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Learning at work: employee perceptions and practices in Asia and Europe

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Vietnam Forum on Lifelong Learning – Building a Learning Society

ASEM Education and Research Hub for Lifelong Learning

Vietnamese Ministry of Education and Training

Ha Noi, 7 December 2010



Asia-Europe Meeting
ASEM Education and Research Hub
for Lifelong Learning

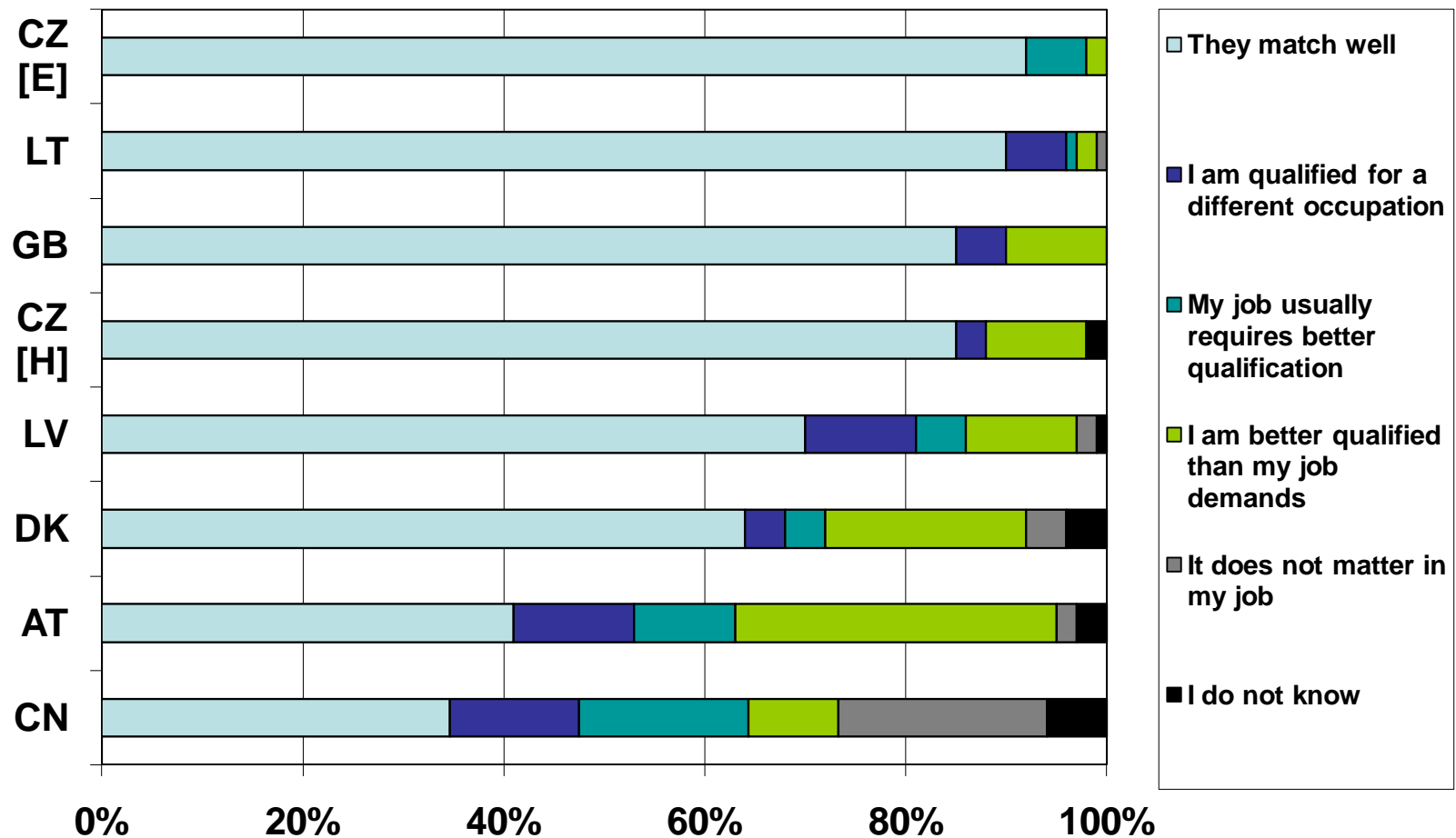


Survey information

- Common instrument in 10 countries – national reports with differing accents
- 7 countries with 100+ respondents; 7 broad sectors, private and public
- More women than men; age distribution varies by country
- Mostly full-time employment; job tenure varies by country
- In most countries, at least half hold a tertiary qualification; proportion of decent salary earners varies by country
- Between 10% and 30% judge they are better qualified than usual for their jobs

