



The INQA Learning network

Peter Krauss-Hoffmann
Initiative: New Quality of Work

- **Lifelong learning: A topic with potential**
 - Social relevance and challenges -
- **INQA Learning: A successful network**
 - Structure, partner, objectives -
- **Current fields of action of INQA Learning**
 - Competence and enterprise networks -
- **Promotion of INQA Learning**
 - Events, publications and information platforms -

Lifelong learning
- Social relevance and challenges -

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1. Technical and social change

Shorter production and innovation cycles and the transition from the industrial to the knowledge-based society continuously set new challenges for learning processes.

2. Demographic development

Society and the workforce are aging. The age-based employment system and labour organisation has to be flanked by appropriate competence development.

3. Breaking down boundaries of work

New forms of work and life patterns and the increasing connections between work, learning and leisure time require new learning conceptions of chronological and spatial separation.

Employees want more internal offers for further education / improved qualification in their jobs: In a nationwide, representative study **66 per cent** of employees desired more advanced training opportunities. **38 per cent** indicate that they see a need for **action** here.*

* **Result of the INQA study „What is a good job?“**
Only with respect to earnings was the need for action higher.

The action group INQA Learning
- Structure, Partners, Concept and Objectives -

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Action group Lifelong Learning (INQA Learning)

Set up in 2002 as a part of the initiative “New quality of work“

Aim

INQA Learning wants to anchor lifelong learning as a central element of a modern concept of work. It is our aim to promote lifelong learning in the field of occupational safety and health.

Focal Topics 2002-2005

Integrating the topic safety and health into the settings school and family.

Focal Topics since 2005

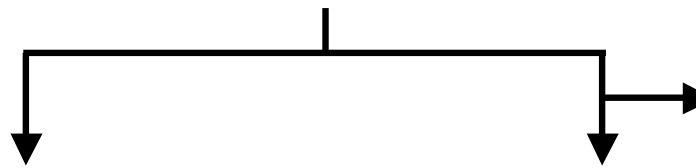
Integrating the topic safety and health into organisational learning processes by taking more account of informal learning and by including non-formalised and/or non-institutionalised learning arrangements. The central focus is on medium sized enterprises.

Action Group Lifelong Learning
TIK Head: Mrs. Giesert
TIK Host: Mr. Krauss-Hoffmann

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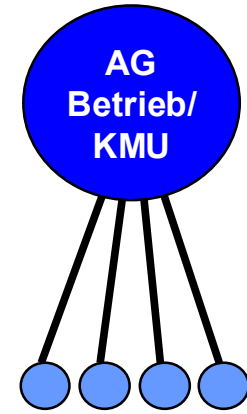
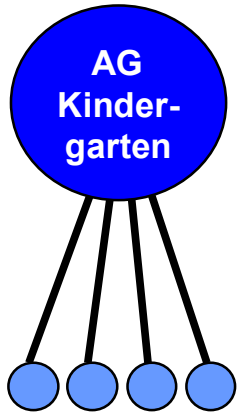
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Enterprise Network
Coordinator: SICK AG

Field / consultant network:
School-based and company-external education
Coordinator: Bundesverband der Unfallkassen (BUK)

