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Learning motivation at work

– with a focus on lower educated workers

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Structure of the presentation

EU Lifelong Learning policy jargon in a nutshell

- “Lifelong Learning = Lifelong Earning and Employability”
- *All have to learn all the time in order to survive...?*

Reality check # 1

- A quick look at participation statistics
- *Adult education is for the better educated*

Reality check # 2

- **Learning motivation of lower educated workers in 6 European countries**
- *Will show that many people work in simple jobs where learning is not necessary at all*

Motivation of lower educated?

- Theoretical explanations

Short introduction into

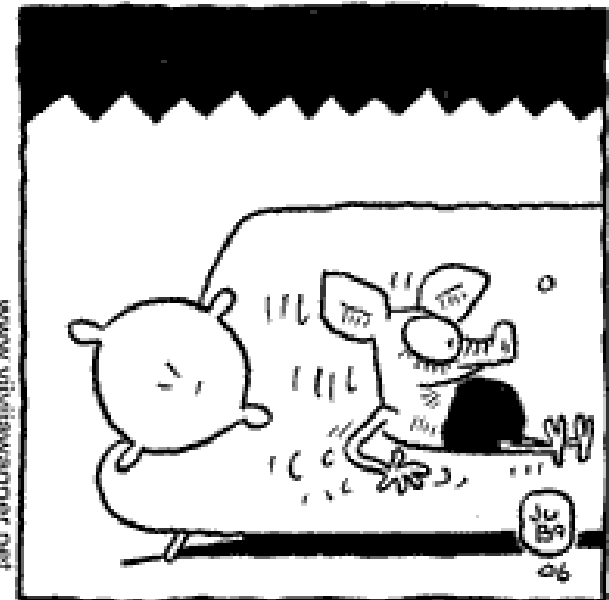
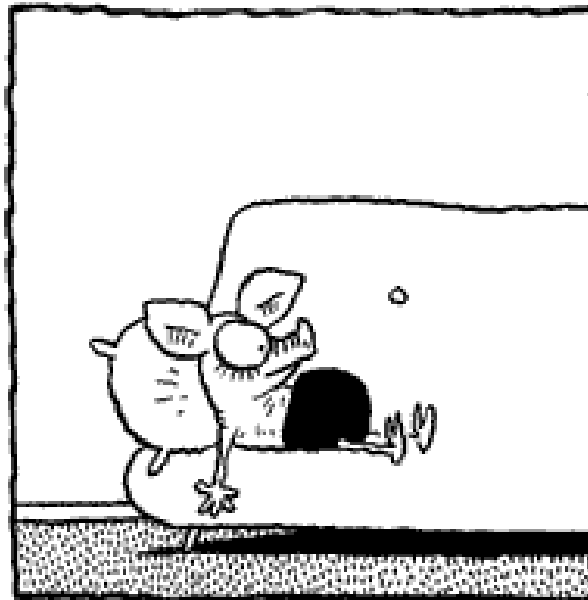
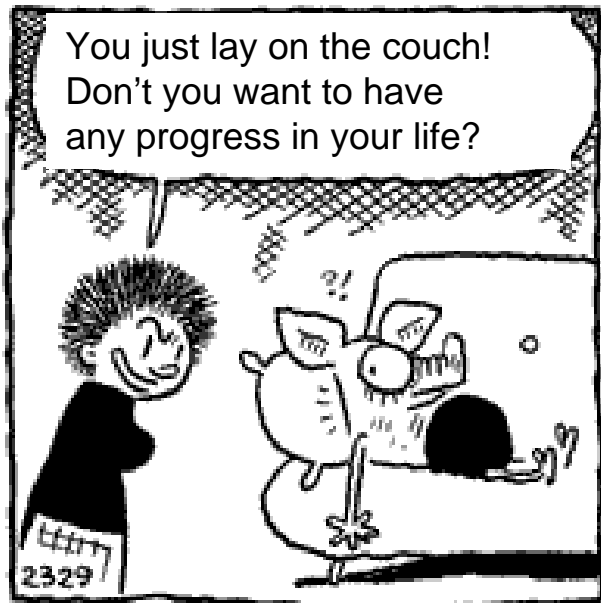
EU LIFELONG LEARNING JARGON...

