

## UVODNIK

# UČENJE NA DELU: POVEZOVANJE UČENJA, DELA IN RAZISKOVANJA V ČASU NEGOTOVOSTI

Razmerje med izobraževanjem odraslih in delom je zelo intenzivno in večplastno, saj se večina izobraževanja v odraslosti povezuje z delom. UNESCO (2019) v svojem *Četrtem globalnem poročilu o izobraževanju odraslih* ugotavlja, da je skoraj 75 % izobraževanja odraslih povezanih z delom, medtem ko OECD z raziskavo *Program za mednarodno ocenjevanje kompetenc odraslih* (PIAAC) ocenjuje, da je ta delež še večji in se giblje med 85 % in 95 % (Desjardins, 2020). V evropskem prostoru je tovrstnega izobraževanja po podatkih *Raziskave o izobraževanju odraslih* (Eurostat, 2020) 79,4 %.

Učenje in izobraževanje odraslih v povezavi z delom je predmet obsežnega teoretskega in empiričnega raziskovanja. Raziskovalci proučujejo znanje, spretnosti, kompetence, stališča, vrednote, emocionalne in socialne veščine, praktične modrosti na delu in tudi duhovnost na delu ter etičnost, zanimajo jih strategije učenja in različne ciljne skupine, karierni prehodi in koncepti, kot so delovalnost (ang. *agency*), odprta inovativnost, trajnostnost, dolgotrajna zaposljivost (Alessandrini, 2018). Tudi mednarodne organizacije (npr. OECD, ILO, EU) s strategijami pridobivanja spretnosti za profesionalni razvoj odraslih in projekcijami za napovedi o delu namenjajo temu področju posebno pozornost (gl. Tikkanen, Hovdhaugen in Støren, 2018). V slovenskem okolju se s potrebami po razvoju izobraževanja ukvarja tudi akcijski načrt za dvig produktivnosti ministrstva za gospodarstvo (gl. Domadenik, 2020). Med ključnimi dejavniki za dvig produktivnosti navaja vlaganje v znanje, izobraževanje, usposabljanje tako zaposlenih kot tistih skupin, ki čakajo na delo. Raziskave, ki v središče postavljajo učenje na delu, se ukvarjajo z digitalizacijo in robotizacijo ter učenjem, povezanim s tema procesoma ter pojavom četrte industrijske revolucije, z vprašanji novih kognitivnih in emocionalnih kompetenc ob vrstniškem ali kolegialnem informalnem učenju (gl. Riera Claret, Sahagun in Selva, 2020) pa tudi z vprašanji zlorab in nasilja na delu (Boštjančič, 2019).

Na razvijanje razmerja med učenjem, izobraževanjem, usposabljanjem in delom vplivajo procesi na različnih ravneh: (a) na ravni posameznika npr. življenjski prehodi, osebni razvoj, (b) na ravni organizacije npr. učno okolje, ustvarjanje novega znanja ter (c) na družbenopolitični ravni npr. internacionalizacija, globalizacija, digitalizacija, staranje družbe, migracije (Bohlinger, Haake, Helms Jørgensen, Toiviainen in Wallo, 2015).

*Učenje na delu* postaja v sodobnosti nujna sestavina dela in lahko pomeni individualen proces, ki poteka kot samostojno učenje, ali skupinski proces, to je kot učenje, ki poteka prek dialoga in sodelovanja med sodelavci ali prek mentorstva v organizaciji, pa tudi kot organizacijsko učenje, to je prek organizacije, ki ima učenje vgrajeno v sisteme, politike, postopke, delovni proces in informacijske sisteme ter organizacijske miselne modele, znanje pa vključeno v izdelke in storitve (Sutherland Olsen in Tikkanen, 2018; Tynjälä, 2013).

