to provide lifelong careers and job security
- continually reorganizing to maintain or gain competitive advantage

# Introduction

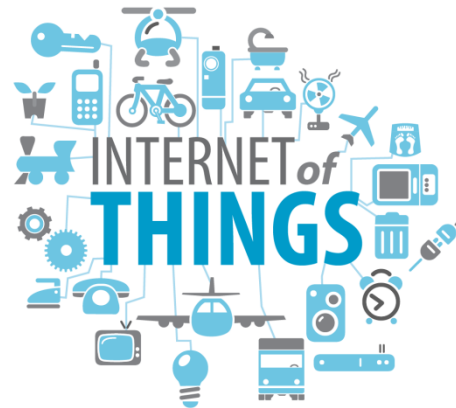
## ★ Drivers of Change (WEF, 2016)

- **Demographic and Socio-economic drivers of change**
  - Changing work environments and flexible working arrangements
  - Rise of the middle class in emerging markets
  - Climate change, natural resource constraints and the transition to a greener economy
  - Rising geopolitical volatility
  - New consumer concerns about ethical and privacy issues
  - Longevity and ageing societies
  - Young demographics in emerging markets
  - Women's rising aspirations and economic power
  - Rapid urbanization
- **Technological drivers of change**
  - Mobile internet and cloud technology
  - Advances in computing power and Big Data
  - New energy supplies and technologies
  - The Internet of Things
  - Crowdsourcing, the sharing economy and peer-to-peer platforms
  - Advanced robotics and autonomous transport
  - Artificial intelligence and machine learning
  - Advanced manufacturing and 3D printing
  - Advanced materials, biotechnology and genomics

# Introduction

## ★ Future?

- ★ Harari (2018) 21st century economy's main products will not be textile, cars, or guns, but bodies, brains and minds
  - Jobs that are not defined yet
    - Virtual habitat designer
    - Ethical technology advocate
    - Digital cultural commentator
    - Freelance biohacker
    - Space tour guide
    - Personal content creator
    - Human body designer
    - IoT data creative (Microsoft, 2016)





# Introduction

## ★Future?

- **65%** of today's students will be doing jobs that don't even exist yet.
- Length of career 60-70 years
- Half life of a learned skills (5 years)
- Continuous reinvention of skills and competences
- Rapid skill development
- Talent acquisition through AI

## ★How do we –government-business-individuals- react to these developments?

- Skilling, upskilling, reskilling, cross-skilling through continuing education / lifelong learning

# Question

- ★ How do we –government-business-individuals- react to these developments?
  - Upskilling, reskilling, and crossskilling today's employees
  - How?
    - A reform in basic education is necessary but not quick enough to react
    - Businesses take an active role in supporting their workforces through continuing education
    - Individuals take a proactive approach to their own lifelong learning, cross-skilling through continuing education / lifelong learning
    - Governments create the enabling environment, rapidly and creatively, to assist these efforts.
    - Business collaboration within industries to create larger pools of skilled talent will become indispensable.

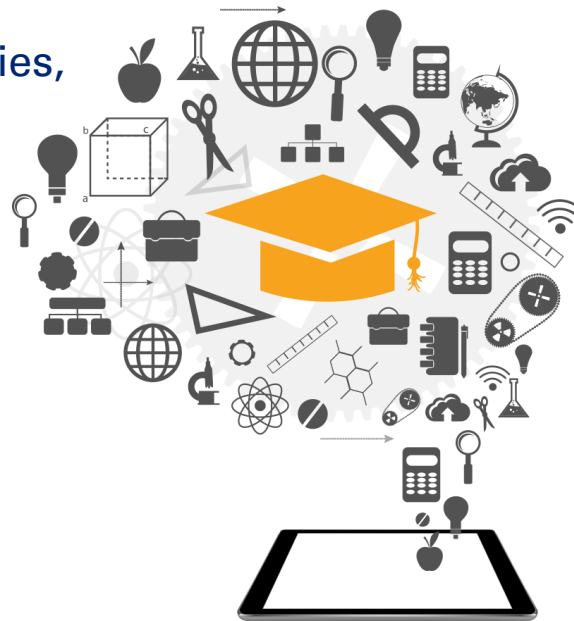
# Skills & Competence

## ★ Why skills matter?

- What people know and what they can do with what they know has a major impact on their life chances

