

Workplace Learning: Change of Scene

LATVIAN CASE

Republic of Latvia



124th by land size

64 589 km²

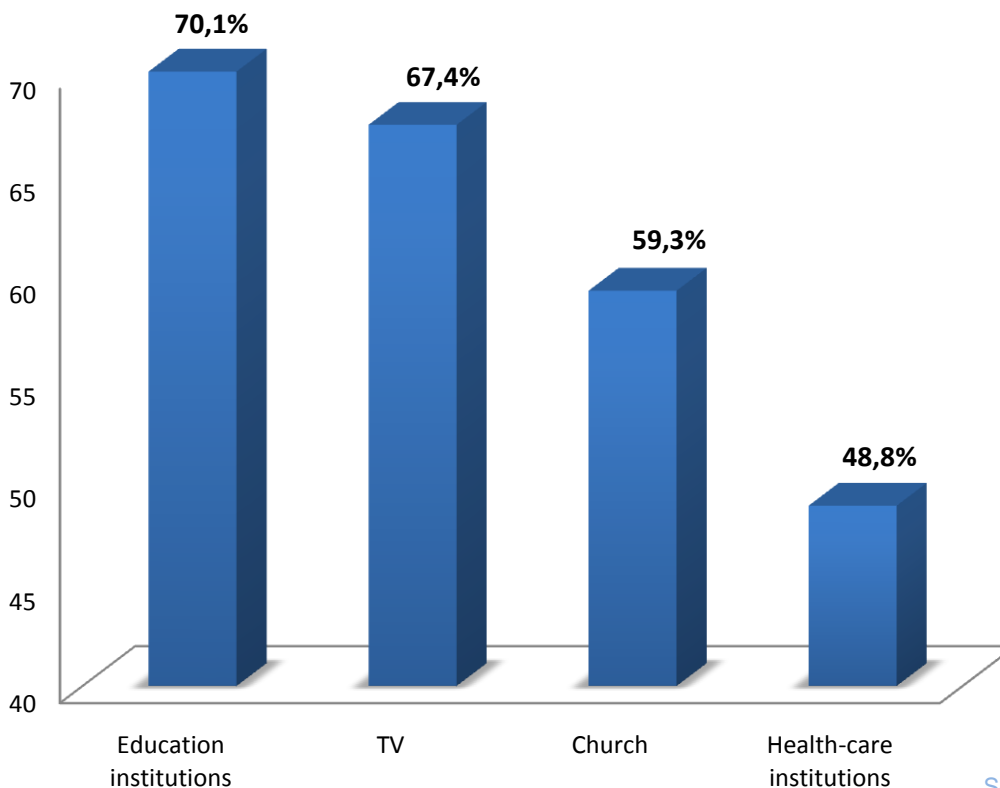
141st by population

2 248 374

In Learning We Trust

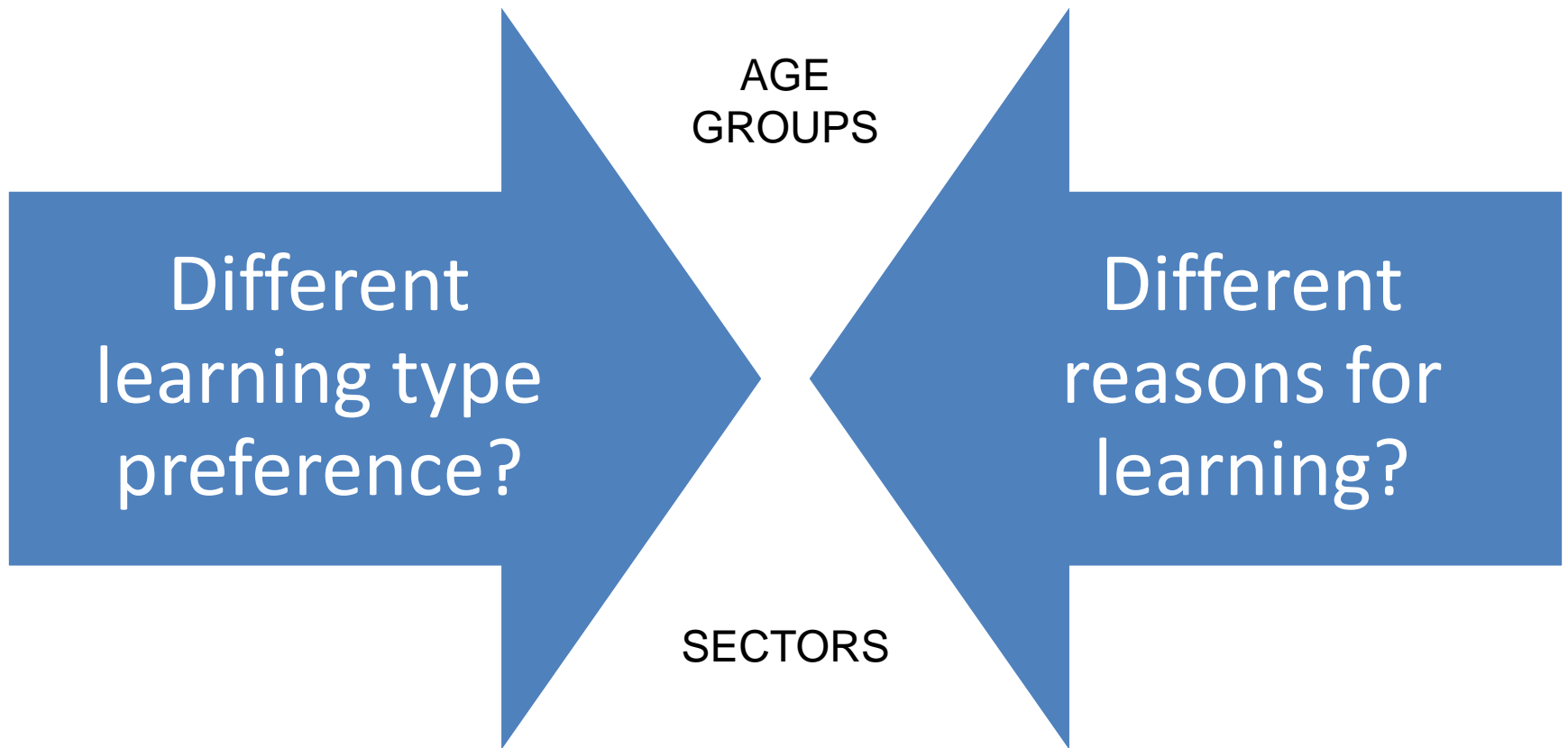
What service do you trust in the first place?