V preteklosti je bilo učenje in izobraževanje priprava na delo, delo je sledilo izobraževanju, ki je posameznika usposabljal za delo; v 80. letih 20. stoletja se vedno bolj izpostavlja tudi pomen učenja na delu (ob tem se seveda učenje in izobraževanje kot priprava na delo ne zanikata), po 90. letih pa največ avtorjev piše o delu in učenju kot prepletenih dejavnostih: učenje je integrirano z delom (npr. Stenström in Tynjälä, 2009; Tynjälä, Stenström in Saarnivaara, 2012). Učenje na delu se začne povezovati tudi z raziskovanjem lastne prakse in razvijanjem novosti, za kar se razvijajo tudi posebne strategije, kakršna je npr. snovalsko razmišljanje (ang. *design thinking*).

Organizirano izobraževanje za delo – formalno in neformalno izobraževanje – ter informalno učenje na delu sta razumljeni kot sistem nenehnega oblikovanja znanja: delo postane okolje formiranja in transformiranja posameznika in skupine. Mreže med učenjem in delom, ki spreminjajo delo in učenje, so implicirane v razmišljanju Gorza, ki je že pred 20 leti pisal o koncu izkoriščevalskega dela (gl. Gorz, 2020). Raziskovalci in menedžerji znanja v podjetjih se sprašujejo, kako povezati delo in informalno učenje. Nameni in rezultati so različni: v nekaterih okoljih podpirajo predvsem povečevanje profita, v drugih primerih razvijajo nove prakse in transformirajo odnose. Nastanejo strategije skupnosti prakse in interesne skupine, v katerih potekata hiter prenos znanja in razvijanje profesionalne identitete ter zavzetosti. Za informalno učenje postaja pomembno načelo povezljivosti. S povezljivostjo označujemo procese, katerih namen je ustvarjati odnose in povezave med različnimi elementi – tudi med različnimi formami znanja – v učnih situacijah, kar se vse združuje v ekosisteme učenja (Nacamulli in Lazazzara, 2019) ali ekologije učenja (Barnett in Jackson, 2019).

V zadnjih 30 letih, odkar poteka poglobljeno raziskovanje učenja na delu, se je zanimanje raziskovalne skupnosti od konceptov, kot so tacitno znanje, učeča se organizacija in menedžment znanja, premaknilo h konceptom, kot so ustvarjalno delo, digitalno učenje na delu, inovativno znanje, praktična modrost, rezilientnost, blaginja na delu (Dhiman, 2020).

Profesionalne prakse se hitro spreminjajo, zato je izziv sodobnih organizacij, kako zaznati in spodbuditi učenje vseh zaposlenih in razvijati kulturo učenja na delu. To pomeni vključevati vse generacije, omogočati medgeneracijski pretok znanja in uporabljati raznovrstne metode (npr. mentorstvo, učenje s posnemanjem, kombinirano učenje, svetovanje, spremljanje, usmerjanje). Pri slednjih Quaglino (2014) in Rago (2010) opisujeta tudi uporabo umetnosti, to je gledališke ter glasbene in filmske metode, v organizaciji, medtem ko Radovan, Kristl in Makovec (2019) opozarjajo na hitro naraščanje števila različnih metod za spletno učenje in povezovanje v virtualnem okolju.

Poseben izziv za učenje na delu kot tudi širše za izobraževanje odraslih danes povzroča aktualna *pandemija COVID-19*, saj so se morale organizacije zelo hitro prilagoditi novim razmeram. Pandemija je ustavila oz. močno prizadela določene sektorje gospodarstva (npr. turizem, transport, naftno industrijo, avtomobilsko industrijo) in celotne izobraževalne sisteme ter sprožila mnogo skrbi, tudi v izobraževanju odraslih (npr. kako zmanjšati socialno neenakost in je ne še povečati ter vključiti odrasle iz ranljivih skupin v izobraževanje na daljavo) (Boeren, Roumell in Roessger, 2020). Poleg tega pa je sprožila tudi veliko učenja na delu ter pospešila rast v določenih sektorjih gospodarstva (npr. informacijska tehnologija, farmacija). V zelo kratkem času od izbruha pandemije so se razvili tudi posebni programi za učenje na daljavo in za delo na daljavo.