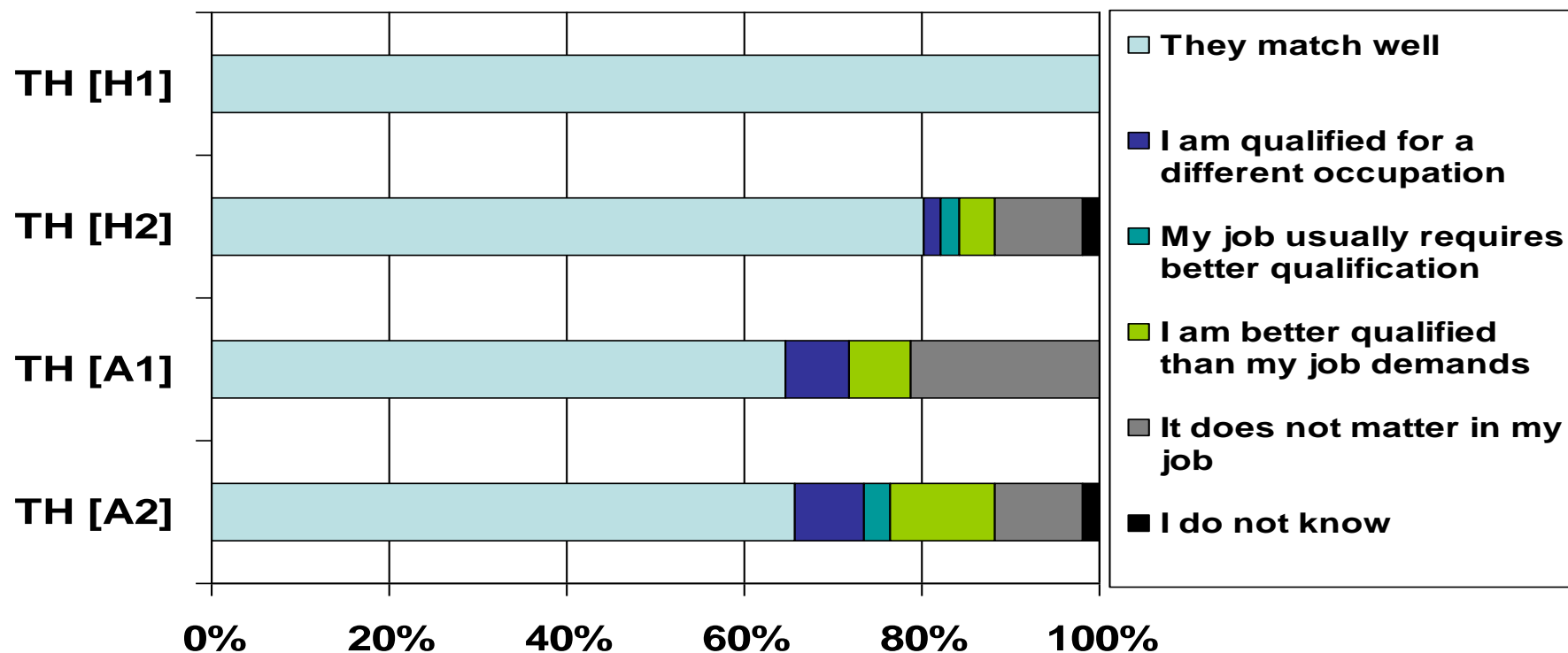


How does your current job correspond to your education and qualification? (Sorted by "They match well")



