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Adult Education Survey 1995

Participation in
**ADULT EDUCATION
AND TRAINING**
in Finland

EDUCATION 1998/8

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FOREWORD

The Adult Education Survey 1995 is the third survey made by Statistics Finland on the subject of participation in adult education and training. The data collection for the first survey on adult education and training was made in 1980 and for the second one in 1990. The surveys were carried out jointly with the Finnish Ministry of Education. The Ministry of Labour also contributed to the financing of data collection for the 1995 survey.

The population for the survey are permanent residents of Finland aged between 18 and 64. In 1995 there were more than 3.2 million such people in Finland. A total of 5,005 persons were selected for the sample by systematic sampling. In all, 4,107 interviews were carried out. The material was collected by personal interviews during the September to December period of 1995.

This report is based on the material of the Adult Education Survey 1995 and was written by researchers Irja Blomqvist, Helena Niemi and Timo Ruuskanen.

The report primarily describes participation in adult education and training. This analysis mainly concentrates on how much adults have participated in job- or occupation-related training and employer-sponsored education and what kinds of changes have taken place in participation since 1980. A brief description is also given of self-directed studies. Adult education and training relating to hobbies or other leisure activities is, however, not much discussed. The publication also presents some results of the perceived benefits, interest and

motives with regard to training. It also describes what kinds of obstacles adults see to participation in education and how well they have received information about various adult education opportunities.

Because of the increased international interest and co-operation, this report in English is still considered topical and necessary, although the data for the survey were collected three years ago. The report therefore focuses on such structural descriptions that do not change much annually. The concepts used are defined so that the reader should be able to assess their measuring capability and comparability with similar surveys made in other countries. As only a small portion of the information that can be produced from the Adult Education Survey 1995 could be included in the publication, the questionnaire for the whole survey is appended at the end of the report.

All feedback on the report and adult education surveys is valuable to researchers since preliminary planning for the next adult education survey has already started. The researchers can be best contacted via the following e-mail addresses:

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Information about adult education can be found on Statistics Finland's WWW pages (www.stat.fi).

Helsinki, December 1998

Riitta Harala
Director, Population Statistics

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1. INTRODUCTION

There is growing recognition in the OECD countries today of the importance of investment in human capital through lifelong learning. It is also widely understood that education must serve the needs of adults as well as youths. Adults participate in education in order to acquire the knowledge and skills they need to succeed in the workforce, to master emerging technologies, to compete in a global economy, and to acquire the basic skills that are necessary to exercise the rights and responsibilities of citizenship.

Success in today's global economy requires a skilled labour force, and the most effective way of maintaining a high level of skills and competencies is to provide continuous education and training to people in the job market. With the constant changes in technologies, work methodologies and markets, policy-makers in many countries are encouraging businesses to invest more in training and in general to promote work-related training for adults.

The design of successful strategies of adult education and learning depends largely on the knowledge base available. The purpose of this report is to add to the existing knowledge base on Finnish adult education, which is assuming increasing importance in the field of educational policy and research. As all industrialised countries, Finland is currently trying to find ways in which to make lifelong learning a reality for all. Clearly, a deeper understanding of the demand for and provision of adult learning is necessary for the design of equitable and efficient strategies.

Finnish Adult Education Surveys

The Adult Education Survey 1995 (AES95) is the third survey in Finland on the subject of participation in adult education and training. The survey covers the whole population aged 18–64 years and resident in Finland. The first survey on participation in adult education and training took place in 1980 and the second one in 1990. All three studies were jointly carried out by Statistics Finland and the Finnish Ministry of Education.

Since the 1990 Adult Education Survey (AES90) the Ministry of Education has concluded that ten years is too long an interval between nationwide studies on participation in education. AES95 was also considered necessary because of the profound changes that have swept Finnish society with economic recession and record-high unemployment.

The accent in the discussion today on lifelong learning is on the nature and structure of everyday experiences as well as on how these influence the individual's learning processes, ways of thinking, and competencies. Special importance is attached to observing the relationship between everyday learning and participation in organised education and training. The discussions leading up to the next Adult Education Survey have focused on these questions.

The goals of the survey

The Finnish Adult Education Surveys provide comprehensive descriptive data on activities in the education sector and give policy-makers, researchers and educators a wide range of statistics on the status of education in the country.

