Workplace Learning: Change of Scene

LATVIAN CASE
Republic of Latvia

124th by land size
64,589 km²

141st by population
2,248,374
In Learning We Trust

What service do you trust in the first place?

70% of the Latvian population trust in education in the first place.
Change of Scene

Different learning type preference?

Different reasons for learning?

AGE GROUPS

SECTORS

Workplace Learning: Change of Scene
Dmitrijs Kulšs
Change of Scene

Reasons for learning

Formal
Non-formal
Informal

WP Learning

IT sector
HE sector

36-...
25-35
18-24

Workplace Learning: Change of Scene
Dmitrijs Kuļšs
## National context

<table>
<thead>
<tr>
<th></th>
<th>Formal learning</th>
<th>Non-formal learning</th>
<th>Informal learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional arrangement</strong></td>
<td>mostly education institution</td>
<td>usually education institution</td>
<td>anywhere</td>
</tr>
<tr>
<td><strong>Organisation and intention</strong></td>
<td>organised and intentional</td>
<td>organised and intentional</td>
<td>self-organised or unintentional</td>
</tr>
<tr>
<td><strong>Framework</strong></td>
<td>curriculum-based</td>
<td>programme-based</td>
<td>usually non-framed</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>teacher</td>
<td>teacher or practitioner</td>
<td>anybody</td>
</tr>
<tr>
<td><strong>Graduating document</strong></td>
<td>formal education certificate or diploma</td>
<td>usually certificate of attendance</td>
<td>no certificate</td>
</tr>
</tbody>
</table>
Preference by type of learning

Workplace Learning: Change of Scene
Dmitrijs Kulšs
## Reasons for learning

<table>
<thead>
<tr>
<th>Reason</th>
<th>Total</th>
<th>18-24</th>
<th>25-35</th>
<th>36-79</th>
<th>HE</th>
<th>IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal growth and self-identity</td>
<td>0.49</td>
<td>0.25</td>
<td>0.48</td>
<td>0.56</td>
<td>0.53</td>
<td>0.38</td>
</tr>
<tr>
<td>Doing my job better</td>
<td>0.44</td>
<td>0.43</td>
<td>0.48</td>
<td>0.41</td>
<td>0.43</td>
<td>0.48</td>
</tr>
<tr>
<td>Job security</td>
<td>0.41</td>
<td>0.43</td>
<td>0.40</td>
<td>0.42</td>
<td>0.44</td>
<td>0.34</td>
</tr>
<tr>
<td>Confidence and self-respect</td>
<td>0.32</td>
<td>0.18</td>
<td>0.28</td>
<td>0.37</td>
<td>0.33</td>
<td>0.29</td>
</tr>
<tr>
<td>Work and career motivation</td>
<td>0.18</td>
<td>0.20</td>
<td>0.24</td>
<td>0.14</td>
<td>0.18</td>
<td>0.20</td>
</tr>
<tr>
<td>Sense of autonomy and judgement</td>
<td>0.13</td>
<td>0.14</td>
<td>0.10</td>
<td>0.16</td>
<td>0.14</td>
<td>0.12</td>
</tr>
<tr>
<td>Sense of belonging to the organisation</td>
<td>0.12</td>
<td>0.07</td>
<td>0.08</td>
<td>0.16</td>
<td>0.13</td>
<td>0.11</td>
</tr>
<tr>
<td>Appreciation and recognition from colleagues</td>
<td>0.11</td>
<td>0.18</td>
<td>0.13</td>
<td>0.08</td>
<td>0.12</td>
<td>0.08</td>
</tr>
<tr>
<td>Salary rise</td>
<td>0.05</td>
<td>0.05</td>
<td>0.07</td>
<td>0.04</td>
<td>0.04</td>
<td>0.07</td>
</tr>
<tr>
<td>I do not think I have benefited at all</td>
<td>0.03</td>
<td>0.00</td>
<td>0.03</td>
<td>0.03</td>
<td>0.03</td>
<td>0.01</td>
</tr>
<tr>
<td>Promotion</td>
<td>0.03</td>
<td>0.00</td>
<td>0.03</td>
<td>0.03</td>
<td>0.03</td>
<td>0.01</td>
</tr>
</tbody>
</table>
Distribution of reasons for learning

Workplace Learning: Change of Scene

Dmitrijs Kuļšs

Personal growth and self-identity
Doing my job better
Job security
Confidence and self-respect
Work and career motivation
Sense of autonomy and judgement
Sense of belonging to the organisation
Appreciation and recognition from colleagues
Salary rise
Promotion
I do not think I have benefited at all

Toral
18-24
25-35
36-79
HE
IT
Conclusions

• Affiliation to certain age group and sector has influence on individual’s learning preference
• Non-formal is the most valued learning (in question)
• Primarily factors to be taken into account by learning providers for 18-24 age group are doing job better and job security, for 25-35 age group – personal growth and self identity, for 35-... age group – even stronger emphasis on personal growth and self identity
• Suggestion of higher salary and promotion as a result of learning is not the case in Latvia
Further research

- Why motivation differs between age groups?
- How is it connected to and can be used for improving the quality of learning provision?