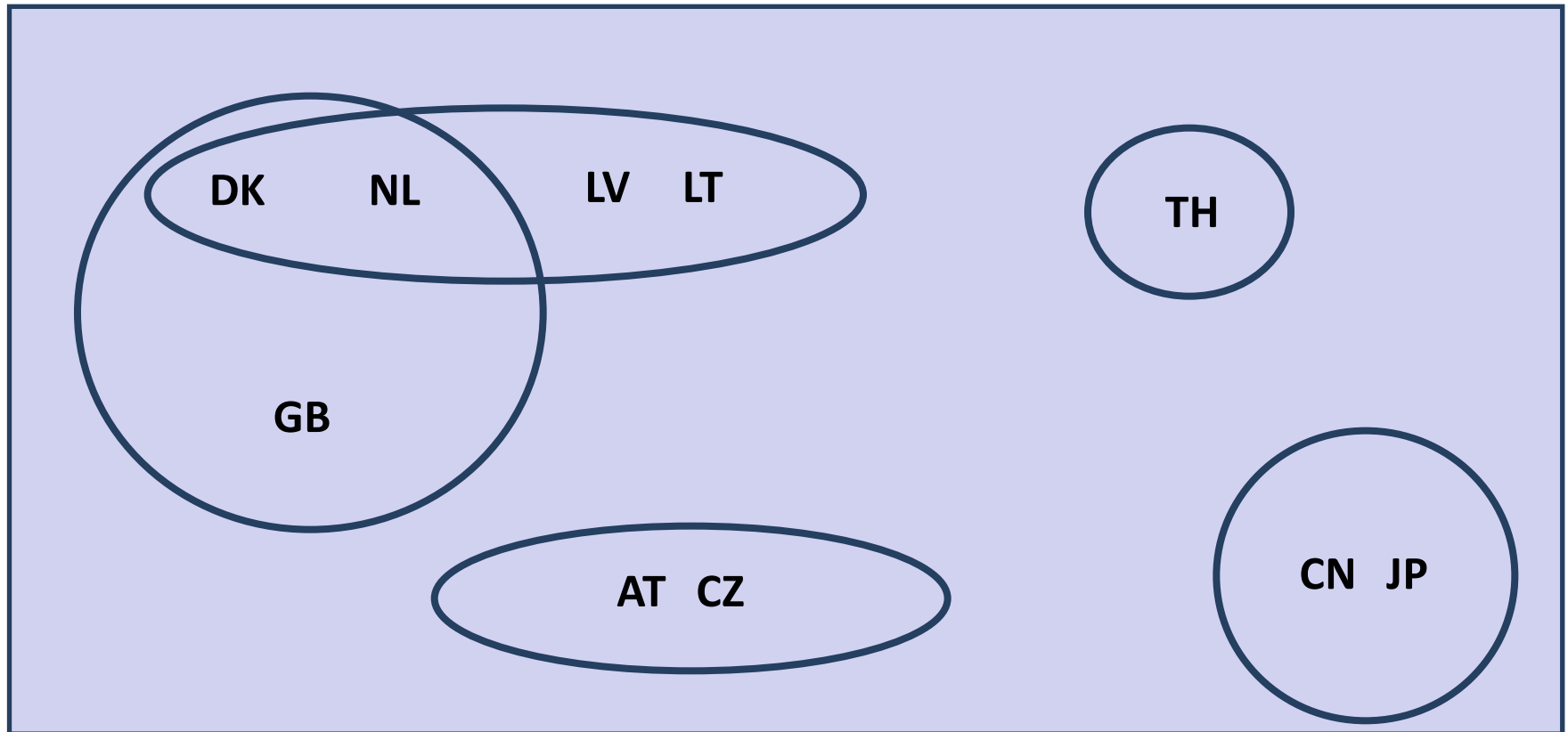
E = Education sector
H = Health sector

How does your current job correspond to your education and qualification? – Thailand, by sector and staff level



A1 = Auto parts – administrative staff (higher level)
 A2 = Auto parts – non-administrative staff (lower level)
 H1 = Hotels – administrative staff (higher level)
 H2 = Hotels – non-administrative staff (lower level)

