



**ORGANISATIONS**  
INTO Learning Workplaces

**TOWARDS A HOLISTIC TRANSFORMATION OF  
ORGANISATIONS INTO LEARNING WORKPLACES**

**Work Package: 6**

**Work Package Title:** Development of Employees – Positive Attitude towards Learning Workplaces and Transversal Skills’ Training

**Activity Title:** 6.9 Preparation of a Recommendations’ Report – Workshop A

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**MMC** Mediterranean  
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# Workshop: “Development of Employees – Positive Attitude towards Learning Workplaces”

## Aggregate Recommendations’ Report

This report summarises the results of the five national recommendation reports developed by the project partners in Austria, Cyprus, France, Greece, and Spain, and it provides an overview of the workshops for employees implemented in these countries on the development of a positive attitude towards Learning Workplaces.

### A. Workshop Overview

#### Aim of the workshop

The aim of the workshop is to explain the concept of “learning workplaces” as well as to sensitise the employees on the importance and benefits of transformation of organisations into Learning Workplaces. Additionally, the workshop sets a common understanding of what a Learning Workplace is and generates ideas on how to transform an organisation into a Learning Workplace.

#### Workshop Description

Within the LEARN project, the partners organised one to three workshops in each country on the topic of “Learning Workplaces”. The target groups were employees irrespective of hierarchy level and the workshops were implemented as follows:

- In **Austria**: on 13/10/2022, in Gratz (FH Joanneum)
- In **Cyprus**: on 26/01/2023, online (MMC Management Centre)
- In **France**:
  - on 14/12/2022, online (CCI PACA/Eurocircle)
  - on 06/12/202, in Marseille (CCI PACA – VAR/Eurocircle)
- In **Greece**, on 22/11/2022, in Larissa (DIMITRA EDUCATION & CONSULTING)
- In **Spain**, on 20/01/2023, online (Fundacion Equipo Humano)

Overall, the participants in the workshops showed an apparent and increasing interest in the topic of the training, raised significant issues, and appeared to be satisfied with the experience and positive towards a potential transformation of their organisations, which is evident through both the workshops' evaluation results and their attitude change recorded. Likewise, the majority of them expressed their intention to participate in other activities of the project in the future and to involve their organisations in the process of receiving the "Learning Workplaces" certification.

The following table provides an overview of the workshops on the attitude change of employees implemented in the partner countries.

	Number of online Workshops	Number of face to face workshops	Number of participants overall
Austria	1	0	29
Cyprus	1	0	23
France	1	1	23 <sup>*</sup>
Greece	0	1	20
Spain	1	0	14
<b>Sum</b>	<b>4</b>	<b>2</b>	<b>109</b>

*Table 1: Workshops' overview*

*\* Regarding the 2 workshops held in France, only the participants in the online workshop completed the evaluation questionnaire from which the data that follows derived.*

## B. Participants' Profile

The following table provides information on the profile of the participants in the workshops in all the partner countries.



<b>No of Participants</b>	Male: <b>39</b> Female: <b>70</b> Other: <b>Total: <u>109</u></b>
<b>Age of Participants (no of participants per age group)</b>	20-34: <b>43</b> 35-44: <b>31</b> 45-54: <b>24</b> 55-64: <b>10</b> > 64: <b>1</b>
<b>No of Organisations (the participants work for)</b>	<b>Total: <u>91</u></b>
<b>Industry of Organisations (no of organisations per industry)</b>	A. Agriculture, Forestry and Fishing: B. Mining and Quarrying: <b>1</b> C. Manufacturing: <b>11</b> D. Electricity, Gas, Steam and Air Conditioning Supply: <b>3</b> E. Water Supply; Sewerage, Waste Management and Remediation Activities: <b>1</b> F. Construction: <b>3</b> G. Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles: <b>1</b> H. Transportation and Storage: <b>2</b> I. Accommodation and Food Service Activities: <b>5</b> J. Information and Communication: <b>6</b>

	<p>K. Financial and Insurance Activities: <b>1</b></p> <p>L. Real Estate Activities: <b>1</b></p> <p>M. Professional, Scientific and Technical Activities: <b>11</b></p> <p>N. Administrative and Support Service Activities: <b>1</b></p> <p>O. Public Administration and Defence; Compulsory Social Security: <b>3</b></p> <p>P. Education: <b>9</b></p> <p>Q. Human Health and Social Work Activities: <b>4</b></p> <p>R. Arts, Entertainment and Recreation: <b>7</b></p> <p>S. Other Service Activities: <b>6</b></p> <p>T. Activities of Households as Employees; Undifferentiated Goods and Services Producing Activities of Households for Own Use: <b>2</b></p> <p>U. Activities of Extraterritorial Organisations and Bodies:</p> <p>V. Other: <b>13</b></p> <p><i>Note: This data was not provided for all the organisations involved in the workshops.</i></p>
<p><b>Size of Organisations</b> (no of organisations per size)</p>	<p>Micro-organisation (No of employees: 1-9): <b>28</b></p> <p>Small or Medium-sized organisation (SME) (No of employees: 10-249): <b>33</b></p> <p>Large organisation (No of employees: &gt;249): <b>17</b></p> <p><i>Note: This data was not provided for all the organisations involved in the workshops.</i></p>

<b>Position of Participants in the Organisation</b> (no of participants per position)	Team Leader: <b>19</b>  Scientific Staff: <b>12</b>  Administrative Staff: <b>35</b>  Technical Staff: <b>24</b>  Other: <b>3</b>  <i>Note: This data was not provided by all the participants in the workshops.</i>
<b>Years of Work Experience of Participants in the Specific Position</b> (no of participants per time period)	1-5: <b>59</b>  6-10: <b>13</b>  11-15: <b>6</b>  >15: <b>15</b>  <i>Note: This data was not provided by all the participants in the workshops.</i>
<b>Years of Work Experience of Participants in General</b> (no of participants per time period)	1-5: <b>15</b>  6-10: <b>29</b>  11-15: <b>23</b>  >15: <b>37</b>  <i>Note: This data was not provided by all the participants in the workshops.</i>

<p><b>Educational Status of Participants</b></p> <p><b>(No of participants per educational level)</b></p>	<p>High School Graduate (Based on the country’s educational system): 14</p> <p>College Graduate: 3</p> <p>University Graduate (Bachelor’s Degree Holder): 22</p> <p>University Graduate (Master’s Degree Holder): 46</p> <p>University Graduate (PhD Holder): 4</p> <p>None of the Above: 3</p> <p><i>Note: This data was not provided by all participants in the workshops.</i></p>
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*Table 2: Participants’ profile*

## C. Trainers' Profile

The following table provides information on the profile of the trainers of the workshops in all the partner countries.

