



Competence development in working life

Recommendations and reflexions
from the social partners



Nordic Network for
Adult Learning

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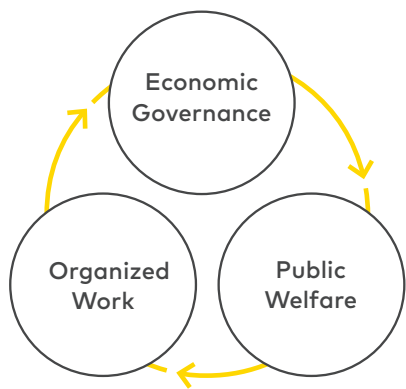
 Nordic Network for
Adult Learning

Table of contents

1. Summary	6
2. Preface	8
Background	9
An acute need for transition brought on by corona	10
Purpose of the network	11
Focus and definition of the activities of the network	12
Definition of competence	14
Working method of the network	15
3. Perspective on competence development in working life	16
Structure of the report	19
Target group	19
4. Why competence development in and for working life is needed	20
Supporting working life in the wake of the pandemic	21
Constant changes – constantly new needs for qualifications	23
Basic competence in order to benefit from competence development	24
Sustainability – several perspectives	26
New colleagues – new mindsets	28
Increased focus on general competence	29
5. Prerequisites in the context of the society, companies and the individual	30
Reflexions in the network	31
Nordic examples	36
6. Survey of competencies and an analysis of competence needs of companies and individuals	40
Reflexions in the network	41
Nordic examples	47
7. Flexible, digital and effective competence development	50
Reflexions in the network	51
Nordic examples	54
8. Recommendations from the network and concluding reflexions	60
Appendix	
Program and participants in the arranged seminars	62
Members of the network	64

1 Summary

The NVL network "Competence in and for working life" consists of representatives of the social partners (employee- and employer organisations) in Denmark, Finland, Iceland, Norway and Sweden.



THE NORDIC MODEL

The network has functioned as a platform for the exchange of experiences and knowledge, with different perspectives on the theme development of qualifications for employees. The ambition has been to highlight the different dimensions, which either weaken or strengthen the opportunities for learning in working life, and show examples of this.

The results of this work during the years 2018–2020 is presented in this final report. The network presents its collected recommendations, which point out some prerequisites, considered by the members as important for the development of competence in working life.

Recommendations

1 A national policy for qualifications and skills with a central role for the social partners

There is a need for a comprehensive policy in each of the Nordic countries to strengthen the perspectives for lifelong and life wide learning. This requires a strengthening of the possibilities for further development and transition of adults. When developing a national qualifications and skills policy, tripartite partnership must be guaranteed for accuracy, legitimacy and long-term sustainability.

2 Qualifications required in the working life as basis for learning

The network sees a necessity to develop a more effective method of defining and formulating the need for qualifications and skills in working life, as a basis for education within and outside the formal education and training system. The European Qualifications Network (EQF) offers a framework for this and can guarantee compatibility over the borders. A continued Nordic exchange of experiences of how the qualifications in working life can be developed and used, will be useful, as the countries and the different branches of the economy are at different stages of development.

3 Educational information and career guidance

The availability of career guidance for adults must be ensured and developed in order to increase the

individuals' faculties for making conscious and well-informed choices throughout their working life. The digital possibilities for a more flexible and accessible career guidance must be explored. In order to get a better overview of the situation in the development of skills and qualifications, the ambition in each country should be to create one simple access to the existing educational and training system – a platform that would round up possible means for skills development, both for those in and outside working life, as well as employers. Better educational information may also improve the employers' possibilities to orientate themselves in the educational opportunities.

4

More digital and flexible learning

The network sees also a need for enhanced flexibility in the educational and training system so that education can more quickly adapt to the changing needs of working life. More flexible, digital educational programs have increased, partly because of the ongoing pandemic. This also applies to the possibilities for multilateral cooperation concerning a narrower category of education, for example within different clusters in industry.

5

Motivation and Return on Investment

The network sees an ongoing need for strengthening the motivation of businesses and individuals to work towards the development of qualifications and skills. This has to be continued in several areas – both through strengthening the incentives and possibilities for the improvement of qualifications and skills, but also by highlighting and spreading knowledge of the value of competence development.

6

Competency mapping and validation of competence in working life

Competency mapping and validation of competence in working life must be increased in

order to create a better targeted competence development. The work for the development of competence in the context of society, companies and individuals must be more based on a GAP analysis, where existing qualifications are compared with the need for competence. The network fully endorses the conclusions of the NVL validation network, concerning validation in working life.

7

Continued focus on basic skills and general competence

A broad knowledge base is the prerequisite for the development of individuals throughout the entire working life. It is therefore necessary to continue to strengthen the digital skills of adults – but also other skills such as literacy, in order to assure that they can re-learn and learn new skills throughout their lives. The network endorses the conclusions of the NVL network on basic qualifications and its recommendations for the need of reinforced digital competence. The network also sees a need for ongoing focus on general qualifications, such as creativity and the capacity to adapt to change, which will be of greater importance in the future. The development of methods for better identification and utilization of general competence is required.

The network concluded its activities during the continuing corona pandemic (summer 2020). The crisis rapidly actualized many of the perspectives on competence development in and for working life that the network had worked with during two years. The crisis shows in many ways the importance of an intentional competence policy and a society, businesses and individuals, geared up to a quick readjustment of their qualifications to changing conditions in the world around us. The network therefore emphasizes the importance of following the development and learning from competence development in working life, during and after the ongoing pandemic.

2 Preface



The continuing social development requires adjustment and continuing development of qualifications throughout the entire working life. *A global incident such as the corona pandemic, which hit the world in 2020, also shows how the normal proceedings of the labour market can quickly be rendered ineffective.* Certain branches and qualifications are suddenly no longer demanded, while the need for new qualifications is accelerated in other branches.

What is required of the employees in small, medium and large businesses, private as well as public, so that they can develop their qualifications and skills in step with the changing requirements? How can competence be valorised and developed in times of rapid changes in the labour market? Which are our common challenges in the Nordic countries, and what kind of creative examples and possible solutions do we share? These are the issues which the network on "Competence in and for working life" focused on. The results of the work 2018-2020 are presented in this final report.

Background

The network on "[Competence in and for working life](#)" is one of the several expert networks under the umbrella of the Nordic network for adult education (NVL). The network was launched in the autumn of 2018, and is partly a successor to an earlier network called "[Competence from the perspective of working life](#)", the results of which were presented during 2017, in a report under the same name. It took up a number of strategic issues, which can contribute to the development of good transition between education and working life and the mobility in working life. Some of the issues were taken on by the network "Competence in and for working life".

The present network consists of representatives of the social partners exclusively (Trade Unions and Employers' Associations) in Denmark, Finland, Iceland, Norway and Sweden. The composition of the network has offered a unique opportunity for tripartite cooperation between the state, the employer and the employee as a starting point. This has

been for a long time -and still is – pivotal for the supply of competence in the Nordic countries. This is a [Nordic model](#) based on a common agreement and reciprocal trust. The idea is that the labour market and competence system depend for its functionality on the perspective of the three social partners and their input. This common agreement on a functioning tripartite cooperation, and discussions on how it should work, in order to guarantee relevant competence in and for working life, has characterized the activities in the network.

A list of members
can be found in
Appendix 2.

The members of the network represent companies with a focus on different branches and groups of employees and employers. This is somewhat reflected in the reasoning and examples presented in the report.

Besides sharing the tripartite labour market system, the network members also have common challenges because of working in small countries and language areas, where sustained competitiveness depends on a functioning supply of competence. Men and women in the Nordic countries are also to a greater degree professionally active, compared with other parts of the world. Another common feature has to do with the Nordic countries as a labour market region, with a mobility of labour force, for example between Copenhagen and Southern Sweden. Most of the businesses in the Nordic countries are small, with less than 10 employees, while larger companies are less common. The Nordic countries also share a strong tradition of common civil rights and, to a certain extent common labour market regulations.

All in all, the network has several common denominators, both because of its composition and the similar Nordic context, in which it has worked. This has created conditions for a fruitful exchange of experiences, analyses of the challenges and ways forward towards a reinforced competence development in and for working life.

An acute need for transition brought on by corona

New Year 2020 brought the outbreak of the corona pandemic, with a great impact on the need for transition in our society. Many of the issues the network had treated during 2018 and 2019, were suddenly high on the agenda of our different countries in their efforts to tackle the crisis. The need for quick transition of both individuals and companies became evident. There was a strongly increased demand for action in order to safeguard and transfer competence between the different branches of



Purpose of the network

The network has provided the participating Nordic employee and employer organisations with a platform for the exchange of experiences and knowledge from different perspectives, on the theme of competence development for employees. The ambition has been to shed light on factors hindering and reinforcing the opportunities for learning in working life. Common challenges have been discussed, and good examples and possible ways forward have been identified and, by means of this report, distributed to relevant partners in the Nordic countries.

economy. Different actions for competence development for dismissed, redundant and laid off staff were quickly launched. There was suddenly a strong pressure on different organisers of training, as well as on the demand and need for digital training.

The OECD has recently taken up the repercussions of the corona pandemic on vocational training. In its report the OECD points out important components in a robust system of vocational training – components contributing to the stability of the vocational training system even at times of crisis, and which can be further consolidated based on the lessons from the pandemic. Among other aspects, the OECD stresses the importance of a system for vocational training, developed in close cooperation with the social partners. This cooperation can speed up and improve the efficiency of different activities at the time of crisis. It also points out the importance of established and well-functioning systems for validation, which can be applied in the increasing demand for transition. The same applies for the use of digital solutions for learning. These can gain increased impetus during the crisis. The OECD also stresses the need for including the opportunities for the development of basic competence, such as digital competence, in the vocational training system.

Overall, the pandemic has shown the importance of competence in the society and working life in need of change. Chapter 3 begins with an account of the crisis packages of each Nordic country, with a focus on safeguarding and developing competence.