Memorandum on Lifelong Learning

Commission of the European communities, Brussels, 30.10.2000

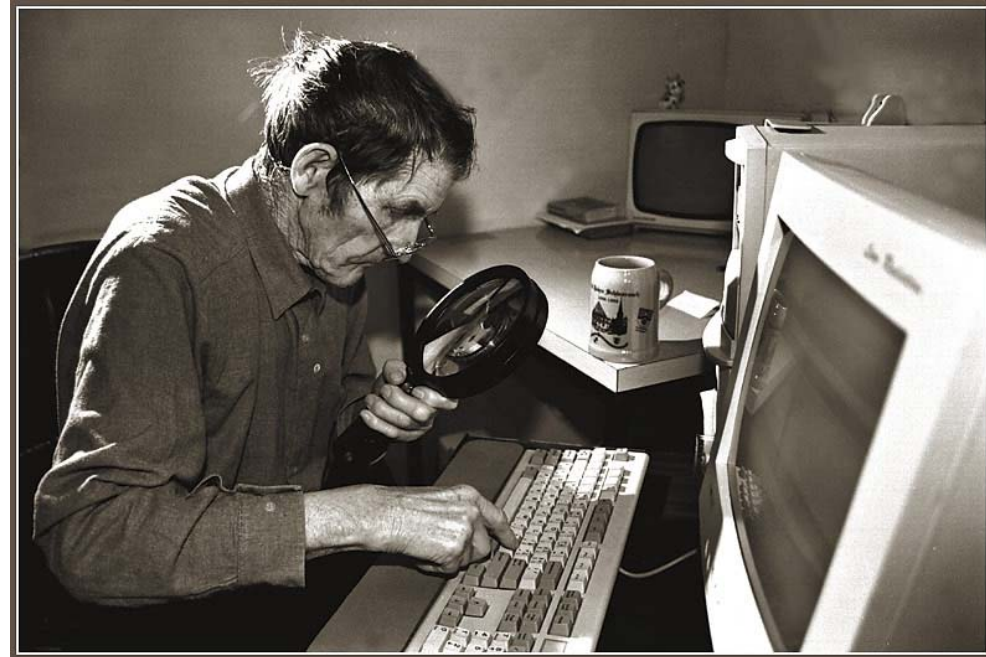
- "The move towards lifelong learning must accompany a successful transition to a **knowledge-based economy and society**".
- "Lifelong learning [...] must become the guiding principle for **provision and participation** across the full continuum of learning contexts".
- "Access to up-to-date information and knowledge [...] are becoming the key to strengthening Europe's competitiveness and improving the **employability and adaptability of the workforce**".

“The renewal of knowledge and skills is increasingly a prerequisite for meeting basic needs, for participation in economic activities, and more broadly for full and active citizenship” (OECD: Overcoming exclusion...)



Lifelong (L)earning?

*'Lifelong Learning'
has become a
synonym for
'Lifelong Earning'
and 'Lifelong
Employability'*

