



UNIVERSITY OF LATVIA

Scientific Institute of Pedagogy of Faculty of
Education, Psychology and Art

**WORKPLACE LEARNING IN EUROPE
AND ASIA:**

**NATIONAL SURVEY REPORT OF
LATVIA**

**ASEM-LLL RESEARCH NETWORK 2
SURVEY 2009-2010**

REPORT OF LATVIA OF JOINT STUDY BY

UNIVERSITY OF LATVIA

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WIDE LEARNING IN DIVERSE INCLUSIVE CONTEXTS'

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TABLE OF CONTENTS

0.	INTRODUCTION	
	<i>Elīna Maslo</i>	11
1.	UNDERSTANDING OF WORKPLACE LEARNING IN THE CONTEXT OF LATVIA	
	<i>Elīna Maslo, Dmitrijs Kulšs, Maija Kokare, Sanita Baranova, Ludmila Babajeva</i>	15
1.1.	Framework and legislation	15
1.2.	Literature review.....	17
1.2.1.	Understanding of workplace as a learning place	18
1.2.2.	Understanding of workplace learning as learning for work and life, as an individual's competence development	19
1.2.3.	Workplace learning as organizational learning and as competence development in the working process at the workplace and outside of it.....	20
1.2.4.	Annex 1: References.....	25
2.	ANALYSIS OF THE COLLECTED DATA OF THE STUDY	27
2.1	Basic information about working situation	
	<i>Aija Peršēvica, Lūcija Rutka, Maija Kokare, Evija Latkovska</i>	27
2.1.1.	Type of workplace	27
2.1.2.	Period of employment.....	27
2.1.3.	Extent of employment.....	28
2.1.4.	Job description	29
2.1.5.	Period of employment in particular job	29
2.1.6.	Number of employees at workplace	30
2.1.7.	Number of employees in the whole organization	31

2.1.8.	Correspondence of education/qualification and job	32
2.1.9.	Estimation of current work situation	32
2.1.10.	Annex 2.1: Statistical Tables of Part 2.1	34
2.2.	Thoughts about workplace learning	
	<i>Lūcija Rutka, Maija Kokare, Evija Latkovska</i>	44
2.2.1.	Employees' opinion on workplace learning	44
2.2.2.	Employees' opinion on opportunities to learn new things at work	45
2.2.3.	Encouragement of employees to learn at work.....	47
2.2.4.	Employees' opinion on learning.....	48
2.2.5.	Annex .2.2.1: Statistical Tables of Part 2.2	50
2.2.6.	Annex 2.2.2.: Others (free answers): Sheets of part 2.2. (tables and expressions)	63
2.3.	Provision and usage	
	<i>Ludmila Babajeva, Ērika Pičukāne</i>	64
2.3.1.	Offered opportunities by the employer.....	64
2.3.2.	Time for education and training courses	64
2.3.3.	Position of the employer.....	64
2.3.4.	Responsence of the employer.....	65
2.3.5.	Employees' participation in education and training course.....	65
2.3.6.	Relation between job and education/training courses to work-related course the employer required.....	65
2.3.7.	Kind of work-related course the employer required	66
2.3.8.	Relevant factors for the employer's decision	66
2.3.9.	Kind of work-related courses employee chose	66
2.3.10.	Relevant factors for employees' decision.....	67

2.3.11.	Employees' opinion on workplace learning activities	67
2.3.12..	Annex 2.3.1.: Statistical Tables of Part 2.3	68
2.3.13.	Annex 2.3.2: Others (free answers): Sheets of part 2.3. (tables and expressions)	86
2.4.	Employees' profile 1	
	<i>Ludmila Babajeva, Ērika Pičukāne</i>	89
2.4.1.	Employees' education	89
2.4.2.	Parents' education	89
2.4.3.	Employees' background	89
2.4.4.	Employees' income	89
2.4.5.	Annex 2.4.: Statistical Tables of Part 2.4	92
2.5.	Effects on people	
	<i>Gunārs Strods, Dmitrijs Kulšs, Ingrida Muraškovska</i>	96
2.5.1.	Own benefits.....	96
2.5.2.	Knowledge and skills.....	96
2.5.3.	Quality of life.....	98
2.5.4.	Annex 2.5.1.: Statistical Tables of Part 2.5	100
2.5.5.	Annex 2.5.2.: Others (free answers): Sheets of part 2.5. (tables and expressions)	109
2.6.	Employee profile 2	
	<i>Madara Pelnēna</i>	110
2.6.1.	Gender.....	110
2.6.2.	Age.....	110
2.6.3.	Marital status	110

2.6.4.	Open question	110
2.6.5.	Annex 2.6.1.: Statistical Tables of Part 2.6	111
2.6.6.	Annex 2.6.2.: Open question: Sheets of part 2.6. (tables and expressions)...	114

3. MAIN RESEARCH FINDING

	<i>Irina Maslo, Eduardo Ramos Mendez, Genoveva Levi Orta , Manuels Fernandezs.....</i>	118
3.1.	What people interpret to be 'voluntary' and 'compulsory' with respect to workplace learning.....	119
3.2.	What company/organisation offers in terms of formal and non-formal work- related learning	121
3.3.	What is 'voluntary' and 'compulsory' in terms of formal and non-formal work- related learning	122
3.4.	How objective opportunities and subjective perceptions influence employees' motivation to learn at work and their satisfaction with the learning they have undertaken.....	124
3.5.	Annex 3.1.: Statistical tables of found evidence-practice.....	127
3.6.	Annex 3.2.: Sheets of found evidence-practice (tables and expressions).....	132

4. RECOMMENDATIONS

	<i>Irina Maslo, Eduardo Ramos Méndez, Genoveva Levi Orta.....</i>	136
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5. METHODOLOGY

	<i>Irina Maslo, Guenter. L. Huber, Eduardo Ramos Méndez, Genoveva Levi Orta</i>	138
5.1.	Method	138
5.2.	Design	138
5.3.	Statistic Analysis	138
5.4.	Qualitative analysis of expressions with AQUAD 6 software	138

5.5. Case analysis (Chi2)	138
List of Annexes	140
List of Figures	141
List of Tables.	142
List of Sheets.....	148

0. INTRODUCTION

The research network on workplace learning (WPL) was established in 2005 under the ASEM Lifelong Learning Hub with the goal to initiate comparative research across Europe and Asia to provide evidence-based guidance to educational policy across the two regions. Latvia joined the research network in November 2008, today 13 countries are represented.

The research network has been working with decoding working places as lifelong learning spaces across Asia and Europe in the project CODE, which continues in the previous comparative survey on workplace learning, where the compulsory and voluntary participation in adult learning in Europe and Asia is detected.

Workplace learning in the project is understood as *'learning which derives its purpose from the context of employment (...) learning in, through and for the workplace'* (Evans et. al., 2006:9). The learning is understood as *'the continual reconstruction of experiences, i.e. the expansions or transformations of dispositions to think and act in novel or enhanced ways'* (Elkjaer, 2006).

The core issues of the CODE survey 2009/10, as the coordinator Lynne Chisholm presented them at the ASEM-LLL conference in Bangkok in July 2009, are:

- Does the concept of lifelong learning imply an obligation to learn? Do Asian and European researchers approach this issue in different ways?
- Studies show that people get more out of learning when they are positively motivated and when they do so of their own will. What does it mean to say that workplace learning opportunities are attractive or unattractive for employees?
- A lot of workplace learning is informal (integrated in working processes) – how can we understand “*intentionally*” and “*free will*” in such circumstances?
- What concepts of “*voluntary*” and “*compulsory*” workplace learning do employees use?
- What kind of formal and non-formal learning opportunities do companies/organizations offer? Which do employees see as obligatory and why?
- How does the experienced continuum between compulsory and voluntary workplace learning affect employees' motivation and satisfaction with their learning at work?

In 2009-10 the University of Latvia, as the member of the network 2 of the ASM HUB LLL, has conducted national studies of Latvia of the joint comparative study of 13

countries, including Austria, China, the Czech Republic, Denmark, Hungary, Indonesia, Japan, Latvia, Lithuania, Malaysia, Thailand, the Netherlands and the United Kingdom.

The questionnaire, which was jointly developed by RN2 members seeks to take account of the diverse working cultures in Asia and Europe to get a better idea of people's perceptions of workplace learning and the opportunities and restrictions one might experience when integrating learning in everyday working life.

The researcher team of the University of Latvia, led by the researcher who is a member of the ASEM LLL Research Network 2, has worked under the coordination of Professor Lynne Chisholm, the network's coordinator. Latvian national research team was responsible for:

1. Translating the questionnaire into the Latvian language,
2. Choosing from a wide range of sectors, reaching from automobile, banking, education services, IT to health services and others, two sectors that identify the samples of the survey in Latvia.

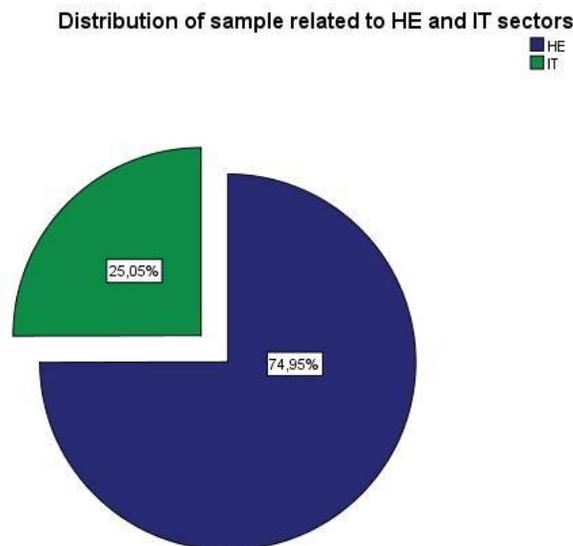


Figure 0.1.

We have built two samples from figures taken from two different populations:

- *Sample 1:* Considering the population of educators in different areas and using the official statistics taken from the Ministry of Education and Science of the Republic of Latvia (2008-2009), 365 of them acted as sample representing the sector of higher education (Figure 0.1.) and we assigned the code HE to it.

- *Sample 2:* The second sample was taken from the population related to information technology services using the statistics provided by the Central Statistical Bureau of the Republic of Latvia (2008-2009). This sample was coded as IT.

The total number of the involved participants in the automatic data server was 1020 out of which 490 replied. However, for the purpose of analysis the answers of 487 respondents could be used.

Latvia, as most of countries, has a mixed-method approach (see Part 4 *Methodology*) to the report, using online survey tool, Lime Survey, an open source software specialised in multi-language online surveys.

National data was collected by the Scientific Institute of Pedagogy (PZI) of the Faculty of Education, Psychology and Art (PPMF) of the University of Latvia (LU) in collaboration with the Department of Education Sciences of the Faculty of Education, Psychology and Art, Faculty of Computing, Faculty of Geography and Earth Sciences and Faculty of Social Sciences of the University of Latvia, and with Riga Technical University (RTU), Latvia University of Agriculture (LLU), Daugavpils University (DPU), Baltic International Academy (BIA) and Rezekne Higher Education Institution (RA). The data was analysed by the LU PPMF PZI researcher team in cooperation with the National Distance University of Spain (UNED) as the research partners.

Research questions were:

1. *What do people interpret to be 'voluntary' and 'compulsory' with respect to workplace learning?*
2. *What does their company/organisation offer in terms of formal and non-formal work-related learning?*
3. *Which of these are 'voluntary' and which 'compulsory'?*
4. *How do objective opportunities and subjective perceptions influence employees' motivation to learn at work and their satisfaction with the learning they have undertaken?*

In order to answer the research questions, Latvian context of understanding workplace learning was studied:

1. Framework and Legislation were described;
2. There was a literature review according the research questions;
3. The analysis of collected data of the study to each item of questionnaire was made to define the evidence based and practice, related conclusions and recommendations.

The National report of Latvia is structured according to the research process in 5 parts, complemented by evidence-based practice statistical tables and figures, and expressions of the respondents.

1. UNDERSTANDING OF WORKPLACE LEARNING IN THE CONTEXT OF LATVIA

In National summary sheets on education system in Latvia (2008) we can find the following understanding of *workplace learning*:

- As a special course to upgrade a special qualification in a particular subject;
- As a way to obtain teacher qualification in the respective level of education;
- As an in-service training;
- As an initial teacher training;
- As a way to reach new provisions;
- As an experience one gets not only at the workplace, but formal education is needed as well.

1.1. FRAMEWORK AND LEGISLATION

General concept of workplace learning may be described on the one hand as learning through engagement in different kinds of workplace activities and receiving guidance from mates (Billett, 2001) and being informal and incidental by nature (Marsick & Watkins, 1990), where no written curriculum and teachers are present. On the other hand it may become more formalised by structuring learning in certain order and setting. Apprenticeship may be one of the examples that includes education in line with social relations and economics (Coy, 1989). It may be rather formalised by having written agreements on duration and content of training, obligations and responsibilities of the master and the apprentice. Furthermore, in Germany the dual system (German: *Duales Ausbildungssystem*) requires VET students to be trained in a company for three to five days a week and the company is responsible for ensuring that students get the exact standard quantity and quality of training set down in the training descriptions which makes it part of formal education (Publication by MoER of Germany, 2005).

Legislation in Latvia does not have a clear definition of workplace learning. However, it is commonly understood as traineeship as part of formal vocational education programme as described in the Vocational Education Law. Vocational Education Law also stipulates employers' responsibility to take part in work, ensuring the necessary work conditions for students at the traineeship placement for students to have possibility to practise in actual work conditions.

OPPORTUNITIES OF WORKPLACE LEARNING PROVIDED BY THE STATE

Workplace learning has been stipulated by the Law on Support for Unemployed and Job Seekers (section 4(7)) as well, by providing public incentives to ensure a possibility for these groups to compete in a job market by means of active labour measures *inter alia* learning in a workplace setting. Funded by the state, these measures are short-term and are directly connected to reducing the number of job-seekers.

VOLUNTARY AND COMPULSORY WORKPLACE LEARNING

The regulation of the Cabinet of Ministers on State Vocational Education and Apprenticeship Programmes Standard (section 10.2) defines workplace learning as compulsory for VET students. It also defines 50/50 proportion between theory and traineeship in VET programmes and 35/65 proportion in apprenticeship. It should be noted that up to 20 percent of traineeship may take place in an artificial working environment, where no actual business is taking place. The regulation in general terms stipulates content requirements for the programmes.

College level professional higher education as stated in the Cabinet of Ministers regulation on the First Level Professional Higher Education State Standard (section 7) obliges students to spend at least 30 percent of 80-120 credits in traineeship. Moreover, 16 credits should be received in a real workplace environment.

Professional Bachelor's degree can be obtained if the regulation on the Second Level Professional Higher Education State Standard (section 9) is put into practice, namely, if a student has received at least 26 out of 160 credits in a workplace environment. It is important to note that a higher education institution should sign a contract with the employer where the student will have traineeship, clearly defining goals, tasks and planning the workplace learning.

There are also different compulsory workplace learning requirements in short cycle higher education programmes and programmes that lead to vocational masters' degree.

In cases which are different from the previously mentioned cases, workplace learning is not compulsory. Voluntary workplace learning usually occurs in non-formal or even informal form of learning where either employers or employees have their own goals to achieve through workplace learning.

FORMAL AND NON-FORMAL LEARNING RELATED TO WORKPLACE LEARNING

The term *lifelong learning* pays attention to the time factor – it means education lifelong, which may occur independently or periodically (Ceļā uz mūžizglītību, 2007). Learning may take place anywhere and in any form: here we mean formal, non-formal and informal education. It occurs from cradle to old age and its mission is to help a person develop himself/ herself, improve their life quality both for work and personal satisfaction (cited from Luka, 2009).

The National Strategies for Lifelong Learning in Latvia (2007-2013) define lifelong learning as the education process that takes place life long and is based on the people's changing needs to acquire knowledge, skills, experience in order to promote or change their qualification according to the requirements of the labour market and one's own interests and needs and it develops one's natural abilities alongside with the promotion of new competences (Mūžizglītības politikas pamatnostādnes, 2008:6-7, cited from Luka 2009). In these two documents formal and non-formal learning is not defined according to workplace learning.

The document 'Basic Standpoint in Lifelong Learning for 2007-2013' (2007) also makes it clear that the society in Latvia aims at reaching bigger goals than simply participating in formal education in order to get a qualification. For example, the following phrases characterise that: 'balanced and knowledge-based society', 'education through entire life' and 'improvement of teaching quality'.

The documents show us great aims, like '*well-education*', that is separated from creativity and 'education' is usually associated only with knowledge and a specific qualification. It makes grounds for posing a question whether it is a good base for WPL as personal development. It is a better place for enriching a qualification level as well as experience sharing in a formal way.

1.2. LITERATURE REVIEW

The theoretical background analysis shows three approaches to understanding of *workplace learning*.

- The first one is developed in the process of international projects of Latvian vocational educators and Innovation and Research Institute Schwerin in 2000-2004, and is transferred from German best practice to vocational education at workplaces in Latvia. It is grounded in understanding of the workplace as a learning place (Schelenberga, 2006).
- The second one is grounded in understanding of workplace learning as learning for working and life and as an individual's competence development (latv. dzīvesdarbībai) (Tilla, 2003).
- The third one is based in organizational management theories. It started with close cooperation with Denmark and is influenced by the approach of Bente Elkjaer where *workplace learning* is understood as organizational learning at the workplace as competence development (Akopova, 2005).

1.2.1. UNDERSTANDING OF WORKPLACE AS LEARNING PLACE

- **Monika Schellenberg** (2006). *Baustelle als Lernort - eine qualitative Fallstudie zu Lernort aus Störungen*. Promotion. Lettische Universität, Riga. Manuskript. [*Constructing space as a learning place – a qualitative case study – learning from distractions*. Thesis. The University of Latvia, a manuscript].

This thesis is a practice-based qualitative study with an aim to contribute to the enhancement of raising efficiency and level of work process integrated learning.

For this reason, the study, outcomes and experience gained on the basis of the study model of Federal Institute are generalised and adapted to vocational education.

The objective of the study is the development of the employees' problem solving competence at the workplace with the support of work process integrated learning.

Therefore obstacles that occur in each work process sometimes permanently, sometimes sporadically were studied as a reason for learning.

Until this study the following obstacles have been displayed mainly as a negative phenomenon.

In order to use an obstacle consciously and systematically, to start to use it in learning processes and to enhance the development of problem solving competence, a new perspective has to be adopted - the perspective that can broaden, firstly, the concept in vocational education, and, if modified appropriately, also in general pedagogy.

The development of problem solving competence with the support of work process integrated learning is the main variable in the current qualitative study.

A "*Constructing space*" is consciously chosen as the study object.

A certain workplace is described. This workplace has almost never been in the centre of attention of educational research with regard to impact of learning on the development of problem solving competence.

On the other hand, as it is described more in the study, in recent years requirements for employees who work in construction have changed immensely. A possibility to involve construction sites which, based on their profile, give a reason for learning and which are viewed as workplaces in which employees can develop their competence, has been studied little.

We can show then that the current theoretical base of understanding of workplace learning in Latvia is grounded in this approach (see part *Framework and legislation*).

1.2.2. UNDERSTANDING OF WORKPLACE LEARNING AS LEARNING FOR WORK AND LIFE, AS AN INDIVIDUAL'S COMPETENCE DEVELOPMENT IN FORMAL EDUCATION

- **Tiļļa, Inta** (2004). *Sociālkultūras mācīšanās organizācijas sistēma. Monogrāfija. [Organization system of Sociocultural learning. Monograph]*. Riga:RaKa. 295 lpp., ISBN 9984-15-685-0.

The monograph is based on the doctoral research (1998–2002). The author elaborated the system of socio-cultural learning organisation which fosters the formation of new qualities of personality. The quality of a new person - independent, responsible; the person who has an ability to perfect the development of one's shown potential through learning and to realize it independently, in communication and in collaboration with others and the understanding to use the possibilities of the obtained experience – it is new understanding of a competent person. In this context it is necessary to learn to promote the development of one's own potential and to be aware of the uniqueness of own personality to cooperate with others, in this way completing something important in one's own life-activity, at the same time enriching the experience of the whole society. The sociocultural competence is put forward as a social pedagogical category that characterises the interaction between the possibilities of obtaining experience from culture dialogues, the person's abilities and the individual experience of learning, collaboration and communication.

With appreciation of lifelong education as a value, it is necessary to understand learning as a means of self-development that offers new possibilities for carrying out people's life-activities in an informative and cross-cultural society.

The author critically reflects on the existing official curricula which are directed towards development of a human's cognitive skills and abilities, leaving emotional development as a person's own responsibility. The hidden curriculum often develops because of the influence of a negative individual experience that a person has acquired in one's own social area. The task of social pedagogy at the turn of the XX and XXI centuries is to create a competitive institutional system of learning organization to oppose this negative influence.

The theoretical concept for integrating informal and non-formal learning in a formal curriculum according to every variety of life activity, including different thinking, is considered to be interesting. It gives the reason to have a closer look at this multidimensional process in the system of interaction in the context of a person's life-activities in cross-cultural informative society.

The topicality of the problem determined the theme of the book.

Analyzing the examples of good practices, the doctoral thesis of Inta Tiļļa presents a constructive system of a socio-cultural learning organization, which provides opportunities of socio-cultural learning experience for everyone through cultural

dialogue, cooperation and communication system, thus contributing to the completion of individual socio-cultural competence. Theoretical concept is validated by Goethe institute and experts from 12 European countries who accepted it as an innovative regional (Latvian) concept (published by The European Centre for Modern Languages, Graz, 2004, cit.: Within the context of project organization, at the first two – total of five – conferences - Graz 2000, Munich 2001 – the fundamental conditions for the concepts of multi- and plurilingualism were explored (e.g. aspects of language and educational policy, institutional conditions, linguistic and learning theory principles, didactic-methodological principles of tertiary language teaching; cf. project report on Workshop Nr.11/2000, Graz, October 2000). This served as the basis upon which the procedure with respect to regional planning of tertiary language teaching and specific concepts of didactics of plurilingualism ... was developed at the following conferences (Riga, Latvia, 2000, Biel, Switzerland 2002) which were transferred in home country on territorial scope (ministerial level) as a recommended model for teaching German as a foreign language (standard and curricula), until 2002 explicated and used until 2005. As the focus of the concept is transferred from teaching on to learning, which causes a lot of difficulties for teachers in changing their attitudes; they do not find their professional identity in the changing situation where pupils learn by themselves; they do not know what to do if their help is not needed. Some teachers in different regions use the model regularly in the practice.

1.2.3. UNDERSTANDING OF WORKPLACE LEARNING AS ORGANIZATIONAL / COMPANY LEARNING FOR WORK AND AN INDIVIDUAL'S COMPETENCE DEVELOPMENT IN THE WORKING PROCESS AT THE WORKPLACE AND OUTSIDE OF IT

- **Akopova, Žanneta** (2005). *Self - organised learning of teachers' team*. Riga, Raka. 95 lpp., ISBN 978-9984-15-856-X.

The monograph refers to the author's dissertation *Mentor's help to teachers team in the implementation of bilingual education for minorities*. (Doctoral Dissertation for Scientific Degree of Dr.paed. (in Latvian) University of Latvia, Riga 2004)

The author discovers that there still exists a problem in education in Latvia, disregarding the fact that different innovations in bilingual education for minorities have been incorporated. Therefore the following research question was formulated: *How to promote the organization of teams of teachers, relying not only upon separate specialists - subject teachers, but upon the team of teachers delivering subjects to a class, and accordingly guided, to help teachers to change the attitude towards bilingual education for minorities?* It proves the necessity for help from a mentor at the working place.

The research objective is to investigate the change of teachers' attitude in the process of help offered by a mentor in the context of introducing basic education programmes for minorities.

Hypothesis of the research: class teachers' positive attitude towards introduction of bilingual education for minorities is developed, if in the process of mentors' help class teachers' team is created, determining the teachers subject position and interrelations, emphasising the necessity of the change of attitudes; mentor's help promotes team's self-organization of learning and teachers' understanding of their advantages, that highlights their relation towards themselves, others and bilingual education as a phenomenon of the changing world; as the result of class teachers' team's activities teachers recognize coherence between joined efforts and students' success, that promotes the change of attitude towards oneself, others and chances offered by bilingual teaching.

The author determines the psychological, pedagogical essence of the term *attitude* and the social pedagogical mechanism of its change as the theoretical basis of the thesis; summarizes the positive experience of the class teachers' teams learning self-organization and generalizes the experience in the theoretical model; determines, in the qualitatively evaluative research, changes in the attitudes towards implementation of bilingual education in the process of mentor's offered help to class teachers' team.

During the qualitatively evaluative research the author obtained data: video recordings of bilingual learning situations, questionnaires, short test with unfinished sentences, observation of class teachers' team activities, team interrelations, class teachers' team and development of their attitudes, self-evaluation of the effectiveness of mentors' help at the discussion / content analysis, questionnaire. Qualitatively-quantitative methods of data processing: coding and grouping of obtained qualitative data (expressions at the discussion), quantitative processing of data on self-evaluation, graphical depiction of results. Methods of data analysis: quantitatively qualitative analysis and interpretation of the data, the degree of expressiveness of class teachers' (situational, habitual, changing) attitudes in team (their dynamics, materiality and other indicators), as well as changes of interrelations in the course of time, determination of the materiality using Chi-square method.

The theoretical model of mentors' help is created during the 1999/2000 study year, organizing the pilot project at 6 elementary schools 1st-2nd form teachers' teams (4-5 teachers with the representative of administration). Centre of Teacher Education from Riga Dome Department of Education, Youth and Sports chose the schools for the project. Qualitatively evaluative research was carried out at Kurzemes Secondary school form 2 teachers team and the duration of the research was 2 years: study years 2000/2001 and 2001/2002. During study year 2002/2003 the results of the research were summarized, processed and analysed.

- Špona, Ausma u.c. *Latvijas pedagoģisko augstskolu mācībspēku profesionālo kompetenču pilnveide zinātniskās pētniecības jomā: tālākizglītības kursu materiāli [Improvement of Professional Competences of Educators of Higher Education Establishments of Latvia in the Field of Scientific Research]*. Rīga: Rīgas Pedagoģijas un izglītības vadības augstskola, 2007. 104 lpp. ISBN-978-9984-9903-4-7.

Riga Teacher Training and Educational Management Academy initiated and implemented, and ESF co-funded project '*Improvement of Professional Competences of Educators of Higher Education Establishments of Latvia in the Field of Scientific Research*' to certain extent can be regarded as an example of good practice in Latvia (particularly in the field of learning of educators of higher education establishments). The project has been guided in the direction of improvement of quality of human resources (the main resource in Latvia) by raising motivation to work in one's profession and solve problems of one's field of activity (teacher education).

Education quality assurance and enhancement ask for both: trans-institutional cooperation and cooperation on the level of individuals because the chosen form of continuing education is a workshop for higher education establishments which represent the same profile (educators of higher education establishments). (It means that learning has taken place not only within one organisation but in cooperation with organisations of similar profile). Moreover, the result is a published methodological material which comprises different experiences for other interested parties.

There is a perception that professional development of educators influence (improve) their professional activity (continuing education that helps to improve; meaningful). What is more, the material puts great emphasis on the relationship among people's activity: for example, professional development (learning) of educators of higher education establishments is significant (is like a precondition) for facilitating successful professional activity and motivation of student teachers.

In addition, this material confirms that it is essential to have a common continuing education programme for educators of one field of study (in this particular case – teacher education), that they themselves (professionals of the particular field) are involved in the process of creating such a programme by using a modelling approach for improvement of quality of professional activity.

In the process of modelling a starting point is educators' specific experience regarding specific situations at work (a biographical approach). Namely, the content is not abstract, it is topical with a regard to improvement of professional activity, which in its turn has raised motivation of the participants to take part in different project activities.

It is closely linked to ideas of T. Koke who says that understanding of research is changing because the work itself turns out to be a research object. (see Koke, 2005).

- **Koķe, Tatjana** (2005). *Pētījumi pieaugušo pedagogijā [Investigations in Adult Pedagogy]*. Rīga: LU apgāds.119.lpp. ISBN 9984-770-71-0.

The topic which is extensively analysed in the material is ‘*Environment and Communication of Virtual Education and Research*’ (the author of this part of the material is a lecturer, Mg.sc.ing. Inese Urpena, pp. 53-65).

Periods, in which there are no changes and the stability is reached, inevitably become shorter: changes are not an exception anymore, they are a norm. The outcome of these changes and restructuring of economics is that people have to change their workplace or even a profession. Also the new and fast changing technologies make people acquire new knowledge and master new skills by learning throughout their lives. As a result, in their active working life people have to change/have to be ready to change their qualification even several times, or they even have to go back to the university to study in a different study programme and become a representative of a different profession.

On one hand, it contrasts with an idea that in the context of lifelong learning formal acknowledgement of qualification (a diploma, a certificate, etc.) loses its meaning because it is more important to be able to prove your knowledge and skills practically, and to be ready to enrol in the next education stage.

Lifelong learning sets basis for necessary changes that are required in the state education policy:

- The state has to ensure accessibility to education of European level;
- Education establishments have to ensure lifelong learning according to professional interests and motivation;
- Education paradigm has to be changed – from teaching to learning.