Focus and definition of the activities of the network

The network has also wished to concentrate on some central themes – trends and challenges related to the need for competence development, shared by the Nordic countries. These are issues and areas of importance to the social partners, requiring further focus, in order to build more effective competence development, valid throughout the entire working life. The themes chosen by the network for further focus are digitalisation, motivation and Return on Investment (ROI), and identification and validation of competence and vocational and career guidance. Digitalisation as it is the new "megatrend", the consequences and possibilities of which are high on the agenda in all Nordic countries. Basic digital competence is a basic competence in modern working life. Digitalisation means both new needs for competence development, and possibilities to develop competencies in new ways. New technologies offer

new tools for more effective and easily accessible training. Motivation and ROI are prerequisites for competence development, as a natural component in each company's day-to-day activities. The individual's own incentive is also vital for ongoing learning throughout the life. The network has also taken a closer look at what prevents and stimulates the employees in participating in competence development. A proper competency mapping and validation of competence makes it possible to better safeguard and more effectively complete an individual's competence. The question of how a system for more structured competency mapping and validation of real competence should look like is on the agenda in all the Nordic countries. It is also an issue focused on by [another NVL network](#). The activities in this network focus on the role that competency mapping and validation of competence can have in an effective competence development in working life. The network has also focused on vocational and career guidance, as well as counselling and information, and the role of these for individual development throughout working life.

The themes that the network has focused on in its activities correspond well to the priorities the Nordic Council of Ministers has presented in its vision for 2030. In the green, competitive and socially sustainable Nordic countries a well thought-out competence development is vital, something the network has highlighted in different ways. Competence development is crucial, in order to be able to answer to the changing needs and requirements in the world surrounding us. Transition towards greener industries is, for example, crucial for greener and more competitive Nordic countries. The importance of safeguarding basic competencies, which allow for lifelong learning, is vital so that people can keep on developing in working life and not risk ending up in unemployment.

The network has also close links to UN's sustainable development goals (SDGs) and especially goal 4 – Quality education and goal 8 – Decent work.

Definition of competence

The exact definition of the concept of "competence" varies according to the context. On an overall level competence is a question of the individual's ability to act in relation to a specific task, situation or context. (Ellström, 1992)

Competence is often broken down to basic skills, soft skills and professional skills. The network has in its activities taken a broad perspective on competence, and included all these perspectives.



Basic skills:

For example reading, writing and arithmetic, as well as basic digital competence

Soft skills:

General competence (earlier often called "soft" competence) are competencies required for lifelong learning and for functioning in a dynamic working life. This is a competence for analytic and critical reasoning, social emotional skills, ability to cooperate and the ability for readjustment and ability for continued development.

Professional skills:

Specific competence for a certain profession or vocation.

It is common to think that basic competence is something we learn at school, while professional or vocational competence is something one starts developing at school and continues throughout the entire working life. This is not how it necessarily must be. All kinds of competence can be developed throughout the entire life.

A different method of describing competence is the method used within the European Qualifications Framework (EQF). It can be described as a translation device, which makes it possible to compare qualifications between different European countries. The framework uses concepts such as learning outcome, in order to describe what an individual should know, understand, relate to and be able to perform. The actual concept of learning outcome is described in the EQF from three perspectives:

- Knowledge
- Skills
- Competencies, autonomy and responsibility, which denote the ability to make use of one's knowledge and skills independently and responsibly.

In the EQF the concept of competence is a combination of both knowledge and skills and above all, the ability to make use of this in situations calling for different grades of autonomy and own responsibility.

Working method of the network

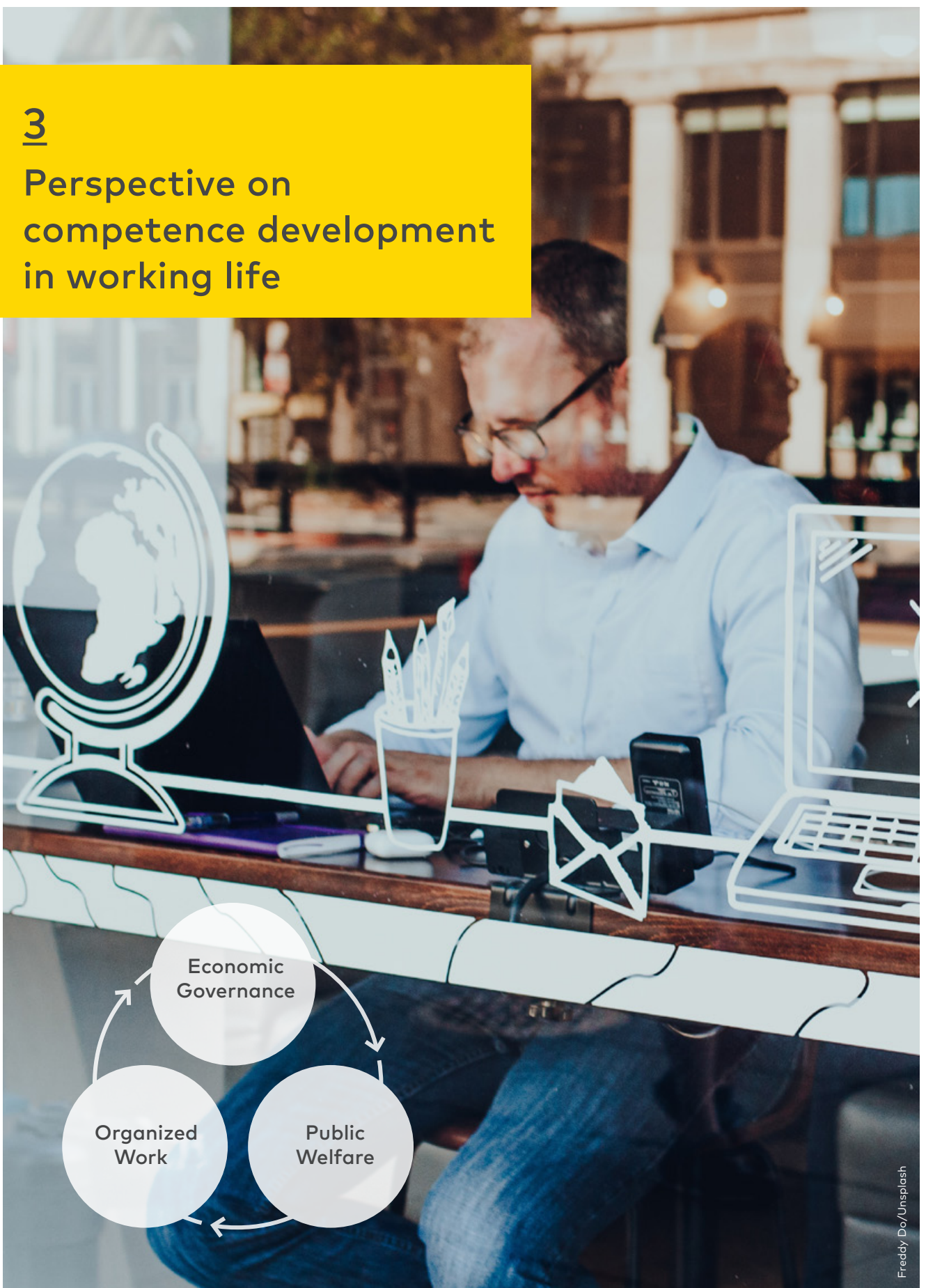
As a working method, the group has organised seminars on different topics. These are described in the section "Focus and definition of the activities of the network". External keynote speakers have been invited to highlight different perspectives, and to present inspiring examples on the different themes chosen by the network. In addition to the members of the network, even external participants have been invited to the seminars and approx. 20–30 persons have participated in each seminar.

The network has also had internal working meetings in order to jointly analyse and discuss the challenges and Nordic examples, highlighted by the input given by external speakers. In the working meetings the network has also prepared and elaborated this report.

These can be found in [Appendix 1, programs for the seminars.](#)

3

Perspective on competence development in working life



In order to develop more structured perspectives on competence development in working life, which have been discussed in the network activities, the following simple model was developed. The model helps in classifying the different dimensions of competence development in working life discussed in the network. It also helps to give this report a structure. The model contains following three parts, which include a set of different issues.



1. Prerequisites on the level of society, businesses and the individual (chapter 5)

The network has compiled thoughts and examples, which highlight the preconditions for sustainable competence development in working life. It is a question of larger strategic competence policy action on a national level but also of "softer" values, such as leadership, motivation and a strong culture of learning.

Questions:

- How can the policies contribute by creating conditions in order to strengthen the possibilities for continuing competence development throughout the entire working life?
- What motivates companies and individuals to develop adequate competences?
- How can competence development be incorporated in the everyday working life, and what is the role of the leadership?

2. Competency mapping and analyses of the need for competence of companies and individuals

The network has compiled reasoning and examples concerning the necessity to plan activities for competence development, based on thorough analyses of the needs for competence. This concerns both companies and the individuals. Also counselling activities aimed at guiding the individuals towards further development in working life – based on their existing competencies, are in focus here.

Questions:

- Which competence does the individual organisation have and what needs to be developed?
- How can competency mapping be used for a well-targeted competence development?

3. Flexible, digital and effective competence development (chapter 7)

The network has compiled reasoning and examples of how competence development can be organised and what it should be, in order to meet the different needs of the individuals and the businesses.

Questions:

- How competence development should and could be implemented?
- What kind of training and educational programs and digital training and educational tools could address diverse needs?

All the different elements in the model include arguments and examples on different levels of society, companies/organizations and the individuals. This includes issues concerning the preconditions, structures, working methods and attitudes.

Neither the achievements of the network nor the model itself pretend to cover all different aspects of competence development in working life that the Nordic countries could benefit from discussing further. It is rather the composition of the network that has affected what aspects and examples of competence development in working life are presented in the report.

While the different themes have been chosen because of their urgency and timeliness in the Nordic countries, the different elements in the model below are to be seen as a way to give structure to the network's perspectives on competence development in working life.

Structure of the report

The report focuses on summing up the reasoning and conclusions of the network, and contributing concrete cases from the Nordic countries. In the introductory chapter, the network places the need for competence development in working life in a larger perspective – particularly at times of a world-shaking pandemic – which in many ways has and will continue to have a considerable impact on the conditions of working life. The next three chapters focus on each of the three segments of the model. The themes specifically discussed in the network seminars have been used to exemplify possible solutions and attitudes, related to the different perspectives on competence development.

Furthermore, the report presents examples from the five Nordic countries. These describe the different partners, activities or strategies that have been implemented to meet the challenges creatively and – hopefully - precisely. Some examples could be relevant for all the Nordic countries, while others could be more adapted to the special conditions and contexts of some countries. Some examples could also be more relevant for certain industries or businesses. The conclusion is that there are substantial differences among the Nordic countries, although in a larger European and global context, they are seen as quite uniform and similar to each other. The report also presents a number of recommendations and concluding reflexions.

Each chapter begins with a summary of the reasoning and reflexions of the network.