V tokratni tematski številki *Andragoških spoznanj*, ki zajema pet člankov, avtorice in avtorji razmišljajo o izzivih učenja in dela z različnih teoretskih zornih kotov in z uporabo različnih raziskovalnih pristopov. Razmerje med učenjem, delom in raziskovanjem proučujejo predvsem na mezo (članki Annabel Jenner, Kristinke Ovesni in Igorja Ivaškovića) in mikro ravni (članek Danijeje Blanuša Trošelj, Karle Franković in Milene Valenčič Zuljan ter članek Marjete Šarič).

Annabel Jenner se v članku *Kako lahko individualno učenje na delovnem mestu prispeva k organizacijskemu učenju? O pogojih in omejitvah z vidika izobraževanja odraslih* sprašuje o razmerju med individualnim in organizacijskim učenjem, izhajajoč iz teorije socialnih sistemov. S kvalitativno raziskavo v nemškem okolju, ki je proučevala procese komunikacije, ki pomagajo preoblikovati individualno v organizacijsko učenje, ugotavlja, da prispevek posameznika k organizacijskemu učenju ni odvisen le od procesov učenja, povezanih z delom, ampak tudi od strukturnih razmer na delovnem mestu.

Kristinka Ovesni v članku *Organizacijska klima in z delom povezano izobraževanje zaposlenih: andragoška perspektiva* predstavlja raziskavo o organizacijski klimi in učenju zaposlenih. Po opravljeni empirični raziskavi v Srbiji z uporabo kvantitativnih in kvalitativnih metod prikazuje tri modele organizacijske klime v povezavi z učenjem na delu – organizacijsko ozračje strahu pred represijo, storitveno naravnano organizacijsko ozračje in organizacijsko ozračje, podporno do učenja – in sklene, da je treba spreminjati/razvijati organizacijsko klimo, ki spodbuja učenje, in da je za to treba angažirati andragoge.

Igor Ivašković v članku *Dileme spremljanja učinkovanja načrtovanega učenja na organizacijsko uspešnost* proučuje problematiko spremljanja rezultatov učenja v organizacijskem kontekstu. S podrobno analizo literature razvije sklepe o kompleksnosti, a nujnosti spremljanja učinkov učenja. Avtor ugotavlja, da je pri spremljanju učinkov učenja treba poznati kontekst organizacije, proces načrtovanega učenja in njegove rezultate pa je treba spremljati večdimenzionalno (vključujoč okoljske, organizacijske in individualne dejavnike) ter na več ravneh.

Danijela Blanuša Trošelj, Karla Franković in Milena Valenčič Zuljan so v članku *Vključenost vzgojiteljev predšolskih otrok v informalno učenje kot pomemben dejavnik njihovega profesionalnega razvoja* proučevale vključenost vzgojiteljev v določene oblike

informalnega učenja – prek izmenjave izkušenj in materialov, reflektivne prakse ter učenja od drugih – in njihov razmislek o vplivu slednjih na njihov profesionalni razvoj. Na podlagi kvantitativne raziskave, v kateri so sodelovale vzgojiteljice iz Hrvaške, ugotavljajo, da so predšolski vzgojitelji najpogosteje vključeni v informalno učenje, ki vključuje dogovor o tem, kako sodelovati s kolegom iz skupine, in dokumentiranje otrokovih dejavnosti.

Marjeta Šarić v članku *Vloga čustev pri učenju na delovnem mestu* prek analize psihološke in socialno psihološke literature opredeljuje pomen in vlogo čustev pri učenju na delovnem mestu. V sodobnosti se tudi v delovnem okolju vedno bolj posvečajo pomenu čustev, a težava nastaja, ker so raziskave razdrobljene glede na različna teoretska izhodišča, ugotavlja avtorica. Na podlagi pregleda literature v prispevku opozarja na pomen čustvenega doživljanja delavcev, ko se učijo na delovnem mestu, ter utemeljuje tezo o pomembni vlogi čustev pri učenju, ki jo velja upoštevati pri spodbujanju kakovostnega učenja na delovnem mestu.