The 1995 Adult Education Survey (AES95) measures the participation of the Finnish population of working age in education and training, particularly in adult education and training (both work-related training and self-development studies). This report on the survey concentrates mainly on how participation has changed since 1980. Other aspects covered include people's perceived benefits, willingness to study, motives for training and obstacles to participation. The results are presented in a way that allows for easy comparison with the previous surveys and other studies of a similar nature.

New issues covered in AES95 are the connections between unemployment and education, issues related to language skills as well as education received abroad or intended education abroad.

The data collected for this survey can be divided into three major sets: background information, information on participation in adult education and training, and information on the need and willingness to participate in education. The AES95 questionnaire is attached to the report as Appendix A, giving a detailed picture of the ground covered.

The analysis in this report focuses on participation in education, on people's reasons for and obstacles to participation as well as on educational attainment; on many other issues detailed analysis of the data collected has not been possible. For instance, there is no description in the report of the language skills of Finnish people. The results show that 72 per cent of the adult Finnish population have at least a basic knowledge of a foreign language. English comes at the top of the list: 66

What is adult education?

The survey takes in not only adult education proper but all participation in education and training in the adult population. Participation in education and training is examined over the respondents' whole life-span at an aggregate level; what kind of qualifications do the respondents have, to what extent have they taken part in work-related training, how much have they studied abroad. A more detailed analysis is presented of the type of adult education and training taken during the previous 12 months.

Adult education and training is defined as participation in systematic learning activities for the purpose of acquiring new knowledge or skills or changing attitudes or values by persons who have assumed adult social roles.

The concrete classification of what counts as adult education is based on the organisation responsible for providing the education or training. Since a distinction is made from the outset (i.e. in the interview instrument) between different types of institutions and educational organisations, the relevant classification into adult education can also be made even at the stage of analysis.

As well as measuring participation in formal adult education, the survey also includes a trial examination of non-formal learning in the workplace and informal learning at home and in the community.

The definitions and research methodology employed in the survey are presented in separate chapters.

per cent of the adult population say they know at least some English. Age and educational level correlate with language skills (see Appendix A and questions 94 – 97a for a better picture of how language proficiency was measured).

Key findings

- In 1995, a total of 1.6 million people or 48 per cent of the adult Finnish population participated in adult education during the 12 months prior to the survey.
- Women are far more active than men: participation in adult education among women stood at 53 per cent compared to 43 per cent among men. The gender differences in levels of participation have remained unchanged since 1980.
- Participation is highest in the age groups 30–54 years and lowest in the youngest and oldest age groups. During the past fifteen years the difference between the middle-aged and the oldest age groups has narrowed down, and participation in adult education has increased rapidly in the age groups 45–54 and 55–64 years.
- Learning is addictive: the more education people have, the more they want it, and the more they get it. The overall adult participation rate correlates significantly with educational attainment, and the participation rate increases with each level of education. Those who have taken part in formal adult education are also more willing to study non-formally, using self-motivated learning methods.
- About 43 per cent of the labour force took part in work-related training courses, 52 per cent of wage earners participated in employer-sponsored courses. People who are employed participate more, but a sizeable minority of unemployed people also take courses.
- Large firms are more likely to provide training for their work force than small firms. Employees in firms with 500 or more employees participated in employer-sponsored training almost twice as much as those employed in companies with a staff of less than 50.
- Asked what they thought were the main effects of job-related training, the respondents referred most often to their being assigned to new tasks at work, to promotion to more demanding job tasks and to being able to secure their job.
- A large proportion, almost two-thirds of the labour force was interested in participating in training within the next few years. The major motives for participation in training are self-improvement and the need to develop or upgrade one's professional skills and competence.
- Time pressure in the workplace was the main factor that prevented or at least made it difficult for people to take part in employer-sponsored training: 59 per cent of the respondents said they were unable to participate in training because of time pressure. The next most important reasons for non-participation were that the employer does not organise training, the lack of suitable training and difficulties in being admitted to interesting training courses.
- Financial constraints, location of educational facilities and transportation problems and fatigue were mentioned most often as the main factors that prevented people from taking part in voluntary education that they paid for themselves.

2. PARTICIPATION IN ADULT EDUCATION IN 1995

Half of the population attended adult education in 1995

In 1995 a total of around 1.6 million people in Finland attended adult education proper, i.e. education and training specifically intended and organised for adults. This represents 48 per cent of the Finnish population aged 18–64. The median duration of education was eight days.