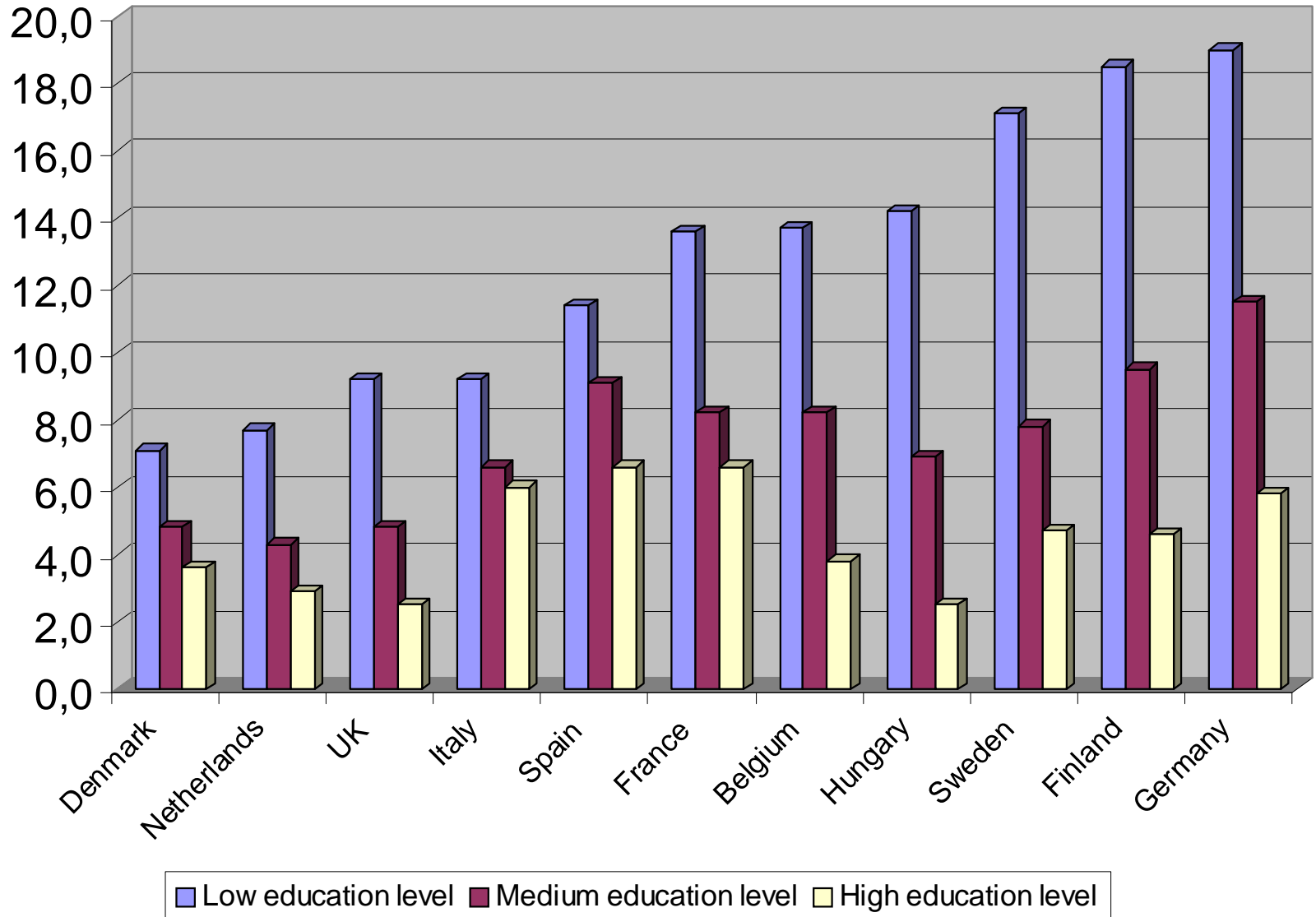


Longworth, N. & Davies, W. K.
1996. Lifelong learning.
London: Kogan Page. (page 64)

Reality check # 1

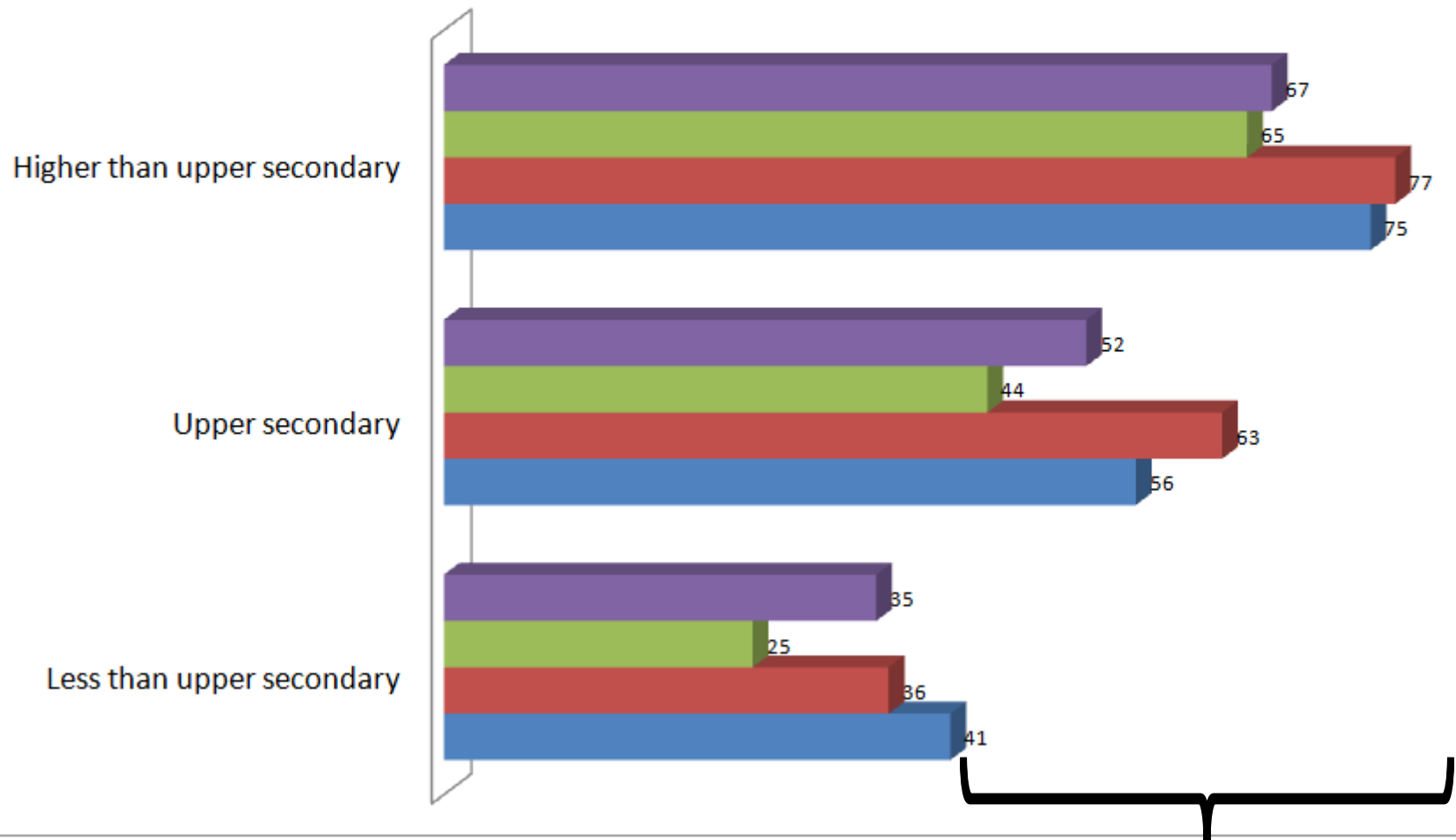
A QUICK LOOK AT STATISTICS

Unemployment rates by education levels in 2005 (age group 15-64)