Poleg tematskih člankov pričujoča številka vključuje tudi odprt članek, poročilo, odmev, oceno in tri knjižne recenzije. Barbara Samaluk v članku *Integracija kot večsmerni proces: študija primera inovativnih projektov integracije priseljencev v Sloveniji* proučuje z evropskim denarjem financirane projekte integracije priseljencev, ki so se razvili v Sloveniji, ter ugotavlja, da projekte vzpostavljajo proaktivni aktivisti s pomočjo sredstev EU z namenom profesionalizacije aktivnosti in vzpostavljanja partnerstev za razvoj povezanih in medresorskih storitev, ki izhajajo iz potreb priseljencev in so namenjene njihovemu opolnomočenju ter vzpostavljanju profesionalnih norm in standardov za integracijo migrantov. V poročilu *Podpora mentorjem pri praktičnem usposabljanju vajencev* Tina Klarič predstavlja, kako se znotraj vajeništva, ki v poklicnem izobraževanju teče kot poskus, na delu učijo in usposabljaajo vajenci, ki se pripravljajo na opravljanje poklica, ter kako ob tem metodično podpreti mentorje v podjetjih. Anja Benko v odmevu *Izobraževanje odraslih praznuje okrogle jubileje in prejema priznanja* piše o priznanju, ki ga je Javni zavod Cene Štupar prejel od Mestne občine Ljubljana. Barbara Šteh daje oceno doktorske disertacije Adrijane Bibe Rebolj z naslovom *Prilagoditve za študente s posebnimi potrebami pri doseganju zahtevanih akademskih standardov*. Številko zaključujejo tri recenzije knjig: *Inequality, Innovation and Reform in Higher Education: Challenges of Migration and Ageing Populations*, ki jo je pripravila Klara Kožar Rosulnik, *Design Thinking Research: Investigating Design Team Performance*, ki jo je pripravil Jurij Ličen, ter *E-izobraževanje za digitalno družbo*, ki jo je pripravila Tanja Urbančič.

*Nives Ličen, Danijela Makovec in Borut Mikulec*

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## EDITORIAL

# WORKPLACE LEARNING: LEARNING, WORK, AND RESEARCH IN A TIME OF UNCERTAINTY

As most learning in adulthood is linked with work, the relationship between adult education and work is very intense and multi-layered. UNESCO's *4th Global Report on Adult Learning and Education* (2019) found that nearly 75% of adult education is work-related, and OECD's research as part of the *Programme for the International Assessment of Adult Competencies* (PIAAC) estimates that this percentage is even higher, between 85% and 95% (Desjardins, 2020). According to the *Adult Education Survey* (Eurostat 2020), in Europe this type of education is at 79.4%.

Work-related learning and adult education have been a subject of extensive theoretical discussion and empirical research. Researchers have been examining work-related knowledge, expertise, competencies, points of view, values, emotional and social skills, practical wisdom, workplace spirituality, and ethics; they are interested in learning strategies and different target groups, career transitions as well as concepts such as agency, open innovation, sustainability, and long-term employability (Alessandrini, 2018). International organisations (OECD, ILO, EU) have also been paying particular attention to work-related learning with strategies for professional skills development and projections about work in the future (cf. Tikkanen, Hovdhaugen, & Støren, 2018). In Slovenia the needs that arise from the development of education are also dealt with by the Ministry of Economic Development and Technology's action plan to increase productivity (cf. Domadenik, 2020). It lists investing in knowledge, education, and training of both employees and those waiting for work among the key factors of increasing productivity. Researchers who focus on workplace learning deal with digitalisation and robotisation as well as learning connected with these two processes; they also explore the fourth industrial revolution and questions about new cognitive and emotional competencies involved in peer learning (cf. Riera Claret, Sahagun, & Selva, 2020) as well as questions of abuse and workplace bullying (Bošljančič, 2019).