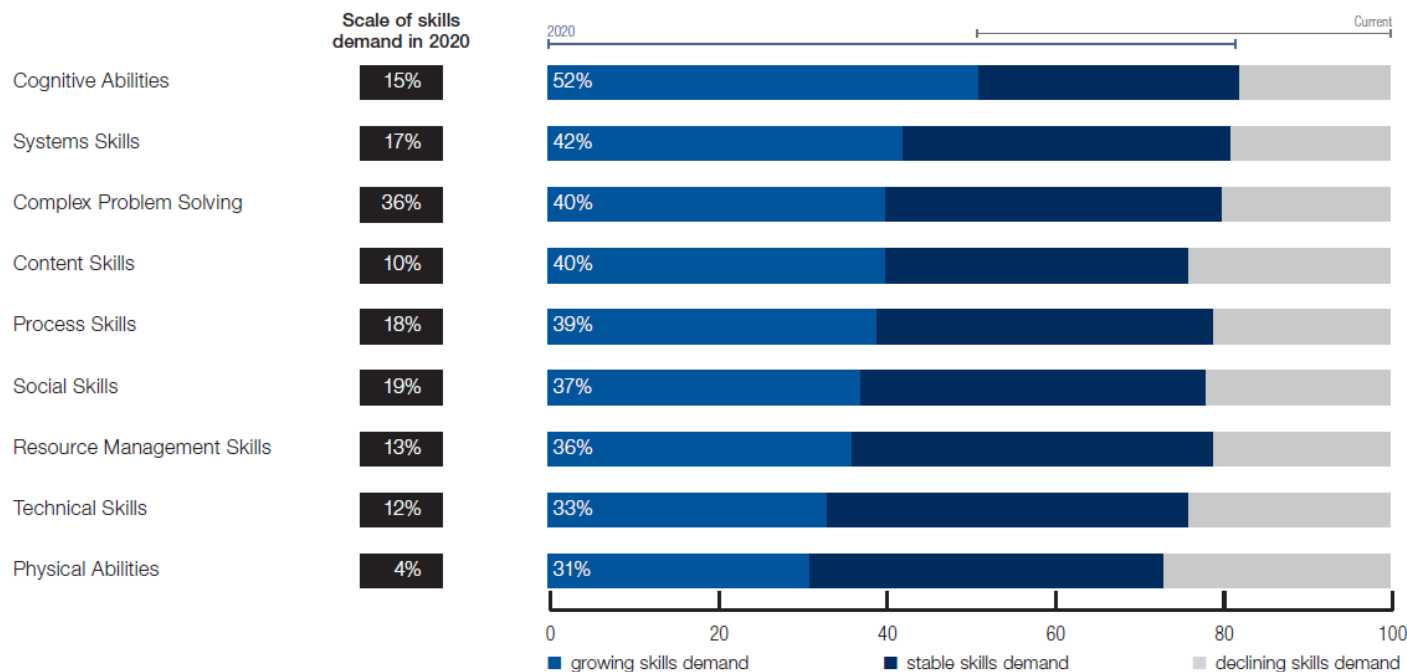
## ★ Core Work Related Skills Abilities,

- Cognitive Abilities
- Content Skills
- Social Skills
- Technical Skills
- Systems Skills
- Resource Management Skills
- Physical Abilities
- Process Skills
- Complex Problem Solving Skills