Participation in organized forms of learning in Nordic countries (age 16-65) according to educational level

Sweden Norway Finland Denmark



Reality check # 2

LEARNING MOTIVATION OF LOWER EDUCATED WORKERS IN 6 EUROPEAN COUNTRIES

Project background

- Leonardo reference materials project 2002 - 2005
- 6 countries * theme interviews (N = 138)
- why lower qualified workers participate less actively in VET?
- motivation structure?

Motivation-LLL project (Leonardo da Vinci –reference materials project “Motivation of lower qualified people for lifelong learning”, A/02/C/F/RF/82100)

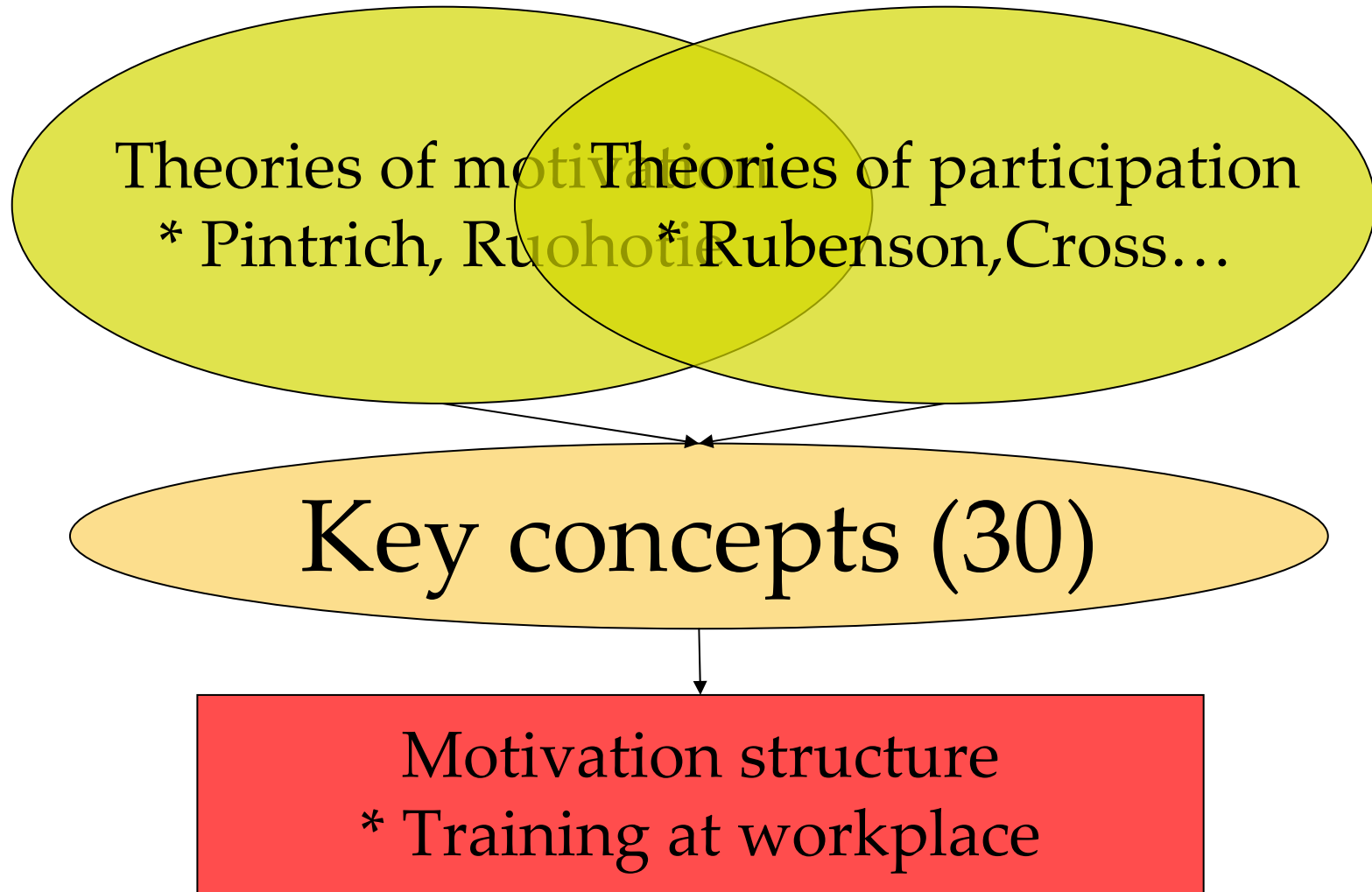
Data

- qualitative theme interviews (N = 138)
- in FIN, DK, NL, POL, A, CZE
- lower qualified workers (ISCED level 1-2)
 - → no vocational qualifications, just basic general education