<b>No of Trainers</b>	Male: <b>1</b> Female: <b>6</b> Other: <b>Total: 7</b>
<b>Educational Status of the Trainer(s) (no of trainers per educational level)</b>	College Graduate: University Graduate (Bachelor's Degree Holder): University Graduate (Master's Degree Holder): <b>7</b> University Graduate (PhD Holder):
<b>Fields of Experience of the Trainer(s)</b>	Project management, human resources, information & communication technology, etc.
<b>Years of Experience of the Trainer(s) (no of trainers per time period)</b>	1-5 years: <b>4</b> 6-10 years: <b>3</b> 11-15 years: <15 years:

*Table 3: Trainers' profile*

## D. Participants' Evaluation of the Workshops

From the participants' evaluation results, it is evident that their **satisfaction with the workshops** has been **very high**.

### Workshop Organisation

All five statements concerning the workshops' organisation were evaluated with at least 4.26 out of 5.

Evaluation Statements	Average Score
1. I am satisfied with the information received prior to the workshop.	4.39
2. In general, I am satisfied with the workshop.	4.9
3. The expectations I had of the workshop have been fulfilled.	4.26
4. The trainer has demonstrated a good level of competence.	4.42
5. The trainer adapted to the needs of the group.	4.42

*Table 4: Workshop organisation*

The average score per statement is shown in the graph below:

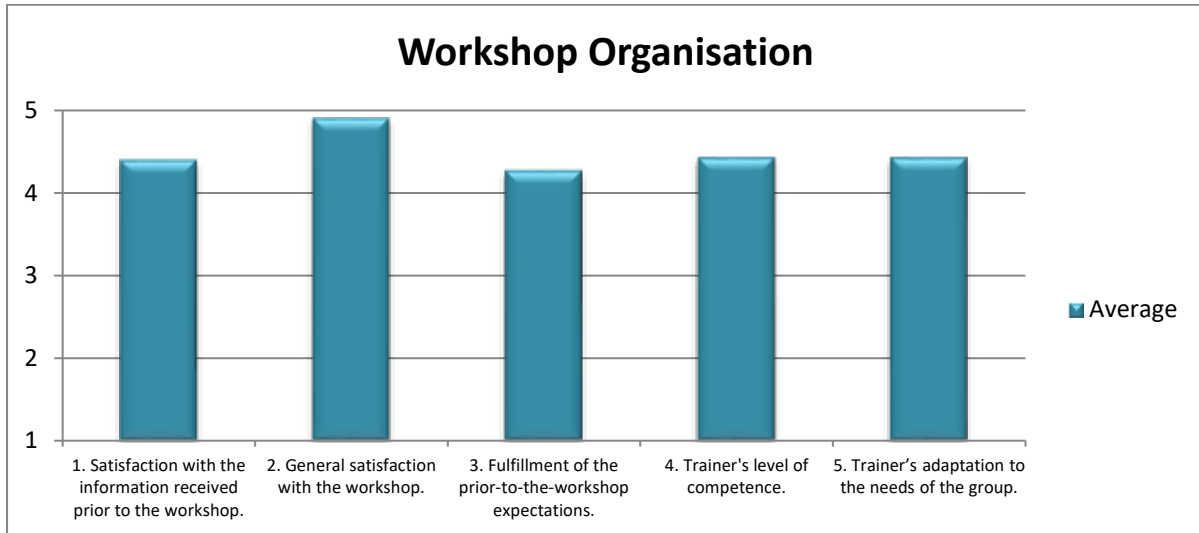


Figure 1: Workshop organisation evaluation

## Workshop's Content and Materials

The participants' satisfaction with the workshop's content and material was high. All 7 questions got an average score of at least 4.14 out of 5.

Evaluation Statements	Average Score
6. The material organisation (room, facilities, timetable, etc.) was satisfactory.	4.55
7. The documentation provided was satisfactory.	4.62
8. The topics had a logical and well-differentiated structure.	4.55
9. The exercises and practical cases presented were appropriate.	4.26
10. The topics covered were interesting.	4.44
11. The degree of learning achieved was high.	4.14

Evaluation Statements	Average Score
12. The Workshop will be useful for my current job.	4.14

Table 5: Workshop content and materials

The average score per statement is shown in the figure below:

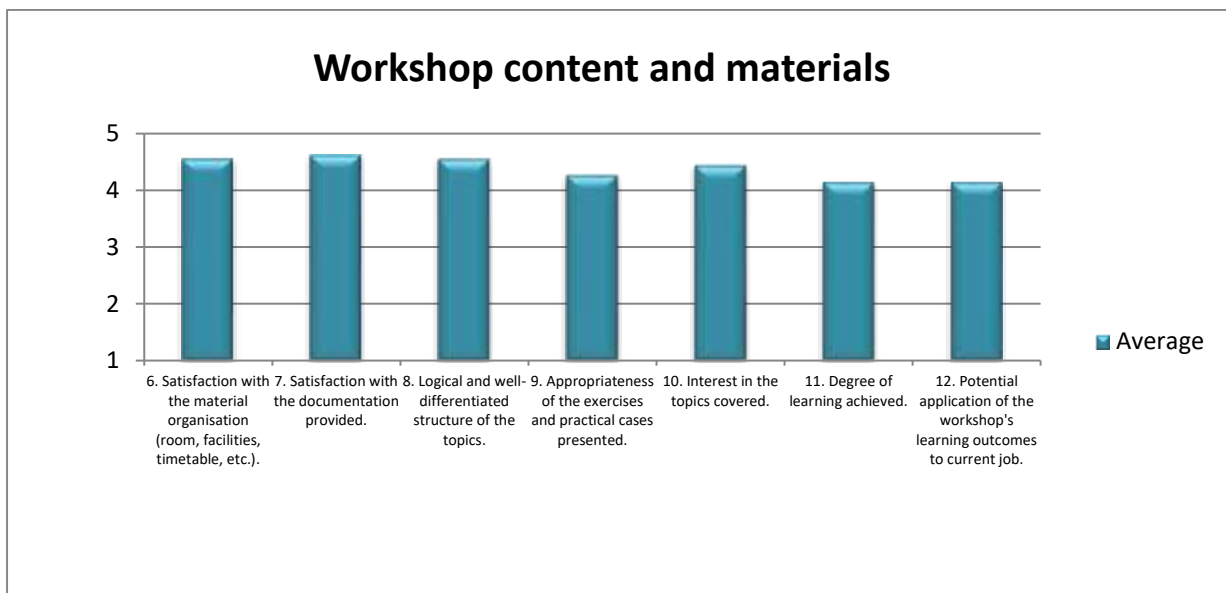


Figure 2: Workshop content and materials evaluation

## Section 1: What is a Learning Workplace?

Table 6 shows that the workshop participants gained a clear understanding of what a Learning Workplace is through the workshop. The key question on the main benefits of Learning Workplaces and the barriers to them received 4.57 out of 5 on average.



Evaluation Statements	Average Score
13. Now, I know what a Learning Workplace is.	4.53
14. I understand what the main benefits and barriers to a Learning Workplace are.	4.57

Table 6: Section 1 – ‘What is a Learning Workplace?’