# Skills & Competences

## ★ Change in demand for core work-related skills, 2015-2020, all industries

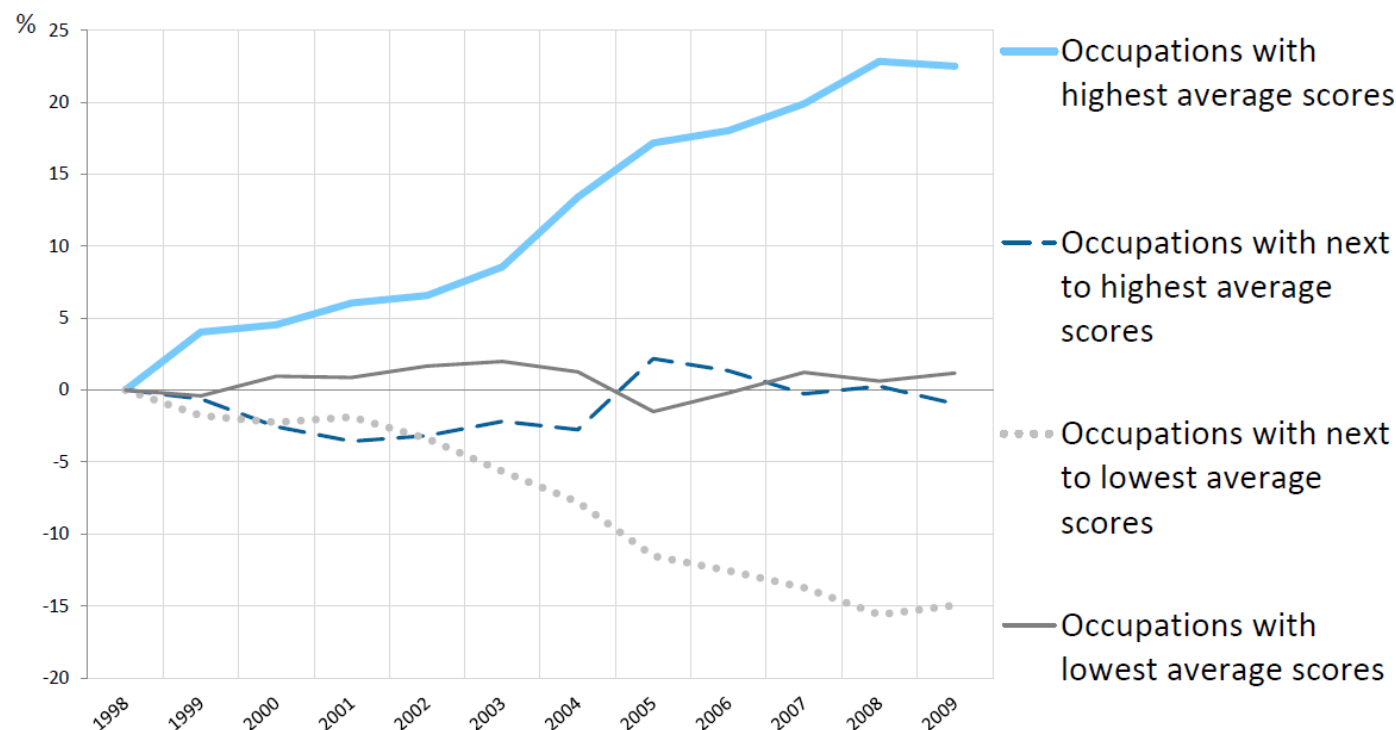


Source: Future of Jobs Survey, World Economic Forum.