Type of work place

Building company	12	8,7
Slaughterhouse	12	8,7
Car factory	11	8,0
Chips' factory	3	2,2
Concrete factory	12	8,7
Drug factory	12	8,7
Electronic factory	5	3,6
Food factory	12	8,7
Plastic factory	12	8,7
Steel factory	12	8,7
Stone factory	11	8,0
Tobacco factory	9	6,5
Water factory	2	1,4
Window factory	13	9,4
Total	138	100,0

Basic idea – meta-analysis



Motivation structure



Factor
Skill acquisition methods
Self-concept
Self-content
Format
Availability (place and timing)
Length
Effort required
Work complexity
Learning time
Participation
Learning outcomes
Learning experiences
Information about learning opportunities
Obstacles
Attitude about training
Task value of learning
Image of training
Value of training
Life transitions
Work history
Advancement possibilities
Expectations & future
Skills and competencies
Interest
Development needs
Type of work orientation
Employment commitment
Support
Incentives
Training support systems
Expectancy & Valence
Reasons for participation
Life-situation
Job description
Decision making process



Skill acquisition methods

- how prefers to learn new things at work

Work complexity

- how complex the current job is

Learning time

- how long time is needed to learn the current tasks

Advancement possibilities

- what kind of advancement possibilities current work offers

Learning experiences

- past learning experiences

Do you think that your work tasks are simple or complex?

•Complex:

- *The most interesting part of my work is fine-tuning the machine. The half-fabrics are always changing with regard to their composition, so it is always again a puzzle how to make the best product*



•Simple:

- *I think that everyone could do it. It requires only carefulness.*

It is simple work - that is what I like. There are not so many interesting tasks. [CZ01LQ]

Do you think that your work tasks are simple or complex?

Simple	79	57,3 %
Medium	27	19,6 %
Complex	24	17,4 %

- *They could employ even a tame monkey instead of me, but veterinary regulations are too hard. [CZ12LQ]*

“Most learning activities are usually connected to various change situations in an adult’s life” (Cross 1981)

- No changes in past 6 months:
 - 113 (82 %)
- No expected changes in future 6 months:
 - 103 (75 %)

In a Slaughterhouse all employees in pork production line will be laid off, which is a major change in an otherwise steady job:

Soon it will be over [...] I am a bacon-man, and we have this change process going on. I have had enough of this job. I might join the unemployment path. [FIN5LQ]



What kind of opportunities for better work, work conditions or better salary do you have in your work?

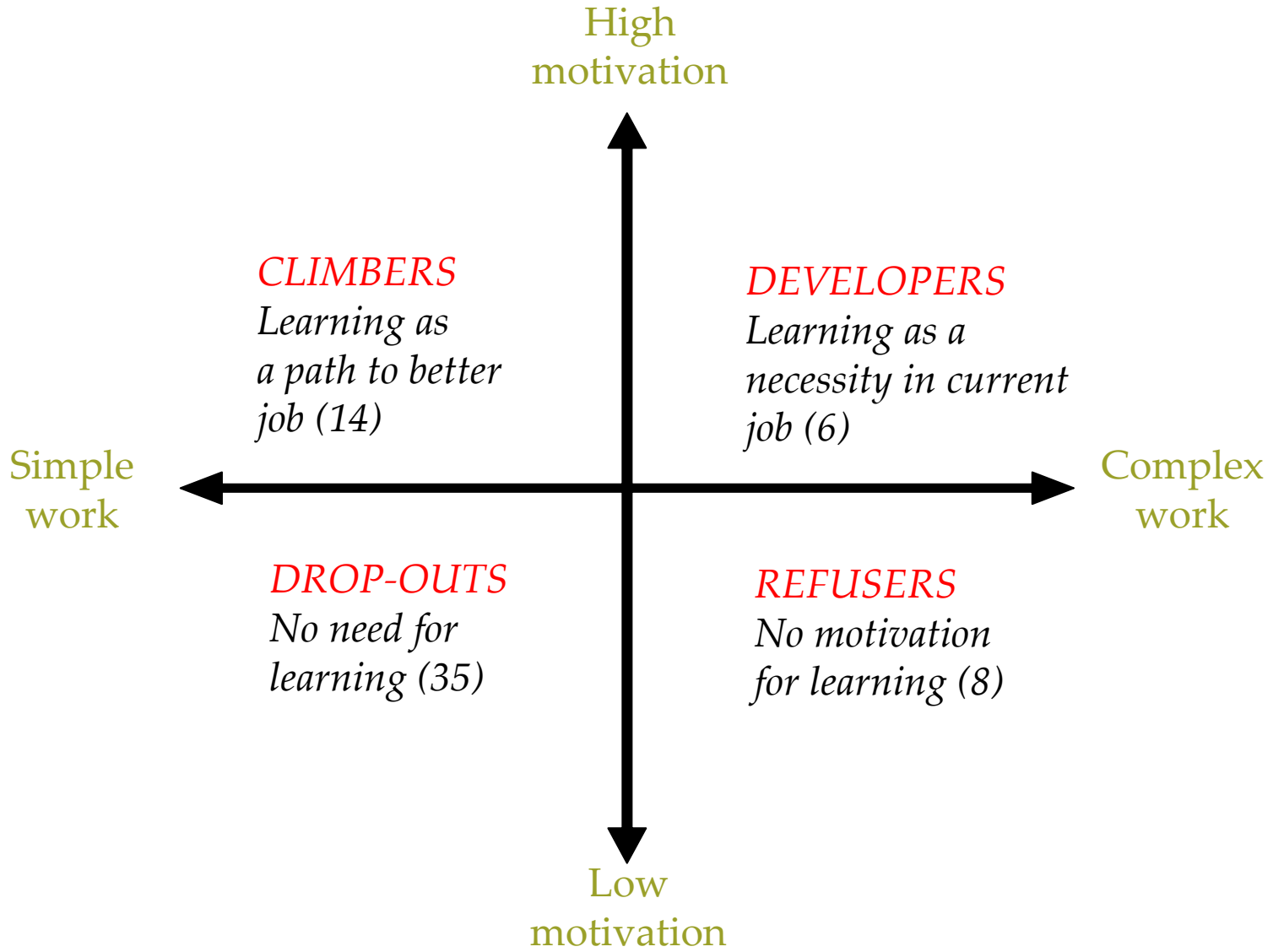
Poor	88	63,8 %
Medium	34	24,6 %
Good	9	6,5 %