Target group

The intention is that the report will be useful for social partners - Trade Unions and Employers' Associations in the participating countries. It should also inspire other actors wishing to strengthen competence development in and for working life. These could be organisers of training and education, government departments and authorities, individual companies, businesses and companies working with competence development. The report and its conclusions are also intended for decision makers in working life – both the employees and the employers. Networks within the NVL, working on closely related issues, are also among the important target groups.

Hopefully, the report can contribute to highlighting the need for an ambitious competence policy in those Nordic countries that have not yet taken a comprehensive approach to the competence development issue.

4

Why competence-development in and for working life is needed



Maud Lervik / Norden.org

The ongoing development of competence, both individual and in companies requires an approach responsive to the changes in the world outside. "To keep one's ear to the ground" in order to understand the trends and changes with an impact on working life, is a decisive starting point for a proactive competence development for the employees. In the next chapter we shall focus on the issue of why competence development in working life in the Nordic countries is imperative – both for the individual, companies and the society.

The need for competence development can also arise in a way and with such intensity, which is difficult to foresee. In the midst of the network activities, the corona pandemic strikes the society. Besides large numbers of lives lost, brought on by the virus, our societies have also been affected in other ways. The pandemic has had a considerable impact on several branches and individuals. In branches, such as the hospitality industry (hotels, restaurants, and tourist destinations), transport, industry, restaurants and commerce, entrepreneurs fight for their survival; individuals are being dismissed, laid off or made redundant. Both short-term and long-term measures are required in order counter the impacts of the pandemic on companies and individuals.

Supporting working life in the wake of the pandemic

All the Nordic countries have launched their crisis packages in order to counteract the effects of the corona pandemic on working life. The measures cover a wide area. The social partners have their own measures in addition to active cooperation with the government. They also point out [the needs of their members](#), and suggest further action. A summary of the different crisis packages of each Nordic country can be found,

and is continuously updated, on the home page of the [Nordic Council of Ministers](#).

Denmark has concluded two separate tripartite agreements in the area of competence development for working life. One of the agreements stipulates that an employer, whose employee is in training, [is compensated with 75% of the ordinary salary](#). A new important agreement has also been launched providing a compensation up to 90% of the salary, for new training contracts. At the same time there is a fast transition towards distance learning, partly with a subsidy from the joint competence funds of the partners. A central platform has been established for distance learning in different forms. It has also been noted that members of the trade union "3F" (manual occupations) [wish to participate in training](#) to an even higher degree, in order to strengthen their basic qualifications (reading, writing, arithmetic).

In Norway [extra funds](#) have been allocated to vocational training in the project "Kompetenspluss", in order to support individuals aiming at an apprenticeship diploma/professional certificate or the equivalent within their occupation. In the so-called [third crisis package](#), Norway also allocates approx. 170 million euro to various [competence development activities](#) for persons who have lost their job or been temporarily laid off. A comprehensive overview can be found on [the homepage of the Norwegian government](#).

The large [crisis package](#), which has so far been launched in Iceland as a response to the corona pandemic, contains several actions in the field of competence. [Funds are for example allocated](#) to upper secondary education and university education for an extra summer term, in order to improve the educational opportunities for those who have lost their jobs. The interest in summer studies has been considerable. Strong measures in education and counselling (14 million euro), as a support for the unemployed, have also been promised.

The Swedish government has [allocated funds](#) so that a larger number of students can participate in adult education, study at colleges and vocational schools. The educational and training activities related to corona, with focus on jobs and transition, are expected to be useful for those in active employment also after the crisis. The format of the new educational and training programs is well applicable to distance learning, which makes it independent of time and place. The partners are also working towards distance validation of qualifications for working life for different branches, without compromising the quality. The Swedish EFS Council (the European Social Fund) has published funds

for a conversion of qualifications in commerce and for those laid-off or made temporarily redundant, and employed personnel in economically vulnerable branches.

Finland has increased the number of study places in universities and colleges for the autumn. The admission tests have been made digital.

Each country has also directly supported companies by improving the availability of loans and credits, in order for the companies to survive through the crisis. The possibility of temporarily laying off staff has been used in many countries, and activities for the improvement of qualifications have been targeted to laid off personnel. Subsidies or a total reduction of different types of employer contributions or VAT rates, have also been applicable in all the Nordic countries. Reductions in the sickness liability have also been applied.

On the whole there a variety of different actions have been applied, often in an active tripartite cooperation, in order to support companies and individuals in great need of conversion.

Constant changes – constantly new needs for qualifications

Besides the acute ramifications of the corona pandemic on our societies and working life, these are also influenced by global "megatrends". Digitalisation, automation, specialisation, globalisation, climate and environmental challenges are some of the evident examples. These trends entail both new modes for businesses, where the customer-to-business contacts become more direct rather than through intermediaries (business to business). The ongoing digital transformation is going to require and has required new skills of existing employees. It also offers new opportunities for competence development using new methods.

New technologies change both the nature of existing professional roles, and lead to the creation of new professions in several sectors. New jobs and new ways of performing tasks are created all the time. At the same time jobs and tasks that are less competence intensive are disappearing. [Statistics from the OECD](#) show, for example, that the number of workers in manufacturing industry decreased by 20 % between the years 1995–2015. During the same period the number of employees in the service sector increased by 27%.

Automation offers new ways of working. [In a report from 2018](#), the OECD shows that the fear of major job losses because of automation is

TIPS!

In Norway a committee of experts has analysed how the changes in working life and the society at large will have an impact on the need for lifelong learning. The committee has also assessed the capacity of the educational system to meet these needs, and whether the structure and the tools for competence development are good enough and adapted to future needs. The study contains suggestions from the committee as to what should characterise the system for lifelong learning, and how a system could be devised by changing present structures and supplementing them with new data-driven instruments.

exaggerated. At the same time, the reports point to a change in many of the jobs because of the new opportunities offered by automation. Computerised customer, municipal and state services are an example of new ways of working. Increased specialisation means also a higher demand for and competition for excellence – a competence that can help a company to keep pace with outside world.

The Nordic labour market is also characterized by regulation, certificates and international regulation, including within EU co-operation. The trend is towards more regulation rather than the opposite, for instance from the perspective of green and environmental sustainability. In the branches such as transport, welding, life science and energy production, further regulation requiring ongoing competence development can be foreseen.

Overall, the megatrends of society will radically change the needs for competence in working life. This means that both the employee and the employer must allow for ongoing competence

development as an important precondition for keeping up with times, technology and possibilities that arise, and to develop accordingly. Competence development in working life has to be an ambitious and result-oriented undertaking from both the employer's and the employee's perspective.

Basic competence in order to benefit from competence development

In view of accelerated digitalisation and the need for continuing lifelong learning, basic competencies are crucial so that the individual can benefit from competence development. A challenge shared with others by the Nordic countries is employees with inadequate basic skills and/or literacy or reading disorders. The proportion of **persons with inadequate literacy** (the ability to read and understand very simple texts and communication) is 16% of the population in Denmark, 11% in Finland and 13% in Norway and Sweden (figures for Iceland not included in the statistics). The proportion of persons with inadequate literacy is notably



Kristin Wilson/Unsplash

TIPS!

There is a law in Iceland on education for persons with short formal education. The law originates from an agreement between the state and the social partners. The law stipulates that adult education is to provide special support for those with a minimum of education. This is financed through an educational fund. The law has been noted in the program policy [Upskilling Pathways](#) launched by the EU. The policy stresses the urgent need for those with a minimum of education for custom-made education, validation and counselling.

high among persons with a low level of education, the elderly and the unemployed. Among both older and younger persons with a vocational education and employed and unemployed persons, the number of those with inadequate literacy is relatively high.

This is a challenge on many levels, but from the perspective of competence development, it contributes to undermine the possibilities to benefit from further education. It is therefore crucially important that the education systems and national support schemes in the Nordic countries continue to stress the importance of basic competencies, and that it is possible for even adults to develop such competencies. Digital aids can be further developed in order to support persons with problems in literacy, in their competence development. Digital aids can also be used in order to detect basic knowledge gaps at an early stage, but also in the development of basic competence.

The PIAAC studies also show that basic knowledge varies considerably in different categories of professionals. Persons without any vocational training or persons working in manual work have, on the average, less basic competencies than persons with complex jobs and higher and longer education. Generally speaking, the level of basic competence is lower in the private sector than the public sector.

Sustainability – several perspectives

Sustainability – from several different perspectives - is also a trend that has come to stay. It is also one of the overall themes in the Nordic Council of Ministers' [vision for 2030](#). The strategy is governed by an ambition towards green, competitive and socially sustainable Nordic countries. A sustainable working life is a long-term, well-functioning working life both for the individual and the companies, but also for an ecologically sustainable world.

From a competence perspective, the focus on sustainability means knowledge and an ability to understand and act in a sustainable way for the society. Many employers are willing to invest in more sustainable choices – alternatives that many more customers demand. In many cases this requires an analysis of the organisation from several perspectives. Sustainable choices require that the employees know how to convert sustainable strategies into practice. An example is the [Finnish chemical industry](#), which aims for carbon neutrality by 2045. The Icelandic [fishing](#)

industry has developed sustainability standards based on the FAO (Food and Agriculture Organization of the UN) guidelines. The development of the competence of employees is an important element on the road towards these sustainability goals.

From the individual's perspective, sustainability means finding ways of staying in constant demand on the labour market. From this perspective, competence development can be a precondition for sustainability. It can incorporate the individuals into the company's continuing development. It can help in finding ways to contribute, the feeling of being noticed and needed.

There is, therefore, a need for training, which promotes the transition towards more sustainable companies. Special competence development of the employees, for example in waste separation at the workplace, rational use of energy and new solutions for the use of resources, are going to be important in the future.

There is a lot of knowledge and research in the Nordic countries, a climate and an environment, and good prospects for further development of technologies. The challenge is to find employees with necessary qualifications and skills, so that we can remain a leader in the market. It is especially difficult to find the so-called STEM skills (science, technology, engineering and mathematics) and also more advanced digital skills and skills in science.

TIPS!