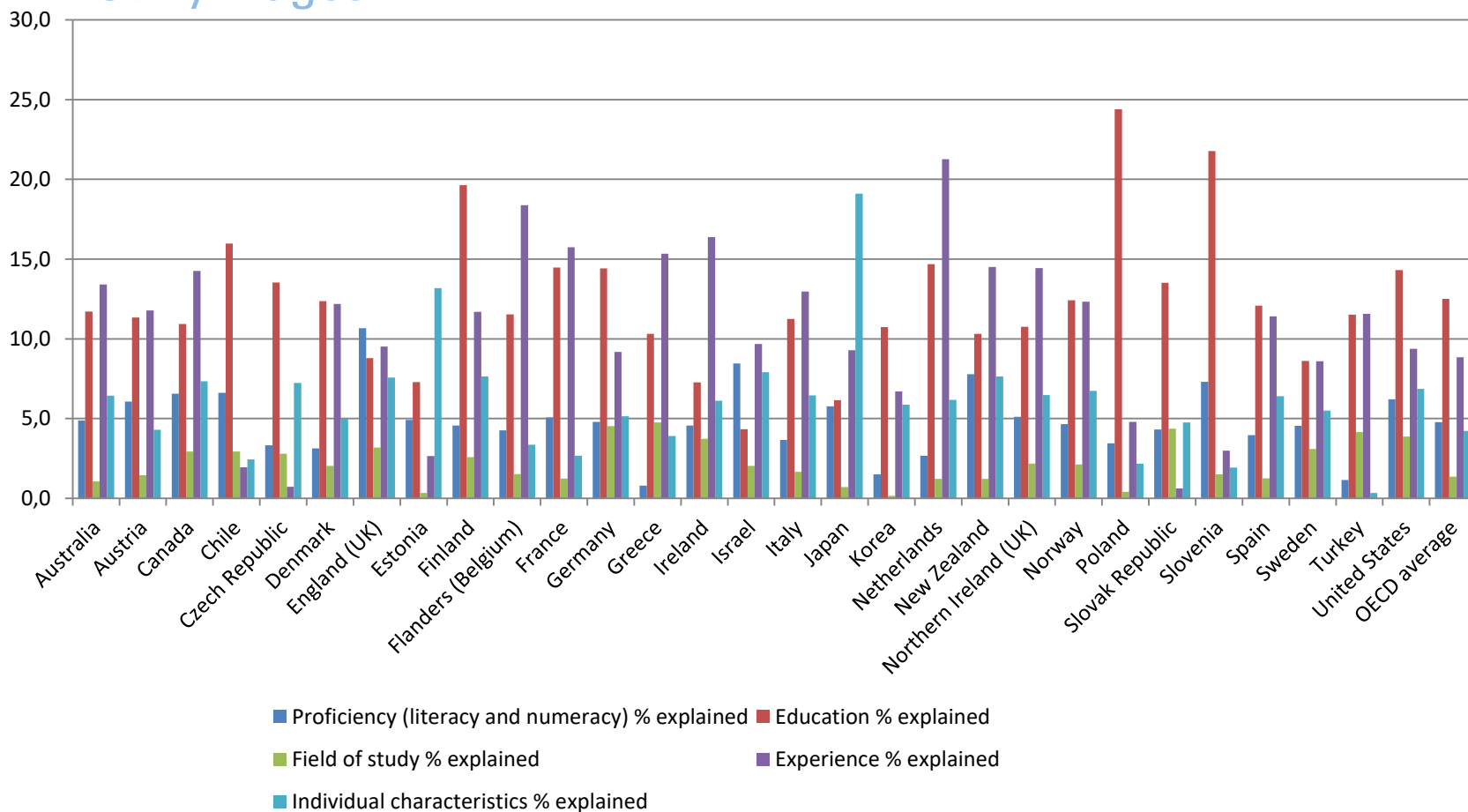


# Skills & Competence

- ★ Evolution of employment in occupational groups defined by level of skills proficiency (OECD PIAAC, 2016)