Nowadays technologies are looked upon as one of the most efficient tools for implementing lifelong learning (including distance learning in a form of e-studies or, in other words, virtual learning). Virtual learning (virtual studies) includes all forms of studying, in which an individual gets knowledge, skills, attitudes by not being present at an actual education establishment. Instead, the virtual environment is used, and it is usually provided by a computer with the Internet connection.

Virtual learning characterises the change ‘from teaching to learning’. It emphasises the issue of the need to change methodology of studies because the cooperation model of educators and students also changes. Virtual learning model pays respect to abilities of every individual student – by offering specially organised learning material, by taking into account individual learning pace and by organising different evaluation and assessment forms of knowledge.

Virtual learning environment with its information and communication resources is of key importance regarding education quality assurance from the accessibility aspect.

There is a great variety of study materials in different forms: audio, video, etc. It is possible to use e-libraries, data bases. This is an interactive form of learning that is aimed at independent search for information and studying, not at teaching.

One of the main objectives of introducing virtual learning is to improve the competence of employees of organisations, to modernise the process of continuing education, etc.

Provision of the offer of e-courses is topical in the context of lifelong learning, especially for ensuring continuity and unity of learning possibilities, quality raising possibility according to abilities and opportunities of every individual.

1.2.3. ANNEX 1: REFERENCES OF PART 1.1

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2. ANALYSIS OF THE COLLECTED DATA OF THE STUDY

2.1. BASIC INFORMATION ABOUT WORKING SITUATION

2.1.1. TYPE OF WORKPLACE

The largest group of the respondents belong to the public sector (70.94%) (Figure 2.1.1.). Slightly more than one quarter of the respondents are employed in the private sector (25.39%).

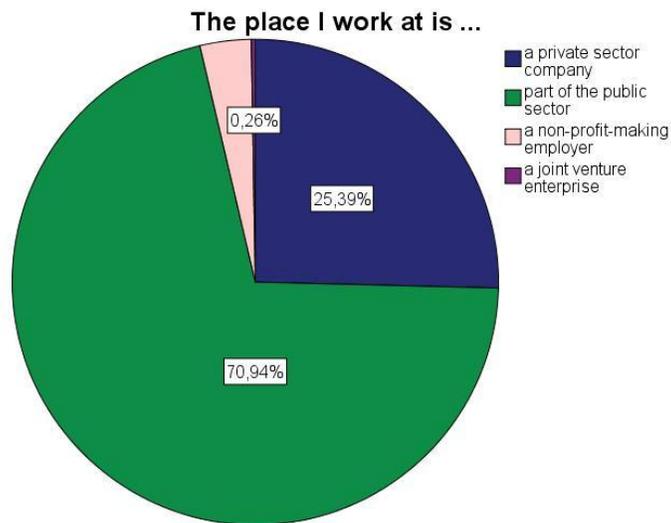


Figure 2.1.1.

Less than one percent of the respondents is involved in non-profit employment (0.26%). The answers does not reflect respondents related to joint venture enterprises which it was an option provided by the survey.

2.1.2. PERIOD OF EMPLOYMENT

Slightly more than a half of the respondents (51.1%) have been working for their current employer for up to 36 months or 3 years. The biggest part of the respondents have been working for their current employer for 3 years. However, this group of the respondents constitutes only 5.2% of the total number of all respondents therefore there is no reason to state that this group is the dominant one and analyse it separately (Annex 2.1: Table 2.1.1.).

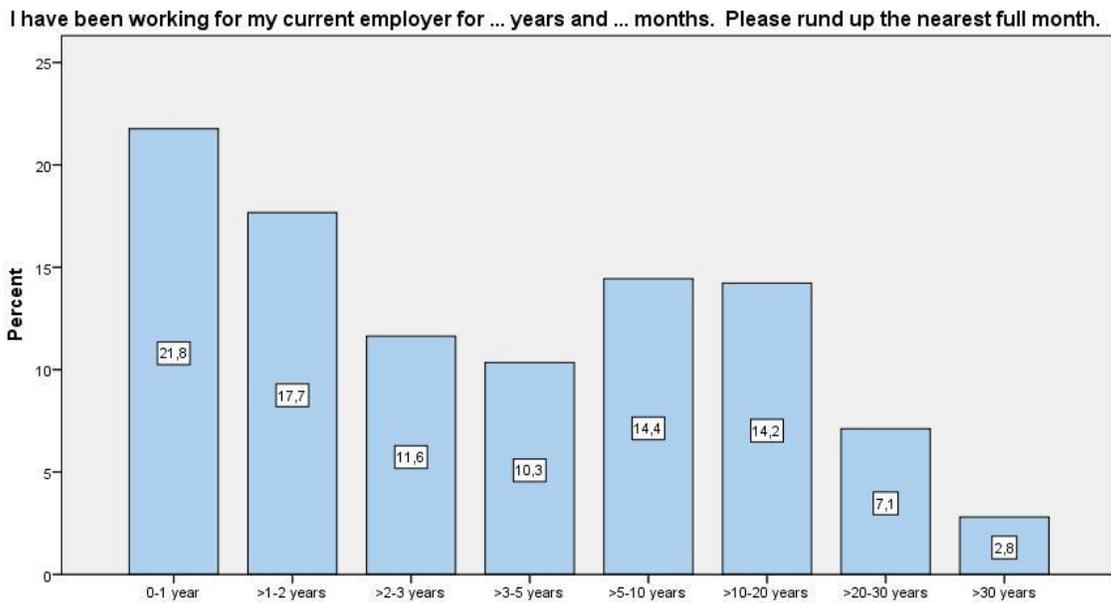


Figure 2.1.2

When analysing the respondents based on the period of time they have spent working for their current employer, it is possible to distinguish several groups, (Figure 2.1.2.). The 21,8% of the respondents have been working for their current employer up to 1 year, and they make the biggest group. A second biggest group (17.7%) consists of employees who have been working for their current employer for 1 up to 2 years. A 11.6% of the respondents have been working for their current employer for 2 up to 3 years. The number of the respondents in next groups – employees who have been working for their current employer for more than 3 years– decreases. There are 10,3% of all respondents who have been working 3 up to 5 years for their current employer. A 14,4% of the respondents have already spent 5 up to 10 years with their current employer, while 14,2% have been doing it for 10 up to 20 years and a 7.1% of the respondents have been working for the current employer for 20 up to 30 years; only a 2,8% have been working for their current employer more than 30 years.

2.1.3. EXTENT OF EMPLOYMENT

Most of the surveyed employees work on a full-time basis (80.6%). There are 8.32% of the respondents who have a part-time job, 7.25% of the employees are on an intermitent, on call or are self-employed, and only 3.84% of the respondents work less than 20 hours per week (Figure 2.1.3).

Based on the chi-square analysis (χ^2 Test), there are no significant differences of staff loads between the IT sector employees and employees working in the Education sector. (Annex 2.1.: Table 2.1.2. and Table 2.1.3.).

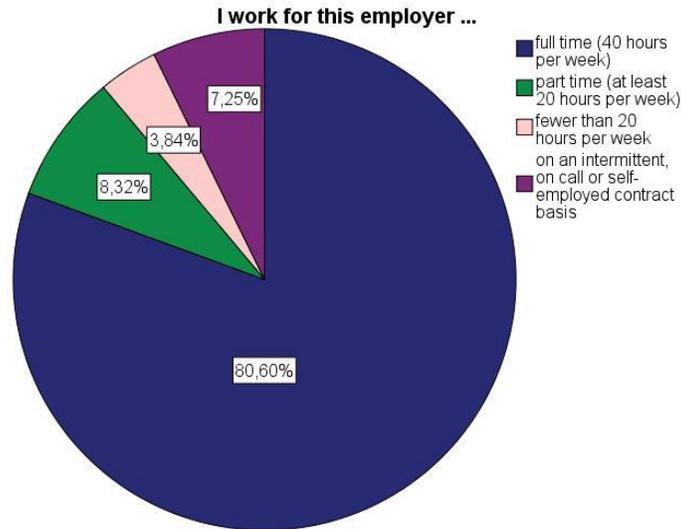


Figure 2.1.3

However, the main difference (Annex 2.1.: Table 2.1.4) is that in the education sector (HE) most of the respondents work in places load (83.5%), but the IT respondents in relation to the employees of the education sector mostly work part time (15.3%).

2.1.4. JOB DESCRIPTION

The study comprised 487 respondents that represented a wide variety of employees' position at work. On the whole, more than 80 different positions were mentioned regarding the particular question. The biggest part of the respondents of the study are school teachers – they form 28.3% of the total number of all respondents. A second biggest group is heads of departments – 7.2%, followed by lectures – 6.0%. Previously mentioned numbers let conclude that the majority of the respondents represent the education sector (Annex 2.1.: Table 2.1.5).

2.1.5. PERIOD OF EMPLOYMENT IN PARTICULAR JOB

Analysis of the question regarding the period of employment in the particular job leads to a conclusion that the biggest part of the respondents is made by those who have been working at the particular workplace for 3 years. This group of the respondents takes up 6.7% of the total percentage of all respondents.

When analysing the respondents based on the period of time they have spent working at the particular workplace, it is also possible to distinguish several groups: 17,8% of the respondents have been working at the particular workplace up to 1 years, and they make the biggest group. A second biggest group (17,2%) consists of employees who have been

working at the particular workplace for 1 up to 2 years. A 12.5% of the respondents have been working at the particular workplace for 2 up to 3 years.

I have been in this particular job for ... months. Please round up to the nearest full month and count each year as 12 months.

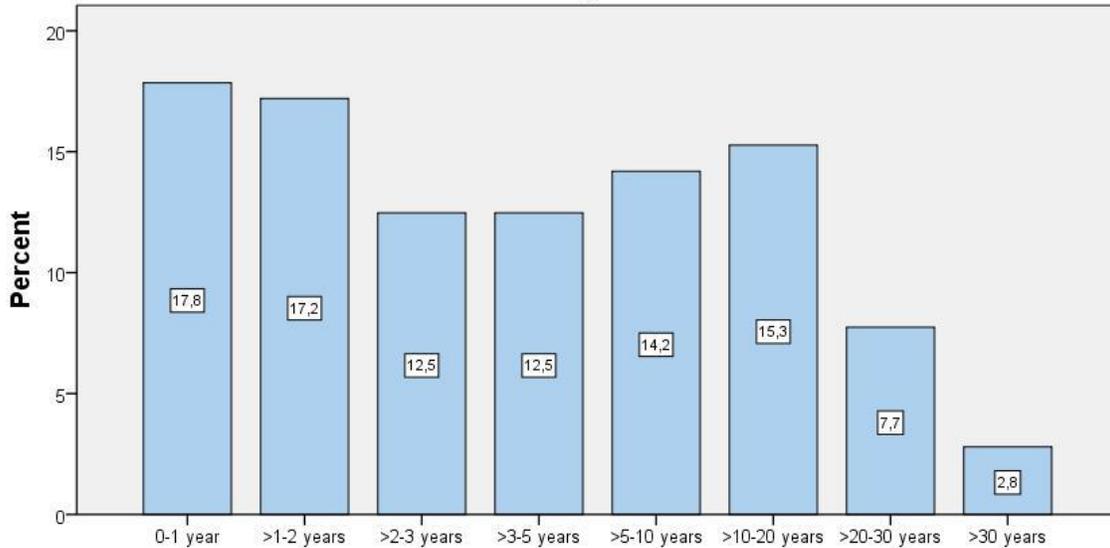


Figure 2.1.4.

There are also a 12,5% of all respondents who have been working 3 up to 5 years at the particular workplace. A 14.2% of the respondents have already spent 5 up to 10 years at the particular workplace, while 15,3% have been working at the particular workplace for 10 up to 20 years; 7,7% of the respondents have been working at the particular workplace for 20 up to 30 years and a 2,8% of the respondents have been working at the particular workplace more than 30 years (Annex 2.1.: Table 2.1.6).

2.1.6. NUMBER OF EMPLOYEES AT WORKPLACE

The average number of employees in a particular workplace is 24 employees (Annex 2.1.; Table 2.1.7.)

As we can see in figure 2.1.5., the biggest part of the respondents have less than 10 employees in their particular workplaces (39.8%). A second biggest group is respondents with a number of employees between 10 and 25 (27,3%) in their particular workplaces. And a third group is respondents with a number of employees between 25 and 50 (23,7%). Only 9,2% of respondents say that their workplace has more than 50 employees (Figure 2.1.5, Annex 2.1.; Table 2.1.8).

About how many people work at your particular workplace? Workplace = the department or section in which you work

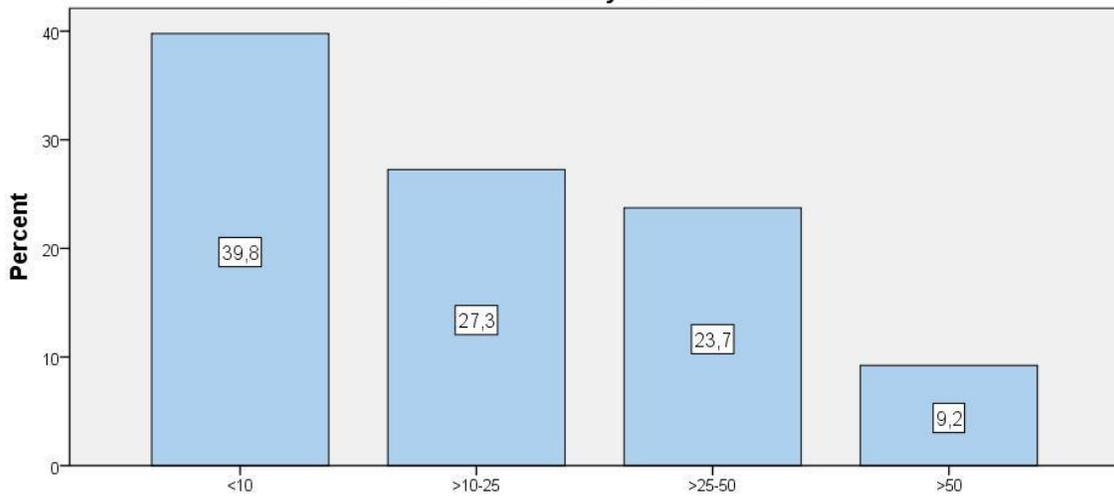


Figure 2.1.5

2.1.7. NUMBER OF EMPLOYEES IN THE WHOLE ORGANIZATION

The average number of employees in organisations that are represented by the respondents of the study is 352 employees per each whole organisation (Annex 2.1.; Table 2.1.9).

About how many employees altogether work in the whole organisation? Whole organisation = the site at which you work (some companies - such as supermarket chains or multinationals - have many sites)

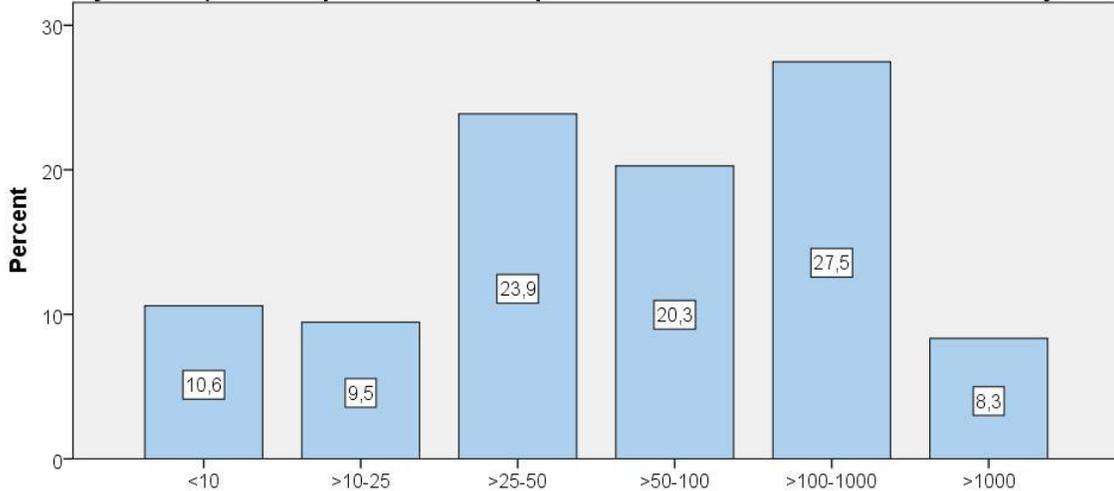


Figure 2.1.6

The biggest part of the respondents work in organisations where there are between 100 and 1000 employees; this group forms 27,5% of the total amount of all respondents. Another important groups is formed by organisations which have between 25 and 50 employees (23,9% of all respondents) or between 50 and 100 employees (20,3% of all respondents). The smaller groups are formed by organization with less than 10 employees (10,6%), between 10 and 25 (9,5%) and more than 1000 employees (8,3%) (Figure 2.1.6; Annex 2.1.: Table 2.1.10.).

2.1.8. CORRESPONDENCE OF EDUCATION/QUALIFICATION AND JOB

Analysis of the question of the correspondence of the respondents' education/qualification to their job reveals that the majority of the employees have appropriate education for their job. Furthermore, it is important to mention that about 10,94% of the respondents believe that the level of their education would be more appropriate for some other job positions and 10,50% of the respondents state that the level of their education is higher than it is for the biggest part of other employees who work in the same field (Figure 2.1.7).

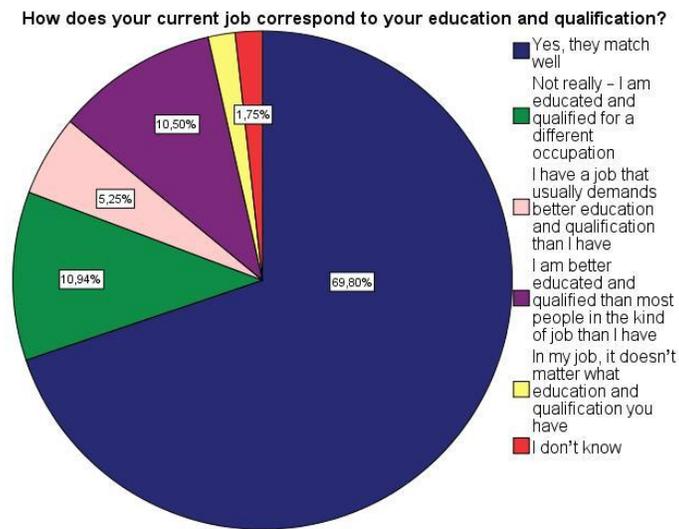


Figure 2.1.7

2.1.9. ESTIMATION OF CURRENT WORK SITUATION

- **Question:** *How would you judge your current situation at work?*

1. *I work only for the reason that my work provides the means to survive.*

Few respondents say that they work because their job provides them the means of survival and few say that their job satisfies them. The most popular answer among

the respondents is that they agree to this statement to a limited extent (31.4%) (Annex 2.1.: Table 2.1.11.).

2. *The work I'm doing makes me feel good.*

The majority of the respondents acknowledge that their job makes them feel good. The most popular answer among the respondents is that they agree to this statement to a considerable extent (45.3%) (Annex 2.1.: Table 2.1.11.).

3. *I have more financial satisfaction than personal satisfaction from my work
How would you judge your current situation at work?*

I have more personal satisfaction than financial satisfaction from my work

The majority of the respondents admit that their job provides them more personal satisfaction than financial satisfaction. The most popular answer among the respondents is that they agree to this statement to a considerable extent (44.1%) (Annex 2.1.: Table 2.1.11.).

4. *I feel appreciation for the work I'm doing*

The respondents rather agree than disagree that they appreciate their job. Only very few respondents (1.6%) do not experience appreciation of their job (Annex 2.1; Table 2.1.11.).

HE respondents feel personal satisfaction more than financial satisfaction, but IT respondents feel financial satisfaction more than personal satisfaction (Annex 2.1; Table 2.1.12.).

When comparing answers of the respondents of HE and IT sectors, the difference lies in the answer regarding their financial and personal satisfaction from their job ($p < 0.01$) (Annex 2; Table 2.1.13.).

2.1.10 ANNEX 2.1. STATISTICAL TABLES OF PART 2.1

Table 2.1.1

I have been working for my current employer for ... years and ... months. Please rund up the nearest full month.					
	Years	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-1	101	20,7	21,8	21,8
	>1-2	82	16,8	17,7	39,4
	>2-3	54	11,1	11,6	51,1
	>3-5	48	9,9	10,3	61,4
	>5-10	67	13,8	14,4	75,9
	>10-20	66	13,6	14,2	90,1
	>20-30	33	6,8	7,1	97,2
	>30	13	2,7	2,8	100,0
	Total		464	95,3	100,0
Missing	System	23	4,7		
Total		487	100,0		

Table 2.1.2.

I work for this employer ...	
Pearson Chi-Square Tests	
	Sector
Chi-square	10,955
Df	3
Sig.	,012 [*]

Results are based on nonempty rows and columns in each innermost subtable.

* The Chi-square statistic is significant at the 0.05 level.

Table 2.1.3.

I work for this employer ...				
	Sector			
	HE		IT	
	Count	Column N %	Count	Column N %
Full time (40 hours per week)	293	83,5%	85	72,0%
Part time (at least 20 hours per week)	21	6,0%	18	15,3%
Fewer than 20 hours per week	13	3,7%	5	4,2%
On an intermittent, on call or self-employed contract basis	24	6,8%	10	8,5%

Table 2.1.4

I work for this employer ...		
Comparisons of Column Proportions ^a		
	Sector	
	HE	IT
	(A)	(B)
Full time (40 hours per week)	B	
Part time (at least 20 hours per week)		A
Fewer than 20 hours per week		
On an intermittent, on call or self-employed contract basis		

Results are based on two-sided tests with significance level 0.05. For each significant pair, the key of the category with the smaller column proportion appears under the category with the larger column proportion.

a. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

Table 2.1.5

My exact job is:				
	Valid	Cumulative		
	Frequency	Percent	Percent	Percent
Valid	27	5,5	5,5	5,5
Administrator	6	1,2	1,2	6,8
Computer designer	1	,2	,2	7,0
Assistant	10	2,1	2,1	9,0
asoc.profesors	10	2,1	2,1	11,1
assistant professor	1	,2	,2	11,3
Autodriving IT services	1	,2	,2	11,5
Librarian	2	,4	,4	11,9
Stockbroker	1	,2	,2	12,1
Volunteer	1	,2	,2	12,3
Science laboratory assistant	1	,2	,2	12,5
Computer specialist	6	1,2	1,2	13,8
Deputy director	23	4,7	4,7	18,5
School director	4	,8	,8	19,3
Interior web-designer	2	,4	,4	19,7
Assistant professor	18	3,7	3,7	23,4
Expert	3	,6	,6	24,0
E- engineer	1	,2	,2	24,2
Enterprise Architector	1	,2	,2	24,4
Accountant	6	1,2	1,2	25,7
Inspector	3	,6	,6	26,3
Interior web-designer	1	,2	,2	26,5
IT administrator	12	2,5	2,5	29,0
IT depature's head	1	,2	,2	29,2
IT international manager	1	,2	,2	29,4
Educator	1	,2	,2	29,6
Executive assistant	1	,2	,2	29,8
Executive director	2	,4	,4	30,2

Temporary-job employed	1	,2	,2	30,4
Online- lawyer	3	,6	,6	31,0
Team-training coordinator	1	,2	,2	31,2
Adviser	6	1,2	1,2	32,4
Science assistant	1	,2	,2	32,6
Lecturer	30	6,2	6,2	38,8
IT service secretary	7	1,4	1,4	40,2
Pedagoge	1	,2	,2	40,5
Online nail design services	1	,2	,2	40,7
Marketing manager	1	,2	,2	40,9
Non- formal educator	1	,2	,2	41,1
Methodist	9	1,8	1,8	42,9
Not a consultant	1	,2	,2	43,1
Real estate manager, bookkeeper, office manager	1	,2	,2	43,3
Second- level IT manager	1	,2	,2	43,5
Professor's helpmate	1	,2	,2	43,7
Data shop assistant	1	,2	,2	43,9
Sales specialist	4	,8	,8	44,8
Head of administrative dapartment	1	,2	,2	45,0
Information service Manager	1	,2	,2	45,2
Self-employed person	1	,2	,2	45,4
Teacher	158	32,4	32,4	77,8
Staff director	1	,2	,2	78,0
Reasercher	10	2,1	2,1	80,1
Professor	14	2,9	2,9	83,0
Programmer	11	2,3	2,3	85,2
Project coordinator	4	,8	,8	86,0
Head of the project	11	2,3	2,3	88,3
Radio and TV manager	1	,2	,2	88,5
Creatively unemployed	1	,2	,2	88,7
Deputy Head of Productions department	1	,2	,2	88,9
Referent	1	,2	,2	89,1
Public relations' specialist	1	,2	,2	89,3
Secretary	7	1,4	1,4	90,8

Service specialist	1	,2	,2	91,0
System coordinator	1	,2	,2	91,2
Databases' analyst	1	,2	,2	91,4
Head of department	24	4,9	4,9	96,3
Student	1	,2	,2	96,5
Distant learning Center Director	1	,2	,2	96,7
teacher trainer, researcher, consultant	1	,2	,2	96,9
Coach	4	,8	,8	97,7
Wide and close team-building trainer	1	,2	,2	97,9
Instructor in the pr-facture board	1	,2	,2	98,2
Chairman of the Board	1	,2	,2	98,4
Replace pedagoge	1	,2	,2	98,6
Radio station staff assistant	1	,2	,2	98,8
Web- designer	2	,4	,4	99,2
Vice Rector for Science	1	,2	,2	99,4
Journalist	3	,6	,6	100,0
Total	487	100,0	100,0	

Table 2.1.6

I have been in this particular job for ... months. Please round up to the nearest full month and count each year as 12 months.					
	Years	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-1	83	17,0	17,8	17,8
	>1-2	80	16,4	17,2	35,1
	>2-3	58	11,9	12,5	47,5
	>3-5	58	11,9	12,5	60,0
	>5-10	66	13,6	14,2	74,2
	>10-20	71	14,6	15,3	89,5
	>20-30	36	7,4	7,7	97,2
	>30	13	2,7	2,8	100,0
	Total		465	95,5	100,0
Missing	System	22	4,5		
Total		487	100,0		

Table 2.1.7

About how many people work at your particular workplace? Workplace = the department or section in which you work		
N	Valid	455
	Missing	32
Mean		24,42
Minimum		0
Maximum		560

Table 2.1.8

About how many people work at your particular workplace? Workplace = the department or section in which you work				
People	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<10	181	37,2	39,8
	>10-25	124	25,5	67,0
	>25-50	108	22,2	90,8
	>50	42	8,6	100,0
	Total	455	93,4	100,0
Missing	System	32	6,6	
Total		487	100,0	

Table 2.1.9

About how many employees altogether work in the whole organisation? Whole organisation = the site at which you work (some companies - such as supermarket chains or multinationals - have many sites)		
N	Valid	444
	Missing	43
Mean		352
Minimum		0
Maximum		13000

Table 2.1.10

About how many employees altogether work in the whole organisation? Whole organisation = the site at which you work (some companies - such as supermarket chains or multinationals - have many sites)					
People	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	<10	47	9,7	10,6	10,6
	>10-25	42	8,6	9,5	20,0
	>25-50	106	21,8	23,9	43,9
	>50-100	90	18,5	20,3	64,2
	>100-1000	122	25,1	27,5	91,7
	>1000	37	7,6	8,3	100,0
	Total	444	91,2	100,0	
Missing	System	43	8,8		
Total		487	100,0		

Table 2.1.11

How would you judge your current situation at work?			
		Count	Subtable N %
<i>I work only for the reason that my work provides the means to survive</i>	To a great extent/Fully	52	11,9%
	To a considerable extent	77	17,6%
	To a limited extend	137	31,4%
	To a very low extent	110	25,2%
	Not at all	61	14,0%
<i>The work I'm doing makes me feel good</i>	To a great extent/Fully	119	27,1%
	To a considerable extent	199	45,3%
	To a limited extend	102	23,2%
	To a very low extent	15	3,4%
	Not at all	4	,9%
<i>I have more financial satisfaction than personal satisfaction from my work</i>	To a great extent/Fully	8	1,9%
	To a considerable extent	39	9,1%
	To a limited extend	135	31,4%
	To a very low extent	179	41,6%
	Not at all	69	16,0%
<i>I have more personal satisfaction than financial satisfaction from my work</i>	To a great extent/Fully	75	17,0%
	To a considerable extent	195	44,1%
	To a limited extend	126	28,5%
	To a very low extent	40	9,0%
	Not at all	6	1,4%
<i>I feel appreciation for the work I'm doing</i>	To a great extent/Fully	76	17,4%
	To a considerable extent	176	40,2%
	To a limited extend	135	30,8%
	To a very low extent	44	10,0%
	Not at all	7	1,6%

Table 2.1.12

How would you judge your current situation at work?		
Pearson Chi-Square Tests		
	Sector	
<i>I work only for the reason that my work provides the means to survive</i>	Chi-square	3,113
	Df	4
	Sig.	,539
<i>The work I'm doing makes me feel good</i>	Chi-square	1,270
	Df	4
	Sig.	,866 ^a
<i>I have more financial satisfaction than personal satisfaction from my work</i>	Chi-square	19,209
	Df	4
	Sig.	,001*
<i>I have more personal satisfaction than financial satisfaction from my work</i>	Chi-square	6,935
	Df	4
	Sig.	,139 ^a
<i>I feel appreciation for the work I'm doing</i>	Chi-square	3,746
	Df	4
	Sig.	,441

Results are based on nonempty rows and columns in each innermost subtable.