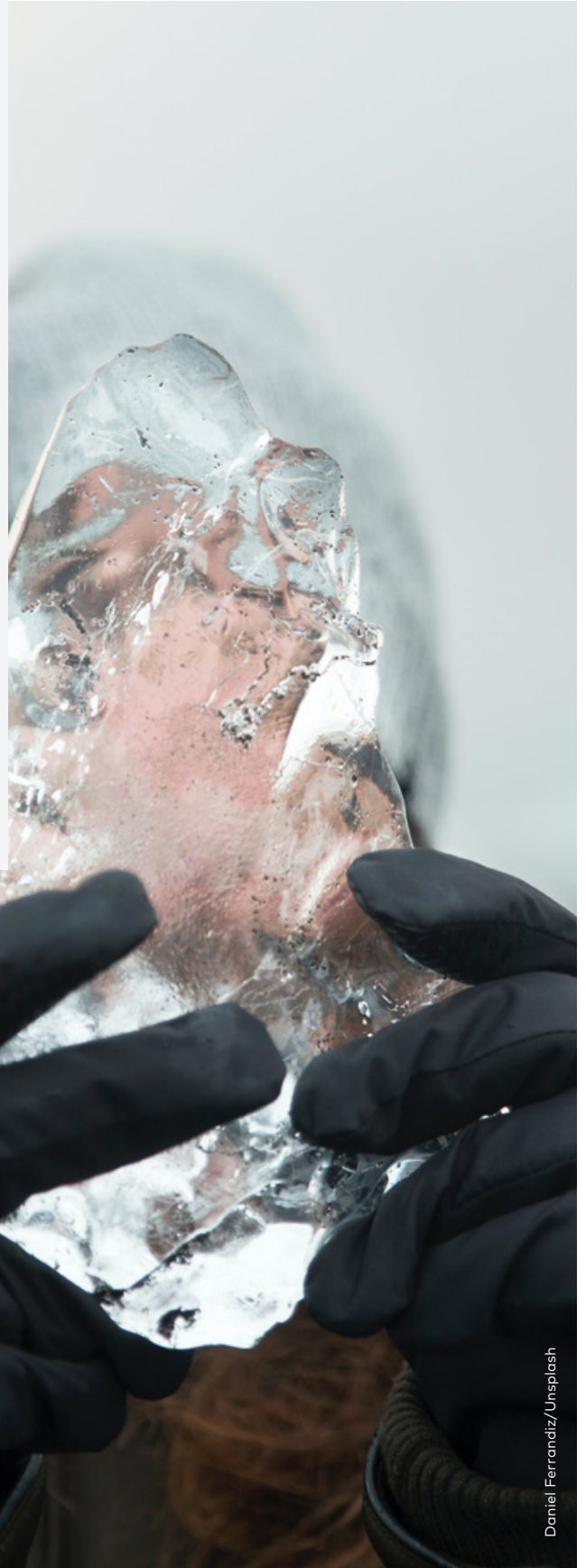
Denmark offers a new national 2-day course in sustainable competence for industrial workers. The course focuses on sustainability in relation to production. This encompasses also the 17 UN sustainable development goals for sustainability, with special focus on consumption and production. After a completed course, the participants can contribute and maintain sustainable conduct and processes in the production, and support green transition with a focus on:

- Waste
- Recycling
- Waste disposal
- Saving resources
- Compliance with environmental standards and requirements

New colleagues – new mindsets

It is not only our societies that are changing, but also the employees. New generations bring new ideals – with other views than those of the older generation, on lifelong learning. The idea of *one* single career may be replaced by the idea of *several* different careers during one´s lifespan. The willingness to understand the driving forces in the lives of new generations is important for future leaders. The readiness and needs of the new generations mean demands on competence development, practically accessible throughout one´s lifetime. Consequently, this means more stringent requirements on education, qualifications and lifelong learning. The responsibilities for lifelong learning must be shared by the employees, the employer, the authorities and private and public education providers.

The ability to utilise the available workforce will be crucial for all the Nordic countries. The importance of such issues as inclusion and integration cannot be overstated. It is not only a question of



developing the qualifications and skills of those already in working life, but rather of finding successful ways of incorporating those individuals who are outside the labour market. New arrivals need support, in order to quickly acquire those qualifications and skills required for a long-term inclusion in the labour market. It is imperative that the Nordic countries find ways of combining language training, vocational training and the development of qualifications and skills. As important is to find good models for the validation of the qualifications and skills that the newcomers possess, and to ensure the availability of training, in order to complete the qualifications, based on validation. There are examples from the different Nordic countries, where the thresholds for validation have been reduced, by offering validation in the mother tongue of the newcomers.

Overall, it is important to adjust competence development in and for working life to the needs of those groups one wishes to target, and to identify the needs for learning of the individual and the society – needs that can subsequently be converted into well thought-out activities for competence development.

Increased focus on general competence

There are also some categories of competence, which are expected to increase in significance in the future. Lately there has been an increased focus on general competencies and their importance in working life. For instance, the World Economic Forum (WEF) has analysed competencies, which over a period have either gained or lost in adequacy in working life. The competencies which are expected to gain in adequacy are general competencies, such as the capacity for analytic thinking, teamwork, active learning and creativity. The OECD stresses also the increasing importance that emotional and social skills are going to have in the future labour market. [A similar study](#), commissioned by the Norwegian employers' association, Spekter from the consultancy InFuture, has pointed out creativity, the capacity to absorb and sift through a large amount of information, and the capacity of immersion – a capacity to tackle an assignment in a totally focused way – as especially important in the future labour market. The importance of focusing on the development of individual general competencies is also decisive in the choice of activities, launched for competence development. Iceland has successfully carried out [validation](#) (page 5 in the report) of general and transferable competence among long-term unemployed. Many of these competencies, defined by the representatives of working life, can be found on the WEF listing.

5

Prerequisites in the context of the society, companies and the individual



The establishment of long-term, sustainable competence development in working life requires good conditions on the level of the society, the companies and the individual – conditions contributing with structures, incentives and a culture in order to promote lifelong and lifewide learning, adjusted to the needs of working life.

In the society it is a question of political decisions and social structures which give priority and enable continuing competence development, mobility and transition. Examples of such integrated initiatives can be found on the branch level. The establishment of a culture of learning on the level of the workplace is vital, and a large responsibility for this lies on business leaders. Motivation is a crucial factor on all levels, in order to make competence development happen. Arguments for competence development – facts pointing out the real benefits to the businesses, the individual and the society at large – are needed in order to increase the motivation for continuing development of qualifications and skills.

The next chapter concentrates on macro- and micro-perspectives on necessary conditions for competence development in working life. The chapter presents both conditions of cross-societal nature, and conditions for the development of the driving forces of the individual and the workplace.

Reflexions in the network

A comprehensive policy for competence

A clear line in the activities of the network has concentrated on the importance of a national competence policy, which would contribute to the conditions for lifelong learning, both for the companies and the individual. A recurring challenge being discussed repeatedly in the network has been the feeling that a country has failed to tackle the issue of competence comprehensively. The preconditions of companies and individuals for competence development in different times and situations

in life are steered by different policy areas. Industrial policy, labour market policy, financial policies, education policies and integration policies contribute, in different ways, to the supply of competence for working life, but it is usual that the systems and activities are not connected nor sustainable in the long run. Therefore, the network finds it interesting to follow up the Norwegian initiative for a comprehensive competence policy, and the lessons following its implementation.

TIPS!

In 2017 a so-called [sub-committee on competence requirements](#) (KBU¹) was set up in Norway. This is a tripartite cooperation aimed at the production of research and statistics as a basis for the assessment of future needs for qualifications in Norway. Their regular reports are issued to form a basis for discussions and decisions related to national and regional initiatives, and in the field of competence.

The [Swedish regional education authorities](#) have a similar function, but on a much smaller scale.

TIPS!

In Iceland, various methods are used to make the benefits of education visible. Through the Tourism Skills Center project, various parameters are developed to illustrate for leaders and individuals the benefits of targeted training initiatives.

Further information on the homepage of the Tourism Skills Center project. haefni.is/tourism-skills-center

The relevance of tripartite cooperation for long-term strategies for competence development

The network has also repeatedly addressed the importance of a functioning tripartite cooperation in the development of a well-designed competence policy. A particularly important role for the social partners is to analyse in different ways and highlight the need for competence, so that the educational system and the activities for competence development can be adapted accordingly. The national qualifications networks and the EQF offer a standardised system for the development of partial qualifications and qualifications. The network considers it important to continue exploring possibilities to develop qualifications with the EQF as a basis, and to learn jointly how this work can become most productive.

Highlighting the usefulness of competence development for individuals, companies and the society

Competence development means added value for all the actors. The usefulness from the individual's perspective could be better security in one's profession, improved self-confidence and professional identity, certified qualifications, career advancement, relevance at the workplace

¹ In Norwegian: Kompetansebehovsutvalget

and a secure foothold in the labour market. For companies it could mean retaining the present work force instead of recruitment (expensive!), meeting set qualification and competence requirements, increased productivity and profitability, a more accurate picture of the needs for competence, and an inventory through competency mapping, better customer experience and a stronger foothold in a competitive market and, consequently, better conditions for growth.

From the viewpoint of the society, it is important that the citizens are equipped for the labour market and maintain their qualifications and skills for a permanent foothold in the labour market. This partly in order to secure tax income and means to maintain and develop welfare, partly in order to limit the social costs to a minimum for those not at work. The state has therefore an interest in securing the provision of competence in the labour market. In the Nordic countries the main responsibility of the state is in obligatory education through the public education system. In a longer perspective, it may become necessary that the state assumes greater responsibility in the public role for competence development of its citizens in their adulthood, because citizens in all the Nordic countries need to learn more during their entire working life.

It is in the interest of the governments of the Nordic countries that their citizens are well equipped to accept and keep a job, in order to secure tax income and not have to pay subsidies to the unemployed or receivers of cash contributions. The governments have also an important role while they contribute economically to the development of competence, necessary for a changing Nordic labour market. The role of the states in competence development varies much in the Nordic countries regarding the economy, the structure and the scope.

Different perspectives on motivation

Motivation can be described as a very important factor in the activities for competence development – from the perspectives of the society, the employee and the individual. Motivation can somewhat simplified be split up into inner and outer motivation. Inner motivation in the context of competence development means an inner drive and desire to progress and learn. Outer motivation is the result of some kind of pressure or incentive, for instance negative consequences for those not participating in competence development, or a reward for those participating in the training.

For instance, a study by the research institute Epinion has shown that the employees have a **strong motivation** to participate in competence development in companies, which have succeeded in creating good structures for competence development. Such structures are of major importance in companies where the inner motivation of the individual to develop qualifications and skills, is low.

When it comes to motivation and competence, a fundamental challenge is the question of how motivation varies between the different groups of employees. The motivation for developing competencies is weaker among those with low education levels than those with higher education. At the same time studies, **for instance from Norway**, show that the need for upgrading of qualifications is highest among low-skilled professions, which are particularly exposed to automation and new technologies.