Response clusters

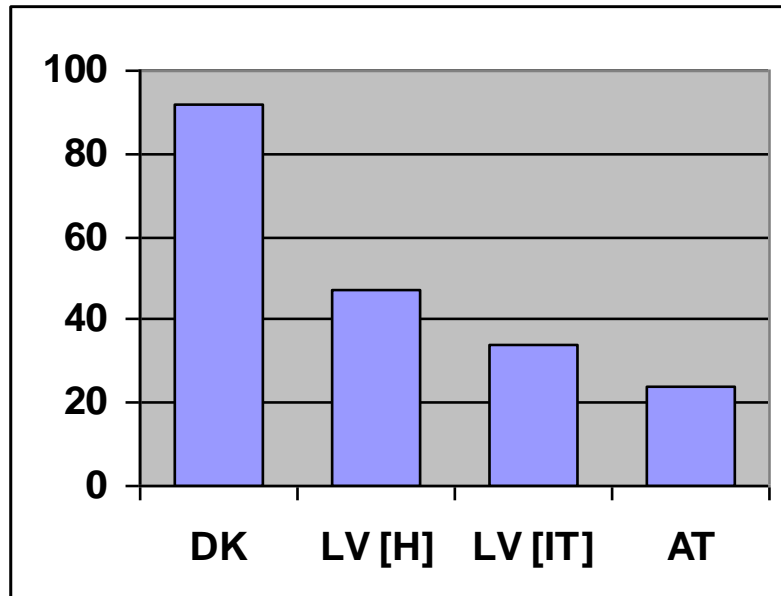


Axes of difference between samples

- Sector effects: education, health and hotels vs. IT, automotive parts and oil processing
- Gender and seniority: engaged young women and disaffected older men?
- Views on education/qualification–job match in connection with intrinsic and extrinsic motivations to learn
- Learning through organised courses vs. in everyday work
- The workplace as a social and communicative environment for learning
- Social norms to continue learning, both for itself and for employability
- Views on the quality of employers policies and practices for continuing learning
- Work-related learning as (1) free will vs. determinism or (2) mutual responsibility in economy and society



The workplace as a social environment



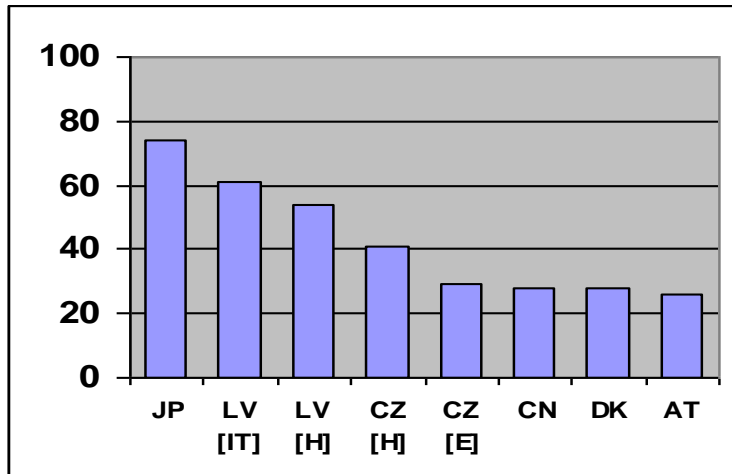
Workplace learning experiences are emotionally important for employees