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid

*. The Chi-square statistic is significant at the 0.05 level.

Table 2.1.13

How would you judge your current situation at work?			
		Sector	
		HE	IT
<i>I work only for the reason that my work provides the means to survive</i>	To a great extent/Fully	40	12
	To a considerable extent	52	25
	To a limited extend	103	34
	To a very low extent	86	24
	Not at all	44	17
<i>The work I'm doing makes me feel good</i>	To a great extent/Fully	91	28
	To a considerable extent	150	49
	To a limited extend	73	29
	To a very low extent	10	5
	Not at all	3	1
<i>I have more financial satisfaction than personal satisfaction from my work</i>	To a great extent/Fully	7	1
	To a considerable extent	22	17
	To a limited extend	92	43
	To a very low extent	137	42
	Not at all	62	7
<i>I have more personal satisfaction than financial satisfaction from my work</i>	To a great extent/Fully	64	11
	To a considerable extent	148	47
	To a limited extend	88	38
	To a very low extent	28	12
	Not at all	5	1
<i>I feel appreciation for the work I'm doing</i>	To a great extent/Fully	57	19
	To a considerable extent	123	53
	To a limited extend	106	29
	To a very low extent	35	9
	Not at all	5	2

2.2. THOUGHTS ABOUT WORKPLACE LEARNING

2.2.1.EMPLOYEES' OPINION ON WORKPLACE LEARNING

- **Question:** *Please tell us if you agree or disagree with the following statements.*

1. *Learning is always necessary, but it might not always be what you might choose to do yourself.*

The respondents rather agree that learning is always necessary but it might not always be what you might choose to do yourself (44.5%) (Annex 2.2.: Table 2.2.1.).

2. *When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.*

The respondents rather agree that when employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job (51.5%) (Annex 2.2.: Table 2.2.2.).

3. *Employers have the right to insist that employees follow certain courses and obtain certain qualifications.*

The surveyed respondents (73%) hold an opinion that employers have rights to ask their employees to attend particular courses and raise their qualification (Annex 2.2.: Table 2.2.3.).

4. *People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training.*

However, at the same time the biggest part of the respondents (68.3%) state that employees should be given an opportunity to choose themselves what to learn, when and how to do it. In case they are not allowed to choose, they could refuse to take part in work-related learning (Annex 2.2.: Table 2.2.4.).

5. *It's no good waiting for people to decide for themselves - you have to make people learn, whether they want to or not.*

Respondents rather disagree that employers are the ones who have to make employees learn – employees have to be the ones who decide upon learning (42.8%) (Annex 2.2.: Table 2.2.5.).

6. *If employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills.*

Majority of the respondents think that it would be better if employers supported more general education for their employees (and not just for their jobs). More people would want to improve their knowledge and skills (78.8% strongly agree/agree) (Annex 2.2.: Table 2.2.6.).

7. *The trouble with work-based learning is that it's not really something people want to do, but something they think they ought to do.*

Although almost a half of the respondents (44.8%) are of the opinion that one of the problems that concerns learning at work is that employees look upon this kind of learning as a duty, it cannot be regarded as the dominant one because 17.5% of the surveyed employees do not agree to this statement (Annex 2.2.: Table 2.2.7.).

8. *People learn best whilst they are just doing their jobs - they don't have to take courses to learn more and do their jobs well.*

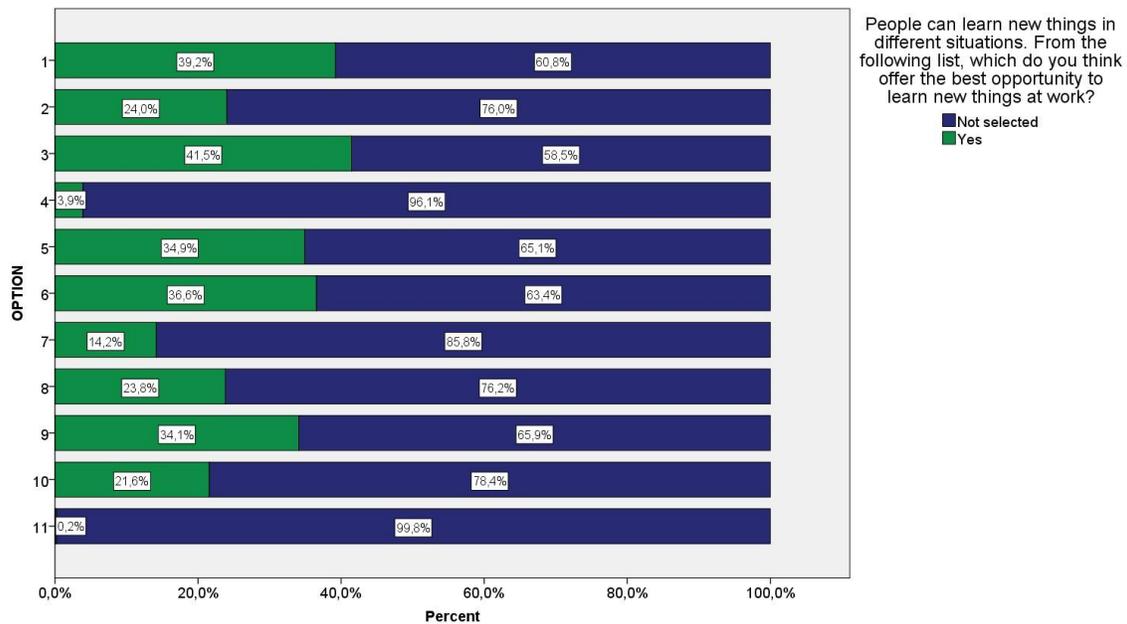
More than a half of the respondents do not think that it is best to learn whilst employees are doing their jobs – they have to take courses to learn more (45.1%) (Annex 2.2.: Table 2.2.8.).

There is a difference in the respondents' answers to the following statement: the rights of employers to insist on employees' learning (Annex 2.2.: Table 2.2.9.). HE respondents think that employers have rights to insist on employees' learning (52.1%) (Annex 2.2.: Table 2.2.10.).

2.2.2. EMPLOYEES' OPINION ON OPPORTUNITIES TO LEARN NEW THINGS AT WORK

The most popular answers to the question about the essence of learning given by the respondents are that they learn while doing things they are not familiar with (e.g. using new machines or equipment) and when something unexpected is happening and they try to manage by trying things out (Figure 2.2.1).

The respondents also think that they learn in situations when they come in contact with people who have different skills or backgrounds, or experiences (e.g. talking to colleagues from different cultures or industries), (36.6%) when they hear something that draws their interest and they start looking for more information about it (34.9%), and when they are given a goal to achieve at work (34.1%) (Figure 2.2.1.).



1. When something unexpected is happening and you try to manage by trying things out	39.2%
2. When observing and analyzing situations (e.g. in meeting at work)	24.0%
3. When doing things you are not familiar with (e.g. using new machines or equipment)	41.5%
4. Just by looking at how people do things and imitating them	3.9%
5. When you hear something that draws your interest and you start looking for more information about it.	34.9%
6. When coming in contact with people who have different skills or backgrounds or experiences (e.g. talking to colleagues from different cultures or industries)	36.6%
7. When doing things together with colleagues (e.g. organizing a celebration).	14.2%
8. When leading other people and telling/teaching them what to do	23.8%
9. When you are given a goal to achieve at work	34.1%
10. When you remember mistakes you have made in the past and you try not to repeat them	21.6%
11. I do not really know how I learn at work.	0.2%

Figure 2.2.1

In general, the respondents do know how they learn at work (0.2%) but they mainly understand learning as something formal, not so much as something that takes place at their workplaces like doing things together with colleagues (14.2%) thus gaining new knowledge and skills (Figure 2.2.1.).

There is a difference in the respondents' answers to the following statements (Annex 2.2.: Table 2.2.11): when doing things you are not familiar with (e.g. using new machines or equipment) ($p < 0.005$). HE respondents say that this statement is true while IT respondents do not exactly think so (Annex 2.2.: Table 2.2.12).

When you hear something that draws your interest and you start looking for more information about it ($p < 0.05$). IT respondents say that this statement is true while HE respondents do not exactly think so (Annex 2.2.: Table 2.2.12).

When observing and analyzing situations (e.g. in meeting at work) ($p < 0.005$). HE respondents say that this statement is true while IT respondents do not exactly think so (Annex 2.2.:Table 2.2.12).

When doing things together with colleagues (e.g. organizing a celebration) ($p < 0.01$). HE respondents say that this statement is true while IT respondents do not exactly think so (Annex 2.2.:Table 2.2.12).

There is only 1 free answer (option “Others”) to this question. The qualitative analysis of this answer reveals interest in learning in a multicultural environment (expression 173) (see Annex 2.2.2.: Sheet 2.2.1.).

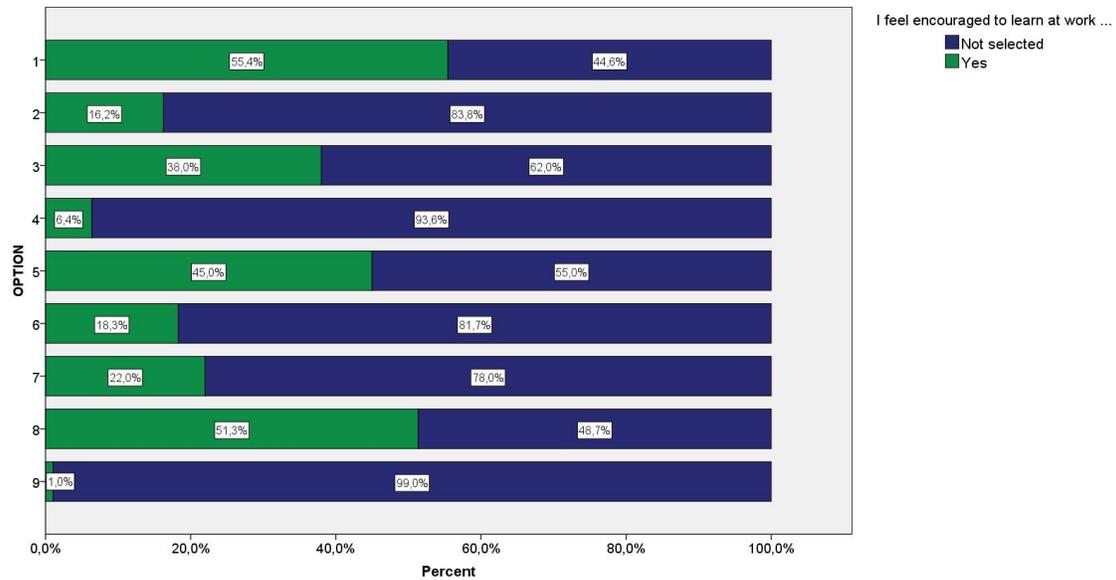
2.2.3. ENCOURAGEMENT OF EMPLOYEES TO LEARN AT WORK

According to the answers of the respondents, they are mainly encouraged to learn at their workplaces if they know it will bring them concrete benefits (e.g. promotion, higher salary, recognition) and when courses their employers provide are really useful for their work. The respondents have also acknowledged that their workplaces is the best place to improve job-related knowledge and skills and that in general they learn because they simply enjoy learning (Figure 2.2.2.).

Based on the answers of the respondents, it can be said that they are not encouraged to learn if their boss gives them ideas and advice. And only very few respondents (5) state that they do not feel encouraged to learn at work at all (Figure 2.2.2.).

There is a difference in the respondents' answers to the following statements (Annex 2.2.: Table 2.2.13).

- *Simply because I enjoy learning* ($p < 0.05$). HE respondents say that this statement is true while IT respondents do not exactly think so (Annex 2 to Part 2.2. ;Table 2.2.14).
- *When my boss gives me ideas and advice* ($p < 0.05$). IT respondents agree more to this statement than HE respondents (Annex 2.2.: Table 2.2.14).
- *When the courses my employer provides are really useful for my work* ($p < 0.05$). HE respondents say that this statement is true while IT respondents do not exactly think so (Annex 2.2.: Table 2.2.14).



1	Because I know it will bring me concrete benefits (e.g. promotion, higher salary, recognition)	55.4%
2	When my colleagues give me ideas and advice	16.2%
3	Simply because I enjoy learning	38.0%
4	When my boss gives me ideas and advice	6.4%
5	Because this is the best place to improve job-related knowledge and skills	45.0%
6	Because it is easy to learn at the same time as working	18.3%
7	When the teachers/trainers on the courses are good	22.0%
8	When the courses my employer provides are really useful for my work	51.3%
9	To be honest, I don't feel encouraged to learn at work	1.0%

Figure 2.2.2.

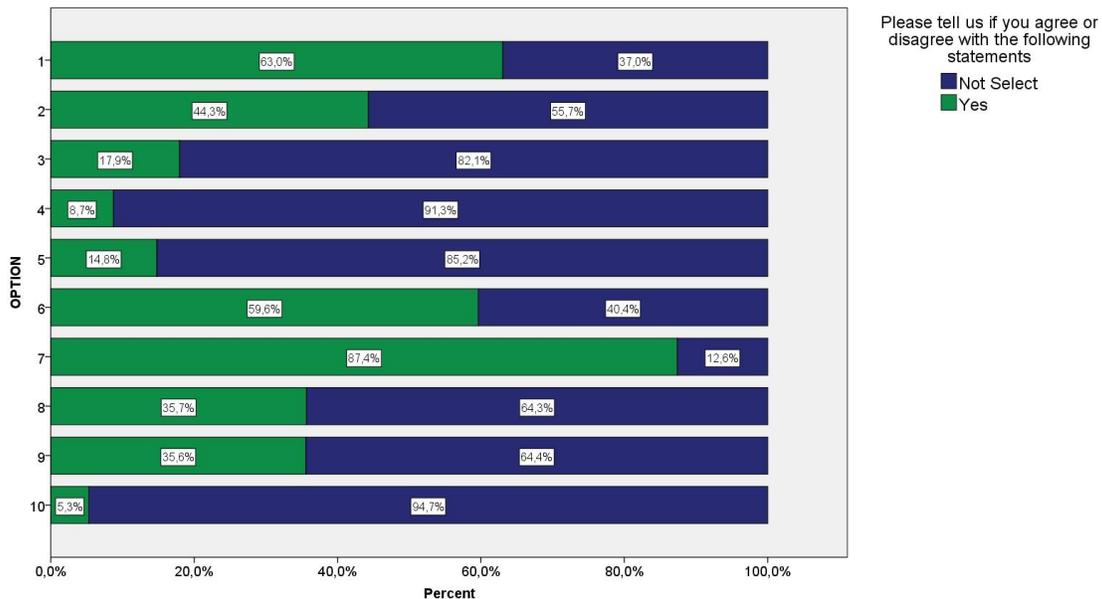
There are only 3 free answers (option “Others”) to this question. The qualitative analysis of these answers confirms that the respondents are mainly encouraged to learn at their workplaces if they know it will bring them concrete benefits (expression 313) and when courses are really useful (Expression 116) (See Annex 2.2.2.: Sheet 2.2.2.).

2.2.4. EMPLOYEES’ OPINION ON LEARNING

The biggest part of the respondents say that in their organizations everyone expects one to take courses sometimes (Figure 2.2.3.).

On one hand the majority of the respondents think that it is better for people to decide by themselves about learning (87.4%), thus learning is more often and the results are better. While on the other hand they acknowledge that from time to time employees have to be forced to learn (35.7%) (Figure 2.2.3.).

There is a difference in the respondents' answers to the following statements: *In my organization, everyone expects you to take courses sometimes* ($p < 0.001$) (Annex 2.2: Table 2.2.15.). HE respondents say that this statement is true while IT respondents do not exactly think so (Annex 2.2.: Table 2.2.16). Most employers insist that their employees follow training courses at regular intervals ($p < 0.001$). HE respondents say that this statement is true while IT respondents do not exactly think so (Annex 2.2.: Table 2.2.16).



1.	Learning inevitably contributes to the productivity and output of employees.	63.0%
2.	Everyone has to keep on learning because otherwise they risk becoming unemployed.	44.3%
3.	My employer offers such attractive learning opportunities that most of us do really want to take them up.	17.9%
4.	People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).	8.7%
5.	The more you force people to learn, the less they will want to learn and the worse the results will be.	14.8%
6.	In my organization, everyone expects you to take courses sometimes.	59.6%
7.	When people can decide for themselves about learning, they learn more and get better results.	87.4%
8.	Most employers insist that their employees follow training courses at regular intervals.	35.7%
9.	Everyone has to keep on learning because society expects it.	35.6%
10	There is no need to carry on learning once you have finished your initial education and training.	5.3%

Figure 2.2.3.

2.2.5. ANNEX 2.2.1.: STATISTICAL TABLES OF PART 2.2.

Table 2.2.1

Please tell us if you agree or disagree with the following statements: <i>Learning is always necessary, but it might not always be what you might choose to do yourself.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	76	15,6	17,1	17,1
	Agree	198	40,7	44,5	61,6
	Neither agree nor disagree	117	24,0	26,3	87,9
	Disagree	52	10,7	11,7	99,6
	Strongly disagree	2	,4	,4	100,0
	Total	445	91,4	100,0	
Missing	System	42	8,6		
Total		487	100,0		

Table 2.2.2

Please tell us if you agree or disagree with the following statements. <i>When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	151	31,0	34,1	34,1
	Agree	228	46,8	51,5	85,6
	Neither agree nor disagree	53	10,9	12,0	97,5
	Disagree	9	1,8	2,0	99,5
	Strongly disagree	2	,4	,5	100,0
	Total	443	91,0	100,0	
Missing	System	44	9,0		
Total		487	100,0		

Table 2.2.3

Please tell us if you agree or disagree with the following statements.					
<i>Employers have the right to insist that employees follow certain courses and obtain certain qualifications.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	99	20,3	22,4	22,4
	Agree	223	45,8	50,6	73,0
	Neither agree nor disagree	97	19,9	22,0	95,0
	Disagree	19	3,9	4,3	99,3
	Strongly disagree	3	,6	,7	100,0
	Total	441	90,6	100,0	
Missing	System	46	9,4		
Total		487	100,0		

Table 2.2.4

Please tell us if you agree or disagree with the following statements.					
<i>People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	98	20,1	22,1	22,1
	Agree	205	42,1	46,2	68,2
	Neither agree nor disagree	115	23,6	25,9	94,1
	Disagree	24	4,9	5,4	99,5
	Strongly disagree	2	,4	,5	100,0
	Total	444	91,2	100,0	
Missing	System	43	8,8		
Total		487	100,0		

Table 2.2.5

Please tell us if you agree or disagree with the following statements. <i>It's no good waiting for people to decide for themselves - you have to make people learn, whether they want to or not.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	1,0	1,1	1,1
	Agree	45	9,2	10,3	11,4
	Neither agree nor disagree	154	31,6	35,2	46,7
	Disagree	187	38,4	42,8	89,5
	Strongly disagree	46	9,4	10,5	100,0
	Total	437	89,7	100,0	
Missing	System	50	10,3		
Total		487	100,0		

Table 2.2.6

Please tell us if you agree or disagree with the following statements. <i>If employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	142	29,2	32,3	32,3
	Agree	204	41,9	46,5	78,8
	Neither agree nor disagree	76	15,6	17,3	96,1
	Disagree	16	3,3	3,6	99,8
	Strongly disagree	1	,2	,2	100,0
	Total	439	90,1	100,0	
Missing	System	48	9,9		
Total		487	100,0		

Table 2.2.7

Please tell us if you agree or disagree with the following statements. <i>The trouble with work-based learning is that it's not really something people want to do, but something they think they ought to do.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	33	6,8	7,5	7,5
	Agree	164	33,7	37,3	44,8
	Neither agree nor disagree	166	34,1	37,7	82,5
	Disagree	70	14,4	15,9	98,4
	Strongly disagree	7	1,4	1,6	100,0
	Total	440	90,3	100,0	
Missing	System	47	9,7		
Total		487	100,0		

Table 2.2.8

Please tell us if you agree or disagree with the following statements. <i>People learn best whilst they are just doing their jobs - they don't have to take courses to learn more and do their jobs well.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	4,1	4,5	4,5
	Agree	45	9,2	10,2	14,7
	Neither agree nor disagree	131	26,9	29,7	44,4
	Disagree	199	40,9	45,1	89,6
	Strongly disagree	46	9,4	10,4	100,0
	Total	441	90,6	100,0	
Missing	System	46	9,4		
Total		487	100,0		

Table 2.2.9

Pearson Chi-Square Tests Sectors		
Please tell us if you agree or disagree with the following statements		
<i>Learning is always necessary, but it might not always be what you might choose to do yourself.</i>	Chi-square df Sig.	6,755 4 ,149 ^{a,b}
<i>When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.</i>	Chi-square df Sig.	10,669 4 ,031 ^{a,b,*}
<i>Employers have the right to insist that employees follow certain courses and obtain certain qualifications.</i>	Chi-square df Sig.	12,325 4 ,015 ^{a,b,*}
<i>People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training.</i>	Chi-square df Sig.	4,997 4 ,288 ^{a,b}
<i>It's no good waiting for people to decide for themselves - you have to make people learn, whether they want to or not.</i>	Chi-square df Sig.	3,632 4 ,458 ^a
<i>If employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills.</i>	Chi-square df Sig.	3,974 4 ,410 ^{a,b}
<i>The trouble with work-based learning is that it's not really something people want to do, but something they think they ought to do.</i>	Chi-square df Sig.	2,700 4 ,609
<i>People learn best whilst they are just doing their jobs - they don't have to take courses to learn more and do their jobs well.</i>	Chi-square df Sig.	6,826 4 ,145
Results are based on nonempty rows and columns in each innermost subtable.		
a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.		
b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.		
*. The Chi-square statistic is significant at the 0.05 level.		

Table 2.2.10.

Please tell us if you agree or disagree with the following statements					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>Learning is always necessary, but it might not always be what you might choose to do yourself.</i>	Strongly agree	60	17,9%	16	14,5%
	Agree	151	45,1%	47	42,7%
	Neither agree nor disagree	90	26,9%	27	24,5%
	Disagree	32	9,6%	20	18,2%
	Strongly disagree	2	,6%	0	,0%
<i>When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.</i>	Strongly agree	117	34,9%	34	31,5%
	Agree	175	52,2%	53	49,1%
	Neither agree nor disagree	32	9,6%	21	19,4%
	Disagree	9	2,7%	0	,0%
	Strongly disagree	2	,6%	0	,0%
<i>Employers have the right to insist that employees follow certain courses and obtain certain qualifications.</i>	Strongly agree	62	18,7%	37	33,9%
	Agree	173	52,1%	50	45,9%
	Neither agree nor disagree	78	23,5%	19	17,4%
	Disagree	16	4,8%	3	2,8%
	Strongly disagree	3	,9%	0	,0%
<i>People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training.</i>	Strongly agree	81	24,2%	17	15,6%
	Agree	151	45,1%	54	49,5%
	Neither agree nor disagree	82	24,5%	33	30,3%
	Disagree	19	5,7%	5	4,6%
	Strongly disagree	2	,6%	0	,0%
<i>It's no good waiting for people to decide for themselves - you have to make people learn, whether they want to or not.</i>	Strongly agree	3	,9%	2	1,9%
	Agree	30	9,1%	15	14,0%
	Neither agree nor disagree	115	34,8%	39	36,4%
	Disagree	145	43,9%	42	39,3%
	Strongly disagree	37	11,2%	9	8,4%
<i>If employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills.</i>	Strongly agree	110	33,2%	32	29,6%
	Agree	155	46,8%	49	45,4%
	Neither agree nor disagree	56	16,9%	20	18,5%
	Disagree	9	2,7%	7	6,5%
	Strongly disagree	1	,3%	0	,0%
<i>The trouble with work-based learning is that it's not really something people want to do, but something they think they ought to do.</i>	Strongly agree	24	7,3%	9	8,3%
	Agree	129	39,0%	35	32,1%
	Neither agree nor disagree	123	37,2%	43	39,4%
	Disagree	51	15,4%	19	17,4%
	Strongly disagree	4	1,2%	3	2,8%
<i>People learn best whilst they are just doing their jobs - they don't have to take courses to learn more and do their jobs well.</i>	Strongly agree	11	3,3%	9	8,3%
	Agree	34	10,2%	11	10,1%
	Neither agree nor disagree	96	28,9%	35	32,1%
	Disagree	158	47,6%	41	37,6%
	Strongly disagree	33	9,9%	13	11,9%

Table 2.2.11

People can learn new things in different situations. From the following list, which do you think offer the best opportunity to learn new things at work?		
Pearson Chi-Square Tests Sectors		
<i>When something unexpected is happening and you try to manage by trying things out</i>	Chi-square Df Sig.	3,049 1 ,081 ^a
<i>When observing and analysing situations (e.g. in meetings at work)</i>	Chi-square Df Sig.	9,080 1 ,003 ^{a,*}
<i>When doing things you are not familiar with (e.g. using new machines or equipment)</i>	Chi-square Df Sig.	10,680 1 ,001 ^{a,*}
<i>Just by looking at how people do things and imitating them</i>	Chi-square Df Sig.	1,464 1 ,226 ^a
<i>When you hear something that draws your interest and you start looking for more information about it]</i>	Chi-square Df Sig.	6,462 1 ,011 ^{a,*}
<i>When coming in contact with people who have different skills or backgrounds or experiences (e.g. talking)</i>	Chi-square Df Sig.	,994 1 ,319 ^a
<i>When doing things together with colleagues (e.g. organising a celebration)</i>	Chi-square Df Sig.	7,754 1 ,005 ^{a,*}
<i>When leading other people and telling/teaching them what to do</i>	Chi-square Df Sig.	1,543 1 ,214 ^a
<i>When you are given a goal to achieve at work</i>	Chi-square Df Sig.	,568 1 ,451 ^a
<i>When you remember mistakes you have made in the past and you try not to repeat them</i>	Chi-square Df Sig.	,343 1 ,558 ^a
<i>I don't really know how I learn at work</i>	Chi-square Df Sig.	,335 1 ,563 ^{a,b}
<i>Other]</i>	Chi-square Df Sig.	1,009 3 ,799 ^{a,b}
Results are based on nonempty rows and columns in each innermost subtable.		
a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.		
*. The Chi-square statistic is significant at the 0.05 level.		
b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.		

Table 2.2.12.

People can learn new things in different situations. From the following list, which do you think offer the best opportunity to learn new things at work?					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>When something unexpected is happening and you try to manage by trying things out</i>	Yes	135	37,0%	56	45,9%
	Not selected	230	63,0%	66	54,1%
<i>When observing and analysing situations (e.g. in meetings at work)</i>	Yes	100	27,4%	17	13,9%
	Not selected	265	72,6%	105	86,1%
<i>When doing things you are not familiar with (e.g. using new machines or equipment)</i>	Yes	136	37,3%	66	54,1%
	Not selected	229	62,7%	56	45,9%
<i>Just by looking at how people do things and imitating them</i>	Yes	12	3,3%	7	5,7%
	Not selected	353	96,7%	115	94,3%
<i>When you hear something that draws your interest and you start looking for more information about it</i>	Yes	139	38,1%	31	25,4%
	Not selected	226	61,9%	91	74,6%
<i>When coming in contact with people who have different skills or backgrounds or experiences (e.g. talking)</i>	Yes	138	37,8%	40	32,8%
	Not selected	227	62,2%	82	67,2%
<i>When doing things together with colleagues (e.g. organising a celebration)</i>	Yes	61	16,7%	8	6,6%
	Not selected	304	83,3%	114	93,4%
<i>When leading other people and telling/teaching them what to do</i>	Yes	92	25,2%	24	19,7%
	Not selected	273	74,8%	98	80,3%
<i>When you are given a goal to achieve at work</i>	Yes	121	33,2%	45	36,9%
	Not selected	244	66,8%	77	63,1%
<i>When you remember mistakes you have made in the past and you try not to repeat them</i>	Yes	81	22,2%	24	19,7%
	Not selected	284	77,8%	98	80,3%
<i>I don't really know how I learn at work</i>	Yes	1	,3%	0	,0%
	Not selected	364	99,7%	122	100,0%
<i>Other</i>		362	99,2%	122	100,0%
	Ceļošana un citu tautu kultūru, sabiedrību iepazīšana ir vienīgā patiesā vērtība. Māksla un kultūra, pasaules mākslas kolekcijas.	1	,3%	0	,0%
	in general, being involved in an activity that deals with challenging situations for which no ready-made solutions exist	1	,3%	0	,0%
	Piekrītu visiem punktiem, izņemot pēdējo.	1	,3%	0	,0%

Table 2.2.13

I feel encouraged to learn at work ...		
Pearson Chi-Square Tests Sectors		
<i>Because I know it will bring me concrete benefits (e.g. promotion, higher salary, recognition)</i>	Chi-square	1,791
	Df	1
	Sig.	,181 ^a
<i>When my colleagues give me ideas and advice</i>	Chi-square	,829
	Df	1
	Sig.	,363 ^a
<i>Simply because I enjoy learning</i>	Chi-square	4,968
	Df	1
	Sig.	,026 ^{a,*}
<i>When my boss gives me ideas and advice</i>	Chi-square	5,027
	Df	1
	Sig.	,025 ^{a,*}
<i>Because this is the best place to improve job-related knowledge and skills</i>	Chi-square	2,732
	Df	1
	Sig.	,098 ^a
<i>Because it is easy to learn at the same time as working</i>	Chi-square	,386
	Df	1
	Sig.	,534 ^a
<i>When the teachers/trainers on the courses are good</i>	Chi-square	2,954
	Df	1
	Sig.	,086 ^a
<i>When the courses my employer provides are really useful for my work</i>	Chi-square	4,058
	Df	1
	Sig.	,044 ^{a,*}
<i>To be honest, I don't feel encouraged to learn at work</i>	Chi-square	3,286
	Df	1
	Sig.	,070 ^a
<i>Other</i>	Chi-square	2,030
	Df	6
	Sig.	,917 ^{a,b}
Results are based on nonempty rows and columns in each innermost subtable.		
a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.		
*. The Chi-square statistic is significant at the 0.05 level.		
b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.		