The average score per statement is shown in the graph below:

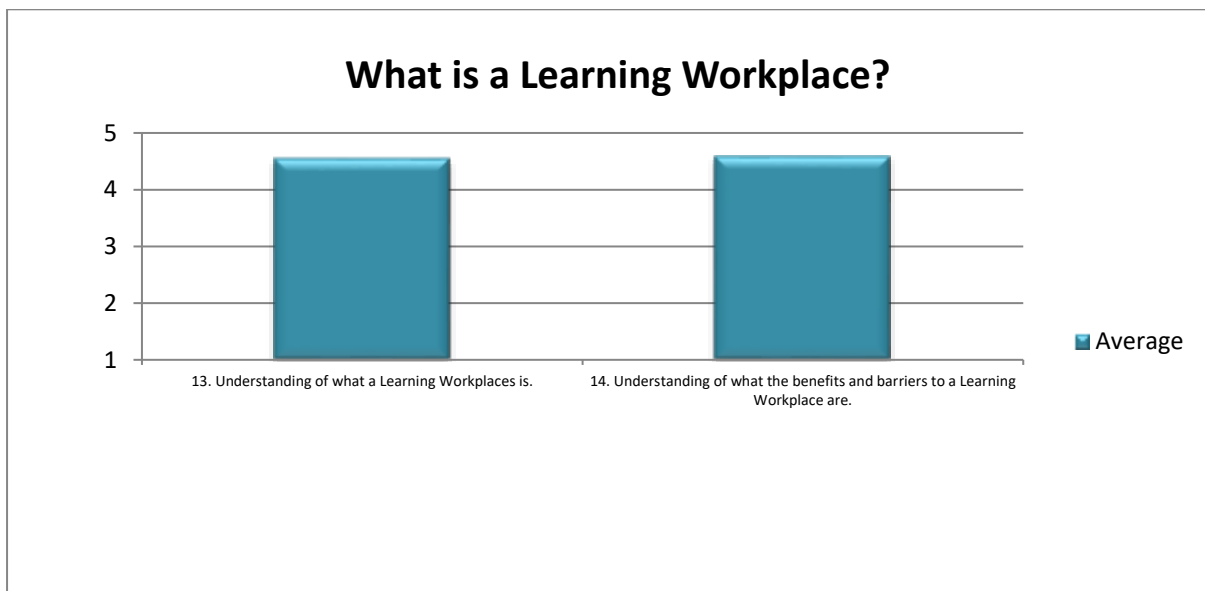


Figure 3: Section 1 – ‘What is a Learning Workplace?’

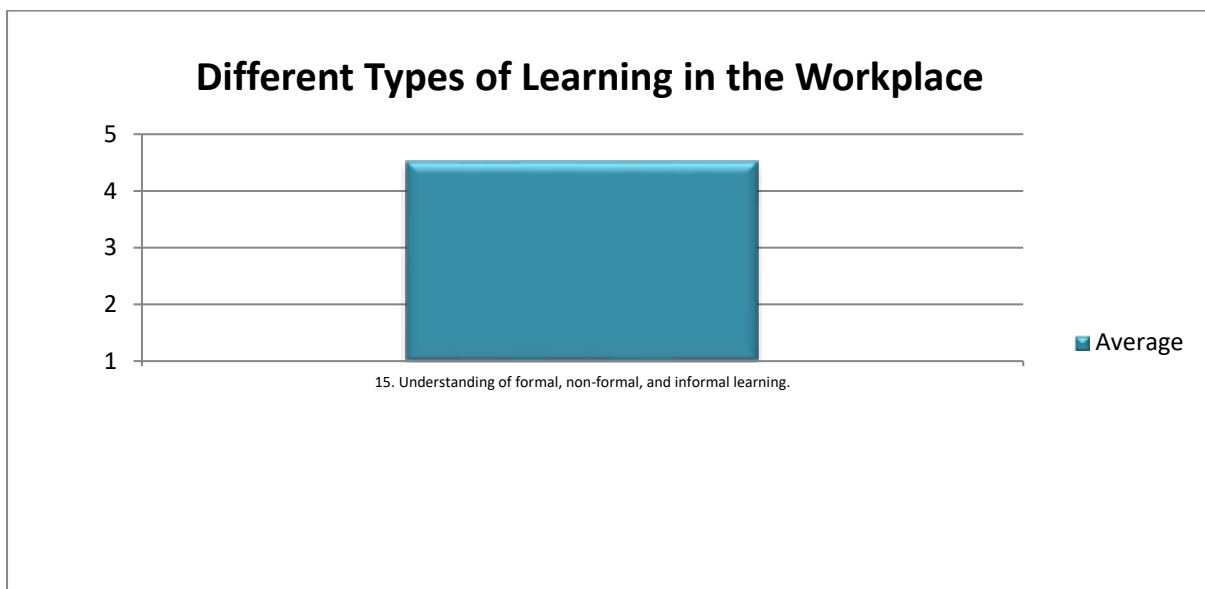
## Section 2: Different Types of Learning in the Workplace

With an average score of 4.51 out of 5, the answers to Question 15 show that the participants can distinguish between the different types of learning after having participated in the workshop.

Evaluation Questions	Average Score
15. I can distinguish among formal, non-formal, and informal learning.	4.51

*Table 7: Section 2 – ‘Different Types of Learning in the Workplace’*

The average score per statement is shown in the figure below:



*Figure 4: Section 2 – ‘Different Types of Learning in the Workplace’*

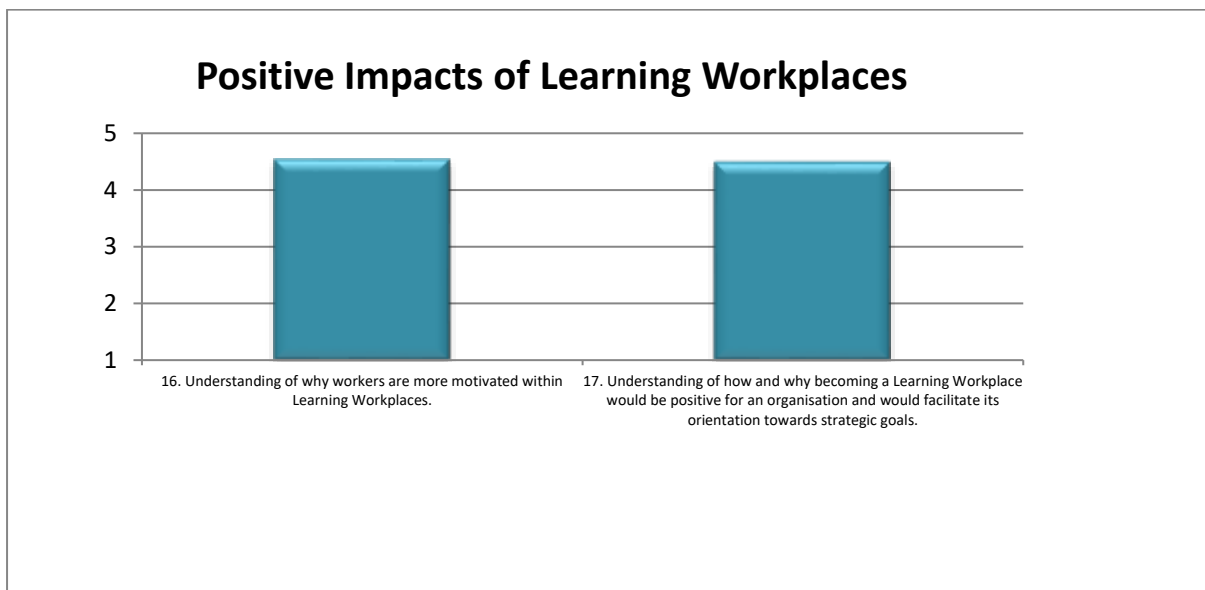
### Section 3: Positive Impact of Learning Workplaces

The positive impact of Learning Workplaces became clear to participants, based on their answers to Questions 16 and 17.