Importance of the leader

Business culture must favour learning in everyday working life. It is a question of "practising what you preach". It is most important that business leaders are the forerunners, who lead and empower their staff by setting good examples. The employee participation is also vital.

"It's very important that leaders in companies in the future set good examples and lead and empower their staff. Employee participation and empowerment through continuous improvements are vital"

A modern, sustainable leadership no longer means issuing orders, but rather creating teamwork and empowering the staff, by setting the right examples and creating the best conditions. The leaders must be prepared to adjust to a better climate of cooperation. Steve Jobs said *"Great things in business are never done by one person, they're done by a team of people"*.

Trade union representatives (of the employees/staff representatives)

The role of the union representatives has also been emphasized in the network activities – the importance of functions representing the voice of the employees in competence development. They are important actors in the Nordic model of cooperation, and in the development of bilateral and tripartite partnerships for competence development.

Why Return on Investment (ROI)?

One motivating factor for competence development is return on the investments in the development of competencies. From the viewpoint of companies, the business concept of "return on investment" ROI, can function as a driving force for investment in competence development. Business managers are very important actors in the development of competencies in working life. If a company sees an investment in education and training (money spent and time) as a cost and not as an investment, it is unlikely that the company will invest in long-term education and training for the employees. That is why it is of utmost importance that the profitability of investments in education and training can be measured and recognised in one way or another (ROI). Thereby the "return on investment" can stimulate or strengthen the entrepreneur's willingness to invest in competence development.



Jonas Wurster/Unsplash

Nordic examples

NORWAY

A national strategy for competence policy

The aim of the strategy is to ascertain that individuals and companies have the required competence which guarantees Norway a competitive trade and industry, an effective and good public administration and a competence, which ensures that as few as possible are excluded from working life. The partners in the strategy are

- The government, representatives for selected government departments and representatives for the Sami Parliament representing the interests of the Sami population.
- The social partners represented by the employers' association Spekter, the organisation for the municipal sector KS, the employer associations NHO and Virke and the trade unions: Akademikerne, LO, Unio and YS representing the employees.
- The "third sector", or voluntary sector, and the student union was represented by VOFO.

The partners have agreed on three main areas of activities for the competence policy:

- Good choices for the individual and the society
- Learning in working life and good use of qualifications
- Consolidation of competence for adults at the margins of the labour market

For further reference on

[Skills Norway homepage in Norwegian.](#)

NORWAY

Skills reform "learning throughout life"

The aim of the Norwegian skills reform (Learning throughout life) is to provide workers with updated skills so that they can stay longer in working life. Several of the actions have already been launched (support to branches which are struggling – such as within industry, building, etc., and subsidies for flexible continuing education etc.). [A new parliamentary report](#) on the reform was presented in April 2020.

The reform is based on the considerable changes in society ahead of us. Digitalisation and automation characterize more and more our working life.

The reform itself is not new, but the pace is faster than before. One of the most important initiatives during the present legislative term is to provide all workers with updated skills, in a working life under continuous change, as a result of digitalisation and new technology.

Actions and incentives for the individual and businesses to invest in skills and training must be developed.

For further reference in Norwegian on [the homepage of the Norwegian government.](#)

People are no machines.
What they need is a purpose,
to feel valued and true responsibility!

Kristján Jóhann Kristjánsson, Hotel Manager at Hótel Klettur

DENMARK

Tripartite agreement on adult and continuing education

In 2017 the government and the social partners in Denmark signed a tripartite agreement on adult and continuing education. The purpose of the 4-year agreement is to reinforce the accessibility and quality of adult and continuing education, and to provide flexible training adjusted to the needs of different businesses. The agreement is aimed at both individuals willing to continue their training in their present occupations and those wishing to change their present occupation or branch.

The agreement is aimed at:

- Providing public and private employers with easier access to qualified workers.
- To promote the skills of the workers in step with the changes in the labour market.

The most important parts of the tripartite agreement are:

- Over 400 million DKK are allotted for transition in the labour market. The funds are placed in a special fund for unskilled and skilled workers, who are being offered the opportunity to re-train for a new occupation or continue training at their own initiative.
- A subsidy for outreach work of 100 million DKK.
- 60 million DKK for reinforcement of basic skills and increasing the use of "screening"/tests. Training programs in digital literacy and English are to be increased.

- 420 million DKK are earmarked for reinforcing the quality of the courses.
- A higher compensation for loss of salary, applicable to all participants in the public education systems.
- 5 million DKK earmarked for a program for the development of higher continuing education and for reinforced use of assessment of real competence/validation.
- A common portal is created for access to the public system of adult education and continuing education, including guidance, applications and applications for support in case of salary losses while in adult and continuing education.

For further reference in Danish on [the homepage of the Ministry of Children and Education](#).

ICELAND

To reverse a negative trend by reinforced learning culture

Hótel Klettur has started its journey from a neglected hotel with a high turnover of staff, negative customer reviews and discontented staff, towards a well-functioning hotel – appreciated both by staff and by guests.

With the change of the hotel management a number of actions were launched in order to reverse the negative trends. Focus was on creating a professional culture where helpfulness, cooperation, individual ownership and responsibility, a laidback atmosphere and friendliness were key words. With the help of a number of

training programs, from security issues and first-aid to customer service and languages, a stronger feeling of togetherness, "us", was created at the workplace – where each member of the staff would be seen and appreciated.

The action produced quick results, such as lower staff turnover and increased job satisfaction – features which the management has emphasized in future recruitment. For Hótel Klettur, the investment in competence development has been one of many ways of building a basis of values and professional approach, where the driving forces and engagement of the co-workers are valued.

SWEDEN

Pooling forces for better possibilities for lifelong learning

There are several different activities in Sweden aimed at reinforcing the possibilities for continuous development of qualifications, for both the individual and the companies. For instance, the Swedish Agency for Economic and Regional Growth (Tillväxtverket) has had an activity during some years called [Smart Specialisation](#), where the government has had activities for the reinforcement of Swedish industry. It has also had projects the purpose of which has been to make companies invest more towards the qualification of skills of their employees.

In 2020 the [Swedish government](#) will propose a system of employee development. This would allow employees in long service to develop themselves, to acquire new qualifications, and also to start their own businesses. The proposal contains both compensation for those participating in the employee development system (up to one year), and also a possibility for the employer to hire a replacement.



ICELAND

The Education and Training Service Center

A good example of tripartite cooperation between the social partners and the state is the cooperation between the Icelandic Ministry for Foreign Affairs and the Education and Training Service Centre, owned by the largest employee- and employer organisations in Iceland. The Centre is to offer and develop adult education for those in the labour market, who have not completed their secondary education. The Centre is expected to produce training curricula and create structures, for instance for mapping of qualifications, validation and guidance. Furthermore, the Centre has to administer a special Education Fund of the state (Fræðslusjóður) for the target group from which different education centres in the country can apply for financing for courses, validation and counselling. The Fund has approx. 6 million euro per year. The activities of the Centre, which are carried out by educational centres throughout the country, have proved quite effective at the time of crisis.

For further reference in Icelandic on [the homepage of the Education and Training Service Centre](#).

ICELAND

Educational funds for working life in Iceland

The percentage of workers belonging to a union in Iceland is relatively high, around 90 % (2016). The companies pay an education fee as a salary increment (0,3–1,5% of the salary) which goes to the educational funds for working life. Companies and employees can apply for grants for training of their choice (a maximum of 950 euro per year/person). Even employers can apply for funds from an HR consultant, who assesses the existing qualifications and those needed in the company.

ICELAND

Sustainable tourism

Since 2015, the Tourism Skills Center in Iceland coordinates an initiative, the purpose of which is to develop more sustainable, long-term and responsible tourism. 340 companies have signed the declaration of intent on responsible tourism, which commits the companies to work for enhanced sustainability in the next four areas:

1. Setting a good example and respecting nature
2. Ensuring the safety of the visitors and showing them hospitality
3. Respecting the rights of the employees
4. Contributing with a positive impact to the local communities

An essential part of the initiative has been to offer these companies training programs for a transition of their activities, and support for setting up a more conscious quality cycle. Many of the participating companies have less than ten employees and need support, in order to adapt more systematic working procedures, where their targets can be quantified for a follow-up and presentation to others.

Already in the first follow-up in 2018, a clear majority of the participating companies experienced that their new conscious working procedures produced more profit, better customer satisfaction and more satisfied employees.

Further reading in English on [the homepage of Iceland Tourism](#).

6

Survey of competencies and an analysis of competence needs of companies and individuals



Proper analyses of the needs for competence constitute a challenge for both the society at large, for single companies and the individuals. On a national and regional level, a knowledge of the needs for competence is vital in order to build and design the formal education system, so that it meets the requirements of working life. In companies a proper analysis of the overall needs for competence must be the basis for the choice of strategies for the provision and the development of competence. On the individual level this means informed choices of education – throughout the entire lifespan. From a Nordic perspective, we can see that joint systematic analyses of the needs for competence and activities for the competence development initiatives are so far relatively unusual.

TIPS!

In Norway a [sub-committee on competence requirements \(KBU\)](#) has been set up, and regional initiatives have also been taken. The Swedish [regional education authorities](#) have a similar function.

The next chapter focuses on the importance of analysing the needs for competence, so that we can make well-founded decisions on competence development.

Reflexions in the network

Need for qualifications on an individual level – career guidance

On an individual level, an informed choice of education may mean many different things. It can mean a choice leading to employment, but also a choice, which enables the individual to develop his or her qualifications throughout life. Individuals must be able to develop their qualifications both horizontally and vertically. Different target groups need different solutions. Career guidance and counselling can promote a faster inclusion in the labour market, transition from education to employment, or

TIPS!

Independent study and career guidance and counselling is an important part of adult education both in Iceland and in Norway. In Iceland, for example, every employee without upper secondary education or equivalent has the right to free guidance that may result in education within the formal education system or learning within the non-formal system. Adult education centers in Iceland often refer to guidance. Guidance is thus an important part of the validation.

retaining people longer in active working life. Many employees may be satisfied with their job, nevertheless would like to develop within their level of competence. Others may wish for career advancement by raising their competencies to the next, higher level (for instance in relation to EQF).

Career guidance is a potent tool in supporting the individual in making informed choices, where both the needs and wishes of the individual as well of the labour market, are interlaced. Career guidance must, therefore, be made available for all in and outside the workplace. This is where Artificial Intelligence (AI) could be used in creating a national homepage or "hotlines" for career guidance.