Table 2.2.14

I feel encouraged to learn at work ...					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>Because I know it will bring me concrete benefits (e.g. promotion, higher salary, recognition)]</i>	Yes	196	53,7%	74	60,7%
	Not Selected	169	46,3%	48	39,3%
<i>When my colleagues give me ideas and advice</i>	Yes	56	15,3%	23	18,9%
	Not Selected	309	84,7%	99	81,1%
<i>Simply because I enjoy learning</i>	Yes	149	40,8%	36	29,5%
	Not Selected	216	59,2%	86	70,5%
<i>When my boss gives me ideas and advice</i>	Yes	18	4,9%	13	10,7%
	Not Selected	347	95,1%	109	89,3%
<i>Because this is the best place to improve job-related knowledge and skills</i>	Yes	172	47,1%	47	38,5%
	Not Selected	193	52,9%	75	61,5%
<i>Because it is easy to learn at the same time as working</i>	Yes	69	18,9%	20	16,4%
	Not Selected	296	81,1%	102	83,6%
<i>When the teachers/trainers on the courses are good</i>	Yes	87	23,8%	20	16,4%
	Not Selected	278	76,2%	102	83,6%
<i>When the courses my employer provides are really useful for my work</i>	Yes	197	54,0%	53	43,4%
	Not Selected	168	46,0%	69	56,6%
<i>To be honest, I don't feel encouraged to learn at work</i>	Yes	2	,5%	3	2,5%
	Not Selected	363	99,5%	119	97,5%
<i>Other</i>		359	98,4%	122	100,0%
	ja situācijās, kad es to daru, es jūtu vadības un kolēģu morālu novērtējumu	1	,3%	0	,0%
	kad man ir uzstādīts mērķis, kas man ir jāsasniedz	1	,3%	0	,0%
	lai izglītības dokuments atbilstu amatam	1	,3%	0	,0%
	Par darba vietas līdzekļiem uzlaboju savu CV.	1	,3%	0	,0%
	Vēl neesmu sastapusi noderīgus kursus mākslā, iespējams tāpēc, ka esmu māksliniece, kas strādā skolā.	1	,3%	0	,0%
	Vēlreiz piekrītu visiem punktiem, izņemot pēdējo	1	,3%	0	,0%

Table 2.2.15

Please tell us if you agree or disagree with the following statements		
Pearson Chi-Square Tests Sectors		
<i>Learning inevitably contributes to the productivity and output of employees.</i>	Chi-square	2,217
	Df	4
	Sig.	,696 ^{a,b}
<i>Everyone has to keep on learning because otherwise they risk becoming unemployed.</i>	Chi-square	1,273
	Df	4
	Sig.	,866
<i>My employer offers such attractive learning opportunities that most of us do really want to take them up.</i>	Chi-square	2,735
	Df	4
	Sig.	,603
<i>People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).</i>	Chi-square	6,766
	Df	4
	Sig.	,149
<i>The more you force people to learn, the less they will want to learn and the worse the results will be.</i>	Chi-square	2,921
	Df	4
	Sig.	,571
<i>In my organisation, everyone expects you to take courses sometimes.</i>	Chi-square	48,889
	Df	4
	Sig.	,000 [*]
<i>When people can decide for themselves about learning, they learn more and get better results.</i>	Chi-square	5,663
	Df	3
	Sig.	,129 ^a
<i>Most employers insist that their employees follow training courses at regular intervals.</i>	Chi-square	37,556
	Df	4
	Sig.	,000 [*]
<i>Everyone has to keep on learning because society expects it.</i>	Chi-square	5,140
	Df	4
	Sig.	,273
<i>There is no need to carry on learning once you have finished your initial education and training.</i>	Chi-square	2,161
	df	4
	Sig.	,706 ^a
Results are based on nonempty rows and columns in each innermost subtable.		
a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.		
b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.		
*. The Chi-square statistic is significant at the 0.05 level.		

Table 2.2.16

Please tell us if you agree or disagree with the following statements.			
		Sector	
		HE Count	IT Count
<i>Learning inevitably contributes to the productivity and output of employees.</i>	Strongly agree	64	24
	Agree	145	45
	Neither agree nor disagree	104	28
	Disagree	19	9
	Strongly disagree	2	1
<i>Everyone has to keep on learning because otherwise they risk becoming unemployed.</i>	Strongly agree	30	12
	Agree	113	39
	Neither agree nor disagree	117	32
	Disagree	60	20
	Strongly disagree	11	4
<i>My employer offers such attractive learning opportunities that most of us do really want to take them up.</i>	Strongly agree	8	2
	Agree	53	14
	Neither agree nor disagree	102	33
	Disagree	119	36
	Strongly disagree	42	20
<i>People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).</i>	Strongly agree	5	2
	Agree	21	10
	Neither agree nor disagree	88	18
	Disagree	152	46
	Strongly disagree	64	29
<i>The more you force people to learn, the less they will want to learn and the worse the results will be.</i>	Strongly agree	11	4
	Agree	36	13
	Neither agree nor disagree	104	40
	Disagree	151	39
	Strongly disagree	25	10
<i>In my organisation, everyone expects you to take courses sometimes.</i>	Strongly agree	102	10
	Agree	120	25
	Neither agree nor disagree	59	26
	Disagree	32	27
	Strongly disagree	14	16
<i>When people can decide for themselves about learning, they learn more and get better results.</i>	Strongly agree	158	40
	Agree	136	47
	Neither agree nor disagree	33	14
	Disagree	4	4
	Strongly disagree	0	0
<i>Most employers insist that their employees follow training courses at regular intervals.</i>	Strongly agree	33	1
	Agree	104	15
	Neither agree nor disagree	119	37
	Disagree	58	43
	Strongly disagree	12	7
<i>Everyone has to keep on learning because society expects it.</i>	Strongly agree	20	8
	Agree	97	29
	Neither agree nor disagree	101	23
	Disagree	89	34
	Strongly disagree	21	11

<i>There is no need to carry on learning once you have finished your initial education and training.</i>	Strongly agree	4	1
	Agree	14	4
	Neither agree nor disagree	31	14
	Disagree	168	47
	Strongly disagree	111	39

2.2.6 ANNEX 2.2.2.: OTHERS (FREE ANSWERS): SHEETS OF PART 2.2. (TABLES AND EXPRESSIONS)

Sheet 2.2.1.

Employees' opinion on opportunities to learn new things at work		
Number	Opinion	Frecuency
1	<i>WPL relation with personal and professional development</i>	1
2	<i>Necessity of more opportunities in foreign countries</i>	2
3	<i>Positive perception</i>	1

EXPRESSIONS "OTHER"

- 173- Travelling and getting to know other cultures and communities is the only true value. Visiting arts and culture events.

Sheet 2.2.2.

Encouragem-ent of employees to learn at work		
Number	Opinion	Frecuency
1	Negative perception	0
2	Positive perception	2
3	WPL relation with personal and professional development	1
4	Financial difficulties to follow WPL	1

EXPRESSIONS "OTHER"

- 116- if my aim is to get a formal education confirmation that refers to my job position
- 240- I do this in the situations, when i feel moral evaluation from the point of my colleguas and chiefs
- 313- I improve my CV for my companie's financial support

2.3. PROVISION AND USAGE

2.3.1 OFFERED OPPORTUNITIES BY THE EMPLOYER

Offered opportunities for learning by the employer, in both sectors are mainly presented by short workshops/seminars that last not longer than one day (48.3%) and are basically oriented to job-related knowledge and skills (46.2%). The options of spontaneous meetings and independent usage of manuals and materials are also supported to certain extent by both groups of the respondents (28.5% and 27.55). There are differences in three positions ($p < 0.001$), for the respondents from HE sector this question is more relevant – they see more opportunities offered by the employer (Annex 2.3.: Tables 2.3.1.-2.3.2).

There are 23 free answers (option “Others”) to this question. The qualitative analysis of these answers confirms that offered opportunities by the employer are oriented to job-related knowledge and skills (Annex 2.3.2. Sheet 2.3.1., Frequency Table). A number of the respondents have mentioned the necessity to have more opportunities for learning in foreign countries (Expressions no. 163, 191, 335, 359). Some of the opportunities the respondents mention in their free answers are *Opportunities of self-organized learning* (no. 5); *In working process without the special courses* (no. 191); *Opportunities provided by stakeholders* (no. 304, 361, 393); *Research and innovations transfer projects* (no. 356); *Outside the workplace* (no. 375); *Outside the working time* (no. 212, 231, 285); *Opportunities given by the employer* (no. 391, 117) (See Annex 2.3.2: Sheet 2.3.1).

2.3.2 TIME FOR EDUCATION AND TRAINING COURSES

Work-related courses usually take place in working time (total 62%). HE sector members are almost two times more motivated to learn outside working time than IT sector representatives (20.6% and 12.3%, $p < 0.001$). The total number of answers related to learning in working time is higher in HE than in IT sector (65.3% and 52.3%). Also there is a smaller number of the respondents from HE sector that never take part in any work-related courses (HE – 6.0% and IT – 18.9%, $p < 0.001$) (Annex 2.3.: Tables 2.3.3.- 2.3.4.).

2.3.3. POSITION OF THE EMPLOYER

Position of the employer shows us that usually there are no so many learning opportunities that are given to employees (33.1%). Moreover, the situation is more stressful in IT than HE sector. The given learning advantages are very low compared with employees at lower levels of the organization (26.4%). However, there is no a strict employees’ opinion about the learning directions from the employer as some respondents say that they have them, the same part of the respondents think that there are not so many of them, and the third part of the respondents argue that their number is very low (26.9%, 28.8% and 27.1%). The differences can be seen only based on the analysis of both sectors

– HE sector respondents have a little bit more of motivation (39.2%) than IT sector respondents that are usually not so much directed by their employers (21.9%). Usually the employer leaves it to employees what courses they will follow (46.3%). For the employer it is not very important to make sure that an employee has enough time and space to learn in working time (17.5%). The situation is a little bit better in HE sector in which the presence of indifference is lower (HE – 11.0% and IT – 19.4%). However, there is still low level of recognition from the employer of employees' learning - improvement of their knowledge and skills - in both sectors (31.2%) (Annex 2.3.:Tables 2.3.5. -2.3.6).

2.3.4 RESPONDENCE OF THE EMPLOYER

When an employee decides him/herself to pursue work-related learning, the employer is more interested to see its relevance to a particular job if the course takes place during working hours (54.5%), especially in HE sector (57.2%). The same situation is true if the course costs a lot – the employer is also interested in its importance for the current job (58.8%). There is a small number of employers who do not approve their employees' wish to participate in work-related courses (14.9%), especially in HE sector (11.6%).

Also it is not so important for the employer if the course that is chosen by the employee is required by the organization or not (22.8 %), especially for the respondents of IT sector (23.3%). Employers usually are open-minded to all sorts of proposals for work-related learning where employees take part (62.7%), especially in HE sector (67.1%). Furthermore, it is not so relevant for the employer if the work-related learning leads to a recognised qualification or not (35.7%) in both sectors (Annex 2.3.: Tables 2.3.7.- 2.3.8.).

2.3.5. EMPLOYEES' PARTICIPATION IN EDUCATION AND TRAINING COURSES

Those employees who participated in education and training courses in the past twelve months emphasize their own decision in choosing them, and that their choice was made mostly based on personal reasons (total 64.2%). The support from the employer was rather high (38.6%). This kind of situation was more relevant to HE sector and less to IT due a bigger number of IT specialists that had not followed any of them (30.3%, according to HE 14.5%, $p < 0,001$) (Annex 2.3.:Tables 2.3.9 – 2.3.10.).

2.3.6. RELATION BETWEEN JOB AND EDUCATION/TRAINING COURSES

The courses taken by the employees in the past twelve months are mostly related to their current job as well as to their personal development in both sectors. Courses that are about personal development and at the same time good for the current job are mainly chosen by the respondents of HE sector (43.8%, $p < 0.001$). Unfortunately, almost one fifth of HE sector respondents admit that these courses, in fact, were not as essential to their job as they could have been (HE – 18.1%, $p < 0.05$). Meanwhile IT specialists are more satisfied and hope that the courses they had chosen would help them in future (11.5%) (Annex 2.3.: Tables 2.3.11.-2.3.12.).

2.3.7. KIND OF WORK-RELATED COURSE THE EMPLOYER REQUIRED

There are some specific kinds of work-related courses that have been required by the employer in both sectors. On one hand they are aimed to improve employees basic skills (32.0%), but on the other hand – to be prepared to work with new technological or organisational innovations (26.1%) - this is the most frequent answer for the representatives of IT sector (27.9%). The similarity is that all courses last only one day or take even less time (25.7%). HE sector respondents are required to participate in work-related courses two times more than the respondents of IT sector (15.6% and 6.85%). Other difference is that HE sector participants are more required to take part in training courses provided by the employer at the workplace (19.5%), while for IT specialists compulsory learning was more carried out via e-learning modules (13.9%) (Annex 2.3.: Tables 2.3.13.- 2.3.14.).

There are 19 free answers (option “Others”) to this question. The qualitative analysis of these answers confirms that courses required by the employer are aimed at being prepared to work with organisational innovations (expressions 50, 67, 100, 318, 442). There are also several positive comments on the opportunity of required courses (expressions 67, 121, 163) (See Annex 2.3.2: Sheet 2.3.2).

2.3.8. RELEVANT FACTORS FOR EMPLOYERS’ DECISION

Mostly it is a personal reason why employees take part in work-related learning (41.7%). There are no requirements from the employer to do that - employees know themselves what kind of courses can help them to develop their professional knowledge and skills. The respondents from both sectors (HE & IT) have enough self-motivation (26.9% and 28.5), but sometimes an opinion of other colleagues has played its role in the final choice of particular courses (22.7%). There are no differences among the answers of the respondents of both sectors (Annex 2.3.: Tables 2.3.15. 2.3.16.).

2.3.9. KIND OF WORK-RELATED COURSES EMPLOYEE CHOOSE

Employees usually choose work-related courses that help them to improve their basic skills and formal qualification (3.5% and 2.7%), and these are courses that usually last for one day or take less time (2.9%). Therefore a question arises if that is an appropriate amount of time to develop one’s skills. Moreover, whether people realize the impact of these seminars on their professional development. On average, the respondents (according to this situation) are rather motivated to use e-learning in which they can participate by sitting at their desk at work or at home (2.7%). There are no differences between both groups. In general, the number of answers to this question is small, therefore the results can be discussed (Annex 2.3.: Tables 2.3.17. – 2.3.18.).

There are only 4 free answers (option “Others”) to this question. The qualitative analysis of these answers reveals interest of the respondents to learn in a multicultural environment (expression 361) (See Annex 2.3.2: Sheet 2.3.3).

2.3.10. RELEVANT FACTORS FOR EMPLOYEES' DECISION

An important factor for the employees in choosing the most appropriate courses is their professional development (22.2%). They find it significant in order to stay in a good position at work and also to be ready to choose some other workplace if it is necessary (38.9%). Frequently employees' decision is their intrinsic motivation – they just want to learn, to be students for some days and improve their competence (35.6%). There are no differences among the two groups: HE and IT sectors (Annex 2.3.: Tables 2.3.19.-2.3.20.).

2.3.11. EMPLOYEES' OPINION ON WORKPLACE LEARNING ACTIVITIES

The analysis of the employees' opinion on workplace learning activities shows us that most of the respondents state that these activities are mostly enjoyable and strategic (51.3% and 47.3%). Even though these activities are not set up by employees themselves (66.8%), they are also not imposed on everyone by the management (75%). The previous sentence leads to a question about actual factors that motivate employees to participate in one or the other learning activity. On the whole, workplace learning activities focus on knowledge and skills (73.9%) and it is hard to say whether the individual characteristics are taken into consideration or not, the data do not provide enough information to make a conclusion.

Activities are mainly set up in a top-down way (65.3%). Nevertheless, there are employees who come up with good ideas to improve their work (52.4%). The respondents think that they are not supported enough by other employees (61.3%), but if they decide upon taking courses themselves it still helps them to do their job better (62.9%). It helps to emphasize individual exchange of knowledge and experience (67.3%), but it is not as emotionally fulfilling as it could be (52.4%). There are no differences among the answers of the respondents of both sectors HE and IT (Annex 2.3.: Tables 2.3.21. – 2.3.22.).

2.3.12. ANNEX 2.3.1.: STATISTICAL TABLES OF PART 2.3.

Table 2.3.1

Employers may offer their employees opportunities for work-related education and training that takes place at the workplace. What kinds of opportunities does your employer offer to you?					
		Sector			
		HE		IT	
		Column Count	N %	Column Count	N %
<i>My employer offers no opportunities at all for learning at the workpla</i>	Not selected	329	90,1%	104	85,2%
	Yes	36	9,9%	18	14,8%
<i>Courses that are held in special places on the company premises to improve knowledge</i>	Not selected	179	49,0%	83	68,0%
	Yes	186	51,0%	39	32,0%
<i>Courses offered by trade unions or staff associations to improve knowledge</i>	Not selected	349	95,6%	115	94,3%
	Yes	16	4,4%	7	5,7%
<i>Courses to make sure that all employees have basic skills literacy an</i>	Not selected	334	91,5%	119	97,5%
	Yes	31	8,5%	3	2,5%
<i>E-Learning courses that employees can follow at their desk</i>	Not selected	317	86,8%	99	81,1%
	Yes	48	13,2%	23	18,9%
<i>Short workshops/seminars now and again that last for one day or less</i>	Not selected	168	46,0%	84	68,9%
	Yes	197	54,0%	38	31,1%
<i>Spontaneous meetings with your colleagues to resolve new and special i</i>	Not selected	249	68,2%	99	81,1%
	Yes	116	31,8%	23	18,9%
<i>Manuals and materials that you can use to learn about new equipment, s</i>	Not selected	266	72,9%	87	71,3%
	Yes	99	27,1%	35	28,7%

Table 2.3.2.

Employers may offer their employees opportunities for work-related education and training that takes place at the workplace. What kinds of opportunities does your employer offer to you?]	
Pearson Chi-Square Tests Sectors	
<i>My employer offers no opportunities at all for learning at the workpla</i>	Chi-square 2,219 df 1 Sig. ,136
<i>Courses that are held in special places on the company premises to imp</i>	Chi-square 13,269 df 1 Sig. ,000
<i>Courses offered by trade unions or staff associations to improve knowl</i>	Chi-square ,373 df 1 Sig. ,542
<i>Courses to make sure that all employees have basic skills (literacy an</i>	Chi-square 5,127 df 1 Sig. ,024
<i>E-Learning courses that employees can follow at their desk</i>	Chi-square 2,387 df 1 Sig. ,122
<i>Short workshops/seminars now and again that last for one day or less</i>	Chi-square 19,078 df 1 Sig. ,000
<i>Spontaneous meetings with your colleagues to resolve new and special i</i>	Chi-square 7,493 df 1 Sig. ,006
<i>Manuals and materials that you can use to learn about new equipment, s</i>	Chi-square ,112 df 1 Sig. ,738
Results are based on nonempty rows and columns in each innermost subtable.	
*. The Chi-square statistic is significant at the 0.05 level.	
a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.	
b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.	

Table 2.3.3.

When you take part in work-related courses, do they take place in working time?					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>Yes, always in working time</i>	Not selected	244	66,8%	73	59,8%
	Yes	121	33,2%	49	40,2%
<i>More often than not in working time</i>	Not selected	248	67,9%	107	87,7%
	Yes	117	32,1%	15	12,3%
<i>Usually outside working time</i>	Not selected	303	83,0%	112	91,8%
	Yes	62	17,0%	10	8,2%
<i>Always outside working time</i>	Not selected	352	96,4%	117	95,9%
	Yes	13	3,6%	5	4,1%
<i>I have not taken part in any work-related courses</i>	Not selected	343	94,0%	99	81,1%
	Yes	22	6,0%	23	18,9%

Table 2.3.4

When you take part in work-related courses, do they take place in working time?		
Pearson Chi-Square Tests Sectors		
<i>Yes, always in working time</i>	Chi-square	1,979
	Df	1
	Sig.	,159
<i>More often than not in working time</i>	Chi-square	18,069
	Df	1
	Sig.	,000 ^b
<i>Usually outside working time</i>	Chi-square	5,607
	Df	1
	Sig.	,018 ^b
<i>Always outside working time</i>	Chi-square	,074
	Df	1
	Sig.	,786 ^a
<i>I have not taken part in any work-related courses</i>	Chi-square	17,934
	Df	1
	Sig.	,000 ^b

Results are based on nonempty rows and columns in each innermost subtable.
^b. The Chi-square statistic is significant at the 0.05 level.
^a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

Table 2.3.5.

My employer ...					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>Offers a lot of learning opportunities compared with other similar employers in my kind of work</i>	To a great extent/Fully	20	6,2%	6	6,2%
	To a considerable extent	87	26,9%	14	14,4%
	To a limited extend	111	34,3%	32	33,0%
	To a very low extent	84	25,9%	35	36,1%
	Not at all	22	6,8%	10	10,3%
<i>Offers me more learning opportunities compared with employees at lower levels of the organisation/company</i>	To a great extent/Fully	22	6,8%	5	5,2%
	To a considerable extent	63	19,6%	14	14,4%
	To a limited extend	73	22,7%	24	24,7%
	To a very low extent	139	43,2%	44	45,4%
	Not at all	25	7,8%	10	10,3%
<i>Makes it clear to me that I should follow certain courses</i>	To a great extent/Fully	33	10,2%	2	2,1%
	To a considerable extent	94	29,0%	19	19,8%
	To a limited extend	102	31,5%	19	19,8%
	To a very low extent	74	22,8%	40	41,7%
	Not at all	21	6,5%	16	16,7%
<i>Leaves it up to me to decide what courses I will follow</i>	To a great extent/Fully	67	20,4%	16	16,2%
	To a considerable extent	153	46,5%	45	45,5%
	To a limited extend	73	22,2%	24	24,2%
	To a very low extent	27	8,2%	10	10,1%
	Not at all	9	2,7%	4	4,0%
<i>Tries to make sure that there's enough time and space for employees to learn in working time</i>	To a great extent/Fully	7	2,2%	3	3,1%
	To a considerable extent	51	16,0%	12	12,2%
	To a limited extend	93	29,2%	28	28,6%
	To a very low extent	133	41,7%	36	36,7%
	Not at all	35	11,0%	19	19,4%
<i>Gives recognition to employees who improve their knowledge and skills (e.g. salary rise, promotion, more responsibility, written appreciation)</i>	To a great extent/Fully	29	9,0%	4	4,1%
	To a considerable extent	74	22,9%	24	24,7%
	To a limited extend	74	22,9%	30	30,9%
	To a very low extent	101	31,3%	27	27,8%
	Not at all	45	13,9%	12	12,4%

Table 2.3.6.

My employer ...		
Pearson Chi-Square Tests Sectors		
<i>Offers a lot of learning opportunities compared with other similar employers in my kind of work</i>	Chi-square	8,775
	Df	4
	Sig.	,067
<i>Offers me more learning opportunities compared with employees at lower levels of the organisation/company</i>	Chi-square	2,192
	Df	4
	Sig.	,700
<i>Makes it clear to me that I should follow certain courses</i>	Chi-square	30,078
	Df	4
	Sig.	,000 [*]
<i>Leaves it up to me to decide what courses I will follow</i>	Chi-square	1,596
	Df	4
	Sig.	,810
<i>Tries to make sure that there's enough time and space for employees to learn in working time</i>	Chi-square	5,494
	Df	4
	Sig.	,240
<i>Gives recognition to employees who improve their knowledge and skills (e.g. salary rise, promotion, more responsibility, written appreciation)</i>	Chi-square	4,704
	Df	4
	Sig.	,319
Results are based on nonempty rows and columns in each innermost subtable.		
* . The Chi-square statistic is significant at the 0.05 level.		

Table 2.3.7.

If you decide yourself to pursue work-related learning, how does your employer usually respond?					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>If it takes place in working hours, my employer wants to see its relevance for my job]</i>	To a great extent/Fully	51	16,2%	16	16,3%
	To a considerable extent	129	41,0%	29	29,6%
	To a limited extend	72	22,9%	30	30,6%
	To a very low extent	52	16,5%	17	17,3%
	Not at all	11	3,5%	6	6,1%
<i>If it costs a lot, my employer expects me to show why it is important for my job</i>	To a great extent/Fully	58	18,6%	24	24,5%
	To a considerable extent	119	38,1%	40	40,8%
	To a limited extend	69	22,1%	18	18,4%
	To a very low extent	43	13,8%	11	11,2%
	Not at all	23	7,4%	5	5,1%
<i>My employer never agrees to my participation in work-related courses</i>	To a great extent/Fully	1	,3%	4	4,0%
	To a considerable extent	6	1,9%	3	3,0%
	To a limited extend	29	9,4%	18	18,2%
	To a very low extent	143	46,1%	38	38,4%
	Not at all	131	42,3%	36	36,4%
<i>My employer only lets me participate when the course is required by the organisation</i>	To a great extent/Fully	10	3,2%	8	8,1%
	To a considerable extent	62	19,6%	15	15,2%
	To a limited extend	79	25,0%	30	30,3%
	To a very low extent	107	33,9%	36	36,4%
	Not at all	58	18,4%	10	10,1%
<i>My employer is open to all sorts of proposals for work-related learning</i>	To a great extent/Fully	83	26,3%	11	11,0%
	To a considerable extent	129	40,8%	38	38,0%
	To a limited extend	66	20,9%	32	32,0%
	To a very low extent	27	8,5%	14	14,0%
	Not at all	11	3,5%	5	5,0%
<i>My employer is willing to support work-related learning, but only when it leads to a recognised qualification</i>	To a great extent/Fully	31	9,8%	5	5,1%
	To a considerable extent	92	29,0%	20	20,4%
	To a limited extend	120	37,9%	43	43,9%
	To a very low extent	62	19,6%	21	21,4%
	Not at all	12	3,8%	9	9,2%

Table 2.3.8.

If you decide yourself to pursue work-related learning, how does your employer usually respond?		
Pearson Chi-Square Tests Sectors		
<i>If it takes place in working hours, my employer wants to see its relevance for my job</i>	Chi-square	5,631
	Df	4
	Sig.	,228
<i>If it costs a lot, my employer expects me to show why it is important for my job</i>	Chi-square	2,862
	Df	4
	Sig.	,581
<i>My employer never agrees to my participation in work-related courses</i>	Chi-square	15,636
	Df	4
	Sig.	,004 ^{*,a}
<i>My employer only lets me participate when the course is required by the organisation</i>	Chi-square	9,090
	Df	4
	Sig.	,059
<i>My employer is open to all sorts of proposals for work-related learning</i>	Chi-square	14,718
	Df	4
	Sig.	,005 ⁷
<i>My employer is willing to support work-related learning, but only when it leads to a recognised qualification</i>	Chi-square	9,079
	df	4
	Sig.	,059

Results are based on nonempty rows and columns in each innermost subtable.

*. The Chi-square statistic is significant at the 0.05 level.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

Table 2.3.9.

In the past twelve months, I have taken part in education and training courses that ...					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>No, I have not followed any education and training courses of any kind</i>	Not selected	312	85,5%	85	69,7%
	Yes	53	14,5%	37	30,3%
<i>My employer required of me</i>	Not selected	336	92,1%	117	95,9%
	Yes	29	7,9%	5	4,1%
<i>My employer advised to me</i>	Not selected	287	78,6%	103	84,4%
	Yes	78	21,4%	19	15,6%
<i>I chose and my employer supported in some way</i>	Not selected	210	57,5%	89	73,0%
	Yes	155	42,5%	33	27,0%
<i>I chose to follow in my own time and which were not supported by my employer</i>	Not selected	329	90,1%	116	95,1%
	Yes	36	9,9%	6	4,9%
<i>I chose to follow for purely personal reasons</i>	Not selected	264	72,3%	96	78,7%
	Yes	101	27,7%	26	21,3%

Table 2.3.10.

