

Title	Learning while Working Success stories on workplace learning in Europe
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Brief Introduction	<h2 data-bbox="496 383 746 439">Foreword</h2> <p data-bbox="469 544 1273 696">In the present economic downturn, we are facing unparalleled challenges. These require Member States not only to alleviate the social costs of the crisis but to plan for the subsequent recovery and beyond. Supporting people to acquire the skills that lay the foundations for innovation and match future employment needs is one of the preconditions for surmounting the crisis.</p> <p data-bbox="469 701 1273 981">In this context, European citizens need to be supported to manage working life transitions more effectively and have access to opportunities to develop their skills. For lifelong learning to become a reality for all, irrespective of age and qualification levels, ordinary workplaces must become primary places of learning. Achieving a culture in which employers and workers place a high value on skills and continued learning is a shared responsibility. Governments and the social partners must ensure that people have the necessary skills for the job opportunities that will become available once the economic crisis is over.</p> <p data-bbox="469 985 1273 1265">Adult learning in the workplace brings a fundamental contribution to lifelong learning strategies, flexicurity and employment policies; it also supports policy measures for increasing enterprises' capacity for innovation, competitiveness and adaptation to sectoral changes. How could we provide greater alignment and integration across policies that relate to adult learning and generate enhanced synergy and effectiveness? This report calls for strong synergies between policies and programmes for innovation, research, enterprise development and training, which should go hand-in-hand. It is based on previous research undertaken by Cedefop between 2003 and 2010.</p> <p data-bbox="469 1270 1273 1489">By presenting key achievements on workplace learning, successful solutions, dilemmas, and areas that demand further development, we hope to stimulate further debate, research and action to widen learning opportunities in the workplace. All key partners – social partners, governments, education and training providers, labour market stakeholders, civil society organisations and individuals themselves – need to be aware of their respective responsibility in achieving 'new skills for new jobs'.</p> <p data-bbox="469 1494 1273 1619">The Bruges Communiqué has identified work-based learning as one of the areas that requires increased political attention and strategic action. This report provides a valuable input to the policy debate on how to expand learning opportunities in the workplace and create working environments</p>

that encourage skill development. Consequently, it formulates proposals for developing effective and sustainable strategies on workplace learning. Cedefop thus wishes to open new lines for research and policy action to develop further workplace learning, a key thematic driver for the institution in 2012-14.

In addition to contributing directly to the short-term deliverables 2011-2014 set out in the Bruges Communiqué, this report also supports the implementation of the European Commission's action plan on adult learning.

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