70% of the Latvian population trust in education in the first place

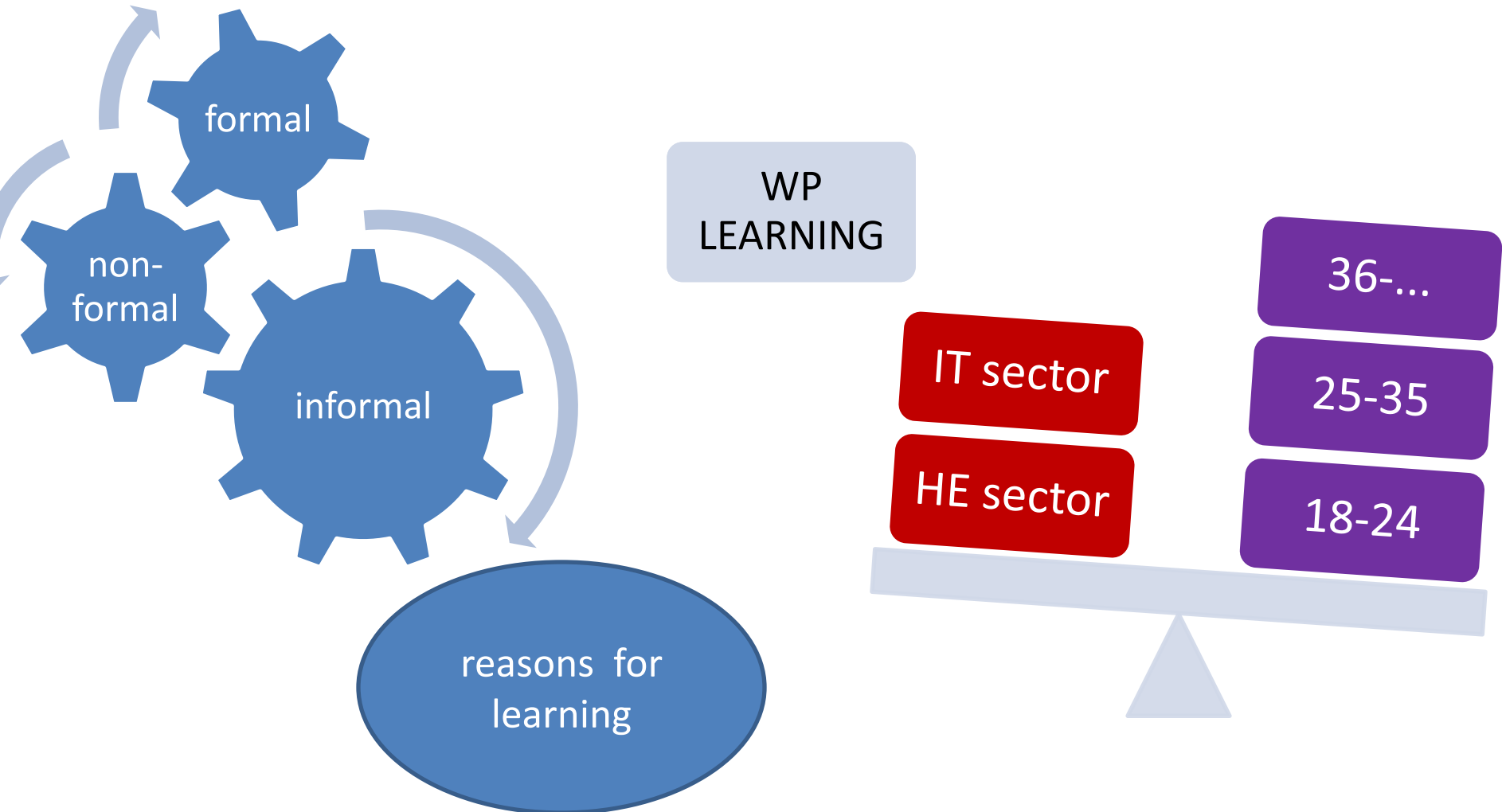


Source: SKDS, 2010

Change of Scene



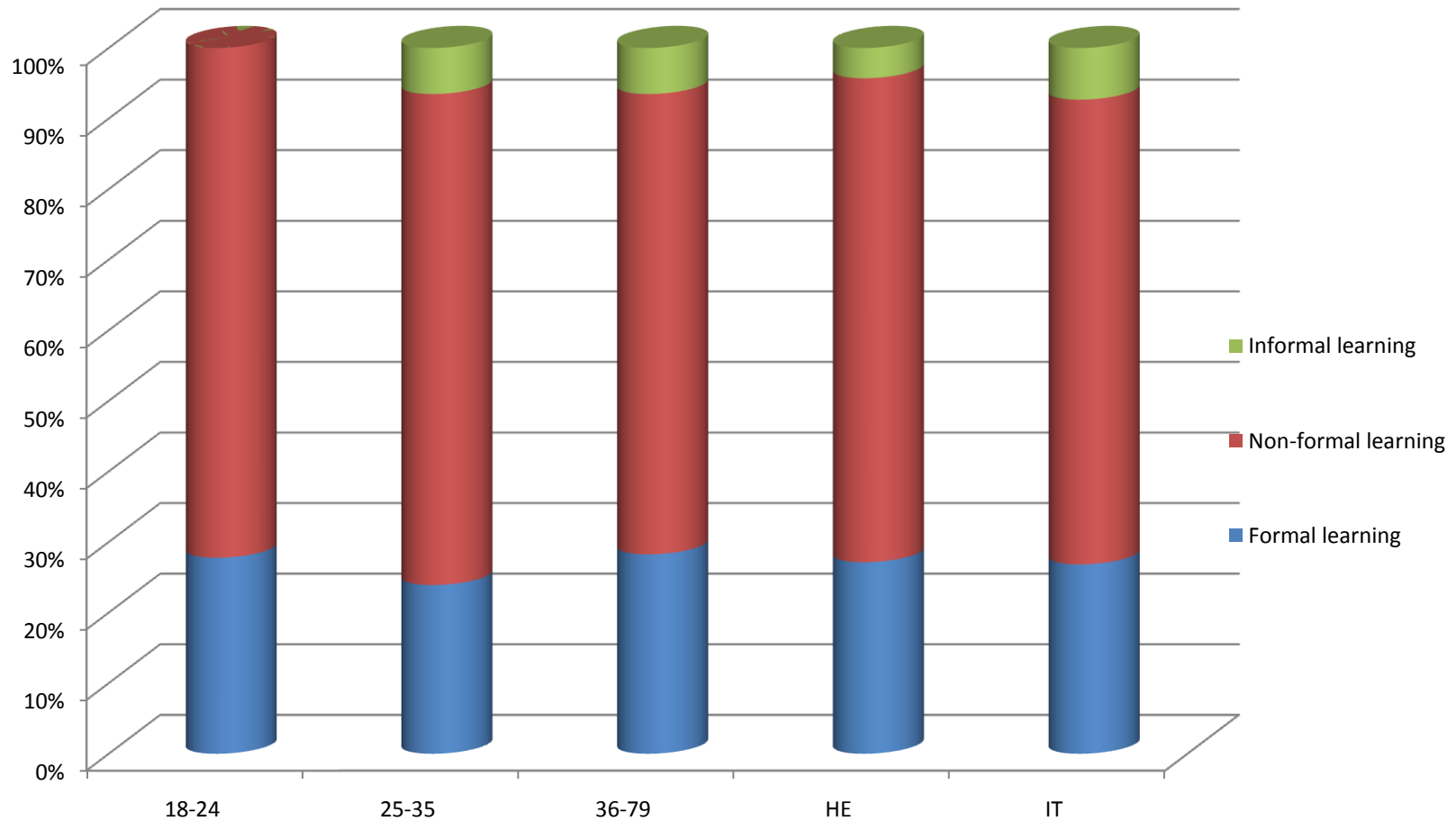
Change of Scene



National context

	Formal learning	Non-formal learning	Informal learning