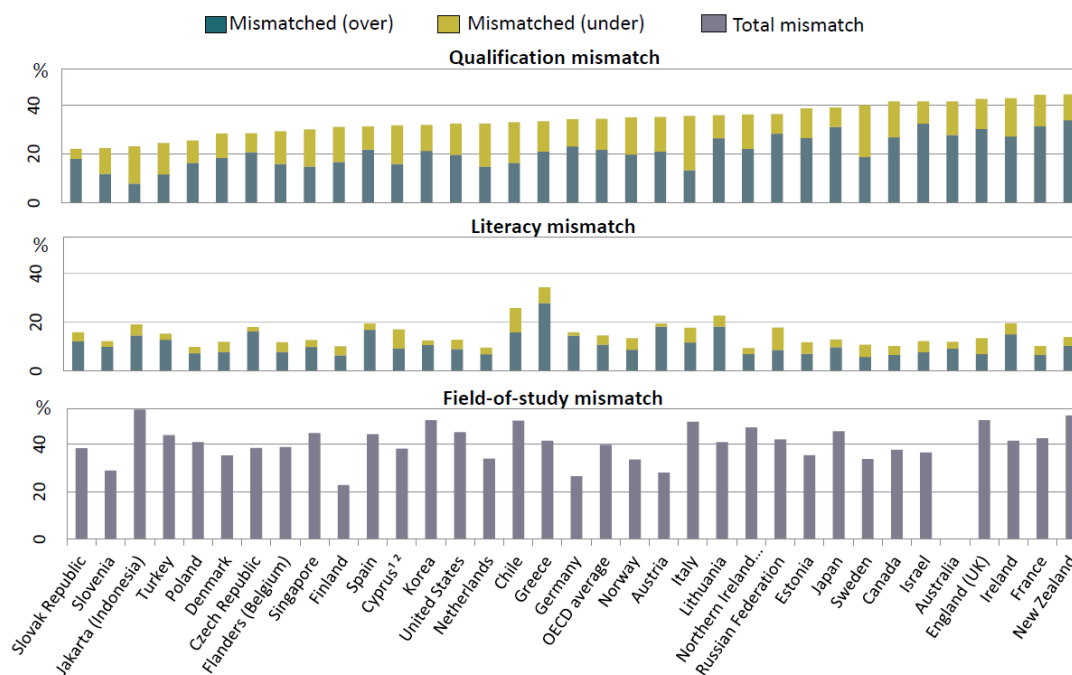


# Contribution of education, literacy and numeracy to the variation in hourly wages



# Skills & Competences

- ★ More education does not automatically translate into better skills, better jobs and better lives
- ★ Success is increasingly about building skills beyond formal education



# Education & Lifelong Learning

## ★ How lifelong learning and continuing education can contribute?

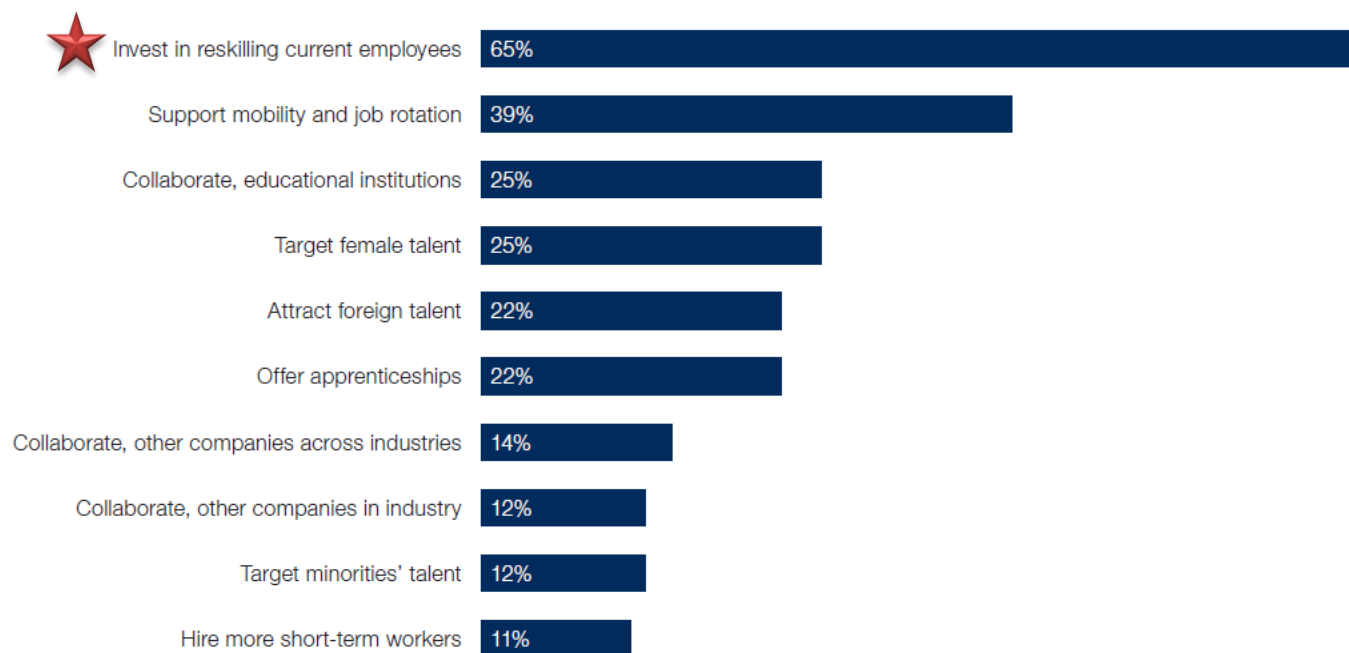
- Continuing education is the key in upskilling / reskilling and increasing demand for new skills

## ★ Lessons from the best practices

- High quality initial education and lifelong learning
- Make learning everybody's business
- Effective links between learning and work
- Allow workers to adapt learning to their lives
  - Flexibility in content and delivery (part-time, flexible hours, convenient location)
  - Distance learning and open education resources (OECD, 2016).