Validation of competence – basic principles and processes

Validation is a potent tool, which can be used throughout the entire working life, in order to document and recognize existing competence, and a basis for developing the competencies for a special occupation. A survey of competencies and validation could be relevant in following circumstances:

- Cyclical fluctuations in the economy
- Structural changes
- To increase and facilitate mobility

The issue on mapping or surveying and recognizing prior learning has been treated in different ways on the Nordic level. For instance, there is a special network within [NVL Validation network](#), which has exclusively focused on this issue and produced a number of reports and products² with recommendations, comparisons and supporting material. On the European level the so-called [Berlin declaration](#) has also specified a common approach to validation in Europe

² See further: [Policy brief](#) on Validation; [Nordic report](#) on Quality of Prior Learning, Validation network [Infographics](#); [ValiGuide](#) Platform.

The process of validation created on the European level could in simple terms be described by the following steps:



The importance of quality assurance cannot be stressed enough. The process requires elaboration of job standards, in cooperation with the social partners, the management and the workers.

Usefulness of validation for the individual, companies and organisers of education

If carried out correctly and in a relevant context, much is to be gained by validation. For the individual this means benefits when the qualifications are mapped, assessed and documented in a way recognised either by a branch (usual in Sweden) , or related to an educational standard or a curriculum (usual in Norway) and which has high national and preferably even international legitimacy, for instance in the European Qualifications Framework (EQF).

TIPS!

The Norwegian joint project “[The Art of Balance](#)”³ focuses on developing a model for the description and detection of competencies of employees within the retail and merchandising trade), developed by the individual in working life. The ambition in the project has been to develop a model which describes competence standards on a par with the educational system.

3 www.virke.no/politiske-saker/kompetanse-og-utdanning/balansekunst

From the perspective of companies, validation can offer a more updated and thorough picture of the competencies of the employee. A basis on which assessment of how the aggregated needs of competence in a company relate to existing competence. Below a summary of the possible added value that validation can contribute to individuals, employers and educational actors:

Employees

Competence highlighted and reliably certified

Better career prospects and open doors to further and continuing education

Strong and weak qualities for further development

Employers

Better overall view of knowledge and competence and the lack of competence

Right person in the right place

Updating competence within the company

Better production

Educators

New possibilities for further education for those in the labour market

Designing a more flexible and inclusive education
– offer what is demanded and discontinue what is not needed

Strategies for competence development in companies

On the company level, an accurate and updated picture of the competencies of employees is a prerequisite for relevant action for the development of competence. It is necessary for an analysis of the competencies the company needs more or less, in relation to its targets. The work for further development of competencies must be rooted in the management and clearly in the business strategy. Many companies can have difficulties in looking beyond short-sighted production needs, instead of implementing long-term strategic goals. A further challenge is how to convert the goals of the company into an analysis of needs for qualifications. At the same time, knowledge of the company's needs for qualifications in relation to existing qualifications, is crucial in the assessment of the qualification portfolio, as well as the short-term and long-term needs for competence development.

This can be a demanding process and some companies, perhaps mostly small and medium-sized companies, may need help in this. Other companies have solved this challenge by quickly contacting an educational institution, which can help them in converting goals into competence development. Others choose "on-the-job-training" and peer training as the obvious but not always the optimal solution. Finally, there are some companies unable, for one reason or another, to see and concentrate on the needs for strategic competence development. A further challenge has also to do with finding providers of education, which can meet the earlier identified needs for competence, and cooperate closely with the company in its analysis of needs for competencies.

Competency mapping as a basis for planning competence development

When discussing competency mapping and an analysis of needs for competence at the workplace, all types of competence should be included. The demand for these different competencies changes throughout one's whole career, and therefore they must be developed systematically and continuously. This entails new challenges and requirements at the workplace, at the same time as plans for competence development are made for the employees.

Competency mapping is a decisive part in all competency planning, and the basis for designing an overall competence strategy for the company. It might be more difficult to make it a natural part of a com-

pany's competence development strategy. Lind Lai, professor at the Norwegian Business School (BI) in Oslo, has done some research and authored books on strategic competency leadership. Lai stresses the importance of firmly anchoring the competence development on the highest level of management. She also points out the importance of competency mapping as a basis for the choices of competency strategies and action. In this context competency mapping contains the following (see illustration on page 44):

- Competence requirements i.e. which competencies does the company need in order to meet its targets and to carry out defined functions and tasks in the form and on the level required.
- Portfolio of competencies, i.e. the existing competence of the company and the employees.
- Required competencies. i.e. which skills are lacking and need to be mobilized.

Competency mapping and validation of general competencies for the purpose of transition may be particularly valuable. In a pilot project by the Icelandic ETSC, for example, attempts have been made to specifically validate general competencies of long-term unemployed. This proved to be a potent tool in making them more attractive for new jobs. With the individual's potential as a starting point, focus on the activities for competence development could be shifted towards developing the weaker qualifications. The use of validation specifically for this purpose – to identify the gap between existing and required competence and the adjustment of training activities accordingly – is an important dimension in ensuring competencies effectively.

Another dimension of the integrated competence analyses of the company is the documentation. Increased use of digital systems for documenting the competences of the employees, and the follow-up of the development of competencies, offers new opportunities for a comprehensive view of the needs for qualifications and skills.

Nordic examples

DENMARK

eGuidance – guidance for educational and career management purposes

eGuidance was established in 2018 – a guidance service under the Danish Ministry of Children and Education, more precisely the [National Agency for IT and Learning](#). eGuidance is a national guidance service using electronic media exclusively, in contacts with young people and adults. Everybody in need of educational or work-related guidance can contact eGuidance. Guidance is provided in the entire public educational system and the accessibility is good – eGuidance is open daily, and during weekdays also in the evenings. eGuidance is available for individuals for educational or work-related guidance, but also student and vocational counsellors, employers and parents.

For further reference in Danish on [the homepage of the Ministry of Children and Education](#).

ICELAND

Support for deliberate competence strategies in individual companies

Iceland has carried out competency mapping in individual companies or institutions for several years. The method has been developed by the [Education and Training Service Centre \(ETSC\)](#), after a Danish model (Strategic Development of Employees, SUM), streamlined and adjusted to

the circumstances and needs of companies. An independent HR-consultant, hired by the company for a short period, is responsible for the mapping. The consultancy analyses the needs for qualifications and skills in the company with the help of focus groups and representatives for different work categories within the company. This results in a tailor-made educational and training plan for the company, with different kinds of training for each target group. The company will then commit itself to carrying out the plan and the follow-up, with or without the help of the consultancy. The company can apply for financing for such consultancy help from different labour market funds, owned jointly by the social partners. The money in the funds comes from extra payments levied on salaries (0,3%-1,1%), paid into the funds by the employers. These funds can also subsidize the educational activities in the companies, on application.

The method has proved to be effective in raising the level of qualifications and skills within each company. In many cases it has established a new culture of learning and competence in the companies. In some cases, it has been discovered that the companies sometimes lack resources in order to effectively carry out the educational plan, shortage of time being a common explanation. Approximately 15 % of the labour market in Iceland has gone through this process in the past 10 years, and the method is being constantly developed.



FINLAND

Platform for tailor-made processes from the view of individuals in need of competence development

CompLeap is the result of a project aiming at establishing an EU wide platform for digital tools, in the order to help individuals in their competence development. The basis is data from users and national registers, which are compiled and visualized from the user perspective. The aim is to create flexible, tailored processes by coupling competency mapping with comparison of educational opportunities. CompLeap is an ecosystem of digital services for access into and demand for competencies. It benefits both the individuals, employers and decision makers.

For further reference in English [on the webpage CompLeap](#).

ICELAND

An adjusted method for competency mapping in Iceland

Competency mapping for individual jobs and general employability is increasing in volume in Iceland. The method has been developed by the ETCS, an institution owned by the social partners and operated with financing from the state and different contributors, for example the EU. The HRSG database (Canada) is used as a basis for the method. The result is a job



profile, which can be used as a basis for a shorter training plan or validation for the type of work in question. The method can have special importance in mapping competency required for a job where no special training programs exist.

For further reference in English on [the homepage Education and training service centre](#).

SWEDEN

Consolidated branch validation with the aid of the ESF

Since 2018 the Swedish National Agency for Higher Vocational Education has an ESF project, in cooperation with a number of branches called Branch validation – Operative and Strategic Collaboration (BOSS). Some 20 branches collaborate in the project, from health care services to transport, commerce and industry. The primary target groups of the project are representatives of the branches working with the development and management of branch qualifications and models for validation. A considerable part of the project is devoted to support the branches in their work for the development competence descriptions/qualifications, in accordance with the [Swedish Qualifications Framework \(SQF\)](#). These references are the standard for competencies the Swedish branch validation mainly works for, and therefore it is vital that they are well elaborated and anchored in the branch.

Another ESF project aiming at strengthening the companies in their work to implement deliberate action of competence

development, is [Guaranteed Competence in Industry](#). The project works towards convincing the companies, particularly the smaller one, so that they start using branch validation as a part of their strategy for competence development.

For further reference in Swedish on [the homepage of the Swedish National Agency for Higher Vocational Education](#) and [Validation withing Swedish industries](#).

FINLAND

Digital badges to validate non-formal learning

There is a need to find ways of detecting and recognizing non-formal learning that takes place at the workplace. It is a question of ongoing competence development, which is not based on the standards or qualifications of the formal education system. One way of trying to detect this continuing validation of competencies is digital badges, the so-called Open Badges. The purpose of these is to identify and recognize competencies and experiences developed in everyday activities, at the workplace or through recreational activities. Open Badges exist in Finland in a number of areas, for example for adult educators.

For further reference in English [on the homepage of the Sivis Study Centre](#).

7

Flexible, digital and effective competence development



Alexei Scutari/Unsplash

A precondition for making competence development happen is that it suits the needs and everyday work of the companies and employees. The next chapter focuses on the issue of different types of competence development, in order to meet the needs of both the employer and the employees.

Reflexions in the network

Competence development – different aspects

It is important to look at competence development in a broader perspective. Traditionally, it is easy to imagine education and courses in which the employees participate leaving behind their everyday tasks. At the same time, we are aware of the fact that a major part of learning at the workplace takes place continuously in their everyday professional life and by learning from colleagues. Only a small part of learning happens in the more formal education.

Competence challenges for small companies

A major challenge in the Nordic countries is the number of small companies and industries. [Almost 95 % of the companies](#) in Norway have less than 20 employees. The situation is comparable in the other Nordic countries. In small companies it may be a challenge to find time for employees to participate in competence development. Therefore, it is utmost important that the courses and training do not impede the daily operations, and that the employer focuses on learning in the everyday activities.