In the past twelve months, I have taken part in education and training courses that ...		
Pearson Chi-Square Tests		
<i>No, I have not followed any education and training courses of any kind</i>	Chi-square	15,166
	Df	1
	Sig.	,000 [*]
<i>My employer required of me</i>	Chi-square	2,084
	Df	1
	Sig.	,149
<i>My employer advised to me</i>	Chi-square	1,926
	Df	1
	Sig.	,165
<i>I chose and my employer supported in some way</i>	Chi-square	9,169
	Df	1
	Sig.	,002 [*]
<i>I chose to follow in my own time and which were not supported by my employer</i>	Chi-square	2,837
	Df	1
	Sig.	,092
<i>I chose to follow for purely personal reasons</i>	Chi-square	1,918
	df	1
	Sig.	,166
Results are based on nonempty rows and columns in each innermost subtable.		
*. The Chi-square statistic is significant at the 0.05 level.		

Table 2.3.11.

The courses I have taken in the past twelve month are ...					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>Directly or closely related to my current job</i>	Not selected	189	51,8%	75	61,5%
	Yes	176	48,2%	47	38,5%
<i>Related to a job I would like to have in the future (e.g. a promotion or a different kind of work)</i>	Not selected	311	85,2%	108	88,5%
	Yes	54	14,8%	14	11,5%
<i>Related to more general employment and work conditions issues affecting all people in paid work (e.g. courses and seminars offered by trades unions or staff associations)</i>	Not selected	351	96,2%	117	95,9%
	Yes	14	3,8%	5	4,1%
<i>Useful for my work, but not really essential</i>	Not selected	299	81,9%	110	90,2%
	Yes	66	18,1%	12	9,8%
<i>Not really work-related, more for my general education</i>	Not selected	346	94,8%	120	98,4%
	Yes	19	5,2%	2	1,6%
<i>Just for personal pleasure (e.g. related to leisure, hobbies and travel)</i>	Not selected	336	92,1%	114	93,4%
	Yes	29	7,9%	8	6,6%
<i>Related to my job as well as to my personal development</i>	Not selected	205	56,2%	91	74,6%
	Yes	160	43,8%	31	25,4%

Table 2.3.12.

The courses I have taken in the past twelve month are ...		
Pearson Chi-Square Tests Sector		
<i>Directly or closely related to my current job</i>	Chi-square	3,462
	Df	1
	Sig.	,063
<i>Related to a job I would like to have in the future (e.g. a promotion or a different kind of work)</i>	Chi-square	,838
	Df	1
	Sig.	,360
<i>Related to more general employment and work conditions issues affecting all people in paid work (e.g. courses and seminars offered by trades unions or staff associations)</i>	Chi-square	,017
	Df	1
	Sig.	,897 ^a
<i>Useful for my work, but not really essential</i>	Chi-square	4,622
	Df	1
	Sig.	,032 [*]
<i>Not really work-related, more for my general education</i>	Chi-square	2,818
	Df	1
	Sig.	,093
<i>Just for personal pleasure (e.g. related to leisure, hobbies and travel)</i>	Chi-square	,251
	Df	1
	Sig.	,616
<i>Related to my job as well as to my personal development</i>	Chi-square	13,023
	df	1
	Sig.	,000

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

*. The Chi-square statistic is significant at the 0.05 level.

Table 2.3.13.

Sometimes employees are required to take work-related courses. Which of the following kinds of learning have you been required to pursue since you have been with your current employer?					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>I have never taken part in any work-related courses since I have been</i>	Not selected	340	93,2%	103	84,4%
	Yes	25	6,8%	19	15,6%
<i>I have not been required to take any work-related courses</i>	Not selected	335	91,8%	106	86,9%
	Yes	30	8,2%	16	13,1%
<i>Induction course for new employees]</i>	Not selected	344	94,2%	110	90,2%
	Yes	21	5,8%	12	9,8%
<i>Preparation course for a promotion or a new post in the organization]</i>	Not selected	342	93,7%	113	92,6%
	Yes	23	6,3%	9	7,4%
<i>Training related to technological or organisational change (e.g. new e</i>	Not selected	272	74,5%	88	72,1%
	Yes	93	25,5%	34	27,9%
<i>Regular training courses provided by my employer at the workplace]</i>	Not selected	294	80,5%	115	94,3%
	Yes	71	19,5%	7	5,7%
<i>E-learning modules that employees can follow at their desk or at home]</i>	Not selected	345	94,5%	105	86,1%
	Yes	20	5,5%	17	13,9%
<i>Short workshops/seminars lasting one day or less in my department/sect</i>	Not selected	255	69,9%	107	87,7%
	Yes	110	30,1%	15	12,3%
<i>General courses to improve my basic skills</i>	Not selected	229	62,7%	102	83,6%
	Yes	136	37,3%	20	16,4%
<i>Courses leading to a formal qualification (e.g. apprenticeship, master</i>	Not selected	303	83,0%	107	87,7%
	Yes	62	17,0%	15	12,3%

Table 2.3.14.

Sometimes employees are required to take work-related courses. Which of the following kinds of learning have you been required to pursue since you have been with your current employer?		
Pearson Chi-Square Tests Sector		
<i>I have never taken part in any work-related courses since I have been</i>	Chi-square	8,468
	Df	1
	Sig.	,004*
<i>I have not been required to take any work-related courses</i>	Chi-square	2,562
	Df	1
	Sig.	,109
<i>Induction course for new employees</i>	Chi-square	2,413
	Df	1
	Sig.	,120
<i>Preparation course for a promotion or a new post in the organisation</i>	Chi-square	,172
	Df	1
	Sig.	,678
<i>Training related to technological or organisational change (e.g. new e</i>	Chi-square	,271
	Df	1
	Sig.	,603
<i>Regular training courses provided by my employer at the workplace</i>	Chi-square	12,785
	Df	1
	Sig.	,000*
<i>E-learning modules that employees can follow at their desk or at home</i>	Chi-square	9,311
	Df	1
	Sig.	,002*
<i>Short workshops/seminars lasting one day or less in my department/sect</i>	Chi-square	15,256
	Df	1
	Sig.	,000*
<i>General courses to improve my basic skills]</i>	Chi-square	18,287
	Df	1
	Sig.	,000*
<i>Courses leading to a formal qualification (e.g. apprenticeship, master</i>	Chi-square	1,512
	df	1
	Sig.	,219

Results are based on nonempty rows and columns in each innermost subtable.

*. The Chi-square statistic is significant at the 0.05 level.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Table 2.3.15.

Why did your employer require you to pursue this work-related learning?					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
First Option	<i>It is a formal requirement – if I do not do so, I will lose my job</i>	45	16,9%	5	7,8%
	<i>If I do not do so, I cannot expect to get promotion</i>	17	6,4%	4	6,3%
	<i>It isn't really an obligation, but my boss strongly advised me to do so</i>	21	7,9%	5	7,8%
	<i>There's a lot of pressure on employees to take part, although it's not really compulsory</i>	2	,7%	1	1,6%
	<i>Most of my colleagues take part, so I think I ought to as well</i>	21	7,9%	5	7,8%
	<i>It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or</i>	106	39,7%	32	50,0%
	<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	54	20,2%	12	18,8%
	<i>I don't know why it is required; I just did what I was told to do</i>	1	,4%	0	,0%
Second Option	<i>It is a formal requirement – if I do not do so, I will lose my job</i>	16	7,3%	0	,0%
	<i>If I do not do so, I cannot expect to get promotion</i>	12	5,5%	5	9,8%
	<i>It isn't really an obligation, but my boss strongly advised me to do so</i>	28	12,7%	8	15,7%
	<i>There's a lot of pressure on employees to take part, although it's not really compulsory</i>	3	1,4%	1	2,0%
	<i>Most of my colleagues take part, so I think I ought to as well</i>	37	16,8%	7	13,7%
	<i>It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or</i>	57	25,9%	16	31,4%
	<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	65	29,5%	13	25,5%
	<i>I don't know why it is required; I just did what I was told to do</i>	2	,9%	1	2,0%
Third Option	<i>It is a formal requirement – if I do not do so, I will lose my job</i>	9	5,3%	2	5,9%
	<i>If I do not do so, I cannot expect to get promotion</i>	26	15,4%	7	20,6%
	<i>It isn't really an obligation, but my boss strongly advised me to do so</i>	19	11,2%	7	20,6%
	<i>There's a lot of pressure on employees to take part, although it's not really compulsory</i>	7	4,1%	1	2,9%
	<i>Most of my colleagues take part, so I think I ought to as well</i>	40	23,7%	6	17,6%
	<i>It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or</i>	19	11,2%	3	8,8%
	<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	40	23,7%	8	23,5%
	<i>I don't know why it is required; I just did what I was told to do</i>	9	5,3%	0	,0%

Table 2.3.16.

Why did your employer require you to pursue this work-related learning?		
Pearson Chi-Square Tests Sectors		
<i>First Option</i>	Chi-square	4,782
	Df	7
	Sig.	,687 ^{a,b}
<i>Second Option</i>	Chi-square	6,683
	Df	7
	Sig.	,463 ^{a,b}
<i>Third Option</i>	Chi-square	4,938
	Df	7
	Sig.	,668 ^a

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Table 2.3.17.

Sometimes people decide for themselves to take work-related courses. Which of the following kinds of learning have you chosen to pursue since you have been with your current employer?					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>I have not chosen to pursue any work-related courses</i>	Not selected	360	98,6%	120	98,4%
	Yes	5	1,4%	2	1,6%
<i>Induction course for new employees</i>	Not selected	365	100,0%	121	99,2%
	Yes	0	,0%	1	,8%
<i>Preparation course for a promotion or a new post in the organisation</i>	Not selected	363	99,5%	121	99,2%
	Yes	2	,5%	1	,8%
<i>Regular training courses provided by my employer at the workplace</i>	Not selected	364	99,7%	120	98,4%
	Yes	1	,3%	2	1,6%
<i>E-learning modules that employees can follow at their desk or at home</i>	Not selected	357	97,8%	117	95,9%
	Yes	8	2,2%	5	4,1%
<i>Short workshops/seminars lasting one day or less in my department/secti</i>	Not selected	356	97,5%	117	95,9%
	Yes	9	2,5%	5	4,1%
<i>General education courses to improve my basic skills]</i>	Not selected	354	97,0%	116	95,1%
	Yes	11	3,0%	6	4,9%
<i>Courses leading to a formal qualification (e.g. apprenticeship, master</i>	Not selected	356	97,5%	118	96,7%
	Yes	9	2,5%	4	3,3%

Table 2.3.18.

Sometimes people decide for themselves to take work-related courses. Which of the following kinds of learning have you chosen to pursue since you have been with your current employer?		
Pearson Chi-Square Tests Sectora		
I have not chosen to pursue any work-related courses	Chi-square Df Sig.	,047 1 ,829 ^a
Induction course for new employees	Chi-square Df Sig.	2,998 1 ,083 ^{a,b}
Preparation course for a promotion or a new post in the organisation	Chi-square Df Sig.	,110 1 ,740 ^{a,b}
Regular training courses provided by my employer at the workplace	Chi-square Df Sig.	2,784 1 ,095 ^{a,b}
E-learning modules that employees can follow at their desk or at home	Chi-square Df Sig.	1,279 1 ,258 ^a
Short workshops/seminars lasting one day or less in my department/secti	Chi-square Df Sig.	,873 1 ,350 ^a
General education courses to improve my basic skills	Chi-square Df Sig.	,984 1 ,321 ^a
Courses leading to a formal qualification (e.g. apprenticeship, master	Chi-square df Sig.	,233 1 ,630 ^a
Results are based on nonempty rows and columns in each innermost subtable.		
a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.		
b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.		

Table 2.3.19.

Why did you decide yourself to pursue this work-related learning?					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
First	<i>If I do not do so, I will lose my job</i>	1	4,2%	1	8,3%
Option	<i>If I do not do so, I cannot expect to get promotion</i>	0	,0%	1	8,3%
	<i>My boss strongly advised me to do so</i>	0	,0%	1	8,3%
	<i>There's a lot of pressure on employees to take part, so I thought I should do so</i>	0	,0%	0	,0%
	<i>Most of my colleagues take part, so I think I ought to as well</i>	1	4,2%	0	,0%
	<i>I know that I need to keep my knowledge and skills up to date, in case I decide to look for a job with another employer</i>	10	41,7%	4	33,3%
	<i>I know that I need to keep my knowledge and skills up to date, in case I have to look for a job with another employer</i>	0	,0%	0	,0%
	<i>It is my responsibility to make sure I can do my job well</i>	5	20,8%	3	25,0%
	<i>I just really wanted to learn</i>	6	25,0%	1	8,3%
	<i>I don't know why, I just decided to do it</i>	1	4,2%	1	8,3%
Second	<i>If I do not do so, I will lose my job</i>	0	,0%	1	12,5%
Option	<i>If I do not do so, I cannot expect to get promotion</i>	1	4,8%	1	12,5%
	<i>My boss strongly advised me to do so</i>	0	,0%	0	,0%
	<i>There's a lot of pressure on employees to take part, so I thought I should do so</i>	0	,0%	0	,0%
	<i>Most of my colleagues take part, so I think I ought to as well</i>	0	,0%	0	,0%
	<i>I know that I need to keep my knowledge and skills up to date, in case I decide to look for a job with another employer</i>	6	28,6%	4	50,0%
	<i>I know that I need to keep my knowledge and skills up to date, in case I have to look for a job with another employer</i>	0	,0%	0	,0%
	<i>It is my responsibility to make sure I can do my job well</i>	8	38,1%	1	12,5%
	<i>I just really wanted to learn</i>	6	28,6%	1	12,5%
	<i>I don't know why, I just decided to do it</i>	0	,0%	0	,0%
Third	<i>If I do not do so, I will lose my job</i>	0	,0%	0	,0%
Option	<i>If I do not do so, I cannot expect to get promotion</i>	0	,0%	0	,0%
	<i>My boss strongly advised me to do so</i>	0	,0%	0	,0%
	<i>There's a lot of pressure on employees to take part, so I thought I should do so</i>	0	,0%	1	20,0%
	<i>Most of my colleagues take part, so I think I ought to as well</i>	1	6,7%	1	20,0%
	<i>I know that I need to keep my knowledge and skills up to date, in case I decide to look for a job with another employer</i>	2	13,3%	0	,0%
	<i>I know that I need to keep my knowledge and skills up to date, in case I have to look for a job with another employer</i>	0	,0%	0	,0%
	<i>It is my responsibility to make sure I can do my job well</i>	3	20,0%	3	60,0%
	<i>I just really wanted to learn</i>	7	46,7%	0	,0%
	<i>I don't know why, I just decided to do it</i>	2	13,3%	0	,0%

Table 2.3.20.

Why did you decide yourself to pursue this work-related learning? Pearson Chi-Square Tests Sectors			
First Option	Chi-square	6,348	
	Df	7	
	Sig.	,500 ^{a,b}	
Second Option	Chi-square	5,742	
	Df	4	
	Sig.	,219 ^{a,b}	
Third Option	Chi-square	9,333	
	Df	5	
	Sig.	,096 ^{a,b}	
Results are based on nonempty rows and columns in each innermost subtable.			
a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.			
b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.			

Table 2.3.21.

In my organisation, workplace learning activities ...					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
<i>Are mostly enjoyed by participants</i>	To a great extent/Fully	31	10,2%	10	10,8%
	To a considerable extent	122	40,0%	41	44,1%
	To a limited extend	125	41,0%	35	37,6%
	To a very low extent	22	7,2%	5	5,4%
	Not at all	5	1,6%	2	2,2%
<i>Are mostly strategic in nature</i>	To a great extent/Fully	19	6,3%	8	8,6%
	To a considerable extent	128	42,4%	32	34,4%
	To a limited extend	116	38,4%	36	38,7%
	To a very low extent	36	11,9%	14	15,1%
	Not at all	3	1,0%	3	3,2%
<i>Are mainly set up by the employees themselves</i>	To a great extent/Fully	13	4,4%	8	8,8%
	To a considerable extent	51	17,1%	23	25,3%
	To a limited extend	97	32,6%	30	33,0%
	To a very low extent	111	37,2%	22	24,2%
	Not at all	26	8,7%	8	8,8%
<i>Are imposed on everyone by the management</i>	To a great extent/Fully	7	2,3%	0	,0%
	To a considerable extent	31	10,3%	11	11,7%
	To a limited extend	101	33,4%	27	28,7%
	To a very low extent	131	43,4%	38	40,4%
	Not at all	32	10,6%	18	19,1%

<i>Focus on knowledge and skills, not on how employees behave</i>	To a great extent/Fully	61	19,7%	18	19,1%
	To a considerable extent	171	55,3%	48	51,1%
	To a limited extend	68	22,0%	21	22,3%
	To a very low extent	7	2,3%	5	5,3%
	Not at all	2	,6%	2	2,1%
<i>Focus on the qualities of individual participants</i>	To a great extent/Fully	27	8,9%	5	5,3%
	To a considerable extent	128	42,2%	40	42,6%
	To a limited extend	95	31,4%	33	35,1%
	To a very low extent	45	14,9%	12	12,8%
	Not at all	8	2,6%	4	4,3%
<i>Enable employees to come up with good ideas to improve their work</i>	To a great extent/Fully	43	14,1%	6	6,4%
	To a considerable extent	121	39,7%	39	41,5%
	To a limited extend	84	27,5%	30	31,9%
	To a very low extent	50	16,4%	15	16,0%
	Not at all	7	2,3%	4	4,3%
<i>Are set up in a top-down way</i>	To a great extent/Fully	18	6,0%	3	3,2%
	To a considerable extent	81	26,9%	18	19,1%
	To a limited extend	109	36,2%	40	42,6%
	To a very low extent	81	26,9%	28	29,8%
	Not at all	12	4,0%	5	5,3%
<i>Receive strong support and engagement from employees]</i>	To a great extent/Fully	14	4,6%	4	4,3%
	To a considerable extent	93	30,8%	29	31,2%
	To a limited extend	148	49,0%	42	45,2%
	To a very low extent	38	12,6%	14	15,1%
	Not at all	9	3,0%	4	4,3%
<i>Help employees to do their jobs better</i>	To a great extent/Fully	37	12,0%	13	14,0%
	To a considerable extent	156	50,5%	47	50,5%
	To a limited extend	104	33,7%	25	26,9%
	To a very low extent	10	3,2%	4	4,3%
	Not at all	2	,6%	4	4,3%
<i>Reflect the fact that individual exchange of knowledge and experience is important</i>	To a great extent/Fully	52	17,1%	13	14,0%
	To a considerable extent	161	53,0%	41	44,1%
	To a limited extend	73	24,0%	27	29,0%
	To a very low extent	14	4,6%	9	9,7%
	Not at all	4	1,3%	3	3,2%
<i>Are something emotionally important for the participants</i>	To a great extent/Fully	23	7,6%	8	8,6%
	To a considerable extent	119	39,1%	24	25,8%
	To a limited extend	111	36,5%	34	36,6%
	To a very low extent	41	13,5%	22	23,7%
	Not at all	10	3,3%	5	5,4%

Table 2.3.22.

In my organisation, workplace learning activities ...		
Pearson Chi-Square Tests Sectors		
<i>Are mostly enjoyed by participants</i>	Chi-square Df Sig.	,974 4 ,914
<i>Are mostly strategic in nature</i>	Chi-square Df Sig.	4,558 4 ,336 ^a
<i>Are mainly set up by the employees themselves</i>	Chi-square Df Sig.	8,462 4 ,076
<i>Are imposed on everyone by the management</i>	Chi-square Df Sig.	7,112 4 ,130
<i>Focus on knowledge and skills, not on how employees behave</i>	Chi-square Df Sig.	4,108 4 ,392 ^{a,b}
<i>Focus on the qualities of individual participants</i>	Chi-square Df Sig.	2,300 4 ,681
<i>Enable employees to come up with good ideas to improve their work</i>	Chi-square Df Sig.	5,033 4 ,284
<i>Are set up in a top-down way</i>	Chi-square Df Sig.	4,043 4 ,400 ^a
<i>Receive strong support and engagement from employees</i>	Chi-square Df Sig.	,946 4 ,918 ^a
<i>Help employees to do their jobs better</i>	Chi-square Df Sig.	7,880 4 ,096 ^a
<i>Reflect the fact that individual exchange of knowledge and experience is important</i>	Chi-square Df Sig.	6,876 4 ,143
<i>Are something emotionally important for the participants</i>	Chi-square df Sig.	9,077 4 ,059

Results are based on nonempty rows and columns in each innermost subtable.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

2.3.13. ANNEX 2.3.2: OTHERS (FREE ANSWERS): SHEETS OF PART 2.3.
(TABLES AND EXPRESSION)

Sheet 2.3.1.

	Offered opportunities by the employer	Frecuency
1	Positive evaluation of offered opportunities	7
2	New opportunities mentioned(without evaluation)	15
3	WPL relation with personal and professional development	7
4	Necessity of more opportunities in foreign countries	4

EXPRESSIONS "OTHER"

- 5- I do self-study and study only what I don't know or don't know how to do
- 9- courses that take place in another location
- 31- there is no employer
- 50- Receive regular feedback, which is based on providing learning
- 67- seminars and workshops focused and on a regular basis, in accordance with development priorities
- 116- PhD
- 117- provides a free day for master studies
- 121- Distant courses, where it is with such people like teachers, and thus our growth is considerably \ 'stronger \ "
- 126- longer-term training courses
- 136- courses at national level
- 163- Sharing experience with colleagues at work, Latvian and similar institutions abroad
- 169- is not currently offered nothing
- 173- Of course, the employer organizes learning but formally, better if we could choose seminars and courses and could take parts in it actively, but still the authoritative regime exists and I obey it
- 191- the employer provides all the learning process for work, organizing any special courses, seminars, etc..., learning takes place and experience exchanges happen
- 205- longer courses for skills development
- 212- have the opportunity to attend the courses outside the workplace during working hours
- 231- offers the opportunity to participate in courses and conferences
- 285- seminars, courses

- 292- I am self-employed, so the question is not really relevant
- 301- multi- day courses are very rare
- 304- courses, organized by universities or training centres
- 335- Participation in European projects
- 356- Research and innovation projects
- 359- seminars for partner companies in the world
- 361- public administration school courses
- 372- the question is not relevant to my situation
- 375- learning courses outside the workplace
- 391- courses, even not directly related to work skills, but added to my personality
- 393- Courses offered by further education center.
- 497- multi-day seminars, special training, including overseas

Sheet 2.3.2.

	Kind of work-related course the employer required	Frecuency
1	Little opportunities offered	2
2	Necessity of more opportunities in foreign countries	2
3	New opportunities mentioned(without evaluation)	6
4	Positive evaluation of offered opportunities	3
5	Positive perception on voluntary WPL	2
6	WPL relation with personal and professional development	8

EXPRESSIONS "OTHER"

- 31- there is no employer
- 44- it does not apply to my work
- 50- training, which make people work together to improve the experience of raising each of their individual skills, collaborative skills, as well as to "address a variety of organizational issues.
- 62- NL
- 67- Courses of work quality and efficiency improvement
- 100- Update qualification courses

- 121- Psychology, motivational training course, which helps both the professional and personal
- 173- necessary for the compulsory professional development courses (PHYSICAL)
- 231- courses and conferences, which she chose, but which has to do with the post conditions
- 292- I am self-employed
- 314- Foreign Language courses
- 318- ESF projects courses for research and administering
- 335- the employer does not provide any studying, but supports work-related attendance at work organized and outside the workplace.
- 356- Scientific conferences and seminars
- 372- I add to my knowledge myself without any courses
- 382- I have to pray my employer to let me go to the courses.
- 442- News legislation
- 452- Not required
- 453- Not required

Sheet 2.3.3.

	Kind of work-related courses employee choose	Frecuency
1	WPL relation with personal and professional development	2
2	Necessity of more opportunities in foreign countries	1
3	Positive perception	1

EXPRESSIONS "OTHER"

- 361- project management courses, foreign language courses
- 380- Courses, which improve my overall quality, which also help me as a professional
- 411- I like to chose myself what to learn
- 467- Driver training, which contributes to personal development

2.4. EMPLOYEES' PROFILE 1

2.4.1. EMPLOYEES' EDUCATION

The level of education of the employees of both sectors is rather high – most of them have University B.A. or M.A. (40.5%) or even University PhD (49.2%) (Figure 2.4.1, Annex 2.4.; Table 2.4.1.). The main differences of two sectors ($p < 0.001$) (Annex 2.4.; Table 2.4.2.) can be seen in upper secondary school/technical school level – the respondents representing IT sector (14.7%) have this level of education three times more than the respondents of HE sector (4.0%) (Annex 2.4.; Table 2.4.3.). Therefore HE respondents in general have a higher education level than IT sector respondents.

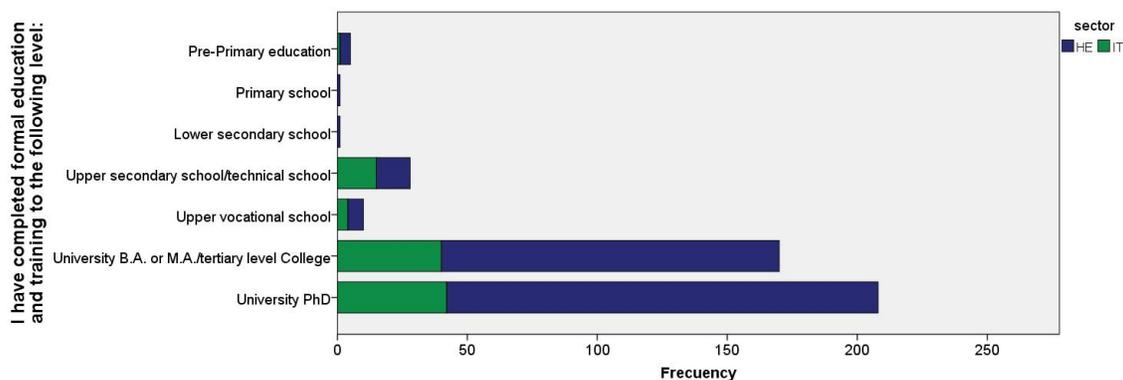


Figure 2.4.1.

2.4.2. PARENTS' EDUCATION

The respondents of both sectors mainly state that their mothers' education level is not as high as theirs (68.0%) (Figure 2.4.2., Annex 2.4.; Table 2.4.4.). But there are differences between two sectors ($p < 0.001$) (Annex 2.4.; Table 2.4.5.) – HE respondents are much more educated than their mothers (72.8%) (Annex 2.4.; Table 2.4.6.) than the respondents of IT sector. However, also IT respondents are more educated than their mothers the difference is not so big (52.9%). It is true that for a few IT respondents their level of education is lower than for their mothers, which is not so obvious in HE sector (21.6%, HE sector only 7.2%). Consequently, mainly HE respondents are more educated compared to their parents than the respondents in IT sector (Annex 2.4.: Tables to statement 2.4.2.).

The respondents of both sectors mainly say that their fathers' education level is lower than their own level of education (70.3%) (Figure 2.4.2., Annex 2.4.; Table 2.4.4.). But

there are differences between two sectors ($p < 0.001$) (Annex 2.4.; Table 2.4.5.) – more respondents of HE sector have less educated fathers (76.0%) (Annex 2.4.; Table 2.4.6.) than the respondents of IT sector (52.0%). The same or better level of fathers' education is seen exactly in IT sector (26.0% and 19.0%). To conclude, HE sector respondents' level of education seems to be higher than their fathers' level of education compared to IT respondents.

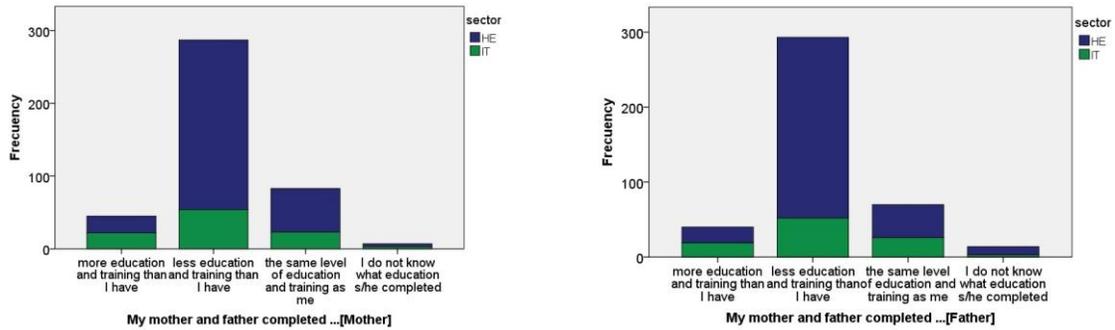


Figure 2.4.2.

2.4.3. EMPLOYEES' BACKGROUND

The employees' background information shows that majority of the respondents come from a big city or a regional town (32.8% and 27.9%) (Figure 2.4.3., Annex 2.4.; Table 2.4.7.). A smaller number of the surveyed respondents come from a small town or an isolated place (21.0% and 18.8%).

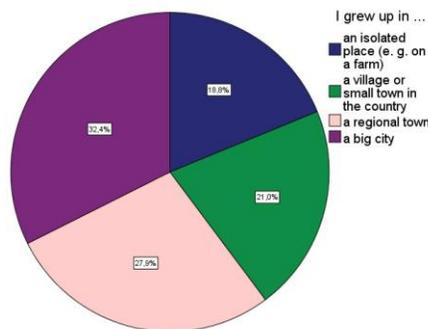


Figure 2.4.3.