- In principle there are some opportunities, but I have already given up the effort to be promoted. I think, I have achieved already everything in this company. Even if I would continue learning, it wouldn't influence my position. [PL08LQ]*
- I'm not interested in any changes. I would like to do the same as I do today. [PL01LQ]*

Learning motivation at work?

Weak	46	33,3 %
Medium	63	45,7 %
Strong	28	20,3 %

- I'm 40 years old; I had never been chosen to any training organized by the company, so I think they don't want to invest in my person (PL05LQ)*
- They never approach me to ask if I want to participate in a course, so I don't have to make any decision [of participation] at all. (NLR0205)*
- If it could help me to keep up with the job, of course I would participate. But I don't think this would get so much better. This is what it is. [FINLQ1]*



Motivation types

		WORK COMPLEXITY	
		SIMPLE (1)	COMPLEX (3)
MOTIVATION	HIGH (3)	<p>TYPE A: Climbers</p> <p>Training is seen as an attractive activity, and training attitudes are positive. Information and support from the company are openly available. Key motivating factors seem to be opportunities for advancement and better jobs.</p>	<p>TYPE B: Developers</p> <p>Training attitudes are positive here as well, but work is seen as more complex. There are also positive past learning experiences. Training is used to develop own skills which are needed in the current job, which is based on more demanding and complex tasks.</p>
	LOW (1)	<p>TYPE C: Drop-outs</p> <p>Most common type of employee; there is not so much experience about training, and therefore all attitudes are neutral. Work is simple, and there are no advancement opportunities either. There is no support from the company, and training is seen as an unnecessary activity.</p>	<p>TYPE D: Refusers</p> <p>These employees are working in complex work situations, but attitudes about training are negative. There are no advancement possibilities and no support from the company.</p>

Epilogy

THEORETICAL EXPLANATIONS

Classification of participation theories...

1. Psychological models

- individual personality differences
 - Boshier 1973

2. Sociological models

- Environment, society, social class as the motivating factor
 - Lehtonen & Tuomisto 1972

3. Interactional models

- interaction of individual and environment
 - Rubenson 1979

4. "Situational", "Consumer" models

- individual as a consumer, decisions based on images and feelings
 - Manninen 2004

1. Psychological models (internal causes)

- Explanations usually sought from individual characteristics, such as:
 - personality
 - activity level
 - learning skills
 - aptitude
 - growth motives
 - attitudes