Institutional arrangement	mostly education institution	usually education institution	anywhere
Organisation and intention	organised and intentional	organised and intentional	self-organised or unintentional
Framework	curriculum-based	programme-based	usually non-framed
Instruction	teacher	teacher or practitioner	anybody
Graduating document	formal education certificate or diploma	usually certificate of attendance	no certificate

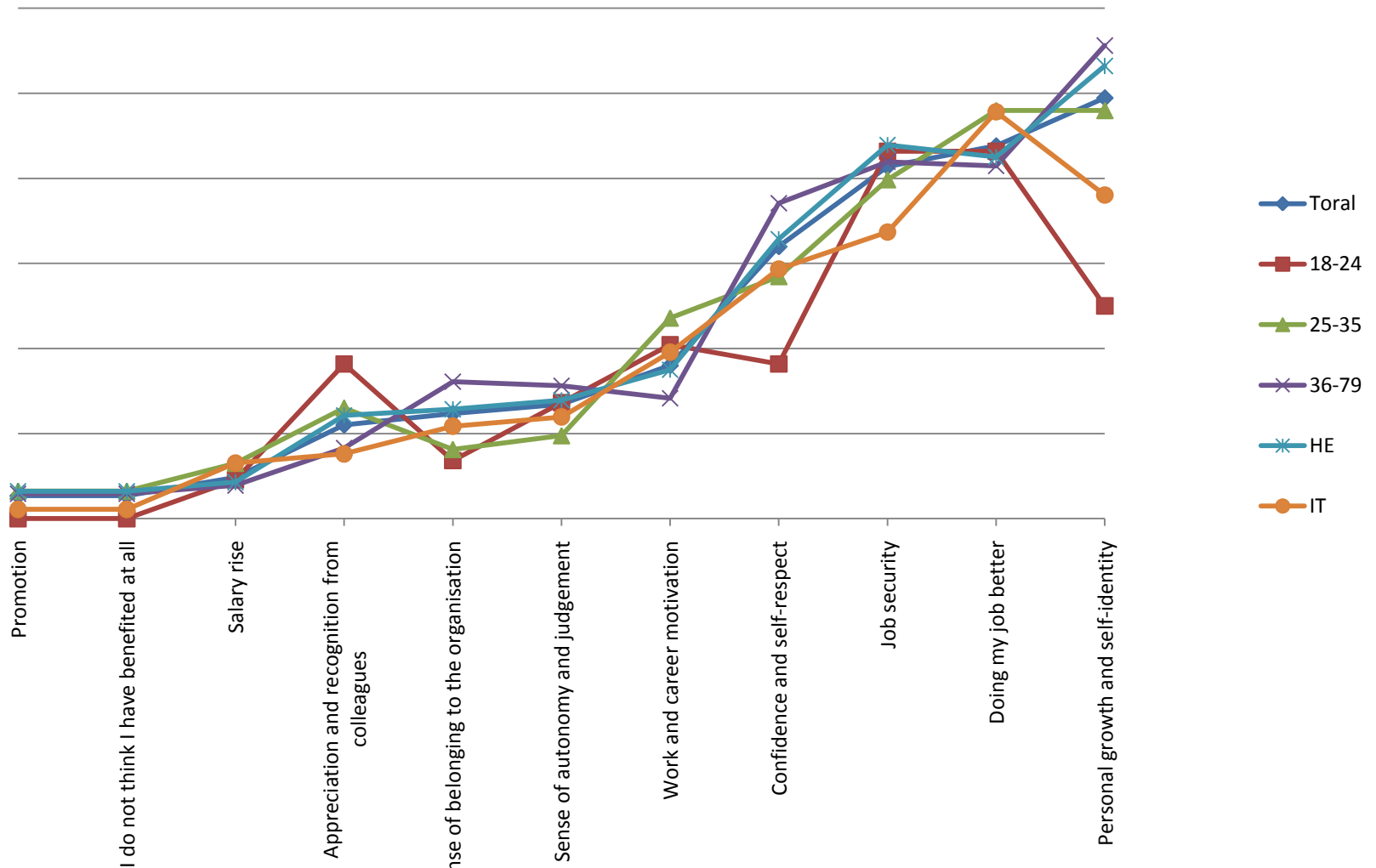
Preference by type of learning



Reasons for learning

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

Distribution of reasons for learning



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?