2.4.4. EMPLOYEES' INCOME

On average, the employees' income in two sectors is high – above 400 euros a week (42.3%); a 13.6% of all respondents earn up to 250 euros per week having a full-time job and 28.5% of all respondents earn 250 - 400 euros per week working full-time (Figure 2.4.4., Annex 2.4.; Table 2.4.8.). A difference is that the respondents of HE sector in more

cases earn from 250 to 400 euros (33.7%), but for the respondents of IT sector these are only 13.1% (Annex 2.4.; Table 2.4.9.). The respondents of IT sector have higher salaries than the respondents of HE sector – the percentage of those whose salaries are above 400 euros per week is 54.1% for the former sector and 38.4% for the latter sector. On the whole, IT sector respondents' income is higher (Figure 2.4.5., Annex 2.4.; Table 2.4.10.).

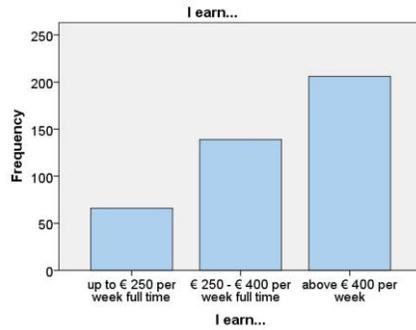


Figure 2.4.4.

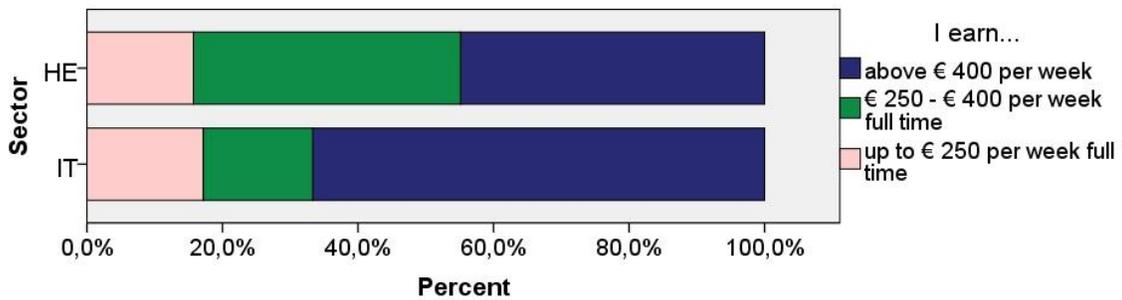


Figure 2.4.5.

2.4.5. ANNEX 2.4. STATISTICAL TABLES OF PART 2.4.

Table 2.4.1

I have completed formal education and training to the following level:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pre-Primary education	5	1,0	1,2	1,2
	Primary school	1	,2	,2	1,4
	Lower secondary school	1	,2	,2	1,7
	Upper secondary school/technical school	28	5,7	6,6	8,3
	Upper vocational school	10	2,1	2,4	10,6
	University B.A. or M.A./tertiary level College	170	34,9	40,2	50,8
	University PhD	208	42,7	49,2	100,0
	Total	423	86,9	100,0	
	Missing	System	64	13,1	
Total		487	100,0		

Table 2.4.2.

I have completed formal education and training to the following level				
	Sector			
	HE		IT	
	Count	Column N %	Count	Column N %
Pre-Primary education	4	1,2%	1	1,0%
Primary school	1	,3%	0	,0%
Lower secondary school	1	,3%	0	,0%
Upper secondary school/technical school	13	4,0%	15	14,7%
Upper vocational school	6	1,9%	4	3,9%
University B.A. or M.A./tertiary level College	130	40,5%	40	39,2%
University PhD	166	51,7%	42	41,2%

Table 2.4.3.

I have completed formal education and training to the following level:		
Pearson Chi-Square Tests Sector		
I have completed formal education and training to the following level:	Chi-square Df Sig.	17,119 6 ,009 ^{*,a,b}
Results are based on nonempty rows and columns in each innermost subtable.		
*. The Chi-square statistic is significant at the 0.05 level.		
a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.		
b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.		

Table 2.4.4.

My mother and father completed ...									
		Mother				Fhater			
		Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More education and training than I have	45	9,2	10,7	10,7	40	8,2	9,6	9,6
	Less education and training than I have	287	58,9	68,0	78,7	293	60,2	70,3	79,9
	The same level of education and training as me	83	17,0	19,7	98,3	70	14,4	16,8	96,6
	I do not know what education s/he completed	7	1,4	1,7	100,0	14	2,9	3,4	100,0
	Total	422	86,7	100,0		417	85,6	100,0	417
Missing	System	65	13,3			70	14,4		
	Total	487	100,0			487	100,0		

Table 2.4.5.

My mother and father completed ...									
		Mother				Father			
		HE		IT		HE		IT	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
	More education and training than I have	23	7,2%	22	21,6%	21	6,6%	19	19,0%
	Less education and training than I have	233	72,8%	54	52,9%	241	76,0%	52	52,0%
	The same level of education and training as me	60	18,8%	23	22,5%	44	13,9%	26	26,0%
	I do not know what education s/he completed	4	1,3%	3	2,9%	11	3,5%	3	3,0%

Table 2.4.6.

My mother and father completed ...			
Pearson Chi-Square Tests Sectors			
		Mother	Father
My mother and father completed ...	Chi-square	21,393	25,084
	Df	3	3
	Sig.	,000	,000

Results are based on nonempty rows and columns in each innermost subtable.
*. The Chi-square statistic is significant at the 0.05 level.

Table 2.4.7.

I grew up in ...					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	An isolated place (e. g. on a farm)	79	16,2	18,8	18,8
	A village or small town in the country	88	18,1	21,0	39,8
	A regional town	117	24,0	27,9	67,6
	A big city	136	27,9	32,4	100,0
	Total	420	86,2	100,0	
Missing	System	67	13,8		
Total		487	100,0		

Table 2.4.8.

I earn ...					
		Frequency	Percent	Valid Percent	Cumulative Percent
up to € 250 per week full time	Not selected	421	86,4	86,4	86,4
	Yes	66	13,6	13,6	100,0
	Total	487	100,0	100,0	
€ 250 - € 400 per week full time	Not selected	348	71,5	71,5	71,5
	Yes	139	28,5	28,5	100,0
	Total	487	100,0	100,0	
above € 400 per week	Not selected	281	57,7	57,7	57,7
	Yes	206	42,3	42,3	100,0
	Total	487	100,0	100,0	

Table 2.4.9

I earn ...					
		Sector			
		HE		IT	
		Count	Column N %	Count	Column N %
up to €250 per week full time	Not selected	316	86,6%	105	86,1%
	Yes	49	13,4%	17	13,9%
€250 - €400 per week full time	Not selected	242	66,3%	106	86,9%
	Yes	123	33,7%	16	13,1%
I earn ...above €400 per week	Not selected	225	61,6%	56	45,9%
	Yes	140	38,4%	66	54,1%

Table 2.4.10.

I earn ...		
Pearson Chi-Square Tests Sector		
up to € 250 per week full time	Chi-square	,020
	Df	1
	Sig.	,887
€ 250 - € 400 per week full time	Chi-square	18,995
	Df	1
	Sig.	,000
above € 400 per week	Chi-square	9,284
	Df	1
	Sig.	,002
Results are based on nonempty rows and columns in each innermost subtable.		
*. The Chi-square statistic is significant at the 0.05 level.		

2.5. EFFECTS ON PEOPLE

2.5.1. OWN BENEFITS

Even though all 487 respondents have given answers to this part of the questionnaire, it has to be mentioned that some of them (8.4%) have never had an actual workplace learning experience. (Annex 2.5.: Table 2.5.1). These two numbers reflect not only the situation of how widespread workplace learning as a form of learning is, but to some extent also depicts understanding of what workplace learning for a definite part of the society is. Among those respondents who affirm their participation in the workplace learning process there are 2.5% of them who admit that they have not benefitted from this kind of learning. It is possible that these people are led by specific stereotypes of how learning is understood, and based on that they do not look upon certain activities, in which they have participated, as learning.

So, the results show us that almost all respondents (the rest 97,5%) think that they have benefitted from learning at work. According to their answers, the most important benefits are the following ones: *personal growth and self-identity* (42.3%), *doing my job better* (36.3%) and *job security* (34.5%). The benefits which have not been so often ticked by the respondents are: *salary rise* (4.1%) and *promotion* (2.1%) (Annex 2.5.: Table 2.5.1).

There are only 4 free answers (option “Others”) to this question. The qualitative analysis of these answers reveals some additional benefits: knowledge and skills that can be useful in future career; an ability to undertake interesting tasks during working process (Expressions: 35, 186, 399). (See Annex 2.5.2 Sheet 2.5.1).

2.5.2. KNOWLEDGE AND SKILLS

The analysis of the surveyed respondents’ answers to the question which aim is to find out whether learning at the workplace has had a positive effect on their knowledge and skills in the following areas, reveals that in general everyday actions are acknowledged to be more successful than courses organised by the company. Differences between the ideas (based on the analysis of chi-square χ^2 Test) for the respondents of both sectors – HE and IT – are not of key importance and are observed in six answers: *Using foreign languages* ($p < 0.05$), *Appreciating other cultures and values* ($p < 0.001$), *Communication skills* ($p < 0.01$), *Confidence in public situations* ($p < 0.05$), *Working in a team* ($p < 0.01$) and *Expressing myself well* ($p < 0.01$). Only one priority (using foreign language) is more relevant for IT sector, other are more important for HE respondents (Annex 2.5.: Table 2.5.2).

In the statement about the improvement of skills of foreign languages there is a slight difference ($p < 0.005$) (Annex 2.5.: Table 2.5.2) between answers of the respondents of HE and IT sectors: 44.4% of the respondents of HE sector admit that organised courses are

better for the particular purpose and 46.7% state that everyday activities are better, while for 55.6% of the respondents of IT sector it seems that for the improvement of foreign language skills organised courses are better, but 62.2% of IT specialists emphasize the value of everyday activities. Therefore a conclusion is that the representatives of HE sector prefer organised courses to work on their foreign language skills, while the respondents of IT sector for the same purpose prefer everyday activities (Annex 2.5.: Table 2.5.3.).

As regards the statement about appreciating other cultures and values the difference is as follows ($p < 0.001$) (Annex 2.5.: Table 2.5.2): the respondents of HE sector give preference to organised courses in only 56.2% of cases, but for everyday learning it is higher – 63.2%. The same is true for the respondents of IT sector – 27.8% of them are for organised courses and 37.8% - for everyday learning. So, in both sectors a more relevant factor is everyday learning (Annex 2.5.: Table 2.5.3).

In the next statement – about the improvement of communication skills, 84.2% of the employees of HE sector highlight benefits of organised courses and 85.4% - of everyday activities, while in IT sector – 64.3% of the employees are for organised courses and 70.3% for everyday activities. Consequently, a conclusion is that in both sectors communication skills are mainly improved by participating in everyday activities (especially in IT sector) (Annex 2.5.: Table 2.5.3.).

As regards the statement about confidence in public situations the difference is the following ($p < 0.05$) (Annex 2.5.: Table 2.5.2.): 72.0% of the respondents of HE sector give preference to organised courses but even more respondents - 80.9% - prefer everyday activities. Also the respondents of IT sector appreciate everyday activities more – 64.4%, leaving organised courses as a second choice – 58.3% (Annex 2.5.: Table 2.5.3.).

The respondents' answers concerning the statement about working in a team showed the following difference ($p < 0.01$) (Annex 2.5.: Table 2.5.2): 76.8% of the respondents of HE sector prefer organised courses and 80.9% of them prefer everyday activities. There are 58.3% of the respondents of IT sector who appreciate organised courses, but 63.5% of them like everyday activities (Annex 2.5.: Table 2.5.3).

As regards the statement about expressing myself well the difference is as follows ($p < 0.01$) (Annex 2.5.: Table 2.5.2): 59.6% of the respondents of HE sector give preference to organised courses but 71.3% prefer everyday activities. Also the respondents of IT sector appreciate everyday activities more – 47.3%, leaving organised courses as a second choice – 38.9% (Annex 2.5.: Table 2.5.3).

For the respondents of both sectors (HE&IT) most positive effects on their knowledge and skills have been in the areas of Communication skills (HE 84.8%; IT 67.3%), Using IT (HE 74.95; IT 71.2%) and Working in a team (HE 78.8%; IT 60.9%) (Annex 2.5.: Table 2.5.3.).

As regards other statements - Getting on well with colleagues (HE 76.4%; IT 69.9%), Health and safety issues at work (HE 36.6%; IT 21.9%), Making decisions (HE 76.7%; IT 75.7%), Doing calculations (HE 19.8%; IT 31.5%), Preparing reports, documents etc. (HE 56.7%; IT 58.1%), Solving problems (HE 83.0%; IT 75.3%) and Using machines and technology (HE 76.7%; IT 69.9%), preference is given to learning from everyday situations, and especially topical this kind of learning is in HE sector (Annex 2.5.: Table 2.5.3.).

2.5.3. QUALITY OF LIFE

In order to demonstrate how learning at the workplace influences quality of different aspects of human life, including health, family, leisure, work, voluntary activities, as well as living in an multicultural environment, the respondents were asked to identify whether learning has had any influence on the aforementioned areas of their lives or not.

Based on the analysis of the answers of the respondents who have experienced lifelong learning through organised courses, it can be concluded that a positive working environment (67.6%) (Annex 2.5 Table 2.5.4), living in a multicultural society (44,1%) (Annex 2.5; Table 2.5.5) and work-life balance (39.1%) (Annex 2.5.; Table 2.5.6.) as an effect of learning at the workplace appears to be mostly valued by the respondents. These three aspects were as well the least that respondents did not have an opinion on. Observation with precaution can be made that people learn at work mostly for work, but not exclusively.

A second group of aspects given a positive opinion by the respondents on learning at the workplace is linked to community life/voluntary activities (36.3%). It is important to mention that almost the same amount of the respondents do not agree to this statement (39.2%) (Annex 2.5.; Table 2.5.7). Another aspect which is rather positively valued by the respondents is Connection with the natural environment. 35.1% of the respondents look upon this aspect positively, while 36.8% of the respondents think of it negatively (Annex 2.5.; Table 2.5.8.). People consider knowledge and skills gained at work as an important instrument to use for their connection with the natural environment. Although despite the results of the first group, approximately the same number of the respondents have an opposite (negative) opinion, that is, that learning at the workplace does not influence aspects mentioned in the second group.

Moreover, the study shows a strong negative opinion that learning at the workplace does not have an effect on health and lifestyle (50.9%) Annex 2.5.; Table 2.5.9.), family and personal life (49.1%) (Annex 2.5.; Table 2.5.10), and leisure and recreation (49.6%) (Annex 2.5.; Table 2.5.11.).

Based on the analysis of the answers of the respondents who have experienced lifelong learning in everyday work, it can be concluded that the employees see a positive working environment as a positive aspect (72.6%) (Annex 2.5.; Table 2.5.12). Other positive

aspects to the respondents' mind are: living in a multicultural society (52,5%) (Annex 2.5.; Table 2.5.13), work-life balance 48.8% (Annex 2.5.; Table 2.5.14), community life and voluntary activities 47.9% (Annex 2.5.; Table 2.5.15), Connection with the natural environment (43.8%) (Annex 2.5.; Table 2.5.16).

In the group in which the respondents experience lifelong learning in everyday work there are fewer negative opinions. Only three statements from the offered ones are valued negatively by the biggest part of the respondents consider that these aspects are – health and lifestyle (e. g. diet, sports) 46.3% (Annex 2.5.; Table 2.5.17), leisure and recreation 44.3% (Annex 2.5.; Table 2.5.18), family and personal life 42.9% (Annex 2.5.; Table 2.5.19).

2.5.4. ANNEX 2.5.1.: STATISTICAL TABLES OF PART 2.5.

Table 2.5.1

I have benefited from learning at work in the following ways:			
		Count	Column N %
<i>This question is not relevant for me, because I have not learned at work</i>	Not selected	446	91,6%
	Yes	41	8,4%
<i>I do not think I have benefited at all</i>	Not selected	475	97,5%
	Yes	12	2,5%
<i>Salary rise</i>	Not selected	467	95,9%
	Yes	20	4,1%
<i>Sense of autonomy and judgement</i>	Not selected	430	88,3%
	Yes	57	11,7%
<i>Doing my job better</i>	Not selected	310	63,7%
	Yes	177	36,3%
<i>Work and career motivation</i>	Not selected	413	84,8%
	Yes	74	15,2%
<i>Job security</i>	Not selected	319	65,5%
	Yes	168	34,5%
<i>Confidence and self-respect</i>	Not selected	354	72,7%
	Yes	133	27,3%
<i>Appreciation and recognition from colleagues</i>	Not selected	439	90,1%
	Yes	48	9,9%
<i>Sense of belonging to the organisation</i>	Not selected	435	89,3%
	Yes	52	10,7%
<i>Personal growth and self-identity</i>	Not selected	281	57,7%
	Yes	206	42,3%
<i>Promotion</i>	Not selected	477	97,9%
	Yes	10	2,1%
<i>Other</i>	Iespēju uzņemties interesantākus pienākumus	1	,2%
	kompetences, kas nākotnē varētu noderēt	1	,2%
	noderīgu papildus informāciju	1	,2%
	Nogurumu un nožēlu par izdoto naudu, ko atņemu ģimenei	1	,2%

Table 2.5.2

Has learning at the workplace had a positive effect on your knowledge and skills in the following areas?			
Pearson Chi-Square Tests Sectors			
		Through organised courses	In everyday work
<i>Getting on well with colleagues</i>	Chi-square df Sig.	6,360 2 ,042*	1,361 2 ,506
<i>Using foreign languages</i>	Chi-square df Sig.	7,334 2 ,026*	7,404 2 ,025*
<i>Health and safety issues at work</i>	Chi-square df Sig.	1,009 2 ,604	5,839 2 ,054
<i>Making decisions</i>	Chi-square df Sig.	1,374 2 ,503	1,089 2 ,580
<i>Appreciating other cultures and values</i>	Chi-square df Sig.	19,984 2 ,000*	16,414 2 ,000*
<i>Doing calculations, including budgets</i>	Chi-square df Sig.	,546 2 ,761	4,479 2 ,107
<i>Communication skills</i>	Chi-square df Sig.	16,233 2 ,000*	16,233 2 ,000*
<i>Preparing reports, documents etc.</i>	Chi-square df Sig.	1,723 2 ,422	1,723 2 ,422
<i>Confidence in public situations</i>	Chi-square df Sig.	7,912 2 ,019*	10,785 2 ,005*
<i>Using IT (software, computers, WWW)</i>	Chi-square df Sig.	1,656 2 ,437	,484 2 ,785
<i>Solving problems</i>	Chi-square df Sig.	6,627 2 ,036*	2,206 2 ,332
<i>Working in a team</i>	Chi-square df Sig.	10,052 2 ,007*	10,400 2 ,006*
<i>Using machines and technology</i>	Chi-square df Sig.	2,136 2 ,344	1,625 2 ,444
<i>Expressing myself well</i>	Chi-square df Sig.	11,998 2 ,002*	16,200 2 ,000*
Results are based on nonempty rows and columns in each innermost subtable.			
*. The Chi-square statistic is significant at the 0.05 level.			

Table 2.5.3

Has learning at the workplace had a positive effect on your knowledge and skills in the following areas?									
		Through organised courses				In everyday work			
		HE		IT		HE		IT	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
<i>Getting on well with colleagues</i>	yes	187	67,3%	37	51,4%	198	76,4%	51	69,9%
	no	39	14,0%	16	22,2%	32	12,4%	11	15,1%
	not applicable	52	18,7%	19	26,4%	29	11,2%	11	15,1%
<i>Using foreign languages</i>	yes	123	44,4%	40	55,6%	120	46,7%	46	62,2%
	no	96	34,7%	13	18,1%	94	36,6%	15	20,3%
	not applicable	58	20,9%	19	26,4%	43	16,7%	13	17,6%
<i>Health and safety issues at work</i>	yes	83	30,2%	18	25,0%	93	36,6%	16	21,9%
	no	107	38,9%	28	38,9%	97	38,2%	32	43,8%
	not applicable	85	30,9%	26	36,1%	64	25,2%	25	34,2%
<i>Making decisions</i>	yes	171	63,1%	40	56,3%	201	76,7%	56	75,7%
	no	60	22,1%	17	23,9%	36	13,7%	13	17,6%
	not applicable	40	14,8%	14	19,7%	25	9,5%	5	6,8%
<i>Appreciating other cultures and values</i>	yes	155	56,2%	20	27,8%	163	63,2%	28	37,8%
	no	60	21,7%	21	29,2%	52	20,2%	21	28,4%
	not applicable	61	22,1%	31	43,1%	43	16,7%	25	33,8%
<i>Doing calculations, including budgets</i>	yes	47	17,3%	15	21,1%	51	19,8%	23	31,5%
	no	115	42,4%	29	40,8%	104	40,5%	26	35,6%
	not applicable	109	40,2%	27	38,0%	102	39,7%	24	32,9%
<i>Communication skills</i>	yes	230	84,2%	45	64,3%	223	85,4%	52	70,3%
	no	24	8,8%	10	14,3%	24	9,2%	11	14,9%
	not applicable	19	7,0%	15	21,4%	14	5,4%	11	14,9%
<i>Preparing reports, documents etc.</i>	yes	131	48,0%	28	39,4%	149	56,7%	43	58,1%
	no	79	28,9%	23	32,4%	58	22,1%	18	24,3%
	not applicable	63	23,1%	20	28,2%	56	21,3%	13	17,6%
<i>Confidence in public situations</i>	yes	198	72,0%	42	58,3%	212	80,9%	48	64,9%
	no	41	14,9%	11	15,3%	31	11,8%	12	16,2%
	not applicable	36	13,1%	19	26,4%	19	7,3%	14	18,9%
<i>Using IT (software, computers, WWW)</i>	yes	198	71,7%	49	68,1%	204	78,2%	55	74,3%
	no	44	15,9%	10	13,9%	36	13,8%	12	16,2%
	not applicable	34	12,3%	13	18,1%	21	8,0%	7	9,5%
<i>Solving problems</i>	yes	196	71,3%	39	55,7%	215	83,0%	55	75,3%
	no	43	15,6%	15	21,4%	27	10,4%	11	15,1%
	not applicable	36	13,1%	16	22,9%	17	6,6%	7	9,6%
<i>Working in a team</i>	yes	209	76,8%	42	58,3%	210	80,8%	47	63,5%
	no	29	10,7%	15	20,8%	29	11,2%	18	24,3%
	not applicable	34	12,5%	15	20,8%	21	8,1%	9	12,2%
<i>Using machines and technology</i>	yes	188	68,4%	47	65,3%	201	76,7%	51	69,9%
	no	48	17,5%	10	13,9%	39	14,9%	13	17,8%
	not applicable	39	14,2%	15	20,8%	22	8,4%	9	12,3%
<i>Expressing myself well</i>	yes	159	59,6%	28	38,9%	186	71,3%	35	47,3%
	no	62	23,2%	20	27,8%	48	18,4%	21	28,4%
	not applicable	46	17,2%	24	33,3%	27	10,3%	18	24,3%

Table 2.5.4

Has learning in the workplace had a positive effect on your quality of life in the following areas? (Trough organised courses)					
<i>Positive working environment</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	230	47,2	67,6	67,6
	No	60	12,3	17,6	85,3
	not applicable	50	10,3	14,7	100,0
	Total	340	69,8	100,0	
Missing	System	147	30,2		
Total		487	100,0		

Table 2.5.5

Has learning in the workplace had a positive effect on your quality of life in the following areas? (Trough organised courses)					
<i>Living in a multicultural society</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	150	30,8	44,1	44,1
	No	109	22,4	32,1	76,2
	not applicable	81	16,6	23,8	100,0
	Total	340	69,8	100,0	
Missing	System	147	30,2		
Total		487	100,0		

Table 2.5.6

Has learning in the workplace had a positive effect on your quality of life in the following areas? (Trough organised courses)					
<i>Work-life balance</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	134	27,5	39,1	39,1
	No	133	27,3	38,8	77,8
	not applicable	76	15,6	22,2	100,0
	Total	343	70,4	100,0	
Missing	System	144	29,6		
Total		487	100,0		

Table 2.5.7

Has learning in the workplace had a positive effect on your quality of life in the following areas? (Trough organised courses)					
<i>Community life and voluntary activities</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	124	25,5	36,3	36,3
	No	134	27,5	39,2	75,4
	not applicable	84	17,2	24,6	100,0
	Total	342	70,2	100,0	
Missing	System	145	29,8		
Total		487	100,0		

Table 2.5.8

Has learning in the workplace had a positive effect on your quality of life in the following areas? (Trough organised courses)					
<i>Connection with the natural environment</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	120	24,6	35,1	35,1
	No	126	25,9	36,8	71,9
	not applicable	96	19,7	28,1	100,0
	Total	342	70,2	100,0	
Missing	System	145	29,8		
Total		487	100,0		

Table 2.5.9

Has learning in the workplace had a positive effect on your quality of life in the following areas? (Trough organised courses)					
<i>Health and lifestyle (e. g. diet, sports)</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	13,8	19,6	19,6
	No	174	35,7	50,9	70,5
	not applicable	101	20,7	29,5	100,0
	Total	342	70,2	100,0	
Missing	System	145	29,8		
Total		487	100,0		

Table 2.5.10

Has learning in the workplace had a positive effect on your quality of life in the following areas? (Trough organised courses)					
<i>Family and personal life</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	74	15,2	21,4	21,4
	No	170	34,9	49,1	70,5
	not applicable	102	20,9	29,5	100,0
	Total	346	71,0	100,0	
Missing	System	141	29,0		
Total		487	100,0		

Table 2.5.11

Has learning in the workplace had a positive effect on your quality of life in the following areas? (Trough organised courses)					
<i>Leisure and recreation</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	79	16,2	23,2	23,2
	No	169	34,7	49,6	72,7
	not applicable	93	19,1	27,3	100,0
	Total	341	70,0	100,0	
Missing	System	146	30,0		
Total		487	100,0		

Table 2.5.12

Has learning in the workplace had a positive effect on your quality of life in the following areas? (In everyday work)					
<i>Positive working environment</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	246	50,5	72,6	72,6
	No	54	11,1	15,9	88,5
	not applicable	39	8,0	11,5	100,0
	Total	339	69,6	100,0	
Missing	System	148	30,4		
Total		487	100,0		

Table 2.5.13

Has learning in the workplace had a positive effect on your quality of life in the following areas? (In everyday work)					
<i>Living in a multicultural society</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	176	36,1	52,5	52,5
	No	101	20,7	30,1	82,7
	not applicable	58	11,9	17,3	100,0
	Total	335	68,8	100,0	
Missing	System	152	31,2		
Total		487	100,0		

Table 2.5.14

Has learning in the workplace had a positive effect on your quality of life in the following areas? (In everyday work)					
<i>Work-life balance</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	163	33,5	48,8	48,8
	No	113	23,2	33,8	82,6
	not applicable	58	11,9	17,4	100,0
	Total	334	68,6	100,0	
Missing	System	153	31,4		
Total		487	100,0		

Table 2.5.15

Has learning in the workplace had a positive effect on your quality of life in the following areas? (In everyday work)					
<i>Community life and voluntary activities</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	160	32,9	47,9	47,9
	No	106	21,8	31,7	79,6
	not applicable	68	14,0	20,4	100,0
	Total	334	68,6	100,0	
Missing	System	153	31,4		
Total		487	100,0		

Table 2.5.16

Has learning in the workplace had a positive effect on your quality of life in the following areas? (In everyday work)					
<i>Connection with the natural environment</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	147	30,2	43,8	43,8
	No	110	22,6	32,7	76,5
	not applicable	79	16,2	23,5	100,0
	Total	336	69,0	100,0	
Missing	System	151	31,0		
Total		487	100,0		

Table 2.5.17

Has learning in the workplace had a positive effect on your quality of life in the following areas? (In everyday work)					
<i>Health and lifestyle (e. g. diet, sports)</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	91	18,7	27,2	27,2
	No	155	31,8	46,3	73,4
	not applicable	89	18,3	26,6	100,0
	Total	335	68,8	100,0	
Missing	System	152	31,2		
Total		487	100,0		

Table 2.5.18

Has learning in the workplace had a positive effect on your quality of life in the following areas? (In everyday work)					
<i>Family and personal life</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	101	20,7	30,3	30,3
	No	143	29,4	42,9	73,3
	not applicable	89	18,3	26,7	100,0
	Total	333	68,4	100,0	
Missing	System	154	31,6		
Total		487	100,0		

Table 2.5.19

Has learning in the workplace had a positive effect on your quality of life in the following areas? (In everyday work) <i>Leisure and recreation</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	111	22,8	33,4	33,4
	No	147	30,2	44,3	77,7
	not applicable	74	15,2	22,3	100,0
	Total	332	68,2	100,0	
Missing	System	155	31,8		
Total		487	100,0		

2.5.4 ANNEX 2.5.2.: OTHERS (FREE ANSWERS): SHEETS TO PART 2.5.
(TABLES AND EXPRESSIONS)

Sheet 2.5. 1.

