

LONG LIFE LEARNING

PREPARING FOR JOBS THAT DON'T EVEN EXIST YET



A book summary ahead of our event with author, Michelle R. Weise

As Michelle Weise puts it in her book *Long Life Learning: Preparing for Jobs that Don't Even Exist Yet*, more than 41 million Americans are looking for the kind of employment that will move them beyond survival mode. Canada faces its own labour market challenges, including unemployment and underemployment, skills mismatches, anticipated retirements and technological advancement.

These labour market disruptions foreshadow a future where continuous education, training and workforce development are required elements of a new normal. In a world where a learner's first credential is no longer sufficient for a job market undergoing constant and significant transformation, the challenge is to ensure that people have access to smooth on and off ramps along the long-life learning "highway." This requires an effort to remove barriers to lifelong learning for mid-career workers.

FIVE GUIDING PRINCIPLES:

NAVIGABLE

SUPPORTIVE

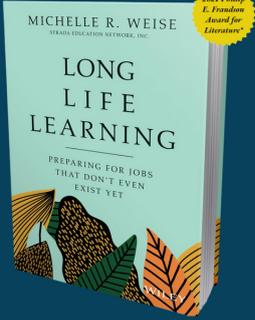
TARGETED

INTEGRATED

TRANSPARENT

Join us for a live, interactive discussion with Michelle R. Weise, author of *Long Life Learning* and Peter Devlin, President of Fanshawe College.

MAY 20 • 12 PM TO 1 PM ET



 POLYTECHNICSCANADA

With recent federal and provincial investments in upskilling and reskilling in Canada, it is worthwhile to consider the five guiding principles Weise proposes for the future of an education system that includes older learners:

NAVIGABLE:

DEVELOP A COMMON LANGUAGE AROUND SKILLS

Effective lifelong education will require leveraging data, software and artificial intelligence to match people's skills to job requirements. Existing solutions are fragmented and individuals often find it difficult to know which skills they need to develop for job market success. Common ways to communicate about skills needs will make lifelong learning more accessible.

SUPPORTIVE:

CONSIDER SUPPORTS FOR MID-CAREER LEARNERS

Underserved and working adults have little bandwidth to engage in long-haul training, particularly if the benefits aren't immediately clear. During training, adults need support to pay their bills, cover ancillary costs, manage family obligations and prepare for a job search. While the availability of supports is part of the challenge, learners must also be aware of what is available. Navigation and mentorship supports are required.

TARGETED:

ESTABLISH LEARNING SOLUTIONS GEARED TO ADULTS

The traditional post-secondary degree is rarely what is required by adult learners, who need to acquire skills to perform a job or advance in a career. Targeted programs that emphasize problem-solving through interdisciplinary, contextualized and experiential learning will be more appropriate to mid-career learners. New pathways to recognize existing knowledge and fill gaps are more relevant to this cohort.

INTEGRATED:

BUILD A LEARNING ECOSYSTEM

Training must involve employers, education providers and learners working collaboratively. An open discussion to align training priorities will ensure learners can continue to earn a paycheque while they develop new skills. Work-integrated learning experiences during upskilling and reskilling will help learners articulate relevance in the workplace and provide employers with opportunities to see new skills in action.

TRANSPARENT:

INCREASE CLARITY OF BOTH LEARNING AND HIRING PROCESSES

Transparency in the learning ecosystem and hiring practices stand to ensure there is a clearer understanding of competencies and skills, leading to fairer job market access and a more diverse workforce.



**MICHELLE R. WEISE WILL JOIN
PETER DEVLIN, PRESIDENT OF FANSHAWE
COLLEGE, FOR A LIVE AND INTERACTIVE
DISCUSSION ON MAY 20TH.**

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