Evaluation Statements	Average Score
16. I understand why workers are more motivated within Learning Workplaces.	4.53
17. I understand how and why becoming a Learning Workplace would be positive for my organisation and would facilitate its orientation towards strategic goals.	4.48

*Table 8: Section 3 – ‘Positive Impact of Learning Workplaces’*

The average score per statement is shown in the figure below:



*Figure 5: Section 3 – ‘Positive Impact of Learning workplaces’*

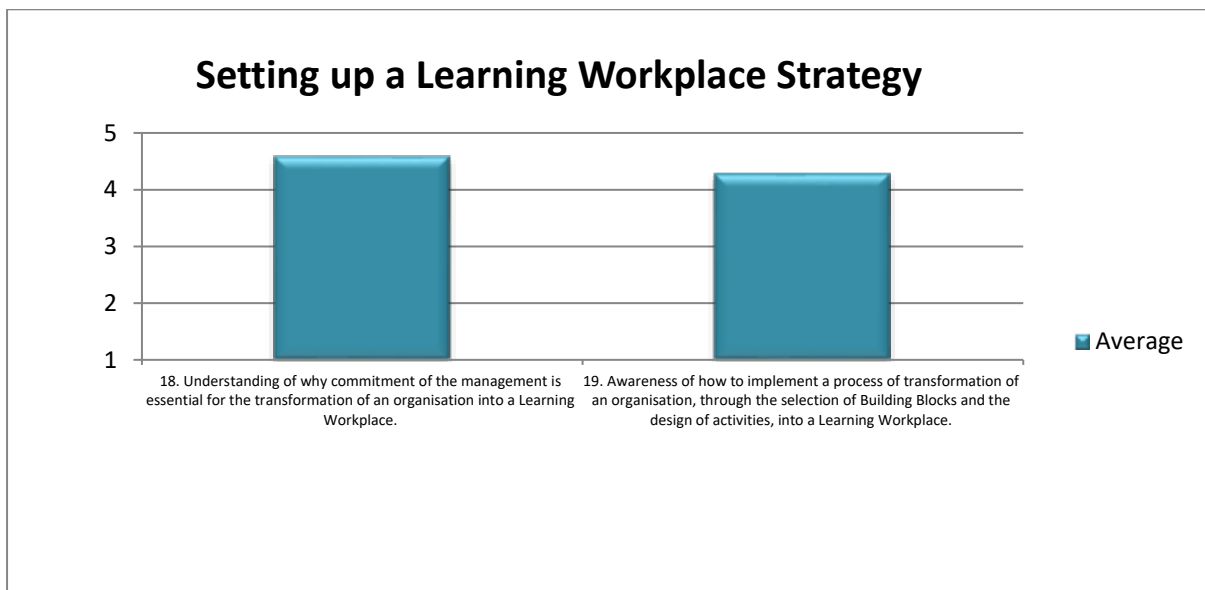
## Section 4: Setting Up a Learning Workplace Strategy

From the results of this section, it appears that, after the workshops, the participants understand how to implement the process of transformation of organisations into Learning Workplaces suggested by the LEARN project (4.28 out of 5 on average), while they also consider the crucial role of the management in the process.

Evaluation Statements	Average Score
18. I understand why the commitment of the management is essential for the transformation of my organisation into a Learning Workplace.	4.58
19. Now, I know how I can implement a process of transformation of my organisation, through the selection of Building Blocks and the design of activities, into a Learning Workplace.	4.28

*Table 9: Section 4 – ‘Setting Up a Learning Workplace Strategy’*

The average score per statement is shown in the graph below:



*Figure 6: Section 4 – ‘Setting up a Learning Workplace Strategy’*

## E. Participants' Attitude Test Results

The aggregate results from the attitude tests completed by the employees in the 5 countries of the consortium before and after the workshops are shown in tables 10-12 and figures 7-9, in terms of average percentage change on different dimensions (building blocks of effective adult learning policies, perceived impact of Learning Workplaces, perceived positive and negative attitudes towards the transformation of organisations). Also, data on these dimensions is provided regarding measurements before and after the workshops. Such data has also been collected for challenges in the workplace that can be addressed through learning.

The attitude tests were completed in order for the project partners to record the attitude change (positive, negative, and at what level) occurred through the workshops.

As it is shown in the tables and figures below, there was an **increase (positive attitude change)** in all dimensions examined through the attitude test.

DIMENSION	AVERAGE PERCENTAGE CHANGE (%)
<b>PERCEIVED IMPACT OF LEARNING WORKPLACES</b>	<b>9.87</b>
<b>BUILDING BLOCK 1:</b> Encourage employees to adopt a learning culture that supports career-long learning ( <b>ATTITUDES A</b> )	<b>15.53</b>
<b>BUILDING BLOCK 2:</b> Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning) ( <b>ATTITUDES A</b> )	<b>13.00</b>
<b>BUILDING BLOCK 3:</b> Secure the long-term commitment of all stakeholders ( <b>ATTITUDES A</b> )	<b>15.63</b>
<b>BUILDING BLOCK 5:</b> Communicate about adult learning in the workplace using the language of those who need to be encouraged ( <b>ATTITUDES A</b> )	<b>13.14</b>

<b>BUILDING BLOCK 6:</b> Ensure sustainable co-funding systems in which all see the benefit of investing in adult learning in the workplace ( <b>ATTITUDES A</b> )	<b>10.42</b>
<b>BUILDING BLOCK 7:</b> Ensure that workplace learning is tailored to adult learners needs ( <b>ATTITUDES A</b> )	<b>15.21</b>
<b>BUILDING BLOCK 8:</b> Ensure that adult learning in the workplace responds to employees' needs ( <b>ATTITUDES A</b> )	<b>8.33</b>
<b>BUILDING BLOCK 9:</b> Assure the quality of adult learning in the workplace ( <b>ATTITUDES A</b> )	<b>13.11</b>
<b>BUILDING BLOCK 10:</b> Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective ( <b>ATTITUDES A</b> )	<b>9.98</b>
<b>PERCEIVED <u>POSITIVE</u> ATTITUDES TOWARDS THE TRANSFORMATION INTO LEARNING WORKPLACES (B)</b>	<b>15.61</b>
<b>PERCEIVED <u>NEGATIVE</u> ATTITUDES TOWARDS THE TRANSFORMATION INTO LEARNING WORKPLACES (B)</b>	<b>9.87</b>

*Table 10: Average percentage change on different dimensions (building blocks, perceived impact, perceived positive and negative attitudes)*