A short training document for specialized training

The situation within one and the same branch can also be a challenge. For instance, the Finnish chemical industry has only 34 000 employees. This is a challenge for the company when designing well-prepared training courses that education and training providers are willing to offer, while the number of participants could be so low. Distance and digital training could be a way forward.

Furthermore, the five Nordic countries are small and each one of them has its own language – this is a special challenge in competence development. The small industries in each country do not possess the relevant services

TIPS!

The Confederation of Swedish Enterprise (Svenskt Näringsliv) published [a report](#) in October 2019 showing the engagement and the will of the companies to engage in competence development, in order to uphold their competitiveness and customer satisfaction. The report pointed out companies with largest contributions towards competence development of adults in Sweden.

for competence development, and the basis could be insufficient for each country to launch training.

Digital learning requires a solid infrastructure

Digital solutions and support are used on an increasing scale in more formal training. Different forms of digital learning constitute a dimension in most educational programs.

TIPS!

In March 2020 the NVL published the report "[Learning for everyone in a digital society](#)", which points out the challenges and opportunities. The purpose of the report is to create a basis and pinpoint a model for further discussions on a Nordic level on the issue *"How do we enable learning for everyone in a digital society, based on democratic and inclusive Nordic values"*.

Digital infrastructure is a challenge for easily available competence development. The increasing amount of work from home, caused by the corona pandemic, has highlighted the importance of access to sustainable internet connections and computers. The different conditions may also have an impact on the possibilities to work from home.

It is important to make use of Nordic experiences in order to bridge the long geographic distances. Knowledge in good pedagogies and didactics, related to distance learning, must be included in the Nordic action for improved competence development in working life. This also means a

better summing-up and use of the lessons from the increased use of distance work and learning, caused by the corona pandemic.

In the traditional manual occupations, access to computers or networks is not as easy as among the highly trained. This may create unequal conditions for participation in competence development. The use of computers in the digital learning process (adaptive learning) may also increase effectivity and flexibility, as competence development can be more accurately directed to those areas/subjects most needed by the employee. It is important that the Nordic countries remain in the frontline as a highly competitive region.

The role of the education and training providers

Both the providers of formal and informal education and training have an important role in providing the labour market with required competencies. The non-formal providers of competencies tend to be active in the market, and must be able to adjust their programs better to the requirements of the markets, related to both the contents and the form. Adult education in Iceland has, for example, an important role in designing made-to-measure short education and training programs. Their flexibility and ability to design made-to-measure training, in order to meet the needs of companies, is seen as an important asset by the companies. The training programs are

adjusted to the competence analyses on the company level. In order to guarantee the availability of high-quality continuing education, based on updated knowledge and research, it is important that schools, vocational/branch institutions, universities and colleges, as well as private educational providers, also offer relevant and flexible training.

Competence development adjusted to different businesses and employees

The Nordic labour market is not particularly hierarchical. In other words, it is both the employer and the employees that plan activities for competence development in close cooperation. Cooperation has to be the guiding light for the company strategy in competence development, in order to be both effective and flexible. In the Nordic countries competence is an important competitive edge: Because of this it's important for the competence development to be effective and to strengthen economic growth and competitiveness in relation to countries with lower employment costs. International education companies can contribute to the provision of such education and training, but it is important to keep in mind the need for translations from English – an investment not always so very attractive for the training providers to cover themselves.

The role of higher education in competence development

Colleges and higher education institutions also offer various degrees of competence development for the employees. They have good potential to become more important providers of competence development for the employees. In its' national survey the so-called [Markussen-Committee](#) in Norway has investigated measures to stimulate the university sector, in increasing and improving its provision of flexible education, adjusted to the needs of working life. The report⁴ points out that the universities and higher education institutes already have the responsibility to offer education that meet the needs of the individuals and businesses, for education throughout the life. The University and College Act stipulates that the programs of the institutions include continuing education and training (University and College Act, 2005, 1–2§). The committee also highlights that the financing system and regulations related to financing entail that the higher education sector neither has any incentives nor possibilities to give priority or to develop such programs. It is therefore important that the authorities provide the right incentives for the universities and colleges, so that these can provide competence development, adjusted to the needs of a working life undergoing change. It might be interesting to follow the developments.

⁴ www.regjeringen.no/contentassets/849b377650a449d599d80835e74805ed/no/pdfs/nou201920190012000dddpdfs.pdf

Nordic examples

FINLAND

Reform of vocational education and training (VET) for lifelong and life-wide learning.

In 2018 an extensive reform of vocational education and training (VET) was launched in Finland – a reform to be completed in 2022. The basic aim of the reform is to provide opportunities for lifelong and life-wide learning. Related to earlier systems, the reform brings about a simplification through new comprehensive legislation. For providers of education and training this means a new comprehensive license for education and training, instead of several different licenses for different forms of education and training.

Basic parts of the new system:

- Vocational education and training based on units
- Flexible admission and study time
- Whenever training is planned students' prior learning is taken into account
- A multi-faceted and diversified learning environment
- Focus on the lacking competencies of the individual
- Broader qualifications as a basis (reductions of the numbers by a half approximately, in relation to the earlier ones)

The reform also brings about a new sharing of responsibilities and a model for financing, with a larger share of the responsibility on the organisers, and their ability to contribute to effective education and training in demand.

More information in English on the homepage of the Finnish Ministry of Education:

[Reform of vocational upper secondary education](#) and [Vocational education and training promotes lifelong and continuous learning in Finland](#).

About [the reform on the NVL website](#) in English and in Swedish on [the homepage of the Ministry of Education and Culture](#).

SWEDEN

Easier access to vocational training for adults

Sweden has taken several different steps to strengthen the role of vocational education for adults planning for a change of occupation or wishing to improve their qualifications. This has partly been done by changing the admission requirements for vocational training. National vocational training packages have been developed to meet the needs for adult education on the upper secondary level. Vocational colleges offer now opportunities for the employees to study shorter courses at distance and part-time, according to the needs of working life. The different branches can contribute to planning the contents of the courses.

For further reference in Swedish on [the homepage of the Swedish National Agency for Education](#).

And [homepage of the Swedish National Agency for Higher Vocational Education](#).

We noticed that some groups, which did not immediately start working in the system, forgot what they had previously learned during their training.

Christine Paus Bjørnstad

NORWAY

Nanolearning and games technology – modern competence development for a modern hospital

When the new modern hospital in Ostfold, Norway was completed in 2015, an ambitious competence development scheme had already been launched, with a focus on preparing the staff for new working methods and tools. eLearning altered with class-room teaching, and skills training was provided with the help of games technology. The staff could test and put their new knowledge into practise in a virtual hospital environment.

One challenge was to find the time for competence development. The answer was nano-learning – an education which was served in very small portions, as part of the ordinary activities in order not to take up time and cost money. For example, during eight weeks the morning meetings started with a 2-minute exercise in the new system in which all the employees worked.

One of the lessons from Ostfold is the importance of an early introduction when starting new working processes. To learn throughout the entire period of competence development and to allow for one to continuously correct the content and the form during the process, was also emphasized in this project.

FINLAND

Ai for all – broad access to higher education through modern technology

Reaktor and the University of Helsinki have jointly created a number of online courses in AI, The Elements of AI (Artificial Intelligence). Through the so-called MOOCs (massive open

online courses) several can share the knowledge of the universities, with the help of digital technologies. The courses focus on what AI is all about, what can be created with AI, and methods for starting to create AI. The courses combine theory and practical assignments and can be followed at the users' own pace. The aim is to reach the largest possible target group in order to make the AI understandable for a larger number of users, who would also start using AI. The concept has been taken up by several universities and has now become available in the other Nordic countries.

For further reference in English on [the homepage Elements of AI](#).

FINLAND

Flexible vocational training through optional distance courses

Campusonline.fi/en offers a selection of online courses in more than twenty Finnish universities of applied sciences. The platform offers the students the opportunity to choose courses from other universities of applied sciences. This means greater flexibility and freedom of choice. The students may then, without charge, include the merits in their examination. The studies offered in the portal are completed entirely online. They are primarily intended for those already in a program at some of the universities of applied sciences, but are also available to students studying freestanding courses.

For further reference in English on [the homepage CampusOnline.fi](#).

SWEDEN

“Snabbspår” – a fast track into the labour market for those new to Sweden

In 2018 Sweden launched a program called “Snabbspår”, a fast track into the labour market for those new to Sweden, were offered experience or training in a trade or profession with great need for staff. “Snabbspår” is a unique labour market program as it is a tripartite agreement between the state, trade unions and the employer organisations. The purpose is to find ways of labour market action promoting access to the labour market for newcomers to Sweden, and shorten the time of access to the first job, corresponding to the training of the individual. The program is a way of reducing the threshold for access to the labour market by facilitating long-term establishment in the labour market for both employers and individuals.

“Snabbspår” includes different chains for action, such as validation, complementary training and traineeship. There are 15 fast tracks and approximately 40 different professions. Different individuals with different experiences and training need different ways into the labour market.

“Snabbspåret” is one of several alternatives. Since it was launched in 2016, a total of 8 000 persons have participated in “Snabbspår”. [A similar program](#) has also been launched in Norway.

For further reference in English on [the homepage of the Swedish Public Employment Service](#).

NORWAY

Public financing for flexible digital continuing education and branch specific education for specified branches

Clusters or other groups with mutual binding agreements with universities, colleges and vocational institutions can apply for financial support for the development of flexible digital further and continuing education. The programs have to be aimed at companies and employees in need of new qualifications because of digitalisation, and new requirements for restructuring. Both private and public companies, belonging to any of the groups or clusters, may apply for financing.

The aim is to prevent exclusion from the labour market because of lacking competencies, and to contribute to more competitive companies. The educational programs, which are being developed, must allow for study credits (“study points”) and be sufficiently flexible so that they can be combined with a job. The program is one of several programs under the [competence reform “Lifelong learning”](#).

Another initiative in the framework of competence reform is the creation of branch specific programs, created in cooperation between the social partners and the Norwegian government. The social partners have designated the relevant branches/industries for the program, as well as the contents and themes in the new educational and training programs. They also contribute to the recruitment of pilot companies participating in the program. The state provides the financing. In 2019 an industrial program was launched for industry and building industry and for municipal healthcare services. A third sector will be included in 2020 at the suggestion of the social partners. The financing will come from the budgets for education and research. Skills Norway, the Norwegian directorate for Lifelong Learning, is the

The purpose is to find solutions, together with the social partners and the (Swedish) Public Employment Service, in order to establish a "fast track" for newcomers to Sweden, so that they quickly may find work, relevant to their education and training, experiences and interests.