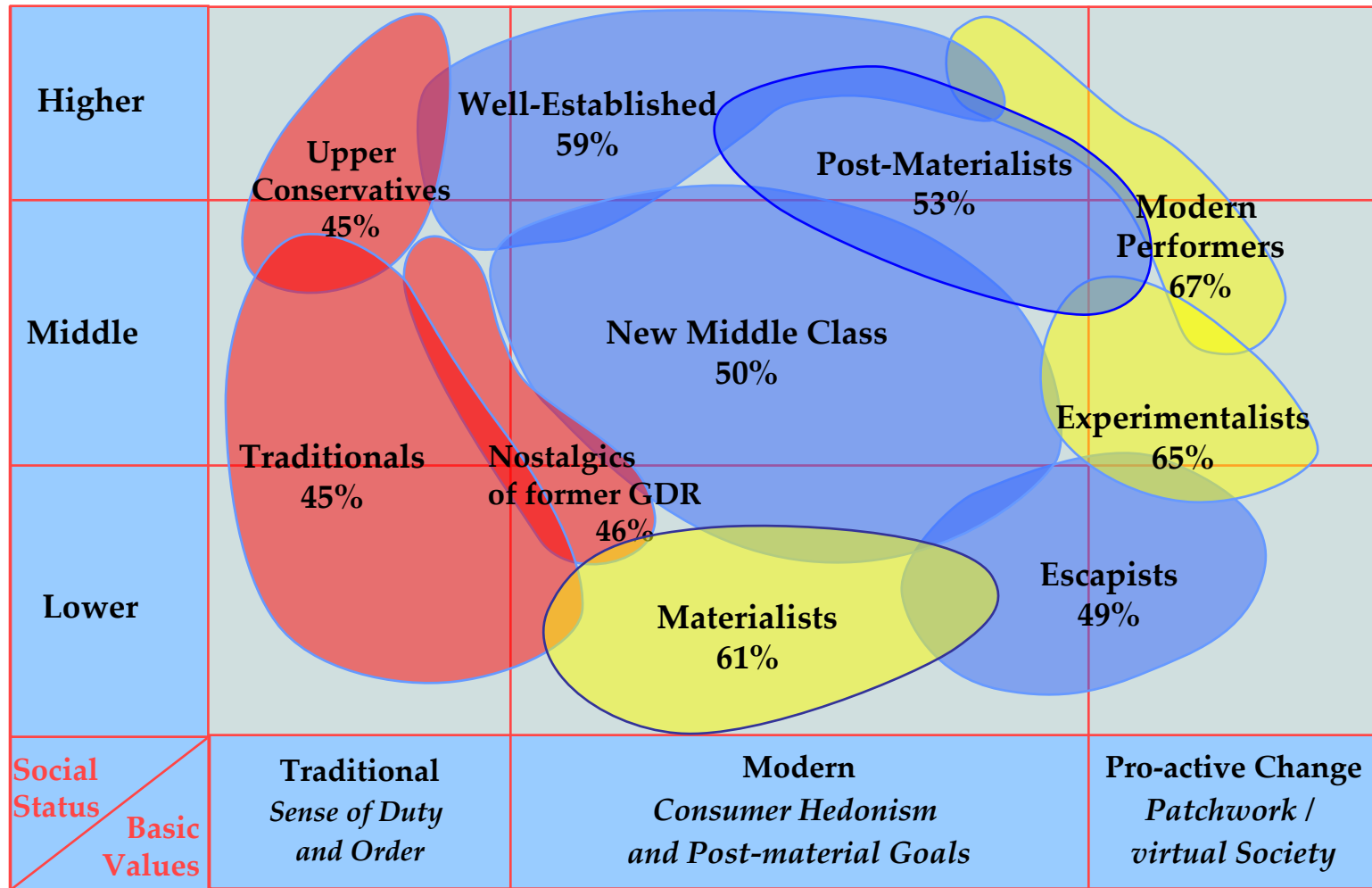
"Active people are active"

2. Sociological models (external causes)

- Explanations sought from external sources
- Old, "naive" models:
 - social status and social class determine motivation (Lehtonen & Tuomisto 1972)
- Current, advanced models:
 - Learning as a way of life, part of Habitus, Social Milieus (Tippelt)
 - simple jobs and tasks → no motivation to learn better skills (Rinne & al. 1992 ; Manninen & al. 2005)