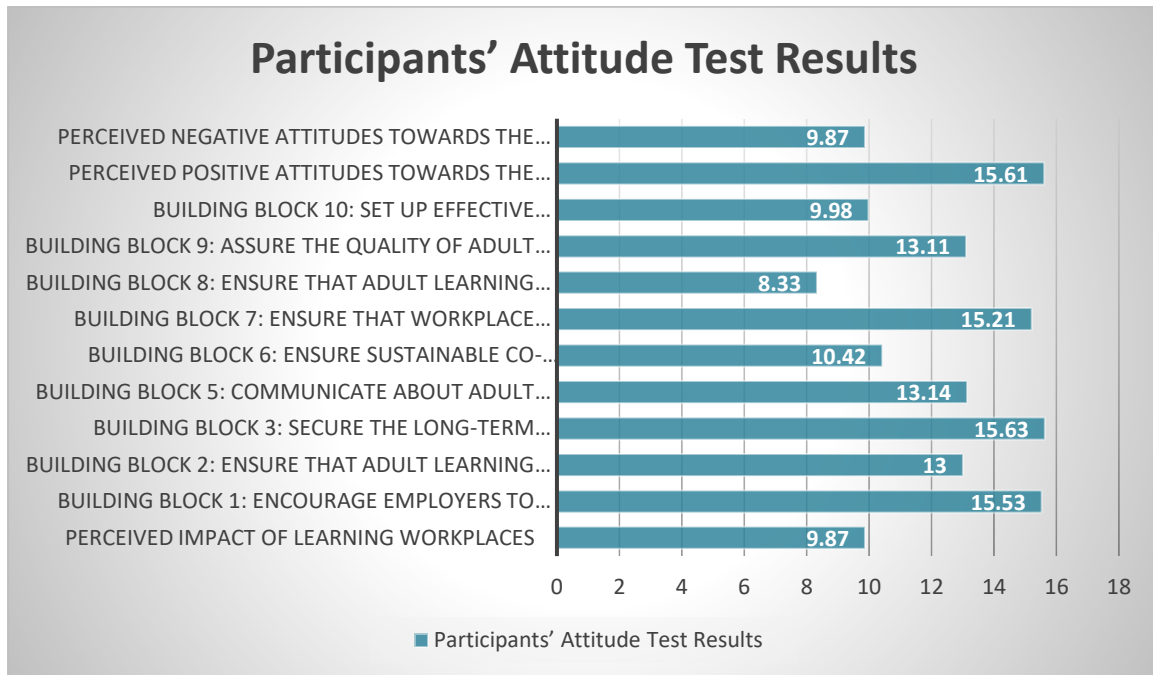


Figure 7: Average percentage change on different dimensions (building blocks, perceived impact, perceived positive and negative attitudes)

DIMENSION	AVERAGE MEASUREMENT BEFORE	AVERAGE MEASUREMENT AFTER
<b>PERCEIVED IMPACT OF LEARNING WORKPLACES</b>	<b>3.56</b>	<b>4.13</b>
<b>BUILDING BLOCK 1:</b> Encourage employees to adopt a learning culture that supports career-long learning ( <b>ATTITUDES A</b> )	<b>3.85</b>	<b>4.435</b>
<b>BUILDING BLOCK 2:</b> Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning) ( <b>ATTITUDES A</b> )	<b>3.855</b>	<b>4.4</b>
<b>BUILDING BLOCK 3:</b> Secure the long-term commitment of all stakeholders ( <b>ATTITUDES A</b> )	<b>3.825</b>	<b>4.475</b>

<b>BUILDING BLOCK 5:</b> Communicate about adult learning in the workplace using the language of those who need to be encouraged (ATTITUDES A)	<b>3.805</b>	<b>4.41</b>
<b>BUILDING BLOCK 6:</b> Ensure sustainable co-funding systems in which all see the benefit of investing in adult learning in the workplace (ATTITUDES A)	<b>3.825</b>	<b>4.475</b>
<b>BUILDING BLOCK 7:</b> Ensure that workplace learning is tailored to adult learners needs (ATTITUDES A)	<b>3.81</b>	<b>4.45</b>
<b>BUILDING BLOCK 8:</b> Ensure that adult learning in the workplace responds to employees' needs (ATTITUDES A)	<b>3.805</b>	<b>4.305</b>
<b>BUILDING BLOCK 9:</b> Assure the quality of adult learning in the workplace (ATTITUDES A)	<b>3.755</b>	<b>4.255</b>
<b>BUILDING BLOCK 10:</b> Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective (ATTITUDES A)	<b>3.775</b>	<b>4.31</b>
<b>PERCEIVED <u>POSITIVE</u> ATTITUDES TOWARDS THE TRANSFORMATION INTO LEARNING WORKPLACES (B)</b>	<b>3.665</b>	<b>4.245</b>
<b>PERCEIVED <u>NEGATIVE</u> ATTITUDES TOWARDS THE TRANSFORMATION INTO LEARNING WORKPLACES (B)</b>	<b>3.56</b>	<b>4.13</b>

*Table 11: Average measurements of BEFORE and AFTER the workshop – different dimensions*



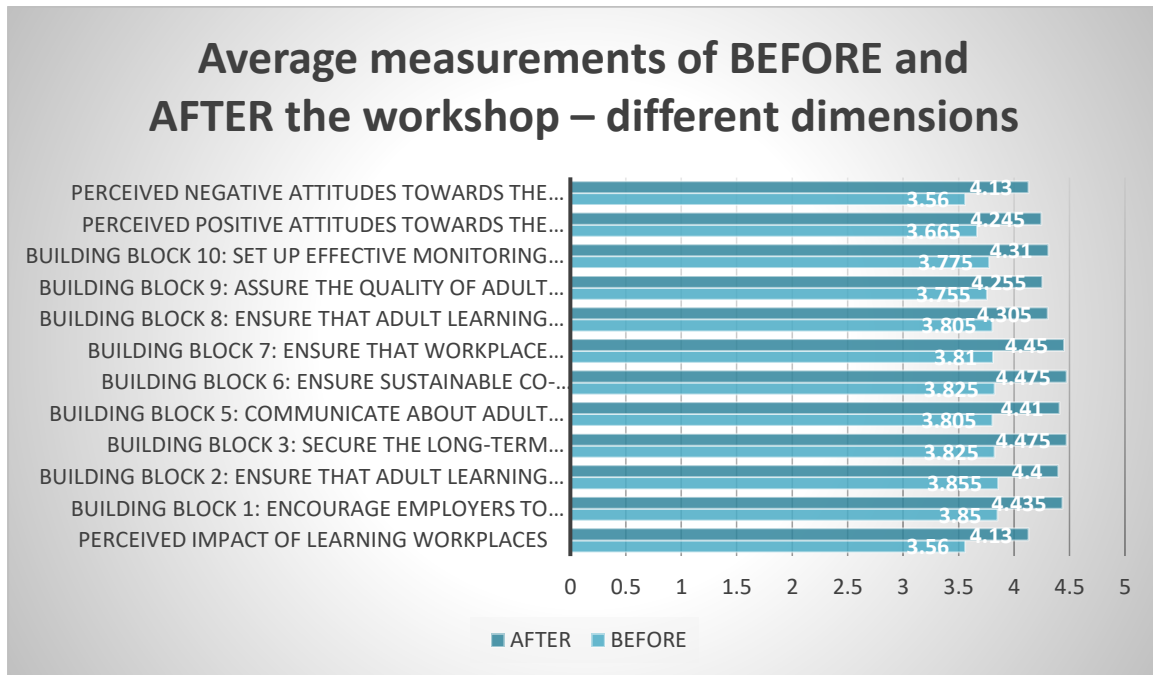


Figure 8: Average measurements of BEFORE and AFTER the workshop – different dimensions