It is a question of utilizing the competence of the newcomers.

Ylva Johansson, former Minister for Employment.

administrator and cooperates with the social partners in screening of applications, in prioritizing the branches and the distribution of financing.

For further reference in Norwegian on [the homepage of the Norwegian government](#).

DENMARK

Continuing education developed by the partners

The social partners in Denmark are developing labour market education and training. The partners have set up 11 committees working with the development of publicly financed continuing education, in order to provide the labour market with qualified employees. This structure is more than 50 years old and is a part of the "Danish model".

A total of 205 000 Danes participated in 2018 in 476 000 [courses in this system](#). This vocational adult education and continuing education is aimed at less skilled and skilled workers in order to provide the society with basic qualifications, relevant to the labour market. The purpose is also to

- Contribute to maintaining, broadening and improving the qualifications of the participants in accordance with the needs of the labour market.
- Help in solving the changing long- and short-term needs for competence of the labour market,
- Offer adults the opportunity for the improvement of their vocational qualifications and personal competence through the opportunity for gaining basic formal competence in adult education.

The committees develop labour market education on the basis of their knowledge and analysis of the varying needs of the branches/industries. They are also responsible for the development of educational materials and professional complementary education of the teachers. The partners have set up a secretariat working on the instructions of the participating partners. The social partners finance the majority of the costs for the eleven committees for adult education, and in parallel with this, a professional committee with the responsibility for developing adult vocational training/vocational education under a separate legislation, will be set up.

For further reference:

www.amukurs.dk (Programs for continuing education in Denmark).

www.efteruddannelse.dk (courses for companies and employees, registration, application for compensation for loss of income).

Links to some committees for further and continuing education

www.iu.dk (industry).

www.tur.dk (transport, stocks and logistics).

www.sus-udd.dk (service and maintenance).

uddannelsessekretariatet.dk (kitchen, hotel, restaurant, slaughter-houses)

www.bygdud.dk (building, construction).

www.evu.dk (electricity and sewage).

8

Recommendations from the network and concluding reflexions



Bernard Hermant/Unsplash

A summary of the overall reflexions and recommendations from the network is found below. The network wishes to highlight the prerequisites it has considered important in a well-functioning system for competence development in working life. The chapter ends with some concluding remarks.

Recommendations

1

A national policy for competence with a central role for the social partners:

There is a need for the development of a comprehensive competence policy in each of the Nordic countries, in order to consolidate the opportunities for lifelong and life wide learning. This requires a reinforcement of the possibilities for further development and transition for adults. In designing a national competence policy, tripartite cooperation should be guaranteed for accuracy, legitimacy, completeness and sustainability.

2

The needs for competence in working life as a basis for education and training:

The network sees a need for developing ways of better definition and formulation of the needs for competence in working life, as a basis for education and training, both in and outside the formal education system. The EQF offers a framework for this, and can guarantee comparability between the countries. Continuing Nordic exchange of experiences on how qualifications for working life

develop and are being made use of, may be useful, as countries are at different stages.

3

Educational information and career counselling:

The availability of career counselling for adults must be guaranteed and expanded in order to strengthen the individuals in making conscious and well-informed choices throughout their working life. Digital ways for a more flexible and easily accessible career counselling must be further investigated. For a better overview of existing opportunities for competence development, the ambition in each country should be to create one clear entry to existing education and training a platform, compiling all possible ways of advancing one's competencies, both for those in and outside working life, and employers.

4

More digital and flexible learning:

The network sees the need for increased flexibility in the educational system, so that education and training is more quickly adapted to the changing needs of working life. As

a result of the present pandemic, opportunities for more flexible digital programs have improved. Digital learning and its possibilities and challenges need further investigation. The same applies to possibilities for cooperation across the borders, on the issue of more narrow categories of education, for example in different clusters of industry.

5

Motivation and Return on Investment:

The network deems that there is need for further reinforcement when it comes to motivating businesses and individuals to invest in competence development. It is an activity in several different areas – both by strengthening the incentives and opportunities for the development of competencies, as well as by pointing out and spreading knowledge of the value of competence development.

6

Competency mapping and validation in working life:

The use of competency mapping and validation in working life needs to increase in order to achieve a better targeted competence development. On the levels of the society, businesses and individuals, educational and competence development programs need to be more based on a GAP analysis, in which actual performance is compared with desired performance. The network endorses the conclusions of the validation network of NVL, regarding validation in working life.

7

Continued focus on basic skills and general competencies:

A solid knowledge base is required in order for the individual to continue progressing throughout the entire working life. It is therefore essential to continue reinforcing the digital competence of adults – not forgetting other basic competencies such as literacy – in order to assure possibilities to relearn and learn new things throughout one's life. The network endorses the conclusions of the NVL network for basic skills, and its recommendations regarding the need for enhanced digital competence. The network recognises also the need for continuing focus on general competencies, such as creativity and capacity for change, both of which are expected to gain further significance in the future. New methods for better identification and use of general competencies are needed.

The network concluded its activities during the continuing corona pandemic (summer 2020). The crisis rapidly actualized many of the perspectives on competence development in and for working life that the network had worked with during two years. The crisis showed in many ways the importance of an intentional competence policy and a society, businesses and individuals, geared up to a quick readjustment of their qualifications to changing conditions in the world around us. The network therefore emphasizes the importance of following the development and learning from competence development in working life, during and after the ongoing pandemic.

When the basis for earlier jobs, for example in the hospitality industry, quickly disappears, it is important to identify the competencies as an individual – to have mapped and validated competence. This requires also a knowledge of which other sectors of working life require the competencies one has, for example with the help of well-targeted career counselling. Education in order to complete and develop such competence, required by working life, is also needed.

Digital transformation quickly accelerated because of the corona pandemic. Much of the education and training, which had earlier taken place in the physical presence of the participant, was quickly transformed with the help of different digital tools. This forms a vast basis for learning how digital teaching can be of high quality, and which types of platforms and tools are required for it to function. The need for transition exposed also the vulnerabilities in the society. Persons with no basic digital skills or in circumstances, where there is no digital infrastructure, find it more difficult to adapt to a digital way of working.

The network concludes that the ability for transition concerning competencies, on the level of the individual, the businesses and the society, is important in times of crisis.

Members of the network are all witnesses to the important role that the established cooperation between the social partners and the state has had in times of crisis. It creates unique conditions for urgent, well-targeted action in the area of competencies.

The network can finally conclude that it has been rewarding to share experiences and knowledge, in the role of a social partner, around the issue of competence development in and for working life on a Nordic level, and welcomes the possibility for further Nordic exchange of experiences around the issue. The members of the group see a great need for a joint following-up of the development, and learning from competence development in working life, during and after the pandemic.

The pandemic has also clearly shown the value of the strong Nordic tripartite cooperation for the ability to make a quick transition.

Appendix 1

Program and participants in the arranged seminars

PROGRAM – Oslo 25 November 2018

- 08.00 Breakfast
- 08.30 Welcome/NVL network Competence development in and for working life
- Ostfold hospital* – Christine Paus Bjornstad, Career Counsellor, on the move to a new hospital and internal competence development
- University of Helsinki* – Jaakko Kurhila, Chief Digital Officer, on MOOCs and the role of the university in digital societies
- NTNU and SR-Bank* – Leif Erik Opland, university lecturer, and Karen Elisabeth Ramsland, HR director, on continuing education in digitalisation
- 3F and Confederation of Danish Industry* – Claus Eskesen, educational consultant, Cristine Bernt Henriksen, chief consultant, on a new digital subject in Denmark, for the development of basic skills of the labour force
- 10.30 Coffee break
- 10.40 Discussions at the tables
- 11.10 Summing-up of the plenary and conclusion

PROGRAM – Helsinki 26 February 2019

- 08.30 Coffee
- 09.00 Opening by Riikka Heikinheimo, Director, Confederation of Finnish Industries
- 09.15 Vocational Education Reform (VET) in Finland, Ulla-Jill Karlsson, Ministry of Education and Culture
- 09.45 Case Rubber Master: How Does the Industry Respond to the Change?
Arja Sarkanen, HR Director, Teknikum Oy and Trainee
- 10.30 Break
- 10.45 Cases from other Nordic countries. Discussion
- 12.30–13.30 Closing of the seminar and lunch

PROGRAM – Reykjavik 4 October 2019

- 09.00–09.15 Registration and coffee
- 09.15–09.30 ROI revisited
Sveinn Aðalsteinsson, Managing Director, Fræðslumiðstöð atvinnulífsins ehf
- 09.30–09.45 Revenues and sustainability in tourism
Ásta Kristín Sigurjónsdóttir, Manager, Iceland Tourism Cluster
- 09.45–10.00 Profitability and company environmental strategy
Guðlaugur Sæmundsson, Purchasing Manager, Íslandshótel
- 10.00–10.15 Benefits of result-orientated training
Kristján Jóhann Kristjánsson, Hotel Manager, Hótel Klettur

10.15–10.30	Coffee
10.30–11.00	The link between excellent employees and excellent workplace Guðný Björg Hauksdóttir, HR Manager, Alcoa Aluminium Iceland
11.00–11.30	Panel discussions with presentation Moderator: Sveinn Aðalsteinsson
11.30	End of workshop

Program – Copenhagen 25-26 November 2019

DAY 1

12.30–14.00	Opening: Action plan and meetings 2020 How will we continue work on the network report at this meeting? Start of discussions moderated by Ida. Notes by Anne.
14.00–14.45	Presentation of a new analysis: "The motivation of skilled workers for continuing education", Signe Koch, economist, DEA (http://dea.nu/publikationer/faglaertes-motivation-efteruddannelse)
15.00–15.45	Presentation of e-guidance and hotline for businesses and employees, Teamleder Elsa Lücking, STIL (https://www.voksenuddannelse.dk/evejledning)
15.45–16.15	Reflexion on the presentations
16.15–17.00	Further work on the report

DAY 2

09.00	Opening. registration
09.10–09.50	"The incentives and motivation in companies for Adult and Further and Continuing Education" (VEU), presentation by Christian Fischer Vestergaard, Senior manager, Head of Polls and Politics, room for questions and comments
09.50–10.30	Discussions on what we have heard in the network
10.30–10.40	Short break
10.40–12.00	Working session/work in groups
12.00–13.00	Lunch (same premises, at 3F)
13.00–15.30	Working session continues
15.30–16.00	Closing of seminar/conclusions

Members of the network

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