H = Health sector

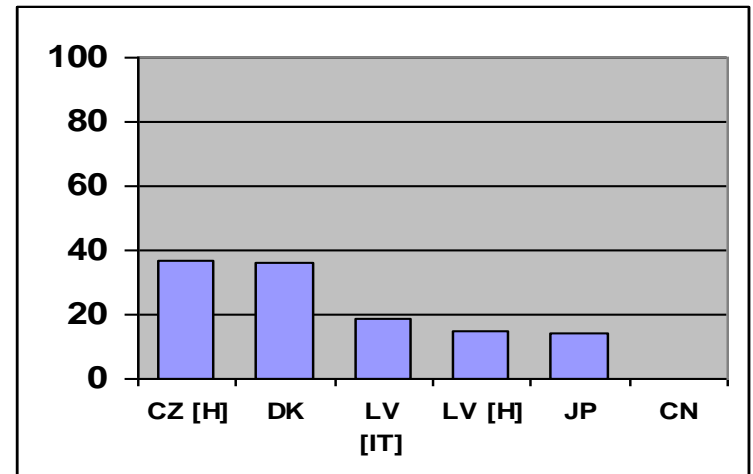
IT = Information technology sector

I feel encouraged to learn at work... *(% in agreement)*

...because I know I will
receive concrete benefits



...when colleagues give me
ideas and advice

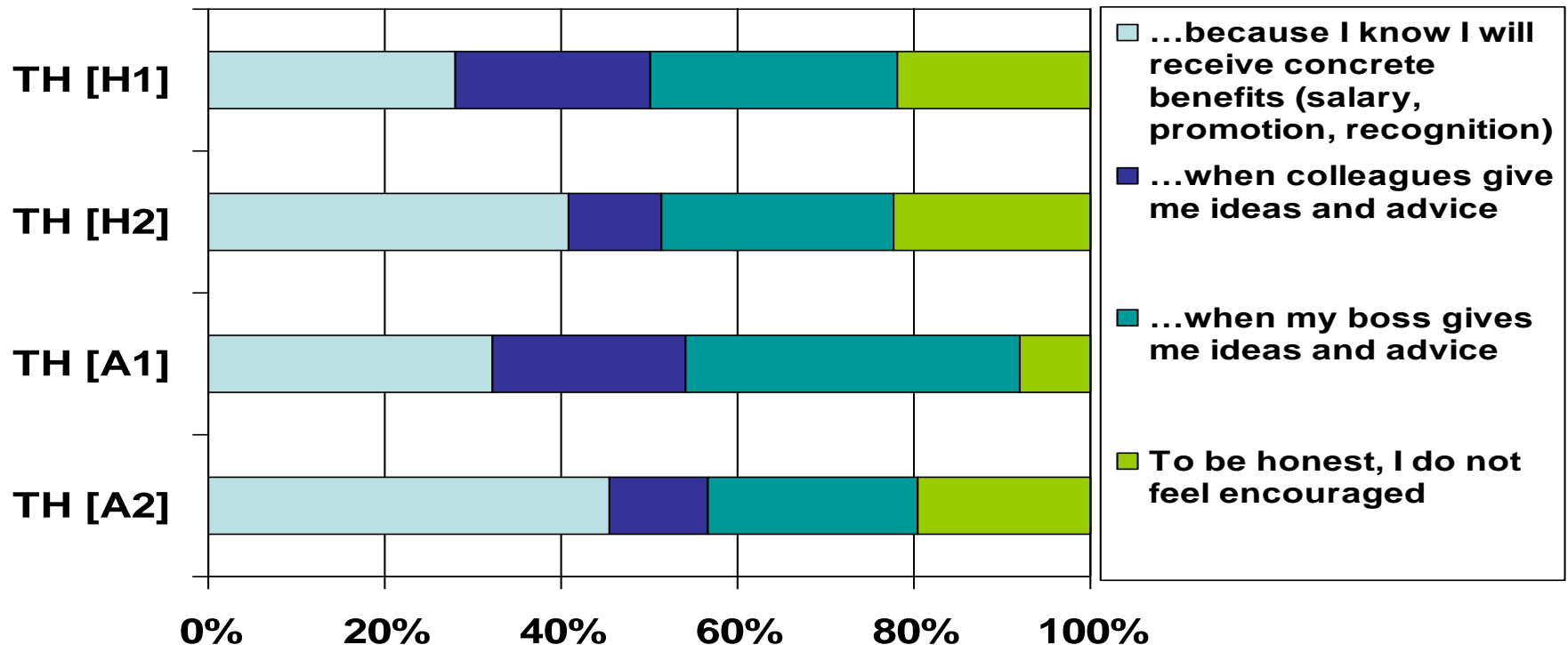


H = Health sector

IT = Information technology sector

E = Education sector

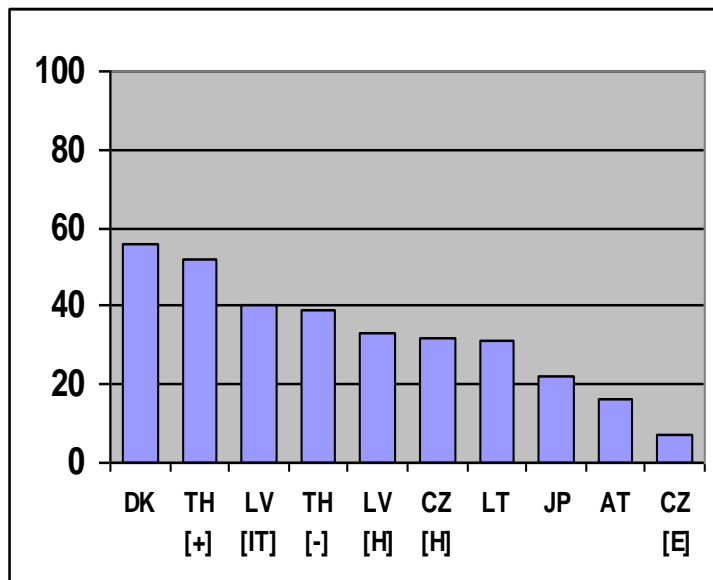
I feel encouraged to learn at work... (% in agreement) – Thailand, by sector and staff level



