

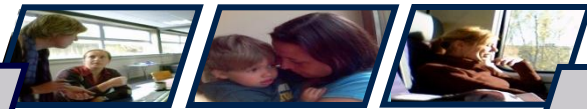


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Workplace Learning in Asia and Europe: Austrian Survey

Lynne Chisholm

Vietnam Forum on Lifelong Learning – Building a Learning Society
 ASEM Education and Research Hub for Lifelong Learning
 Vietnamese Ministry of Education and Training
 Ha Noi, 8 December 2010

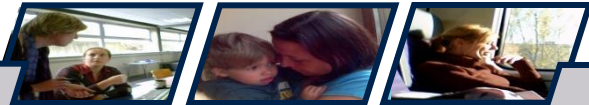


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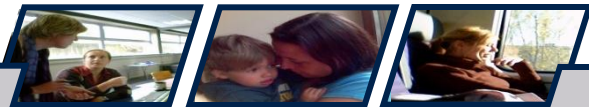
Sample information

- $\Sigma 270$, of whom 230 are employees taking degree courses part-time at universities of applied sciences
- Sectors: banking/finance and commercial/tourism services; 84%/82% private sector employment
- 55%/59% ♀ - Ø31 years (range: 20-40)
- 82%/80% full-time employees; job tenure Ø2+ years
- 26%/19% HE qualification; $\frac{2}{3}$ decent salary; 32% report they are 'over-qualified'
- HE 'pioneers' – marked intergenerational gap: parents (especially mothers) are less qualified



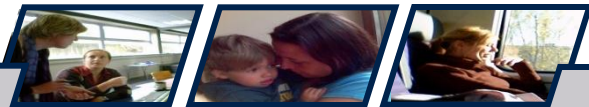
‘Learning work’ as a both/and modality

- between autonomy and obligation – the disciplined entrepreneurial subject
- between individuality and collectivity – relational misrecognition in western cultures
- Between extrinsic and intrinsic motivations – classic mélanges
- between formal/non-formal/informal – an (in)voluntary learning continuum



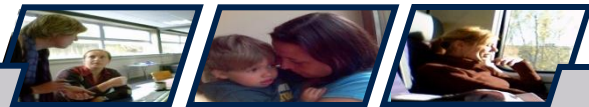
Perspectives and practices

- Majority: high intrinsic commitment to working and learning + high sense of personal reward and being valued
- But ~25% are distanced/dissatisfied – especially the ‘experienced’ (4+ years job tenure)
- Strong orientation to formal ET and qualifications – WPL insufficient
- Strong ideology of free choice and voluntarism for all learning: intensely idealistic perspectives, internally generated motivation, active self-directed behaviours



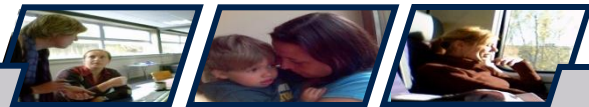
Gender and job tenure

- ♀ at the margins, ♂ in the middle: women sense *either* definite appreciation *or* none at all (more socially attuned workers and learners?)
- ♀ report less active provision and encouragement by employers for their continuing learning (laissez-faire?)
- ♂ learning strategies and decisions more instrumental *and* more oriented to collegial exchange of ideas and advice (androcentric communities of practice?)
- Newcomers (>1 year) more intrinsic + positive, the Experienced (4+ years) the reverse → similar to ♀ vs ♂
- → Newcomers: 54% aged >29 + 67% are ♀ ... →



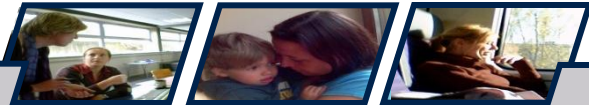
... this raises some questions ...

- Are newly-recruited young adult women especially committed *both* to work *and* to learning ...
- ... especially when it improves their formal qualifications ...
- ... because they think this is the best way to get ahead in their career and in their organisation?
- What happens later, when they find out that this does not necessarily work ...
- ... compared with their male peers, who seem to get further with less engagement and effort – but who also seem to display greater disillusion as their working experience increases?



Three key issues arising

- Understanding the tensions between (1) internalised educational values and norms and (2) the realities and constraints of employment and working life
- Charting the independent effects of and the potentially interlinked relations between gender and job tenure/work experience
- Theoretically reformulating learning activities and working activities as relations of connectivity rather than as a dichotomy of separation





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Looking forward to RN2 follow-up studies!



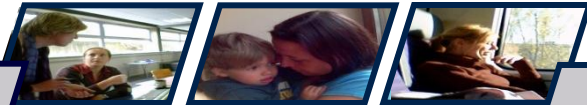
Asia-Europe Meeting
ASEM Education and Research Hub
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