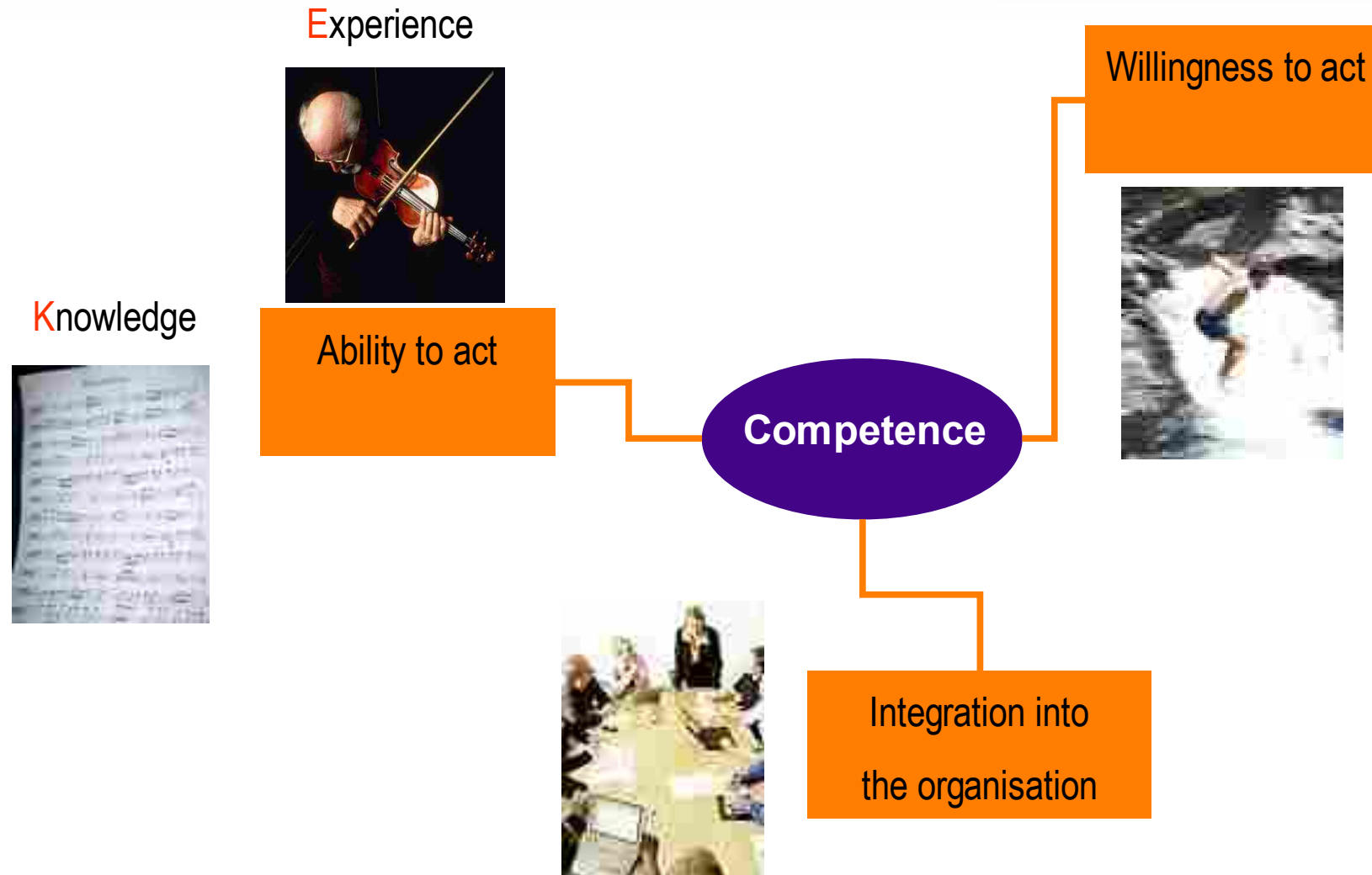
Field / consultant network
Internal training, advanced and further training
Human resources development
Coordinator: DBG Bildungswerk



- BG Institut Arbeit und Gesundheit (BGAG)
- Institut für Schulung und Medienentwicklung (INPUT)
- DGB Bildungswerk/ IQ Consult gGmbH
- Hauptverband der gewerblichen Berufsgenossenschaften (HVBG)
- Bundesverband der Unfallkassen (BUK)
- RWE Rhein Ruhr AG
- Bundesarbeitsgemeinschaft Mehr Sicherheit für Kinder e.V.
- Deutsches Kuratorium für Sicherheit in Heim und Freizeit (DSH)
- Bundesministerium für Arbeit und Soziales
- BG Bau- Berufsgenossenschaft der Bauwirtschaft
- Bundesanstalt für Arbeitsschutz und Arbeitsmedizin
- Systemkonzept (Gesellschaft für Systemforschung und Konzeptentwicklung mbh)
- Kirchlicher Dienst in der Arbeitswelt (KDA) der EKD

- Deutsches Institut für Erwachsenenbildung (DIE)
- Forschungsinstitut Arbeit, Bildung, Partizipation (FIAB)
- Zentralstelle für die Weiterbildung im Handwerk (ZWH)
- Deutscher Industrie- und Handelskammertag (DIHK)
- Rationalisierungs- und Innovationszentrum der Deutschen Wirtschaft e. V. (RKW)
- Wuppertaler Kreis e.V. (Bundesverband betriebliche Weiterbildung)
- Institut für angewandte Innovationsforschung (IAI)
- Forschungszentrum für Personalentwicklung (FPE)
- AOK- Institut für Gesundheitsconsulting der AOK- Niedersachsen
- AOK- Bundesverband
- Ev. Stiftung Volmarstein, Berufsbildungswerk (Mitglied BAGBBW)
- **SICK** AG (Sonderpreisträger LLL, Deutschlands beste Arbeitgeber) u.v.a.