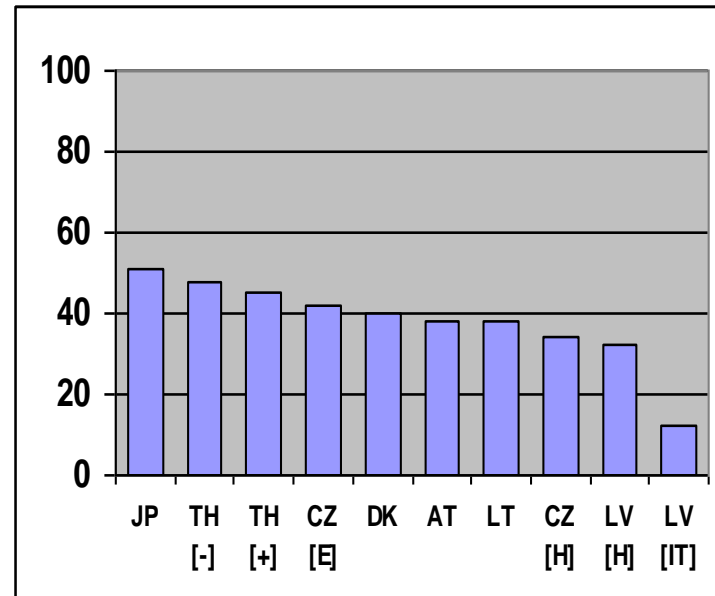
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When you take part in work-related courses, do they take place in working-time? (%)

Yes, always

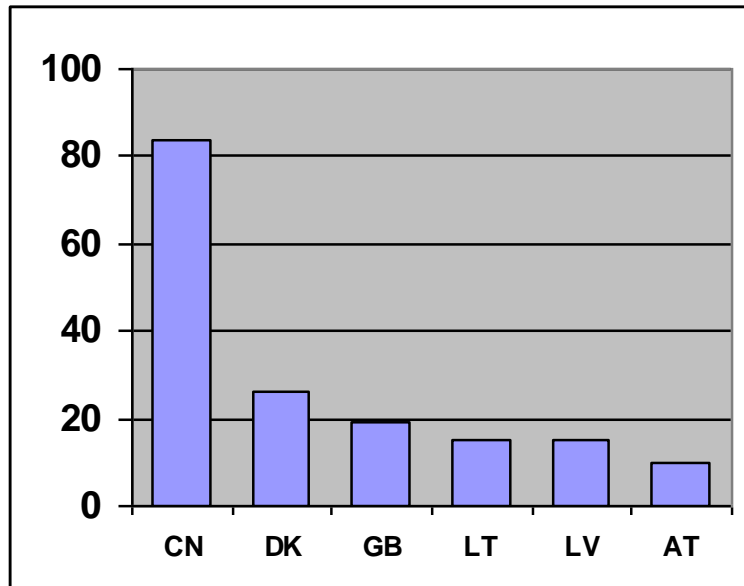


More often than not



- + administrative staff
- non-administrative staff
- IT = Information technology sector
- H = Health sector
- E = Education sector

Differing views on the learning continuum

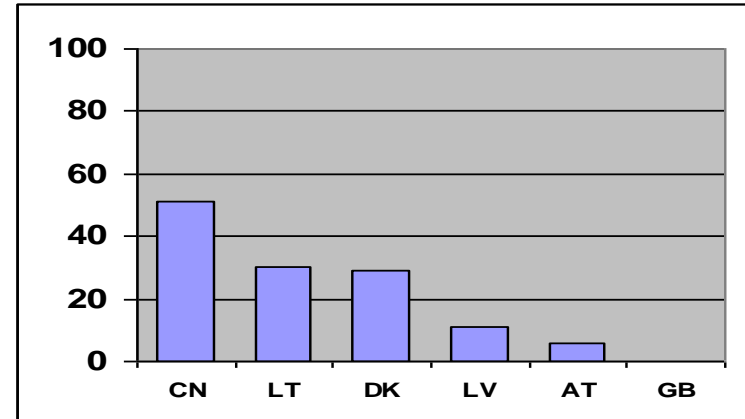
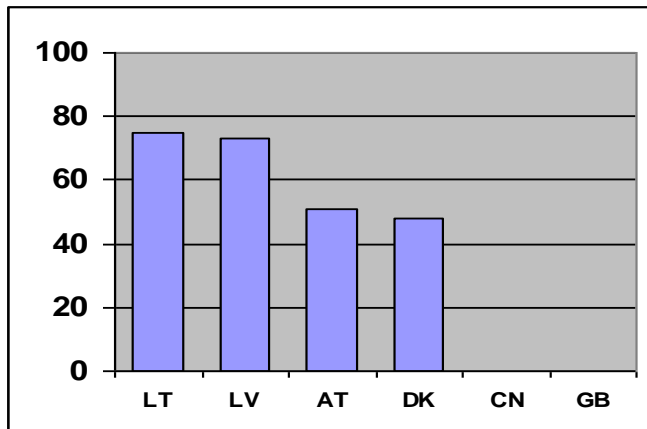