The relationship between learning, education, training and work is influenced on various levels: (a) at the level of the individual, e.g., by life transitions and personal development, (b) at the level of the organisation, e.g., by the learning environment and creation of new knowledge, and (c) at the socio-political level, e.g., by internationalisation, globalisation,



digitalisation, societal ageing, and migration (Bohlinger, Haake, Helms Jørgensen, Toivainen, & Wallo, 2015).

*Workplace learning* is now becoming a necessary component of work and can signify an individual process that occurs as individual learning, or a group process that happens through dialogue and cooperation among co-workers or in the form of mentorships in an organisation, as well as organisational learning, i.e., where learning is built into the organisation's systems, policies, procedures, work process and information systems as well as the organisational thought models, and this knowledge is incorporated into products and services (Sutherland Olsen, & Tikkanen, 2018; Tynjälä, 2013).

In the past learning and education were seen as preparation for work, work came after education, which prepared the individual for work. In the 1980s workplace learning became increasingly important (of course not negating the importance of learning and education as preparation for work), and since the 1990s more and more authors have been writing about work and learning as two activities that are intertwined: learning and work are integrated (npr. Stenström & Tynjälä, 2009; Tynjälä, Stenström, & Saarnivaara, 2012). Workplace learning also begins integrating with research of its own practice and introducing innovations, which also include special strategies such as design thinking.

Organised education for work – both formal and nonformal education – as well as informal workplace learning are seen as a system of constant knowledge formation: work becomes the environment where the individual and the group are formed and transformed. The networks between learning and work that change both work and learning are implied in Gorz's thoughts on the end of exploitative labour (cf. Gorz, 2020). Researchers and knowledge managers are trying to find ways to connect work and informal learning. The purpose behind this and the results vary: in certain environments they predominantly support increased profit, in other examples they develop new practices and transform relationships. Communities of practice and interest groups are created, with quick transfer of knowledge and the development of professional identity and commitment. Connectivity is gaining more and more importance in informal learning. It refers to the processes aimed at creating relationships and connections among various elements – including different forms of knowledge – in learning situations, which brings everything together into ecosystems of learning (Nacmulli & Lazazzara, 2019) or ecologies for learning (Barnett & Jackson, 2019).

In the last 30 years, since more in-depth research of workplace learning has been happening, the interest of the research community in concepts such as tacit knowledge, learning organisation, and knowledge management has shifted toward concepts such as creative knowledge work, digital workplace learning, innovative knowledge, practical wisdom, resilience, and workplace well-being (Dhiman, 2020).

Professional practices are changing rapidly, so it is a challenge to modern organisations to perceive and encourage the learning of its employees and develop a culture of workplace learning. This means involving all generations, enabling intergenerational knowledge transfer, and using various methods (e.g. mentorship, learning through mimicking,

combined learning, advising, monitoring, guidance). Concerning the latter, Quagliano (2014) and Rago (2010) also describe using art (theatre, music or film methods) in an organisation, while Radovan, Kristl and Makovec (2019) point out the rapidly increasing number of different methods of online learning and connecting in a virtual environment.

A challenge of workplace learning in particular and adult education in general is today posed by the *COVID-19 pandemic*. Organisations have had to adapt to new circumstances very quickly. The pandemic has deeply affected or even brought to a halt certain economic sectors (e.g. tourism, transport, the oil and automotive industries) and entire educational systems; it has sparked many concerns, including in adult education (e.g. how to decrease social inequalities and not increase them and include adults from vulnerable groups into distance learning) (Boeren, Roumell, & Roessger, 2020). It has also triggered a lot of workplace learning and precipitated growth in certain economic sectors (e.g. information technology, pharmacy). In the very short time since its outbreak, the pandemic has led to the development of special programs for distance learning and working from home as well.