Concept: Competence



Concept: **How to acquire** competence

Formalised

**Institutionalised:
educational institutions, certificates, careers**

Non-formal

**Outside of an educational institution,
without certification (voluntary work, hobbies)**

Informal

Casual learning (family, on the job, everyday life)

■ The importance of the different learning forms:

Empirical studies show formal learning is relatively unimportant for lifelong learning. Much more important are **non-formalised** and **informal learning** (learning by doing) (e.g. Staudt et al 1999, Baethge et al 2002).

These findings are supported by new studies conducted by CEDEFOP:

- 69 % of the interviewees learn in activities at home
- 63 % learn during meetings
- 17 % learn in formalised surroundings (e.g. seminars)



Learning in non-formalised structures and informal learning are of utmost relevance.

■ The task

In order to be successful, non-formal and informal learning also need an appropriate framework and a proper conceptualisation (learning arrangements).

- Promoting self-competent behaviour, such as coordinating work and leisure time
- Promoting forms of competence development beyond the pure teaching of facts
- Integrating non-formal learning situations into everyday work

In order to be able to do this task, available knowledge has to be bundled and cross-linked.



**Share experience and gather expert knowledge
(company internal and external).**

Aims: New ways for INQA Learning (3)

- **Scientific findings (Research on continuing education)**
Non-formalised and informal learning are of high relevance. Self-determined learning processes need, however, appropriate support.
- **Concurrent findings (BMBF Programme „Learning regions“)**
Establishing a network of service providers, offers and users in a region as a success factor for innovative and effective learning processes.
- **Concurrent findings (Health policy)**
Recommendation of the expert commission „The future of a modern company-based health policy“ (Bertelsmann Foundation and Hans Boeckler Foundation) for a stronger regionalisation of support.



Solution: INQA Competence Networks and Enterprise Networks link company-internal actors and company-external service providers

Credo: Do not talk *about* enterprises, but *with* them.

Current fields of action for INQA Learning

- Competence Networks and Enterprise Networks -



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■ Fundamental thoughts

The preventive approach in occupational safety and health can be effectively supported by the LLL principle. In practice INQA Learning pursues **two approaches**:

- **Setting approach** (providing of methods, instruments and media for places of learning and promoting inter-setting approaches (e. g. between vocational schools and companies))

- **Lifestyle concept** (supporting the development of skills to lead a healthy lifestyle in the sense of an integrated preventive approach and minimising risk factors.)

■ Reduction as a success factor

■ The issue is too extensive to deal with all topics in all age-groups and places of learning. Therefore, the partners of INQA Learning have chosen the following emphases:

- **period 2002 to 2005:**
(kindergarten, primary school, family and vocational school)

- **period 2005 to 2007**
(enterprises and their associated places of learning)

- **Action field 1: INQA Competence Network „Quality of work and employee commitment for SME in Lower Saxony“**
- **Action field 2: INQA Competence Network „Integrating occupational safety and health into vocational training in NRW“**
- **Action field 3: Enterprise Network „Learning, work and health“**

The intersectoral competence network Lower Saxony



Services offered

- Conducting an internal health management project in the partner enterprises
- Advanced training and seminars
- Organising informal meetings („Business breakfast“)
- Setting up a pool of coaches consisting of company-internal actors and company-external service providers
- Holding specific “action days” in the enterprises
- Innovative e-learning offers at the „INQA-LearningWorld“, such as „Stress management for managers and specialists“
- Developing appropriate and coordinated offers

The competence network for vocational trainers



■ The network's services

The network offers following services:

- Seminars/ workshops for teachers, vocational instructors and actors in the field of occupational safety and health
- Organising congresses (e.g. SIHK Instructor Day 2005)
- Developing innovative methods and concepts (e.g. media development and e-learning or blended learning)
- Providing an interactive teaching and learning platform
- Projects for integrating occupational safety and health into vocational training in NRW by including well-known enterprises.

- Information under: www.inqa-lernwelt.de & www.inqa-lernen.de



Following initiatives by INQA and BAuA the integration of occupational safety and health has been consistently incooperated by companies and external service providers into vocational training in NRW.

Enterprise network: Nationwide



1. Facilitating the sharing of experience

- Quarterly meetings in enterprises (Intercompany Learning)
- Benchmarking
- Best Practice Learning

2. Improving action competence

- On the subject of work and health in the company
- For the connection of work and learning
- Best Practice Learning



3. Creating general conditions for learning processes

- For the promotion of formal, but especially non-formalised and informal learning processes, within and between companies (e.g. swapping personnel)
- The contents of these learning processes do not limit the professional knowledge, but they also include very professional and social competences and strategies.