CHALLENGE	AVERAGE MEASUREMENT BEFORE	AVERAGE MEASUREMENT AFTER
<b>Communication</b>	<b>3.95</b>	<b>4.525</b>
<b>Collaboration</b>	<b>4.05</b>	<b>4.525</b>
<b>Behaviour</b>	<b>3.73</b>	<b>4.275</b>
<b>Performance</b>	<b>3.83</b>	<b>4.52</b>
<b>Motivation</b>	<b>3.90</b>	<b>4.55</b>

<b>Feedback</b>	<b>3.81</b>	<b>4.3</b>
<b>Diversity</b>	<b>3.555</b>	<b>4.245</b>
<b>Other</b>	<b>1.334</b>	<b>1.522</b>

Table 12: Average measurements of BEFORE and AFTER the workshop – addressing challenges

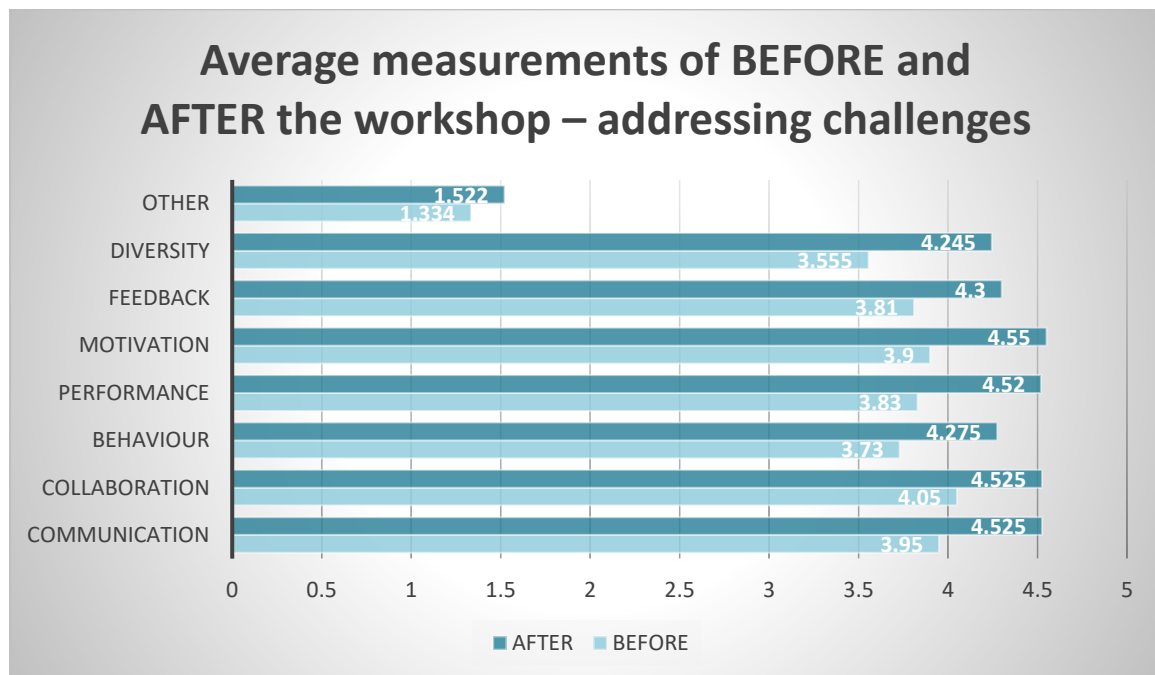


Figure 9: Average measurements of BEFORE and AFTER the workshop – addressing challenges

## F. Trainers' Evaluation of the Workshop

Tables 13-18 and figure 10 below show how the trainers in the partner countries evaluated the workshops. It is evident that the satisfaction of the trainers with the organisation of the workshops, the training content developed and the material provided, as well as the way in which the workshops impacted the participants has been very high (the lowest average score recorded was 4.20 out of 5). The question on the understanding by the participants of the concept of "Learning Workplaces" through the workshops reached 4.93 out of 5 on average.

### Workshop Organisation

Evaluation Statements	Average Score
1. I am satisfied with the information received prior to the Workshop.	4.33
2. In general, I am satisfied with the organisation of the Workshop.	4.20
3. I consider that the objectives of the Workshop have been achieved.	4.20

*Table 13: Workshop organisation*

**The average score per statement is presented on the figure below:**



Figure 10: Workshop organisation evaluation

## Workshop Content and Materials

Evaluation Statements	Average Score
4. The material organisation (room, facilities, timetable, etc.) was satisfactory.	4.20
5. The documentation provided by the organisation was satisfactory.	4.40

Table 14: Workshop content and materials

The average score per statement is presented on the below:

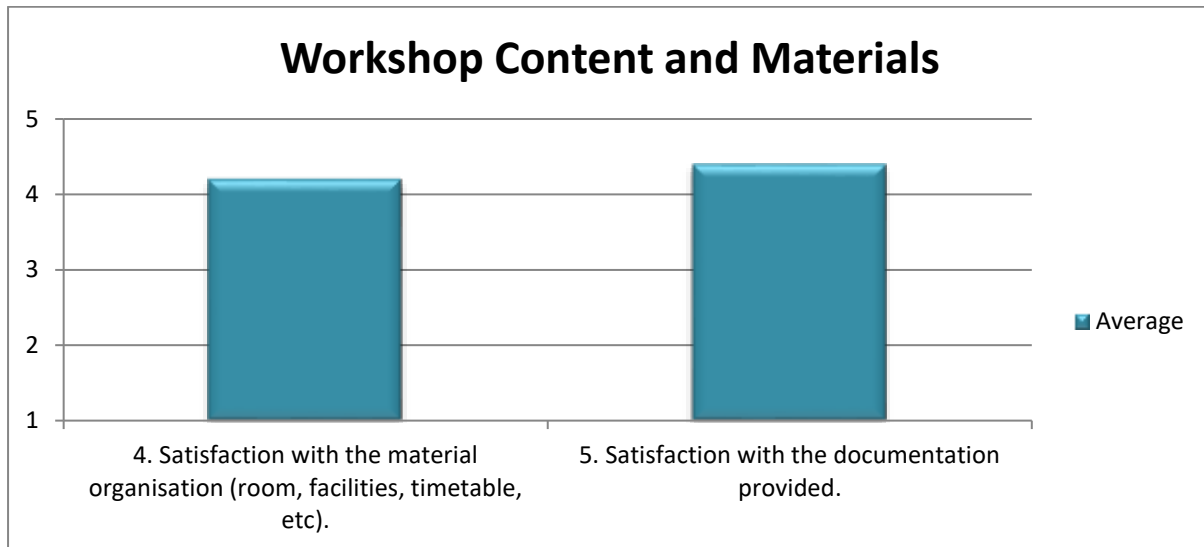


Figure 11: Workshop content and materials

## Section 1: What is a Learning Workplace?

Evaluation Statements	Average Score
6. The trainees have understood what a Learning Workplace is.	4.93
7. The trainees have understood what the main benefits and barriers to a Learning Workplace are.	4.86

Table 15: Section 1 – ‘What is a Learning Workplace?’