This thematic edition of *Studies in Adult Education and Learning* encompasses five articles in which the authors reflect on the challenges of learning and working from various theoretic perspectives and by using diverse research approaches. The relationships between learning, work and research are studied predominantly on the meso (articles by Annabel Jenner, Kristinka Ovesni, and Igor Ivašković) and micro levels (articles by Danijela Blanuša Trošelj, Karla Franković, Milena Valenčič Zuljan, and Marjeta Šarić).

Annabel Jenner's article, *How Can Individual Learning at the Workplace Contribute to Organisational Learning? An Adult Education Perspective on Requirements and Boundaries*, explores the relationship between individual and organisational learning, stemming from social systems theory. Her qualitative research set in Germany studies the processes of communication that help transform individual into organisational learning. She has found that the individual's contribution to organisational learning does not depend only on the processes of learning connected to work but also to structural conditions in the workplace.

Kristinka Ovesni's *Organisational Climate and the Work-Related Learning of Employees: An Andragogical Perspective* presents research on organisational climate and employee learning. After conducting an empirical study in Serbia by using both quantitative and qualitative methods, Ovesni presents three models of organisational climate related to workplace learning – the organisational climate of fear of repression, the service-oriented organisational climate, and the organisational climate that is supportive of learning. She comes to the conclusion that an organisational climate that encourages learning needs to be developed and that andragogues need to be engaged in this work.

Igor Ivašković's article, *The Dilemmas of Monitoring the Effects Learning Has on Organisational Performance*, studies the issues of monitoring the results of learning in the organisational context. A detailed analysis of the literature leads to findings on the complexity and the necessity of monitoring the effects of learning. The author finds that



monitoring learning requires knowledge of the organisational context, while the process of planned learning and its results need to be monitored in a multi-dimensional way (including environmental, organisational, and individual factors) and on multiple levels.

In *Preschool Teachers' Involvement in Informal Learning as an Important Factor of Their Professional Development*, Danijela Blanuša Trošelj, Karla Franković, and Milena Valenčič Zuljan look at preschool teachers' involvement into certain forms of informal learning – by sharing experiences and materials, reflective practices, and learning from others – and how these influence preschool teachers' professional development. Preschool teachers from Croatia participated in quantitative research which finds that preschool teachers most often participate in informal learning, which includes arrangements about how to work with colleagues from the group and document the children's activities.

Marjeta Šarić's article, entitled *The Role of Emotions in Workplace Learning*, analyses the psychological and social psychological literature to define the meaning and role emotions play in workplace learning. Nowadays, we are paying more and more attention to the meaning of emotions in the workplace, even though the author finds that research is fragmented due to various theoretical starting points. Based on a review of the literature, she points out the significance the emotional experiences of employees have during workplace learning and argues that the important role emotions play in learning needs to be kept in mind when encouraging workplace learning.

Along with the thematic articles the issue also includes an open article, a report, a reply, a review, and three book reviews. Barbara Samaluk's *Integration as a Multi-Way Process: A Case Study of Innovative Migrant Integration Projects in Slovenia* finds that these projects are set up by proactive activists with the help of EU funds for the purpose of professionalising the activity and establishing partnerships and networks to develop needs-based, cross-sectional services that empower migrants and establish professional norms and standards for migrant integration. In her report on *Supporting Mentors during the Practical Training of Apprentices* Tina Klarič focuses on apprenticeships, which are being conducted as an experiment in vocational education, and where apprentices are learning and training for a specific profession, and on how to methodically support the mentors. Anja Benko's reply, *Adult Education Celebrates Jubilees and Receives Recognition*, is on the award that the Ljubljana Public Education Centre – Cene Štupar received from the Municipality of Ljubljana. Barbara Šteh reviews Adrijana Biba Rebolj's doctoral thesis, *Adjustments for Students with Special Needs in Achieving the Required Academic Standards*, and the final three contributions are book reviews: Klara Kožar Rosulnik focuses on *Inequality, Innovation and Reform in Higher Education: Challenges of Migration and Ageing Populations*, Jurij Ličen tackles *Design Thinking Research: Investigating Design Team Performance*, and finally, Tanja Urbančič reviews *E-Education for a Digital Society*.

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