# Education & Lifelong Learning

## ★ Future workforce strategies, industries overall.



Source: Future of Jobs Survey, World Economic Forum.



# Education & Lifelong Learning

- ★ ET 2020 strategies, highlights the socio-economic value of LLL and benefits of investment in knowledge, stressing its effect on economic growth and social stability (Commission of the European Communities, 2003, 2005b).
- ★ The 6 priorities for the 2016-2020 period are:
  - **relevant and high-quality skills and competences for employability, innovation, active citizenship and well-being** (e.g. creativity, sense of initiative and critical thinking);
  - inclusive education (i.e. including the increasing diversity of learners), equality, non-discrimination and the promotion of civic competences (e.g. mutual understanding and democratic values);
  - **open and innovative education and training, including fully embracing the digital era;**
  - strong support for educators (e.g. improved recruitment, selection and training processes as well as continuing professional development);
  - **transparency and recognition of skills and qualifications to facilitate learning and labour mobility** (e.g. by means of the European quality reference framework);
  - **sustainable investment** (including exploring the potential of the investment plan for Europe), performance and efficiency of education and training systems.

# Education & Lifelong Learning

## ★ Austria's Lifelong Learning Strategy is guided by five core principles:

- life phase orientation (all ages),
- placing learners at the centre (flexibility of learning),
- lifelong guidance (facilitating the learning process),
- competence orientation (recognition of informal learning),
- and promotion of participation in lifelong learning (enhancing the motivation to learn)

## ★ Concept of lifelong learning

- Responding to rapid changes in the economy and society, lifelong learning ("lebensbegleitendes Lernen") aims to actively deal with the dynamic of changing environments and to take advantage of new opportunities in the work, social and cultural contexts

# Our Center

## Center for Transdisciplinary Continuing Education Planning and Educational Research

### Relevant Continuing and Completed Projects

- EDU-FIN- Financial Literacy for Disadvantaged Young Adults (EU)
- BELL- Benefits of Lifelong Learning (EU)
- LIB(e)RO – Libraries as Intercultural Learning Spaces: Setting up an e-Learning Platform for Minor Refugees in Public Libraries (EU)
- CoCoDe: Continuing Education against Cognitive Decline (DUK)
- Qualification networks: Building Softskills (FFG)
- NQR-AT - How 2 validate: Recognition of formal, non-formal and informal learning
- ReaLiCE, Research Literacy (BMWF)
- S.M.E. – Skills for Migrants Entrepreneurs (EU)

# Our approach

## Upskilling/Reskilling

- Three examples from our non-traditional students “without Matura”
  - A highly talented hockey player came to USA at 15, he became a professional, and came back at the age of 40, and had no professional contract, but he developed a new professional profile with a business perspective after his study in Sport and Eventmanagement, MBA.
  - After training as an electronics technician and many years of professional experience in the industry, this person studied in the Security and Safety Management programmes in order to work as an experienced manager in the IT security and cyber-crime areas.
  - A nurse, employed by an organization in the field of bone/implant research finished her MsC in Clinical Research, “With this I will be able to support the doctors and to guide, plan, implement and monitor evident studies. And possibly, I will be able to minimize the “trial errors”, as they occur in the station everyday, and through cost-benefit studies save some cash for healthcare.”

## Upskilling/Reskilling

- Project S.M.E.
- Aims:
  - to realize tools, guidelines & and online training on entrepreneurship
  - to support integration
  - to support birth of new companies by skilled migrants
- Target group:
  - Highly qualified migrants who
    - work in overqualified jobs
    - are unemployed



Co-funded by the  
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## Key facts

- Funding: Erasmus+ Programme of EU (Grant Agreement: 2017-1-SE01-KA202-034586)
- Coordinator: IFALL, Sweden
- Partners: 6 partners from Sweden, Italy, Austria, Greece, Romania
- Duration: 26 months (01.09.2017 – 31.10.2019)



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Thank you for your  
participation!

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