Public relations in INQA Learning:
- Events, Publications and Information Platforms -

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- Exhibitions and Congresses
(20- 24.02.2005 in Hanover)



- Seminars and Workshops



- Special Events

LEARNING FORUM
GOOD ENTERPRISES – GOOD WORK

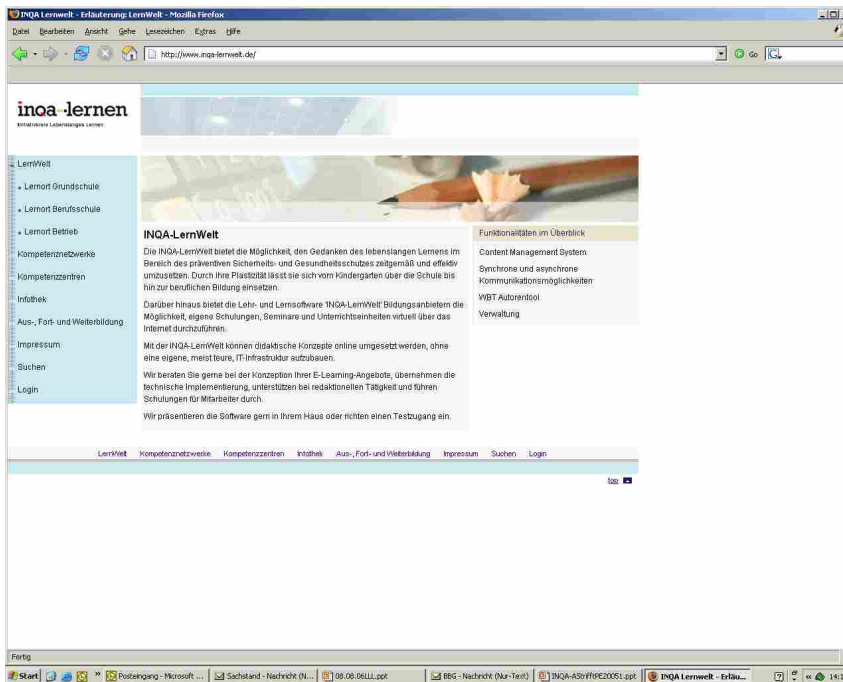
Initiative Neue Qualität der Arbeit
inoa.de

Publications

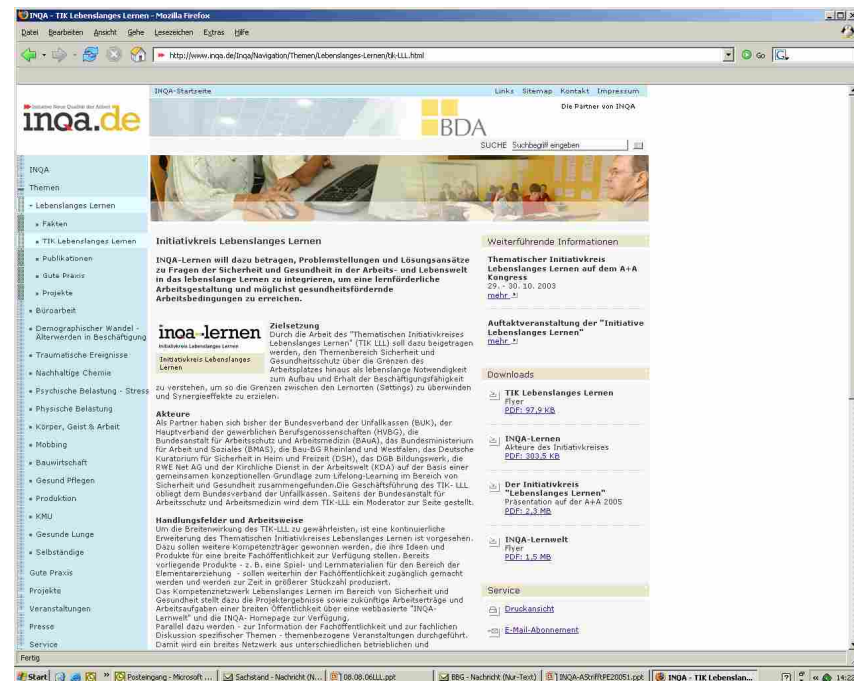


and many more (e.g. Special Journal LLL and Brochure LLL)

Information fora: Teaching and learning portal & information platform



www.inqa-lernen.de



www.inqa-lernwelt.de

Learning processes for occupational safety and health need networking



INQA Learning is grateful for your support and thank you for listening!