

'Seniorer'

OWN, NVL-seminar i Odense,

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'Synet' på 'seniorer'

- 45+ - 46-65? – 70+ ???
- Stakler eller ressourcer?
- Lavt- eller højtuddannede?
- Objekter eller subjekter?
- Økonomiske aspekter: tilbagetrækning?
- Generationsaspekter: give plads?
- Kompetenceaspekter: læring og/eller hårdt arbejde?

General context and challenges

- Demographic changes (konjunkturer, mangel på arbejdskraft...?)
- Postindustrial and technological development
- Qualification structure
- Welfare state habitus
- All of this brings about the issue of (early) retirement or (renewed) employability of older workers?
- Whip or carrot? ('de differentierede valgmuligheder'?)

Ethos of OWNs discussions

When it comes to the issue of *older workers*, we are in favour of:

- Confronting stigmatising stereotypes
- Identifying ambivalences in policies and practices
- Advocating more choices and opportunities in work and learning – by:
- Bringing forward the voice and initiative of older workers themselves

Nordiske værdier (?)

Employability and opportunities for older workers should be based on Nordic values and traditions:

- Principles of welfare state
- Learner-centred adult education – participation, livslang og livsbred læring
- Democracy and bottom up processes
- Cooperation and social dialogue (tripartite)
- Equality (genders, ethnicities, educational and cultural background etc.)

Distinctive Nordic 'patterns' in adult education

- High participation rate – dog stærkt differentieret
- High public share in financing
- High share of public providers
- High share of personal interest education (Tuijnman, 2003)

- *BUT*: this does not go to the same extent for older workers, especially the low educated!

More attention should be drawn to older workers as learners!

Conclusion and recommendations

- 1. Working life and industry** The workplace is an important arena for learning. Most of the skills and the knowledge development take place at the workplace. Promoting learning – for older workers as well - is good business.
- **2. Training-the-trainers** Institutions providing learning opportunities must invest in the competence of the adult trainers in regards to learning and education of and for older workers and their special needs.
- **3. Trade unions and social partners** need to promote the change of the mindsets of working, learning and ageing by enhancing flexibility and diversity in learning and working in later life.

Hvorfor fokusere på arbejdsmarkedets parter?

- 'den nordiske model': parterne er et 'civilsamfundsled' i demokratiet (mellem borgere og parlament)
- Flexicurity, mobication, subsidiaritet, legitimitet...
- Men fagbevægelsen har i vid udstrækning traditionelt haft modsatte værdier: 'arbejdet' er en forbandelse som skal minimeres maksimalt...

Recommendations (continued)

- **4. Older workers themselves** must take a more active role towards this challenge - in particular towards the unions – asking for support to promote their special needs to provide more choices.
- **5. Media:** All parties involved should provide media with good examples and inter-generational discussion on “active ageing” in its various dimensions and meanings.
- **6. The Nordic Council** should add momentum to the national governments’ work in making LLL a living reality to all. This work has particularly to do with opportunities and partnerships for continuing learning for older workers.

The OWN report is available at: www.nordvux.net/

OWN-survey: Findings as tables

Countries involved:

Denmark, Finland, Iceland, Norway &
Sweden

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Goal

- To find out to what extent the social partners in the Nordic countries are actively promoting lifelong learning and opportunities for extended careers explicitly for their older members.