People learn best while doing their jobs, they don't need to take courses

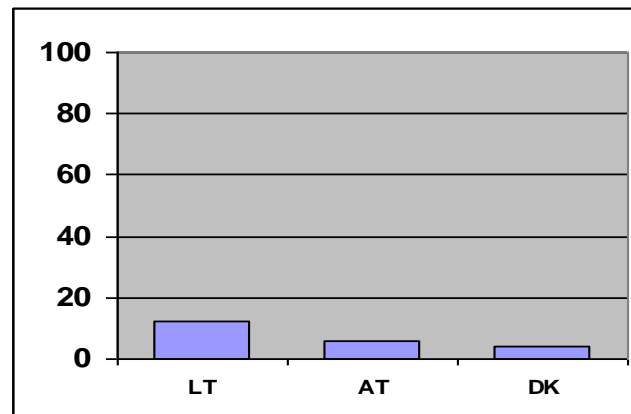
Learning by choice and compulsion (%, full and considerable agreement)

Employers have the right to insist on taking certain courses and qualifications

You have to make people learn, whether they want to or not

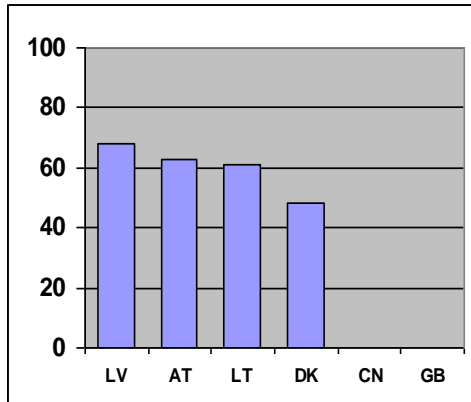


People who do not keep up learning should be punished by their employer

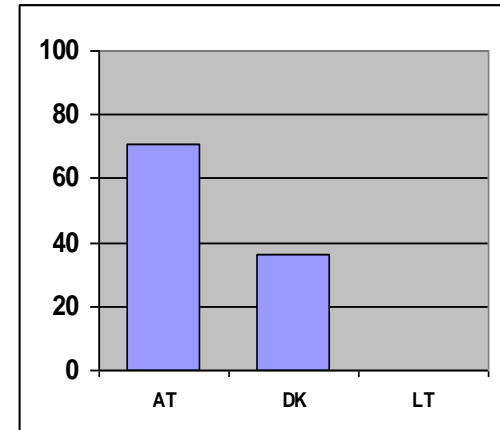


Learning by choice and compulsion (%, full and considerable agreement)

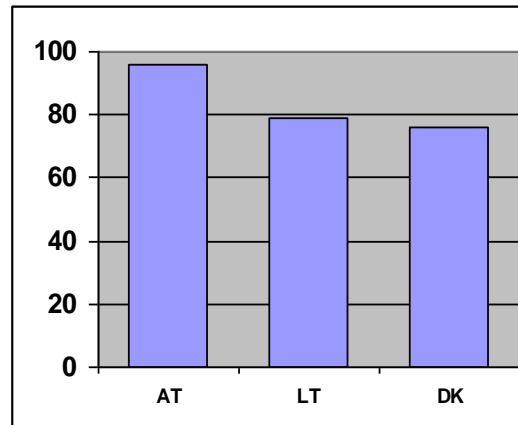
Free choice about learning is essential so that people will want to participate



The more you force people to learn, the less they will want to and the worse the results



When people can decide for themselves about learning, the results are better



Many thanks

– more details in the RN2 sessions

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