	Own benefits	Frecuency
1	Negative perception	1
2	Positive evaluation of offered opportunities	3
3	Financial difficulties to follow WPL	1
4	WPL relation with personal and professional development	1

EXPRESSIONS "*OTHER*"

- 35 – competence which could be useful in the future
- 186 - useful additional information
- 222 – I feel tired and regret of wasted money of my family.
- 399 - Opportunity to take in more interesting tasks

2.6. EMPLOYEES' PROFILE 2

This chapter summarizes descriptive information about all respondents, including a breakdown by age, gender and marital status.

2.6.1. GENDER

Only 10.7% of the respondents have indicated their gender. Two-thirds of these respondents are female (7.2%) and 3.5% are male respondents (Annex 6; Table 2.6.1.).

2.6.2. AGE

Out of the total number of the respondents, which was 487, the majority of the respondents are up to 50 years old (81.5%), which is typical of the working age. 21.4% of all respondents have not indicated their age (Annex 6; Table 2.6.2).

2.6.3. MARITAL STATUS

The majority of the respondents are married/in a stable partnership (54.8 %, n=267) (Annex 6; Table 2.6.3), 19.9% (n=97) of the respondents indicated their marital status as single (Annex 6; Table 2.6.4), 10.5% (n=51) - as widowed or divorced (Annex 6; Table 2.6.5.). 14.8% of all participants of the survey have not indicated their marital status.

2.6.4. OPEN QUESTION

There are 57 free answers to the *Open question* section. The qualitative analysis of these answers reveals that 11 respondents consider that their employers offer them few opportunities to learn at work (expressions no. 4, 8, 35, 111, 177, 276, 301, 3116, 394); 8 respondents have positive perception of compulsory workplace learning (no. 136, 237, 290, 301, 313, 331, 361); and 13 respondents mention financial difficulties to follow workplace learning (e.g. no. 8, 31, 42, 127, 173, 271, 276, 331, 479). There are also 17 negative comments on quality of the questionnaire (e.g. no. 4, 31, 60, 142, 149, 177, 262, 301, 312, 326) (See Annex 2.6.2.: Sheet 2.6.1).

2.6.5. ANNEX 2.6.1.: STATISTICAL TABLES OF PART 2.6.

Table 2.6.1

I am ...					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	35	7,2	67,3	67,3
	Male	17	3,5	32,7	100,0
	Total	52	10,7	100,0	
Missing	System	435	89,3		
Total		487	100,0		

Table 2.6.2

I am ... years old.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	1	,2	,3	,3
	20	3	,6	,8	1,0
	21	10	2,1	2,6	3,6
	22	8	1,6	2,1	5,7
	23	13	2,7	3,4	9,1
	24	9	1,8	2,3	11,5
	25	15	3,1	3,9	15,4
	26	7	1,4	1,8	17,2
	27	19	3,9	4,9	22,1
	28	5	1,0	1,3	23,4
	29	11	2,3	2,9	26,3
	30	10	2,1	2,6	28,9
	31	11	2,3	2,9	31,8
	32	12	2,5	3,1	34,9
	33	10	2,1	2,6	37,5
	34	11	2,3	2,9	40,4
	35	13	2,7	3,4	43,8
	36	9	1,8	2,3	46,1
	37	7	1,4	1,8	47,9
38	11	2,3	2,9	50,8	
39	11	2,3	2,9	53,6	

	40	10	2,1	2,6	56,3
	41	8	1,6	2,1	58,3
	42	10	2,1	2,6	60,9
	43	10	2,1	2,6	63,5
	44	12	2,5	3,1	66,7
	45	11	2,3	2,9	69,5
	46	6	1,2	1,6	71,1
	47	10	2,1	2,6	73,7
	48	7	1,4	1,8	75,5
	49	11	2,3	2,9	78,4
	50	12	2,5	3,1	81,5
	51	3	,6	,8	82,3
	52	18	3,7	4,7	87,0
	53	6	1,2	1,6	88,5
	54	8	1,6	2,1	90,6
	55	7	1,4	1,8	92,4
	56	4	,8	1,0	93,5
	57	2	,4	,5	94,0
	58	2	,4	,5	94,5
	59	8	1,6	2,1	96,6
	60	4	,8	1,0	97,7
	61	2	,4	,5	98,2
	62	2	,4	,5	98,7
	65	1	,2	,3	99,0
	68	1	,2	,3	99,2
	73	1	,2	,3	99,5
	75	1	,2	,3	99,7
	79	1	,2	,3	100,0
	Total	384	78,9	100,0	
Missing	System	103	21,1		
Total		487	100,0		

Table 2.6.3

I am ...[married / in a stable partnership]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	220	45,2	45,2	45,2
	Yes	267	54,8	54,8	100,0
	Total	487	100,0	100,0	

Table 2.6.4

I am ...[single]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	390	80,1	80,1	80,1
	Yes	97	19,9	19,9	100,0
	Total	487	100,0	100,0	

Table 2.6.5

I am ...[widowed / divorced]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	436	89,5	89,5	89,5
	Yes	51	10,5	10,5	100,0
	Total	487	100,0	100,0	

2.6.6. ANNEX 2.6.2. OPEN QUESTION: FREQUENCY TABLES AND EXPRESSIONS

Sheet 2.6.1.

	Open question (1 and 2)	D	E
1	Negative perception	4	1
2	Positive perception	5	3
3	Little opportunities offered	6	5
4	Positive evaluation of offered opportunities	0	2
5	New opportunities mentioned(without evaluation)	5	1
6	Negative perception on compulsory WPL	2	0
7	Positive perception on compulsory WPL	7	1
8	Positive perception on voluntary WPL	6	2
9	WPL relation with personal and professional development	20	6
10	Necessity of more opportunities in foreign countries	1	1
11	Financial difficulties to follow WPL	9	4
12	Negative comments on questionnaire quality	8	9
13	Positive comments on questionnaire quality	2	2
D: /OPEN QUESTIONS 1			
E: /OPEN QUESTIONS			

EXPRESSIONS OPEN QUESTIONS 1

- 4- a series of questions were difficult to apply to schools as organizations, teachers are required professional updating courses. A reminder from the management of regular course attendance exists, but mainly it is each teacher's case. Also, courses for personal growth are held infrequently. It was hard to answer questions regarding the quality of life. I believe that valuable knowledge, as well as personal growth I received at bachelor's and master's studies, the same select-service training courses, as well as international conferences, but they have nothing to do with the employer or organization organized courses.

- 8- An employer rarely sends employees to the courses, their cost is disproportional in size, and so sometimes a situation arises that profitable pieņet hires new employees with a better level of education, but the previous releases.
- 30- Thank you! Very good questions Many things I saw in other context.
- 31- I would add that this survey is largely silly and pointless. Pure waste of money.
- 34- What role of self-education is a personal motivation?
- 35- The employer believes that everyone must have followed from the time an individual basis (literature, e-learning, etc.). Work devajo provided with literature and access to e-learning.
- 42- Courses / training, financial sources - paid job, except for interest sessions
- 50- I believe that there is no regular assessment of feedback received and giving each other both colleagues and managers. In my view, is the Master File to learn at work - without all sorts of courses in the workplace and beyond.
- 60- Difficult to understand the latest issues on the benefits of organized and self-paced learning.
- 62- It is useless for Latvia, because education is not valued.
- 80- Nav iespējams mācīt citus, nepārtraukti nemācoties pašam.Arējie stimuli ir sekundāri.
- 111- I have not attended any courses, but still had to answer questions about its effectiveness:) Good luck:)
- 112- I am self-employed person and I have no boss, so I also do not offer to go to study in addition to work.
- 120- It is essential, it would be good if the planning authority's annual budget, are adequately funded.
- 127- Do characteristics of a person's age play a role in the learning process?
- 136- Learning is simply necessary for a the right man.
- 142- am a teacher, so learning takes a significant part of my work. Taking into account the specificity of the questionnaire, I could not feel like a traditional respondent.
- 149- I do not know. However, point out that the questionnaire is poorly designed. First, people tend to work several jobs at once, but it did not recognized in the questionnaire. Second, ask you to enter calendar months from the time series of "Micky Mouse Interface." Something so pointless to even imagine students. Third, a number of issues were not a full spectrum of responses (say, the answer "never work" and "mostly outside of the workplace" is undoubtedly a response to "mostly work", but the questionnaire did not). Fourth, unless it has expertise or intelligence test, and a questionnaire asking the compiler is waiting, "I have ..." (enter number)?
- 151- During learning a person can develop their skills and abilities.

- 157- I work at school, school teachers within the year and a half have not been offered any special learning activities such as daily actual work and its analysis, if not necessary.

Expressions OPEN QUESTIONS 2

- 168- In my work notebook there is a record of the teacher's role as not to compete with existing teachers, but with their power to push their children ", it means to develop themselves throughout their lives missing the daily routine. I wish good luck to you.
- 173- Unless the work invested to bear the financial backing, then it could afford to educate yourself more pleasant way! But this country can forget about it!
- 177- Questionnaire has offered a variant of the employer which send to courses. The questionnaire is not meant for small business employees, but based on the oriented state employees or a large organization with a strong subordination.
- 181- life-long learning is always the right choice!
- 187- there was not option for work simultaneously in different places.
- 191- Often the reality of employees' learning is organized on formal grounds, to be answerable, is not paid enough attention to the new staff induction.
- 210- Local authorities by the employer (pre-) usually do not organize courses in the workplace, everything is organized by the initiative. Courses are held in all district authorities together.
- 212- :) It was interesting to think about learning in the workplace!
- 216- Attending any courses, seminars, people feel better, because it acquires something useful for their work and themselves.
- 217- Thanks for the opportunity to participate in the study
- 237- - it only happens when it is vitally necessary for a particular project. Or post-observation in the working process
- 240- I love to do it, so the answers may be biased
- 247- The questions were varied, including a variety of answers.
- 257- The survey gave a positive charge - to attend courses to further development itself

- 262- No. The esoteric (incorrect) question, "I have ..." so is not to indicate that I have, I made two, because I have two arms, two legs and so on.
- 270- I think that the test is drawn up in a very incorrect and unprofessional form. Assume that for the students it is interesting, but then you need to think of a target to send out such tests.
- 271- It is quite difficult to combine learning with working. It requires a lot of time and commitment.
- 276 English language teachers in the last 4-5 years do not have great opportunities to visit the 'Growth' courses. Yes, teacher himself manages to find some offers, certain opportunities. There are charging rates, then the wages often can not be afforded by them. School courses charge refunded, so the teacher does most of his work and only dreams for courses.
- 290- Should be able to identify the necessary knowledge and skills and to offer learning at work.
- 300- Learning is an integral part of life. I have 79 years, I continue to work and still continue to supplement their knowledge for both professional and personal development.
- 301- In many places there wasn't offer for answers to my status. Seminars have taken place largely outside of the workplace, but during working hours, Like multi-day courses.
- 309- how to combine work and study, not only to work and courses?
- 310- University academic staff is a little different nature.
- 312- Not bad, but as all of the tests sometimes balance between specific thoughts and selectable response.
- 313- I also really don't get it clear what is meant by learning in the workplace. Usually it happens so that the work experience gives me the performance of the duties by interacting with peers, achieving goals, and so on. If my job requires additional knowledge in a field or a certificate or license, then my, or the employer's initiative is sent to the relevant courses. That's it, it also has all learning.
- 315- In my field of learning in the workplace is usually the case. The bodies responsible for training also offer learning.
- 316- Would like to have opportunities to participate more

- 324- It is very important for the employer to motivate their employees to learn new things, to discuss the unknown, it expands its field of view, even if it is not affiliated or connected with the immediate work duties. The employer may be happy if in his company erudite and energetic worker is working.
- 326-1. 20 minutes is not enough to complete a questionnaire each field 2. it seems that the questionnaire uses the term 'learning at work'incorrectly because it is quite another on e-mail address, the term 'lifelong learning ' 3. The user interface is not everywhere consistently translated into the Latvian language (buttons, help)
- 331- Is the job training, which is required for the job, paid?
- 361- Training Workshop - Practical Skills Training "Business Presentation", just remembered that the same was attended / employer initiative was t the visit - but it was already seven years ago ...
- 381- Are you sure somewhere in Latvia is used teaching during the work?
- 382- Workplace learning might be all equally socially only if the head would be democratic rather than an authoritarian man, who equally will try to understand all the workers in the enterprise.
- 394- I had a master's degree and boss did not like it, afraid that I could take his place, so had to leave previous work.
- 412- Still LU PPF learns more at work and goes to school, which is useful in my work because I do a variety of studies and will undoubtedly improve understanding of the school services.
- 462- And what about self-learning?
- 467- How important would formally my work experience qualifications and skills improve? (lifelong learning program that would qualify profession / Occupation) On a scale of 0 to 6 for me it would have the importance of 5.
- 479- How does learning in the workplace affect my financial situation, ie. Who pays for it.
- 486- To live with the times and develop yourself.

3. MAIN RESEARCH FINDINGS

3.1. WHAT DO PEOPLE INTERPRET TO BE 'VOLUNTARY' AND 'COMPULSORY' WITH RESPECT TO WORKPLACE LEARNING?

EVIDENCES RELATED TO THE QUESTION "WHAT DO PEOPLE INTERPRET TO BE 'VOLUNTARY' AND 'COMPULSORY' WITH RESPECT TO WORKPLACE LEARNING?"

- Work-related courses are usually taken during working hours (62%); however, there are plenty of work-related courses taken outside working hours (18.5%).
- When an employee decides him/herself to pursue work-related learning, the employer is more interested to see its relevance to a particular job if the course takes place during working hours (54.5%), especially in HE sector (57.2%). The same is true if the course costs a lot – the employer also is interested in its importance for the current job (58.8%). There is a small number of employers that do not approve the fact that their employees participate in work-related courses (14.9%), especially in HE sector (11.6%).
- The course that is chosen by the employee is required by the organization or not (60.8 %), especially for IT sector (66.7%). Employers are usually open-minded to all sorts of proposals for work-related learning in which their employees take part (62.7%), especially in HE sector (67.1%). Furthermore, for employers it is not so significant if work-related learning leads to a recognised qualification or not (59.3%). It is so in both sectors.
- Courses related to the job as well as to personal development followed during working time (37.56%) together with other courses of the same characteristics followed outside working time (20.11%).
- Those employees who participated in education and training courses in the past twelve months emphasize their own decision in choosing them, and that their choice was made based mostly on their personal reasons (total 64.2%). The support from the employer is rather high (38.6%). This kind of situation is more relevant to HE sector and less to IT, due a bigger number of IT specialists that have not followed any workplace learning opportunities (30.3%, in HE sector 14.5%, $p < 0.001$).
- Annex 3. 1.Crosstables 3.1.1.- 3.1.3.
- The qualitative analysis of all free answers of the respondents of the questionnaire shows that there is positive perception of employees of compulsory workplace learning (Annex 3.2: Sheet 3.1.2 and Sheet 3.1.3) (expressions 67, 121, 163).

EVIDENCE-BASED CONCLUSIONS RELATED TO THE RESEARCH QUESTION:

- For the majority of the respondents it is better that they themselves decide upon learning activities. If it so, learning is more productive and the results are better. Therefore it can be stated that the employees prefer '**voluntary**' learning. On the other hand, they acknowledge that from time to time employees are forced to learn, therefore the learning might also be '**compulsory**'. As regards employers, it is not so important for them if the course chosen by the employee is required by the organization or not, especially for IT sector. Employers are usually open-minded to all sorts of proposals for work-related learning in which their employees take part, especially in HE sector. Furthermore, for employers it is not so significant if work-related learning of their employees leads to a recognised qualification or not (in both sectors).
- For employers '**voluntary**' in the context of workplace learning means: the employees' choice of courses only related to their job. For employers '**compulsory**' in the context of workplace learning means: courses the employees undertake are related to their job and they take place only during working time.
- For the employees '**voluntary**' in the context of workplace learning means: personal choice of courses related to job and/or to personal growth, free choice of time and place. For the employees '**compulsory**' in the context of workplace learning means: obligatory courses strictly related to their job.
- With respect to workplace learning '**compulsory**' refers to employers' rights to make their employees take part in all sorts of work-related learning. It is not of key importance if work-related learning leads to a recognised qualification or not [especially in HE sector]. In addition, it is strictly related to the job and takes place during working time, as, to the employers' mind, it is better for employees. On the whole, '**voluntary**' employees wish to have general education courses better than the ones which are directly linked with their specific job. Moreover, they want these courses to be related to their personal growth, and that they could choose time and place for courses on their own. To come to this decision, employees take work-related courses during working hours, whether required by the organization or not, and fully '**voluntary**' outside working-time.
- Based on qualitative evidences we can conclude that '**compulsory**' workplace learning is often perceived as something positive by the employees.

3.2. WHAT DOES THEIR COMPANY/ORGANISATION OFFER IN TERMS OF FORMAL AND NON-FORMAL WORK-RELATED LEARNING?

EVIDENCES RELATED TO THE QUESTION '*WHAT DOES THEIR COMPANY/ORGANISATION OFFER IN TERMS OF FORMAL AND NON-FORMAL WORK-RELATED LEARNING?*'

- There are some specific kinds of work-related courses that have been required by the employer in both sectors. On one hand, they aim to improve the employees' basic skills (32.0%), but on the other hand – to be prepared to work with new technological or organisational innovations (26.1%), which is the most frequent answer of the respondents of IT sector (27.9%). The similarity is that all training courses last only one day or take even less time (25.7%). HE sector respondents are required to participate in work-related courses two times more than IT sector respondents (15.6% and 6.85%).
- The employees usually chose work-related courses that help them to improve their basic skills and formal qualification (3.5% and 2.7%) and that usually last one day or are less time-consuming (2.9%). So the question is – is that an appropriate amount of time to develop these kinds of skills? Do people realize the impact of these seminars on their skills? The respondents (according to this situation) are also rather motivated to use e-learning because it can be approached at their desk at work or at home (2.7%). There are no differences between HE and IT sectors. In general, the total number of answers to this question is low and the results can be discussed.
- Offered opportunities for learning by the employer in both sectors are mainly presented by short workshops/seminars that do not last longer than one day (48.3%) and basically are oriented to job-related knowledge and skills (46.2%). Spontaneous meetings and independent usage of manuals and materials are also supported to certain extent by both employers of groups of the respondents (28.5% and 27.55%).
- The qualitative analysis of all free answers of the respondents to the questionnaire questions shows that the respondents have few WPL opportunities offered by their employers (Annex 3.2: Sheet 3.1.1), and that these learning opportunities concentrate on the job-related knowledge and skills (Annex 2.3.2. Sheet 2.3.1, Frequency Table). The employers' offer is related to courses which deal with working with organizational innovations (expressions 50, 67, 100, 318, 442). Employers also offer courses related to European Structural funding and courses of foreign languages (Annex 3.2: Sheet 3.1.4).

EVIDENCE-BASED CONCLUSIONS RELATED TO THE QUESTION:

- To the respondents' mind, **non-formal learning** at workplace is doing unfamiliar things in new or unexpected situations, working with people who have different skills, backgrounds or experiences, and either when their interest in learning is triggered or when they are given a goal at work. As regards **formal learning**, in the respondents' opinion, it is something that is specially organized by the employers. However, even though the respondents acknowledge that there are many **non-formal learning** situations at their workplaces, they do not think that it is best to learn whilst employees are doing their jobs – they have to take courses to learn more.
- Therefore, we assume that the respondents of this study perceive '**formal learning**' as something that is specially organized by the employers (no matter if the participants receive diplomas, certificates, or qualifications, or not) and '**non-formal learning**' as something that is not specially organized but takes place at the workplace and is basically exchange of work experiences and practice.
- The respondents think that **non-formal** workplace learning is more successful than the **formal** courses organized at the workplace. These answers are related to the opinions on knowledge and skills for quality of life.
- Based on the qualitative evidences, we can conclude that several employers in Latvia are especially concerned about offering their employees the possibility to learn **formally** and **non-formally** about what is happening in their field in Europe and in the world, and about working with organizational innovations.

3.3 WHAT IS 'VOLUNTARY' AND 'COMPULSORY' IN TERMS OF FORMAL AND NON-FORMAL WORK-RELATED LEARNING OFFERED BY COMPANY/ORGANISATION

EVIDENCES RELATED TO THE QUESTION 'WHAT IS 'VOLUNTARY' AND 'COMPULSORY' IN TERMS OF FORMAL AND NON-FORMAL WORK-RELATED LEARNING OFFERED BY COMPANY/ORGANISATION?'

- When an employee decides him/herself to pursue work-related learning, the employer is more interested to see its relevance to the particular job, even more if the course takes place during working hours (54.5%), especially in HE sector (57.2%). The same situation is true if the course costs a lot – the employer is also interested in its relevance to the current job (58.8%). There is a small number of the employers that do not approve the fact that their employees participate in work-related courses (14.9%), especially in HE sector (11.6%).
- The course chosen by the employee, is required by the organization or not (60.8%), especially for IT sector (66.7%). Employers are usually open-minded to all

sorts of proposals for work-related learning in which their employees take part (62.7%), especially in HE sector (67.1%). Furthermore, for employers it is no importance if work-related learning leads to a recognised qualification or not (59.3%) in both sectors.

- A difference is that HE sector participants are more required to take part in training courses provided by the employer at the workplace (19.5%), whilst for IT specialists compulsory learning mainly happens through e-learning modules (13.9%).
- The qualitative analysis of all free answers of the respondents to the questions of the questionnaire shows that there are 67 expressions about formal WPL and 10 about non-formal WPL (Annex 3.2: Sheet 3.1.5). The analysis of linkages shows that 30% of expressions link non-formal learning to learning with others (3 expressions out of 10. Expressions no. 163, 191, 216), while just 1.5% of expressions link formal learning to learning with others (1 expression out of 67. Expression no. 5).

EVIDENCE-BASED CONCLUSIONS RELATED TO THE QUESTION:

- Companies/organisations offer their employees a certain amount of opportunities for **formal courses** related to training in technological or organisational areas, as well as for general courses to improve basic skills. Overall, the respondents admit that employers have the right to make their employees learn for their job but they emphasize that it is better for employees to have a genuine wish to learn or to come to this decision by themselves. Moreover, the offered learning opportunities should be more related to general education than directly linked with the specific job. Courses strictly related to the job and taken during the working time can be considered '**compulsory**'.
- Companies/organisations offer their employees opportunities to participate in **non-formal** work-related learning - short workshops/seminars that do not last longer than one day, also spontaneous meetings and independent usage of manuals and materials are welcome for improving job-related knowledge and skills. It can be seen that, in fact, work-related courses are usually taken during working hours [however there are plenty of work-related courses taken outside working hours]. These courses can be considered '**voluntary**', or perhaps they reveal substantial work improvement whereby it is useless to make the employees follow the courses outside working time. On the other hand, there are courses related to the job, as well as to personal development, followed during working time together with other courses of the same characteristics followed outside working time.
- HE sector participants are more required to take part in **formal** and **non-formal** training courses provided by the employer at the workplace, whilst for IT

specialists **formal** and **non-formal** ‘**compulsory**’ learning related to their job is mainly done through e-learning modules.

- **Formal** and **non-formal** work-related learning opportunities in Latvia have to be understood as ‘**compulsory**’ learning for the job and ‘**voluntary**’ for personal growth in working time, at the workplace or outside of it.
- Based on the qualitative evidences, we can conclude that the respondents often consider that **non-formal** learning is related to learning with others.

3.4. HOW DO OBJECTIVE OPPORTUNITIES AND SUBJECTIVE PERCEPTIONS INFLUENCE EMPLOYEES' MOTIVATION TO LEARN AT WORK AND THEIR SATISFACTION WITH THE LEARNING THEY HAVE UNDERTAKEN?

EVIDENCES RELATED TO THE QUESTION ‘*HOW DO OBJECTIVE OPPORTUNITIES AND SUBJECTIVE PERCEPTIONS INFLUENCE EMPLOYEES' MOTIVATION TO LEARN AT WORK AND THEIR SATISFACTION WITH THE LEARNING THEY HAVE UNDERTAKEN?*’

- Most of the respondents state that these activities are mostly enjoyable and strategic (51.3% and 47.3%). These activities are not set up by the employees themselves (66.8%), however they are not also imposed on everyone by the management (75%).
- Workplace learning activities are focused on knowledge and skills (73.9%), and it is hard to say whether the individual characteristics are taken into consideration or not.
- Activities are mainly set up in a top-down way (65.3%); there are the employees that come up with good ideas to improve their work (52.4%). The respondents think that they are not supported enough by other employees (61.3%), but it still helps them to do their jobs better (62.9%). It helps to emphasize the individual exchange of knowledge and experience (67.3%), but it is not as emotionally fulfilling as it could be (52.4%). There are no differences among the two groups of HE and IT sectors.
- Work-related courses usually take place in working time (total 62%). HE sector members are almost two times more motivated to learn outside working time than the respondents of IT sector (20.6% and 12.3%, $p < 0.001$). Moreover, there is a smaller number of the respondents in HE sector that have never taken part in any work-related courses (HE – 6.0% and IT – 18.9%, $p < 0.001$). The total number of the answers related to learning during working time is bigger in HE than in IT (65.3% and 52.3%).

- The employees' motivation for workplace learning based on subjective reasons (keeping updated, do job correctly, need to learn) is higher than the motivation that is based on objective reasons (loss of job, promotion, encouragement by colleagues). The percentages are 80.5% - 13.9% when they answer the question of the employer's reasons to pursue work-related learning. The proportions change to 69.5% -30.2% when they decide to follow work-related learning by themselves.
- The qualitative analysis of all free answers of the respondents of the questionnaire reveals that there is interest in learning in a multicultural environment (expression 173, 361) and the necessity to have more opportunities in foreign countries (expressions 163, 191, 335, 359). One of the respondents (no. 170) explains that 'Travelling and getting to know the culture and society of other countries is the only real value for me' (Annex 3.2: Sheet 3.1.4). There is high motivation for workplace learning if it is about personal and professional development (Annex 3.2: Sheet 3.1.4). Finally, 16 respondents mention financial problems (expressions 8, 42, 50, 120, 191, 313, 173, 271, 276, 331, 479) (Annex 3.2: Sheet 3.1.4 and Sheet 3.1.6).

EVIDENCE-BASED CONCLUSIONS RELATED TO QUESTION:

- The analysis of the employees' opinion on workplace learning activities shows us that most of the respondents state that these activities are mostly enjoyable (**subjective perception**) and strategic (**objective opportunity**).
- Most **objective opportunities** are focused on knowledge and skills and disregard individual characteristics.
- The following **objective opportunities** influence the motivation to learn at work: employees come up with good ideas to improve their work; support from other employees; individual exchange of knowledge and experience. On the other hand, **subjective perception** of motivated workplace learning is: it helps them to do their jobs better, although it is not as emotionally fulfilling as it could be. There are no differences among the two groups of HE and IT sectors.
- The perception of the **objective opportunities** is different in both sectors. HE sector members are almost two times more motivated to learn during working time than IT sector respondents. The number of the respondents who have never taken part in any work-related courses is smaller in HE sector.
- According to the answers of the respondents, they are mainly encouraged to learn at their workplaces if they know it will bring them **objective opportunities** as promotion, higher salary, recognition, etc. and when the courses their employers provide them are really useful for their work. The respondents have also **subjective perception** that their workplaces is the best place to improve job-

related knowledge and skills and that in general they learn because they simply enjoy learning.

- Based on the answers of the respondents it can be said that the fact that their employer might give them ideas and advice is not considered by the employees as **objective opportunities** to learn at work. Only very few respondents state that they do not feel encouraged to learn at work at all.
- The majority of the respondents consider **subjective perception** (keeping updated, do job correctly, need to learn) more important than **objective opportunities** (loss of job, promotion, encouragement by colleagues). This difference is found when we observe the reason why their employer requires them to pursue work-related learning as well as when they decide for themselves to pursue work-related learning.
- Based on the qualitative evidences we have found out that there is interest in an **objective opportunity** for workplace learning (mobile workplace learning world-wide) **grounded in influence of subjective perception**. This did not appear in the statistical data and may be considered as new: the motivation to get to know what happens in other parts of the world. As concerns the relation between workplace learning and personal and professional development, free answers correspond to the statistical data (Figure 2.2.1., Annex 2.2.: Table 2.2.11.), therefore it may be considered as **objective and true**. **Finally, there is subjective perception of financial difficulties** related to workplace learning.

3.5. ANNEX 3.1.: STATISTICAL TABLES OF FOUND EVIDENCE-PRACTICE

Table 3.1.1.

		The courses I have taken in the past twelve month are						
		<i>Directly or closely related to my current job</i>	<i>Related to a job I would like to have in the future (e.g. a promotion or a different kind of work)</i>	<i>Related to more general employment and work conditions affecting all people in paid work (e.g. courses and seminars offered by trades unions or staff associations)</i>	<i>Useful for my work, but not really essential</i>	<i>Not really work-related, more for my general education]</i>	<i>Just for personal pleasure (e.g. related to leisure, hobbies and travel)</i>	<i>The courses I have taken in the past twelve month are ...[related to my job as well as to my personal development]</i>
When you take part in work-related courses, do they take place in working time?								
<i>Yes, always in working time</i>	96	29	8	27	7	15	71	
<i>More often than not in working time</i>	77	24	5	35	7	8	65	
<i>Usually outside working time</i>	37	10	4	14	3	4	38	
<i>Always outside working time</i>	9	2	1	1	1	1	8	
<i>I have not taken part in any work-related courses</i>	2	3	1	1	2	7	7	

Table 3.1.2.