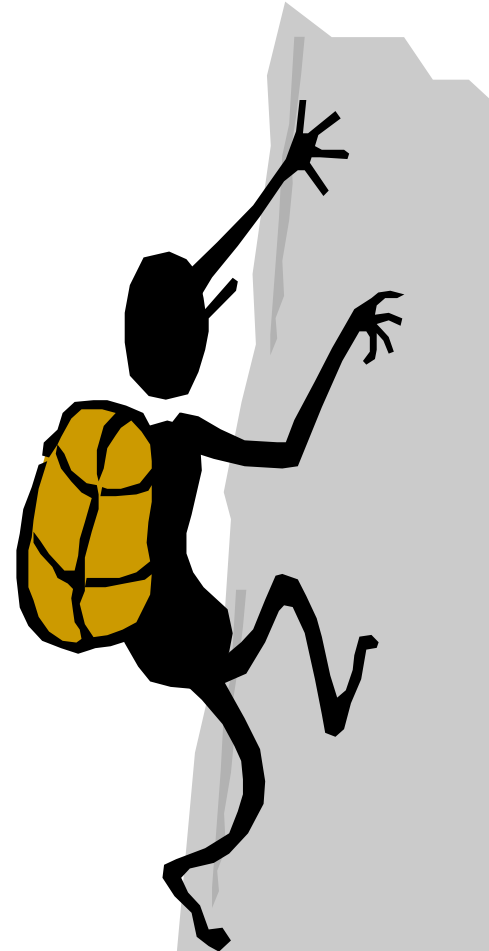


Social Milieus & participation in Vocational Continuing Education

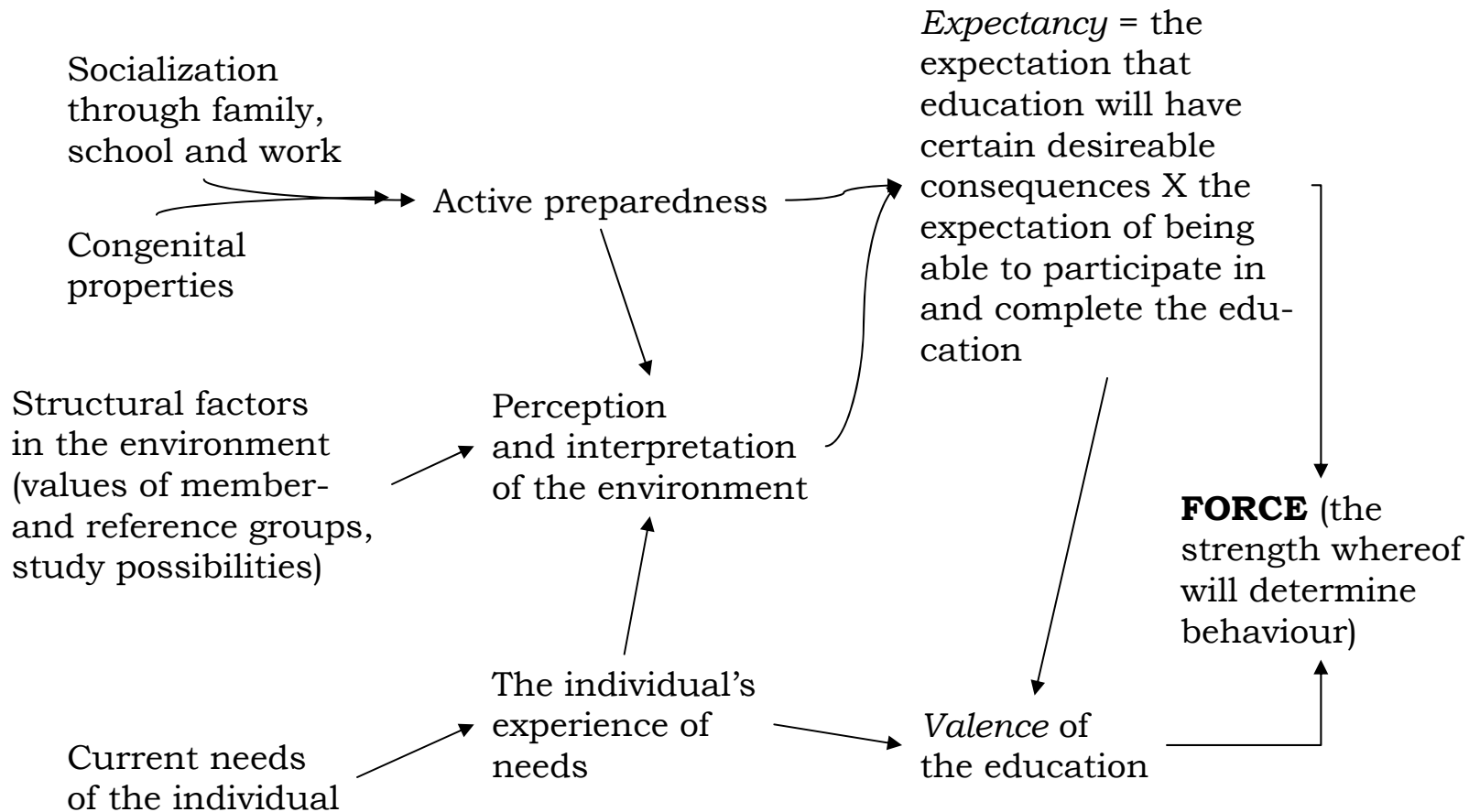


3. Interaction models

- Interaction between the individual (internal) and environment (external)
- Long socialisation process through family, school and work
- Based on Lewin's Field theory



Expectancy/valence –model (Rubenson 1979)



ENVIRONMENT/SOCIETY/WORK

Past Present Future

Non-learning "habitus" & social class

Simple work

No investment by employer

No learning needs

No learning opportunities

Meaning of Work: "a job"



Bad experiences from school

No future expectations



No information about learning opportunities

No felt needs

No interest in education in general

Negative image of adult education

Bad genes, passive personality

INDIVIDUAL/PERSONALITY

Thank you

– may the Force be with you!



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