The average score per statement is presented on the below:

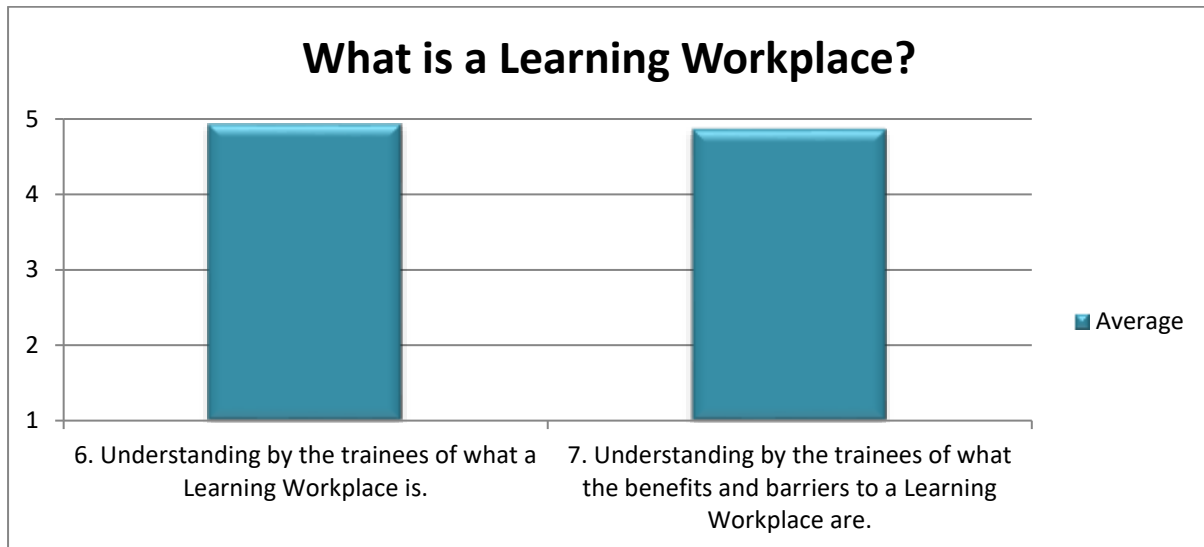


Figure 12: Section 1 – ‘What is a Learning Workplace?’

## Section 2: Different Types of Learning in the Workplace

Evaluation Statements	Average Score
8. Now, the trainees can distinguish among formal, non-formal and informal learning.	4.60

Table 16: Section 2 – ‘Different Types of Learning in the Workplace’

The average score per statement is presented below:

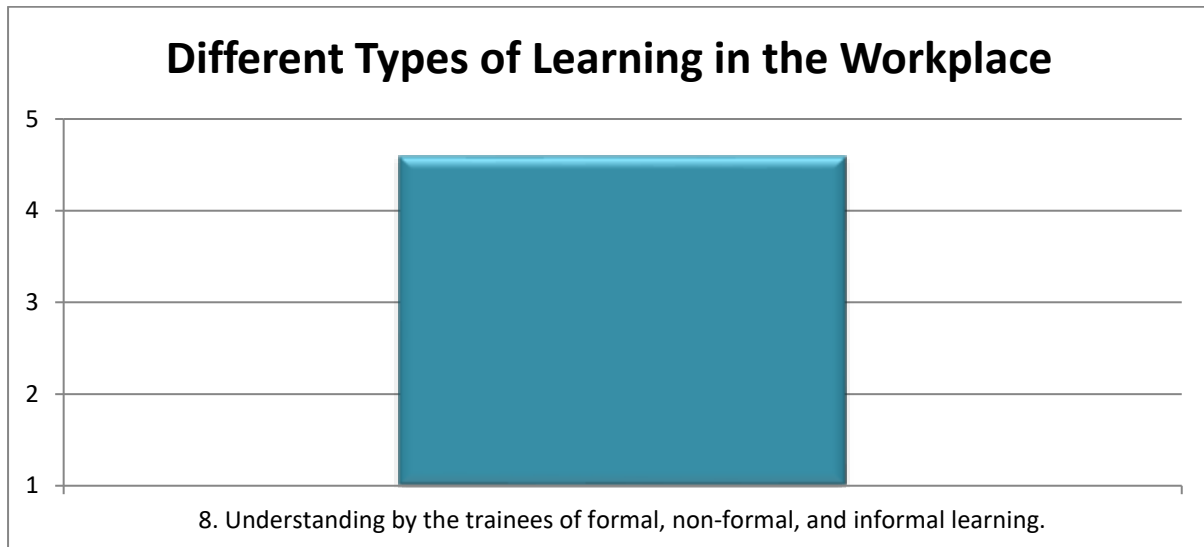


Figure 13: Section 2 – ‘Different Types of Learning in the Workplace’

### Section 3: Positive Impact of Learning Workplaces

Evaluation Statements	Average Score
9. Now, the trainees understand why workers are more motivated within Learning Workplaces.	4.66
10. The trainees have understood how and why becoming a Learning Workplace would be positive for their organisation and would facilitate its orientation towards strategic goals.	4.60

Table 17: Section 3 – ‘Positive Impact of Learning Workplaces’

The average score per statement is presented below:

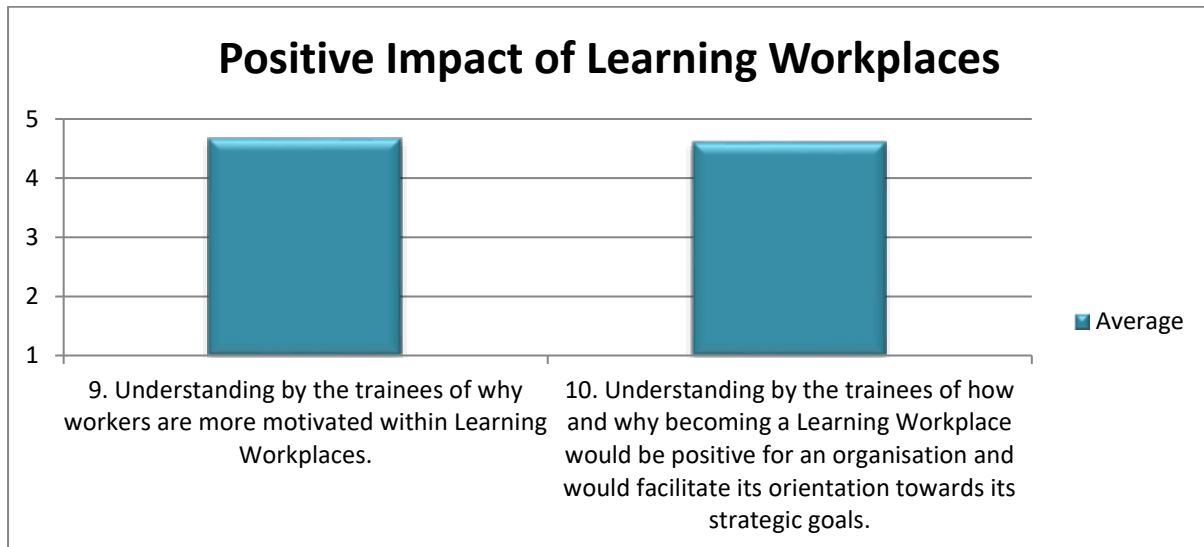


Figure 14: Section 3 – ‘Positive Impact of Learning Workplaces’

