



LLAKES is an ESRC-funded research centre led by the Institute of Education, University of London

Working to Learn

Insights into the workplace learning of educational practitioners in the UK

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Types of work-related learning available in respondents' workplaces:

- Courses that are held in special places on the company/organisation premises to improve workplace learning (55%);
- Courses to make sure that all employees have basic skills: e.g. literacy and numeracy (12 %);
- Courses offered by trade unions or staff associations to improve knowledge in the workplace (9%);

Available workplace provision */continued.*

- E-Learning courses that employees can follow at their desk (27%);
- Short workshops/seminars that last for one day or less (57 %);
- Spontaneous meetings with colleagues to resolve new and special workplace problems and assignments (23 %);
- Manuals and materials that employees can use to learn about new equipment, software, etc. (20%).

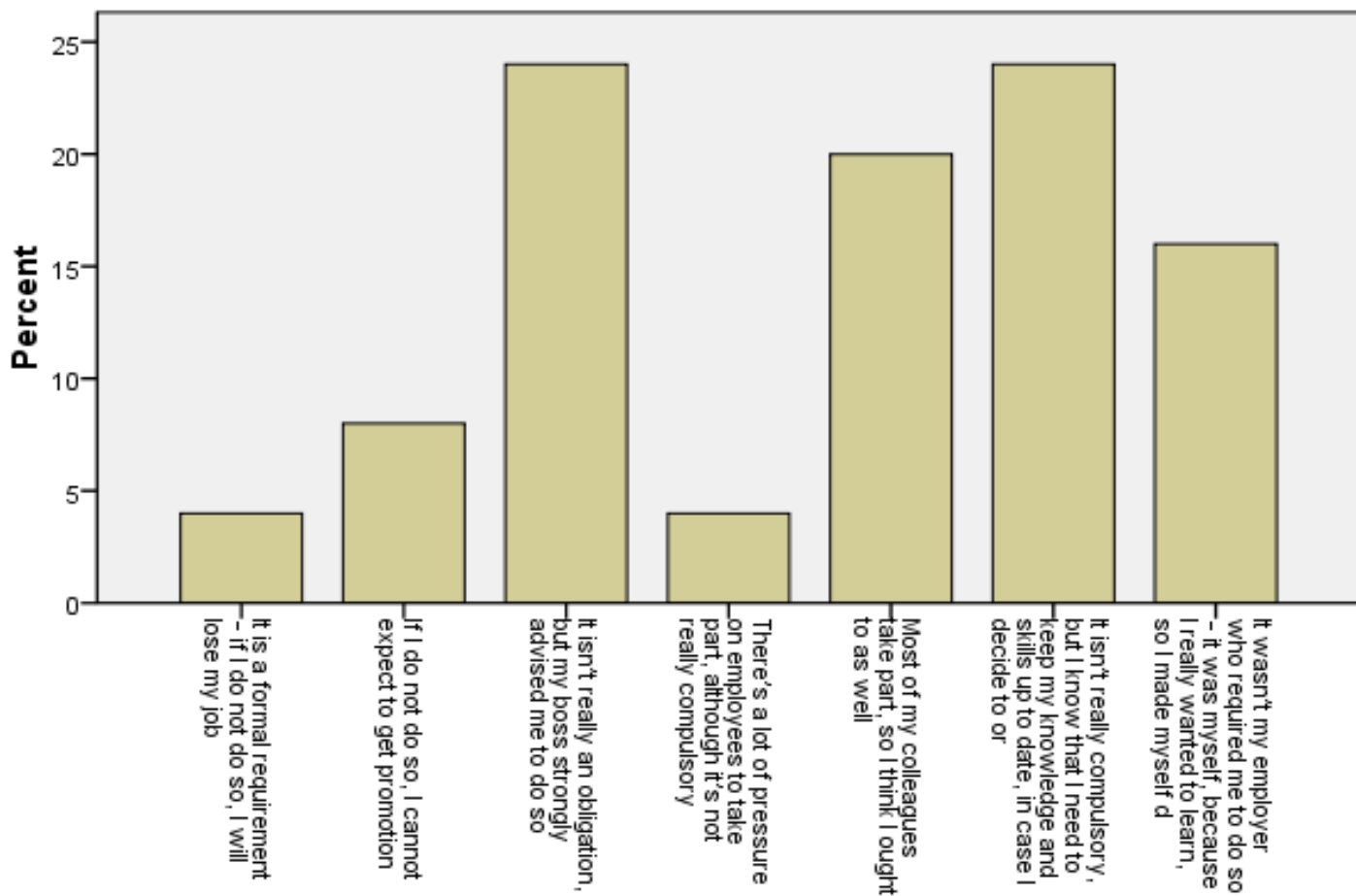
What respondents value in wpl

- The respondents have reported that workplace learning is successful when they are:
- Mostly enjoyed by the participants;
- Mostly strategic in nature;
- Focus on knowledge and skills, not on how employees behave;
- Focus on the qualities of individual participants;
- Something emotionally important for the participants.

Voluntary-compulsory (1)

- . Those who reported that in their organisations workplace learning is strongly supported by employees (either to a great or a considerable extent) also indicated that they are engaged in workplace learning because:
- They realised that they needed to develop and update their knowledge and skills;
- They were motivated to undertake learning;
- They have been advised (and not pressured) to engage in workplace learning by their employers.

Why did your employer require you to pursue this work-related learning?[2]



Voluntary –compulsory (2)

- Evidence of increased participation in further training where employees in lower-graded jobs have been enrolled voluntarily in basic skills courses. (n=567; p<0.1)
- Where enrolment is made compulsory, no statistically significant increase in later participation (see Wolf/Evans 2011)

	All	Omitting involuntary learners	LFS sample
English as first language	44.5	51.9	37.5
English as second language	45.8	n/a	33.7

Significance of gender

- The data have indicated that that males and females may perceive the benefits of the workplace learning differently.
- Females often value the benefits of workplace learning associated with the positive influence on their family and personal lives.
- Males tend to recognise those benefits of workplace learning that are linked to concrete job task/activities, such as using machinery and technology. *(see also Evans 2006 article on gender autonomy, JVET)*

UK Employers' surveys for all economic sectors

- **data for establishments covered by the UK employers' survey show that the recent period of recession has also contributed to reductions in the coverage of adult training**
- **and especially reductions in *off-the-job* training for *skilled and highly-qualified employees*.**

- **This may further narrow the gap in training levels between low-qualified and well-qualified workers,**
- **But unless training levels can be raised for employees at all levels of qualification, growth in competitiveness may continue to be hindered by gaps in adult skills.**
- **These patterns are very likely to be reflected in training levels experienced by educational practitioners as public spending cuts take hold in the UK.**