Sometimes people decide for themselves to take work-related courses. Which of the following kinds of learning have you chosen to pursue since you have been with your current employer?																	
Sometimes employees are required to take work-related courses. Which of the following kinds of learning have you been required to pursue since you have been with your current employer?		<i>I have not chosen to pursue any work-related courses</i>		<i>Induction course for new employees</i>		<i>Preparation course for a promotion or a new post in the organisation</i>		<i>Regular training courses provided by my employer at the workplace</i>		<i>E-learning modules that employees can follow at their desk or at home</i>		<i>Short workshops/seminars lasting one day or less in my department/sect</i>		<i>General education courses to improve my basic skills</i>		<i>Courses leading to a formal qualification (e.g. apprenticeship, master)</i>	
		Not selected	Yes	Not selected	Yes	Not selected	Yes	Not selected	Yes	Not selected	Yes	Not selected	Yes	Not selected	Yes	Not selected	Yes
<i>I have never taken part in any work-related courses since I have been</i>	Not selected	436	7	442	1	440	3	440	3	431	12	429	14	426	17	430	13
	Yes	44	0	44	0	44	0	44	0	43	1	44	0	44	0	44	0
<i>I have not been required to take any work-related courses</i>	Not selected	440	1	441	0	441	0	441	0	440	1	441	0	441	0	441	0
	Yes	40	6	45	1	43	3	43	3	34	12	32	14	29	17	33	13
<i>Induction course for new employees</i>	Not selected	447	7	453	1	451	3	451	3	442	12	440	14	437	17	441	13
	Yes	33	0	33	0	33	0	33	0	32	1	33	0	33	0	33	0
<i>Preparation course for a promotion or a new post in the organisation</i>	Not selected	448	7	454	1	453	2	452	3	442	13	441	14	439	16	443	12
	Yes	32	0	32	0	31	1	32	0	32	0	32	0	31	1	31	1
<i>Training related to technological or organisational change (e.g. new e</i>	Not selected	354	6	359	1	357	3	357	3	351	9	350	10	345	15	351	9
	Yes	126	1	127	0	127	0	127	0	123	4	123	4	125	2	123	4
<i>Regular training courses provided by my employer at the workplace</i>	Not selected	403	6	409	0	406	3	407	2	396	13	395	14	393	16	396	13
	Yes	77	1	77	1	78	0	77	1	78	0	78	0	77	1	78	0
<i>E-learning modules that employees can follow at their desk or at home</i>	Not selected	445	5	450	0	447	3	448	2	440	10	437	13	435	15	438	12
	Yes	35	2	36	1	37	0	36	1	34	3	36	1	35	2	36	1
<i>Short workshops/seminars lasting one day or less in my department/sect</i>	Not selected	356	6	361	1	360	2	359	3	352	10	353	9	348	14	351	11
	Yes	124	1	125	0	124	1	125	0	122	3	120	5	122	3	123	2
<i>General courses to improve my basic skills</i>	Not selected	324	7	330	1	329	2	329	2	320	11	318	13	318	13	320	11
	Yes	156	0	156	0	155	1	155	1	154	2	155	1	152	4	154	2
<i>Courses leading to a formal qualification (e.g. apprenticeship, master)</i>	Not selected	403	7	409	1	407	3	407	3	397	13	397	13	394	16	398	12
	Yes	77	0	77	0	77	0	77	0	77	0	76	1	76	1	76	1

Table 3.1.3

Why did your employer require you to pursue this work-related learning?	Why did you decide yourself to pursue this work-related learning?				
	First Option				
	<i>My boss strongly advised me to do so</i>	<i>Most of my colleagues take part, so I think I ought to as well</i>	<i>I know that I need to keep my knowledge and skills up to date, in case I decide to look for a job with another employer</i>	<i>It is my responsibility to make sure I can do my job well</i>	<i>I just really wanted to learn</i>
First Option					
<i>Most of my colleagues take part, so I think I ought to as well</i>	1	0	0	0	0
<i>It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or</i>	0	1	5	4	1
<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	0	0	1	2	0
Second Option					
<i>It isn't really an obligation, but my boss strongly advised me to do so</i>	1	0	0	1	0
<i>Most of my colleagues take part, so I think I ought to as well</i>	0	1	0	1	0
<i>It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or</i>	0	0	0	1	0
<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	0	0	3	2	1
Third Option					
<i>It is a formal requirement – if I do not do so, I will lose my job</i>	0	0	1	0	0
<i>If I do not do so, I cannot expect to get promotion</i>	0	0	1	0	0
<i>It isn't really an obligation, but my boss strongly advised me to do so</i>	0	0	0	0	1
<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	0	1	0	0	0
<i>I don't know why it is required; I just did what I was told to do</i>	0	0	0	2	0

Table 3.1.3 (cont.)

Why did your employer require you to pursue this work-related learning?	Why did you decide yourself to pursue this work-related learning?			
	Second Option			
First Option	<i>If I do not do so, I cannot expect to get promotion</i>	<i>I know that I need to keep my knowledge and skills up to date, in case I decide to look for a job with another employer</i>	<i>It is my responsibility to make sure I can do my job well</i>	<i>I just really wanted to learn</i>
<i>Most of my colleagues take part, so I think I ought to as well</i>	1	0	0	0
<i>It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or</i>	0	4	2	3
<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	0	1	1	1
Second Option				
<i>It isn't really an obligation, but my boss strongly advised me to do so</i>	1	1	0	0
<i>Most of my colleagues take part, so I think I ought to as well</i>	0	2	0	0
<i>It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or</i>	0	1	0	0
<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	0	1	2	2
Third Option				
<i>It is a formal requirement – if I do not do so, I will lose my job</i>	1	1	0	0
<i>If I do not do so, I cannot expect to get promotion</i>	0	2	0	0
<i>It isn't really an obligation, but my boss strongly advised me to do so</i>	0	1	0	0
<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	0	1	2	2
<i>I don't know why it is required; I just did what I was told to do</i>	1	1	0	0

Table 3.1.3 (cont.)

Why did your employer require you to pursue this work-related learning?	Why did you decide yourself to pursue this work-related learning?					
	Third Option					
First Option	<i>There's a lot of pressure on employees to take part, so I thought I should do so</i>	<i>Most of my colleagues take part, so I think I ought to as well</i>	<i>I know that I need to keep my knowledge and skills up to date, in case I decide to look for a job with another employer</i>	<i>It is my responsibility to make sure I can do my job well</i>	<i>I just really wanted to learn</i>	<i>I don't know why, I just decided to do it</i>
<i>Most of my colleagues take part, so I think I ought to as well</i>	1	0	0	0	0	0
<i>It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or</i>	0	1	1	1	2	0
<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	0	0	0	0	1	1
Second Option						
<i>It isn't really an obligation, but my boss strongly advised me to do so</i>	1	0	0	0	0	0
<i>Most of my colleagues take part, so I think I ought to as well</i>	0	1	0	0	1	0
<i>It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or</i>	0	0	0	0	1	0
<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	0	0	1	1	1	0
Third Option						
<i>It is a formal requirement – if I do not do so, I will lose my job</i>	0	0	0	0	1	0
<i>If I do not do so, I cannot expect to get promotion</i>	0	0	0	0	0	0
<i>It isn't really an obligation, but my boss strongly advised me to do so</i>	0	0	0	1	0	0
<i>It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself d</i>	0	0	0	0	1	0
<i>I don't know why it is required; I just did what I was told to do</i>	0	0	1	0	1	0

3.6. ANNEX 3.2.: SHEETS OF FOUND EVIDENCE-PRACTICE (TABLES AND EXPRESSIONS)

Sheet 3.1.1.

	Opportunities offered: employees' opinions	D	E	F	G	Total
1	Little opportunities offered	6	5	1	2	14
2	Positive evaluation of offered opportunities	0	2	7	3	12
3	New opportunities mentioned(without evaluation)	5	1	15	6	27
D: /OPEN QUESTIONS 1 E: /OPEN QUESTIONS 2 F: / Offered opportunities by the employer G: /Kind of work-related course employer required						

Sheet 3.1.2.

	Employees' subjective perceptions on opportunities offered	A	B	C	D	E	F	G	Total
1	negative perception of opportunities	0	0	0	4	1	2	0	7
2	positive perception of opportunities	1	2	1	5	3	0	1	13
A: /Kind of work-related courses employee chose B: /Encouragement of employee to learn at work C: /Employees opinion on opportunities to learn new things at work D: /OPEN QUESTIONS 1 E: /OPEN QUESTIONS 2 F: /Offered opportunities by the employer G: /Kind of work-related course employer required									

Sheet 3.1.3.

	Employees' subjective perceptions on compulsory and voluntary workplace learning	D	E	Total
1	Negative perception on compulsory WPL	2	0	2
2	Positive perception on compulsory WPL	7	1	8
D: /OPEN QUESTIONS 1 E: /OPEN QUESTIONS 2				

Sheet 3.1.4.

Questions mentioned in open answers		A	B	C	D	E	F	G	Total
1	WPL relation with personal and professional development	2	1	1	20	6	7	8	45
2	Necessity of more opportunities in foreign countries	1	0	2	1	1	4	2	11
3	Financial difficulties to follow WPL	0	1	0	9	4	2	0	16
A: /Kind of work-related courses employee chose B: /Encouragement of employee to learn at work C: /Employees opinion on opportunities to learn new things at work D: /OPEN QUESTIONS 1 E: /OPEN QUESTIONS 2 F: /Offered opportunities by the employer G: /Kind of work-related course employer required									

Sheet 3.1.5.

		Formal and non-formal expressions: frequency of codes	Total
Frequency of codes in3_other.rtf		formala mac	31
		neformala mac	5
Frequency of codes in >>oq1.rtf		formala mac	12
		neformala mac	0
Frequency of codes in >>oq2.rtf		formala mac	24
		neformala mac	5

Sheet 3.1.6.

Expressions about financial difficulties related to WPL

Research of specific codes in >>asem2pullabs.rtf<<

☐--> FINANSES

7 - 7: FINANSES

7 50-Receive regular feed back, which regularly provided

24 - 24: FINANSES

24 191-the employer provides all the learning process for work,

2 finding/s

Research of specific codes in >>asem2wpl3_encou.rtf<<

☐--> FINANSES

7 - 7: FINANSES

7 313-I do my CV using job means.

1 finding/s

Research of specific codes in >>asem2zopenslabs.rtf<<

☐--> FINANSES

6 - 6: FINANSES

6 173- Yes, the work is financed

7 - 7: FINANSES

7 more often, then it can afford to educate themselves

46 - 46: FINANSES

46 271- It's quite difficult to combine learning with working.

51 - 51: FINANSES

51 I always use any chance to attend courses and pay myself.

52 - 52: FINANSES

52 often can not afford them. School pays for courses.

53 - 53: FINANSES

53 not payed, so the teacher does most on his own

97 - 97: FINANSES
97 331- depends on the ability of employer to pay for.

121 - 121: FINANSES
121 479- in case that learning at workplace affects my financial situation

122 - 122: FINANSES
122 depends on who pays

9 finding/s

Research of specific codes in >>asemwopenslabs_em.rtf<<

☐--> FINANSES

13 - 13: FINANSES
13 8- The employer rarely sends employees for the courses, for their costs only.

20 - 20: FINANSES
20 meaningless. Pure waste of money.

25 - 25: FINANSES
25 42- It was good if the employer could pay for courses, because funds are limited

41 - 41: FINANSES
41 budget is requested to study

4 finding/s

Research of specific codes

4. RECOMMENDATIONS

In context of LLL it is necessary to emphasize the policy in the direction of self-organised workplace-related learning, because it is better for people to decide by themselves about learning, that is, when it is **'voluntary'** learning it is more productive and the results are better. Workplace learning, as individual achievements, needs more positive attitude regarding improving knowledge, skills and abilities for workplace learning, as this is a condition for life-quality in cooperation with labor market, education and training institutions, and other stakeholders.

Precise guidelines for stakeholders and employers are needed, so that they would work in the direction of providing integrative formal and non-formal workplace oriented learning opportunities. **Recognition mechanism** of non-formal and informal learning outcomes (personal growth) should be **validated as the individual's learning outcomes that lead to a qualification as a compulsory condition**. Workplace learning has to have legal foundations such as evaluation of knowledge, skills and competencies learned in a nonformal way.

It is recommended for policy makers, stakeholders and employers to recognise non-formal peer- and deep- learning at workplace as doing unfamiliar things in new or unexpected situations working with people who have different skills, backgrounds or experiences and to integrate the nonformal learning opportunities in **formal education** because there are many **non-formal learning** situations at their workplaces, they do not think that it is best to learn whilst employees are doing their jobs – they have to take courses to learn more: that **non-formal** workplace learning is more succesful than the **formal** courses organized at the workplace. It is related to the opinions on knowledge and skills for quality of life.

Based on the qualitative evidences we can recommend the employers to offer their employees opportunities to learn **formally** and **non-formally** about things that happen in their field in Europe and in the world, and about new possibilities to work with organizational innovations.

It is recommended for companies/organisations to offer their employees opportunities for **formal and non-formal learning** related to training for working on technological or organisational changes. General courses to improve basic skills in the form of short workshops/seminars that do not last longer than one day are also welcome, as well as spontaneous meetings and independent usage of manuals and materials during working hours and outside of the working time. Employees should be allowed to make their decisions about learning not only for their job and to delegate the employees the right to make the choice on their own because workplace learning is **grounded in influence of subjective perception**. This may be considered as a new pathway of workplace learning - mobile workplace learning - that happens if there is motivation to get to know about the experience of other parts of the world.

It is recommended to emphasize the following **objective opportunities** that influence the motivation to learn at work: employees come up with good ideas to improve their work; support from other employees; individual exchange of knowledge and experience. On the other hand, **subjective perception** to motivated workplace learning is: it helps them to do their jobs better, even though it is not as emotionally fulfilling as it could be.

It is recommended **for employers** to provide **objective opportunities** as promotion, higher salary and recognition of workplace learning with respect to **subjective perception** of workplace learning situation where the employees are motivated to learn at their workplaces as it is the best place for improving job-related knowledge, and it is really useful for their work and is enjoyed by them.

It is recommended for employers to provide **objective opportunities** where the employees decide for themselves to pursue work-related learning as **subjective perception** (keeping updated, do job correctly, need to learn) **is** more important than the **objective opportunities** (loss of job, promotion, encouragement by colleagues).

Finally, it is important to implement an individual learning account related to workplace learning **according to subjective perception of financial difficulties** related to workplace learning.

5. METHODOLOGY

5.1 METHOD

In this study an *integrated Mix-method* is used, combining Quantitative and Qualitative methods in the same study, with the same research questions, the same respondents in the same circumstances.

5.2 DESIGN

The design used in this study is a *sequential Mix-design*: the conclusions of the quantitative study based on the analysis of the questionnaires with SPSS 19 was confronted with open answers to open questions, searching for similarities within diversity. AQUAD 8.2.2 software is used.

5.3. STATISTIC ANALYSIS

Data analysis consists of the particular parts:

1. General data analysis according to descriptive statistics (HE& IT sector together).
2. Analysis of both sectors (HE&IT) is separated by the meaning of percentage.
3. Making conclusions that both sectors (HE&IT) have the same priorities.
4. To see if results have some similarities or not, the Chi2 Test is used.
5. Making conclusions that almost all questions have similar answers in both sectors (HE&IT) - $p > 0.05$.
6. Going back to descriptive statistics to see what exactly makes particular questions of two sectors (HE&IT) different.

5.4. QUALITATIVE DATA ANALYSIS WITH AQUAD 6 SOFTWARE

For the analysis of each question we used the function *semi-automatic coding* of AQUAD ver. 6.8.2.2, extracting a list of keywords related to the research questions from the texts of open answers. For the overall analysis of the expressions we used *one-step coding* and *analysis of implicants* functions.

5.5. CASE ANALYSIS (CHI2)

The questions we have raised throughout the research are: if there are differences in the view or opinions on some issues we proposed to the members of two groups: HE and IT.

The tool we considered as the most adequate to compare the distribution of the responses frequency obtained was the χ^2 Test.

The test tells us whether the differences can be considered authentic, that is, whether they are actually a result of the response given or instead are due to random effect.

The approach is to define what is called the null hypothesis, that is, the distribution of proportions is equal in both groups, apply the test, and according to the results find out if we have reasons to reject that assertion. If reject it, we conclude that the effects are not due to chance, but, on the contrary, there are real differences among the groups in the variables that we considered.

Thus we have reached 'new knowledge' about the state of opinions of the two groups related to workplace learning, using a statistical inference method and analysis of implicants - a consolidated scientific method.

LIST OF ANNEXES

- Annex 1** References of Part 1.1
- Annex 2.1.** Statistical Tables of Part 2.1
- Annex .2.2.1.** Statistical Tables of Part 2.2.
- Annex 2.2.2.** Others (free answers): Sheets of part 2.2. (tables and expressions).
- Annex 2.3.1.** Statistical Tables of Part 2.3.
- Annex 2.3.2** Others (free answers): Sheets of part 2.3. (tables and expressions).
- Annex 2.4.:** Statistical Tables of Part 2.4.
- Annex 2.5.1.** Statistical Tables of Part 2.5.
- Annex 2.5.2.** Others (free answers): Sheets of part 2.5. (tables and expressions).
- Annex 2.6.1.** Statistical Tables of Part 2.6.
- Annex 2.6.2.** Open question: Sheets of part 2.6. (tables and expressions).
- Annex 3.1.** Statistical tables of found evidence-practice.
- Annex 3.2.** Sheets of found evidence-practice (tables and expressions).

LIST OF FIGURES

- Figure 0.1** Distribution of sample related to HE and IT sectors.
- Figure 2.1.1.** The place I work...
- Figure 2.1.2.** I have been working ...
- Figure 2.1.3.** I work for this employer.
- Figure 2.1.4** I have been in this particular work...
- Figure 2.1.5** About how many people work at your particular workplace.
- Figure 2.1.6.** About how many employees altogether work in the whole organization.
- Figure 2.1.7** How does your current job correspond to your job and qualification
- Figure 2.2.1.** Employees' opinion on opportunities to learn new things at work
- Figure 2.2.2.** Encouragement of employees to learn at work
- Figure 2.2.3.** Employees' opinion on learning
- Figure 2.4.1.** I have completed formal education and training to the following level
- Figure 2.4.2.** My mother and father completed ...
- Figure 2.4.3.** I grew up in ...
- Figure 2.4.4.** I earn ...
- Figure 2.4.5.** I earn .. (by sectors)

LIST OF TABLES

Table 2.1.1. I have been working for my current employer for ... years and ... months. Please round up the nearest full month.

Table 2.1.2. I work for this employer ... Pearson Chi-Square Tests.

Table 2.1.3. HE and IK sectors

Table 2.1.4. I work for this employer ... Comparisons of Column Proportions^a

Table 2.1.5. My exact job is:

Table 2.1.6. I have been in this particular job for ... months. Please round up to the nearest full month and count each year as 12 months.

Table 2.1.7. About how many people work at your particular workplace? Workplace = the department or section in which you work(1)

Table 2.1.8. About how many people work at your particular workplace? Workplace = the department or section in which you work (2)

Table 2.1.9. About how many employees altogether work in the whole organisation? Whole organisation = the site at which you work (some companies - such as supermarket chains or multinationals - have many sites) (1)

Table 2.1.10. About how many employees altogether work in the whole organisation? Whole organisation = the site at which you work (some companies - such as supermarket chains or multinationals - have many sites) (2)

Table 2.1.11. How would you judge your current situation at work?

Table 2.1.12. How would you judge your current situation at work?[Pearson Chi-Square Tests.

Table 2.1.13. How would you judge your current situation at work? [HE and IK sectors

Table 2.2. 1. Please tell us if you agree or disagree with the following statements.[Learning is always necessary, but it might not always be what you might choose to do yourself.]

Table 2.2.2. Please tell us if you agree or disagree with the following statements.[When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.]

Table 2.2.3. Please tell us if you agree or disagree with the following statements.[Employers have the right to insist that employees follow certain courses and obtain certain qualifications.]

Table 2.2.4. Please tell us if you agree or disagree with the following statements.[People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training.]

Table 2.2.5. Please tell us if you agree or disagree with the following statements.[It's no good waiting for people to decide for themselves - you have to make people learn, whether they want to or not.]

Table 2.2.6. Please tell us if you agree or disagree with the following statements.[If employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills.]

Table 2.2.7. Please tell us if you agree or disagree with the following statements.[The trouble with work-based learning is that it's not really something people want to do, but something they think they ought to do.]

Table 2.2.8. Please tell us if you agree or disagree with the following statements.[People learn best whilst they are just doing their jobs - they don't have to take courses to learn more and do their jobs well.]

Table 2.2.9. Please tell us if you agree or disagree with the following statements.[People learn best whilst they are just doing their jobs - they don't have to take courses to learn more and do their jobs well.] Pearson Chi-Square Tests

Table 2.2.10. Please tell us if you agree or disagree with the following statements.[People learn best whilst they are just doing their jobs - they don't have to take courses to learn more and do their jobs well. HE and IT sector

Table 2.2.11. People can learn new things in different situations. Pearson Chi-Square Tests

Table 2.2.12. People can learn new things in different situations. HE and IT sectors

Table 2.2.13. I feel encouraged to learn at work. Pearson Chi-Square Tests

Table 2.2.14. I feel encouraged to learn at work. HE and IT sectors

Table 2.2.15. Please tell us if you agree or disagree with the following statements. Pearson Chi-Square Tests

Table 2.1.16. Please tell us if you agree or disagree with the following statements. HE and IT sectors

Table 2.3.1. Employers may offer their employees opportunities for work-related education and training that takes place at the workplace. What kinds of opportunities does your employer offer to you?

Table 2.3.2. Employers may offer their employees opportunities for work-related education and training that takes place at the workplace. What kinds of opportunities does your employer offer to you? Pearson Chi Square Test Sectors.

Table 2.3.3. When you take part in work-related courses, do they take place in working time? HE and IT sectors.

Table 2.3.4. When you take part in work-related courses, do they take place in working time? Pearson Chi Square Test Sectors.

Table 2.3.5. My employer offer learning opportunities...

Table 2.3.6. My employer offer learning opportunities... Pearson Chi Square Tests Sectors.

Table 2.3.7. If you decide yourself to pursue work-related learning, how does your employer usually respond? HE and IT sectors.

Table 2.3.8. If you decide yourself to pursue work-related learning, how does your employer usually respond? Pearson Chi Square Tests Sectors.

Table 2.3.9. In the past twelve months, I have taken part in education and training courses that ... HE and IT sectors.

Table 2.3.10. In the past twelve months, I have taken part in education and training courses that ... Pearson Chi Square Tests Sectors.

Table 2.3.11. The courses I have taken in the past twelve month are ... HE and IT sectors.

Table 2.3.12. The courses I have taken in the past twelve month are ... Pearson Chi Square Tests Sectors.

Table 2.3.13. Sometimes employees are required to take work-related courses. Which of the following kinds of learning have you been required to pursue since you have been with your current employer? HE and IT sectors.

Table 2.3.14. Sometimes employees are required to take work-related courses. Which of the following kinds of learning have you been required to pursue since you have been with your current employer? Pearson Chi Square Tests Sectors.

Table 2.3.15. Why did your employer require you to pursue this work-related learning? HE and IT sectors.

Table 2.3.16. Why did your employer require you to pursue this work-related learning? Pearson Chi Square Tests Sectors.

Table 2.3.17. Sometimes people decide for themselves to take work-related courses. Which of the following kinds of learning have you chosen to pursue since you have been with your current employer? HE and IT sectors.

Table 2.3.18. Sometimes people decide for themselves to take work-related courses. Which of the following kinds of learning have you chosen to pursue since you have been with your current employer? Pearson Chi Square Tests Sectors.

- Table 2.3.19.** Why did you decide yourself to pursue this work-related learning? HE and IT sectors.
- Table 2.3.20.** Why did you decide yourself to pursue this work-related learning? Pearson Chi Square Tests Sectors.
- Table 2.3.21.** In my organisation, workplace learning activities ... HE and IT sectors.
- Table 2.3.22.** In my organisation, workplace learning activities ... Pearson Chi Square Tests Sectors.
- Table 2.4.1.** I have completed formal education and training to the following level
- Table 2.4.2.** I have completed formal education and training to the following level. HE and IK sectors
- Table 2.4.3.** I have completed formal education and training to the following level. Pearson Chi-Square Tests
- Table 2.4.4.** My mother and father completed ...
- Table 2.4.5.** My mother and father completed ... HE and IT sectors
- Table 2.4.6.** My mother and father completed ... Pearson Chi-Square Tests
- Table 2.4.7.** I grew up in ...
- Table 2.4.8.** I learn ...
- Table 2.4.9.** I earn ... HE and IT sectors
- Table 2.4.10.** I earn ... Pearson Chi-Square Tests
- Table 2.5.1.** I have benefited from learning at work in the following ways
- Table 2.5.2.** Has learning at the workplace had a positive effect on your knowledge and skills in the following areas? Pearson Chi-Square Tests
- Table 2.5.3.** Has learning at the workplace had a positive effect on your knowledge and skills in the following areas? HE and IT sectors
- Table 2.5.4.** Has learning in the workplace had a positive effect on your quality of life in the following areas? Trough organised courses [Positive working environment]
- Table 2.5.5.** Has learning in the workplace had a positive effect on your quality of life in the following areas? Trough organised courses [Living in a multicultural society]
- Table 2.5.6.** Has learning in the workplace had a positive effect on your quality of life in the following areas? Trough organised courses [Work-life balance]
- Table 2.5.7.** Has learning in the workplace had a positive effect on your quality of life in the following areas? Trough organised courses [Community life and voluntary activities]

Table 2.5.8. Has learning in the workplace had a positive effect on your quality of life in the following areas? Trough organised courses [Connection with the natural environment]

Table 2.5.9. Has learning in the workplace had a positive effect on your quality of life in the following areas? Trough organised courses [Health and lifestyle (e. g. diet, sports)]

Table 2.5.10. Has learning in the workplace had a positive effect on your quality of life in the following areas? Trough organised courses [Family and personal life]

Table 2.5.11. Has learning in the workplace had a positive effect on your quality of life in the following areas? Trough organised courses [Leisure and recreation]

Table 2.5.12. Has learning in the workplace had a positive effect on your quality of life in the following areas? In everyday work[Positive working environment]

Table 2.5.13. Has learning in the workplace had a positive effect on your quality of life in the following areas? In everyday work[Living in a multicultural society]

Table 2.5.14. Has learning in the workplace had a positive effect on your quality of life in the following areas? In everyday work[Work-life balance]

Table 2.5.15. Has learning in the workplace had a positive effect on your quality of life in the following areas? In everyday work[Community life and voluntary activities]

Table 2.5.16. Has learning in the workplace had a positive effect on your quality of life in the following areas? In everyday work[Connection with the natural environment]

Table 2.5.17. Has learning in the workplace had a positive effect on your quality of life in the following areas? In everyday work[Health and lifestyle (e. g. diet, sports)]

Table 2.5.18 Has learning in the workplace had a positive effect on your quality of life in the following areas? 2 In everyday work[Family and personal life]

Table 2.5.19 Has learning in the workplace had a positive effect on your quality of life in the following areas? 2 In everyday work[Leisure and recreation]

Table 2.6.1. I am ... I

Table 2.6.2. I am ... years old

Table 2.6.3. I am ...[married / in a stable partnership]

Table 2.6.4. I am ...[single]

Table 2.6.5. I am ...[widowed / divorced]

Table 3.1.1. The courses I have taken in the past twelve month are ...VERSUS When you take part in work-related courses, do they take place in working time?

Table 3.1.2. Sometimes people decide for themselves to take work-related courses. Which of the following kinds of learning have you chosen to pursue since you have been with your current employer? VERSUS Sometimes employees are required to take work-related courses. Which of the following kinds of learning have you been required to pursue since you have been with your current employer?

Table 3.1.3. Why did you decide yourself to pursue this work-related learning? VERSUS Why did your employer require you to pursue this work-related learning?

LIST OF SHEETS

- Sheet 2.2.1.** Employees' opinion on opportunities to learn new things at work
- Sheet 2.2.2.** Encouragement of employees to learn at work
- Sheet 2.3.1** Offered opportunities by the employer
- Sheet 2.3.2.** Kind of work-related course the employer required
- Sheet 2.3.3.** Kind of work-related courses employees choose
- Sheet 2.5.1.** Own benefits
- Sheet 2.6.1.** Open question
- Sheet 3.1.1.** Opportunities offered: employees' opinions
- Sheet 3.1.2.** Employees' subjective perception on opportunities offered
- Sheet 3.1.3.** Employees' subjective perception on compulsory and voluntary workplace learning
- Sheet 3.1.4.** Questions mentioned in open answers
- Sheet 3.1.5.** Formal and non-formal expression: frequency of codes
- Sheet 3.1.6.** Expressions about financial difficulties related to workplace learning