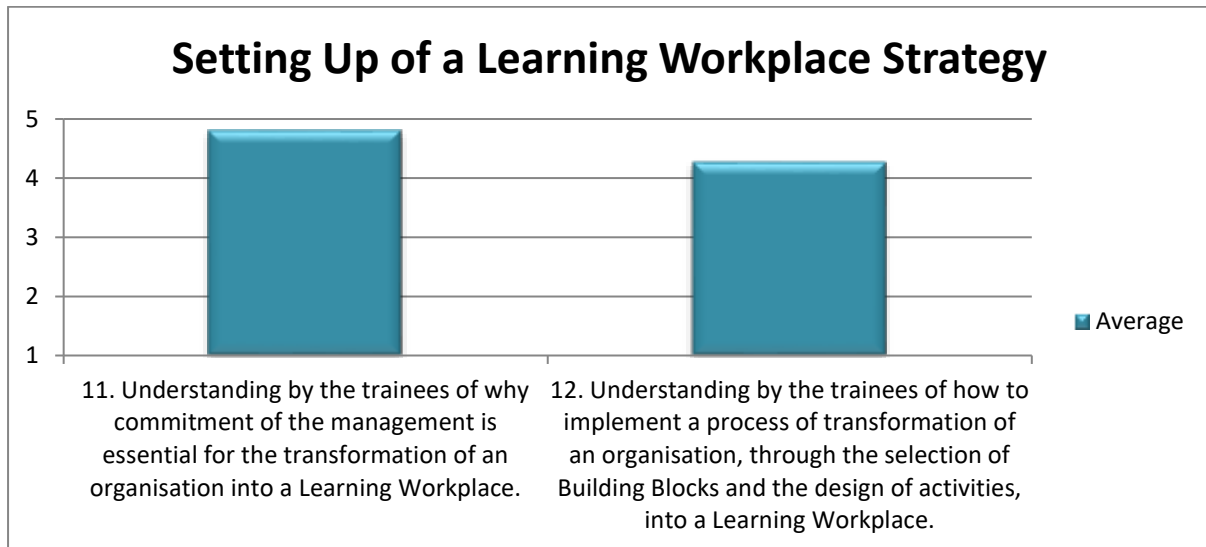
## Section 4: Setting Up a Learning Workplace Strategy

Evaluation Statements	Average Score
11. The trainees have understood why the commitment of the management is essential for the transformation of their organisation into a Learning Workplace.	4.80
12. Now, the trainees know how to implement a process of transformation of their organisation, through the selection of Building Blocks and the design of activities, into a Learning Workplace.	4.26

Table 18: Section 4 – ‘Setting Up a Learning Workplace Strategy’

The average score per statement is presented below:





*Figure 15: Section 4 - 'Setting Up of a Learning Workplace Strategy'*

## **G. Conclusions on the Reaction, the Learning, and the Attitude Change of the Participants towards Learning Workplaces**

After the successful completion of 6 workshops in 5 European countries, a coordinated effort (analysis of evaluation and attitude test data at national and aggregate level) was made to collect and present all useful data that derived from the workshops. The analysis results show similarities across countries regarding both the successful organisation of the workshop and the workshop points that had the greatest impact on the participants. The employees expressed much interest in the topic of the workshop and the project. In almost all workshops, the participants' questions to trainers brought out their willingness to take part in the transformation of workplaces including relevant activities that involve employees.

The workshop content and the materials utilised for the workshops (facilities, timetable, documentation, structure and content of topics, exercises and examples, degree of learning, relevance to work) received an average score of 4.55 out of 5 from the participants, who appeared to be very pleased with both. The questions related to the commitment and crucial role of the management for the transformation of organisations into Learning Workplaces received the highest score by the participants, that is, 4.58 out of 5.

Another point raised in the workshop is that each employee's attitude toward the topics of workplace learning and workplace transformation is influenced by the organisational procedures, the corporate culture within which they work, and the degree of responsibility they undertake based on their position.

Regarding the attitude tests, BUILDING BLOCK 3: "Secure the long-term commitment of all stakeholders" recorded the highest percentage change on average in the attitude of employees (15.63%), while the lowest average percentage change was in BUILDING BLOCK 8: "Ensure that adult learning in the workplace responds to employees' needs" (increase by 8.33%).

To conclude with, all the participants appeared to be adequately aware of the topics discussed and positive about the prospect of progressively altering learning processes in their organisations and the

usefulness of the methodologies and practices used. The majority of participants were open to implement the activities suggested by the project.



## H. Overall Recommendations

The workshops brought together a diverse group of employees and education professionals committed to enhancing the quality of the “learning in workplace” concept. Over the course of the workshop, the participants engaged in interactive activities and collaborative sessions focused on identifying and exploring effective learning strategies across various disciplines and levels. The aim of this report is to provide an overview of the key insights, best practices, and actionable recommendations that emerged from the workshop. These recommendations can empower professionals to adopt innovative and evidence-based approaches in their workplaces, fostering an environment that nurtures employees and employers’ fruitful collaboration.

As it has been evident from the participants' evaluations, the material created for the needs of this workshop has been both interesting and effective. Despite many positive comments, the participants and the workshop trainers identified also some weaknesses of the workshops. The training material lacked elements related to Active Learning. This may include more hands-on activities, problem-solving exercises, and interactive presentations. The continuous flow of educational material can significantly affect the effectiveness of the workshops.

Another recommendation would be to adopt a different learning approach, such as the Student-Centered Approach. This would change the focus of instruction from teacher-centered to student-centered, thus empowering students to take ownership of their learning by promoting self-directed inquiry, critical thinking, and problem-solving skills.

Last but not least, an important success factor for the trainings was that they were conducted in the language of the participants. This reduced any linguistic barrier and helped the participants express their views on the workshop topic freely and interact more easily with the other participants.

## **I. Attachments to the Report**

**5 national Reports from Austria, Cyprus, France, Greece, and Spain**

**Work Package [6] [Development of a Positive Attitude for Employees towards the Transformation of Organisations into Learning Workplaces, Preparation of a Recommendations' Report – Workshop A]**