Including education intended primarily for young people in schools and other educational organisations, the total number of adults participating in 1995 was 1.8 million, or 56 per cent of the population aged 18–64.

Further, if informal, self-motivated studies either out-of-work or during working hours are included, the figure increases to around two million (63 per cent of the population aged 18–64).

The most common form of adult education was job-related training provided by the employer or by private companies: 30 per cent of the population aged 18–64 attended this type of vocational training. Thirteen per cent attended courses organised by adult education centres, with the clear majority or 75 per cent being women. Around 10 per cent of the adult population took part in training provided by organisations, unions and associations. In 1995 nine per cent of the adult population attended adult education provided by vocational institutions, four per cent took part in education offered by universities or summer universities.

In 1995 a total of over 60 000 Finns studied abroad, about two per cent of the Finnish population aged 18–64.

Women aged 30–54 most active

Women were far more active than men in terms of participation in adult education. Over half or 53 per cent of the female population took part in adult education, which is ten percentage points more than the corresponding figure for men. Women also spent slightly more time than men in education: the median duration of their studies in adult education in 1995 was nine days compared to seven days for men.

People aged 30–54 years were the most active age group: 54 per cent of them took part in adult education. The youngest and the oldest age groups were the least active: in the age group 18–24 years 42 per cent and in the age group 55–64 years 32 per cent took part (Figure 2.1). The gender difference in favour of women was greatest among those aged 35–44 years (women 61 %, men 47 %). In the age groups 25–29 and 30–34, the gender differences were not statistically significant (Figure 2.2). The highest median duration of adult education was recorded for the age group 18–24, who on average spent 12 days of the year in education. The time spent in education declined with increasing age: in the age group 55–64 the number of days spent in education was down to six days.

Activity depends on initial education and socio-economic status

People with the highest level of initial education are the most active participants in adult education. In the population aged 18–64 with

a tertiary-level degree (ISCED 5,6,7), 72 per cent attended adult education in 1995; the corresponding proportions among those with an upper secondary degree (ISCED 3) was one-half and among those with a primary or lower secondary degree (ISCED 0,1,2) about one-third (Figure 2.3). Women were more active than men most notably in the two higher educational categories (Figure 2.4). People with the highest education also spent more time in their studies: the median duration of adult education for those with a tertiary degree (ISCED 5,6,7) was ten days a year, for those with an upper secondary degree (ISCED 3) eight days and for those with a primary or lower secondary degree (ISCED 0,1,2) six days.

Examined by socio-economic status, participation in adult education was highest among upper white-collar employees, with 78 per cent attending. The second highest figure was recorded for lower white-collar employees (66 %), followed by students (51 %). Pensioners (20 %) and 'others'¹ (27 %) had the lowest participation rates (Figure 2.5). By gender, women were more active than men in the socio-economic categories of students, upper white-collar employees and pensioners (Figure 2.6). The median duration of adult education was longest for students (24.5 days), followed by upper white-collar employees, pensioners and 'others' (median nine days). Entrepreneurs and blue-collar workers spent least time in adult education (median five days).

Differences between municipalities explained by differences in socio-economic structures

Participation in adult education is highest among people living in urban areas: 52 per cent in this category attended adult education in 1995. In semi-urban municipalities the rate of participation was 45 per cent and in rural municipalities 42 per cent (Figure 2.7). Women were more active than men in all three categories of type of municipality (Figure 2.8).

However, the differences observed between urban, semi-urban and rural areas are explained by the respective socio-economic structures. Urban municipalities, for example, have the highest proportion of upper white-collar employees, who are the most active participants in adult education. When socio-economic status was controlled for, these regional differences more or less disappeared (Figure 2.9). The same applies to the relationship between type of municipality and initial education (Figure 2.10).

Unemployed less often in adult education but for longer periods

Employment situation is a major determinant of participation in adult education among people aged 18–64 who are in the labour force. The rate of participation for those in employment was 60 per cent, for those out of work only 27 per cent. However, the unemployed spent considerably longer periods of time in education (median 17.5 days) than those with a job (7 days).

1 People looking after their own household, conscripts, unemployed and other persons whose socio-economic status cannot be determined.

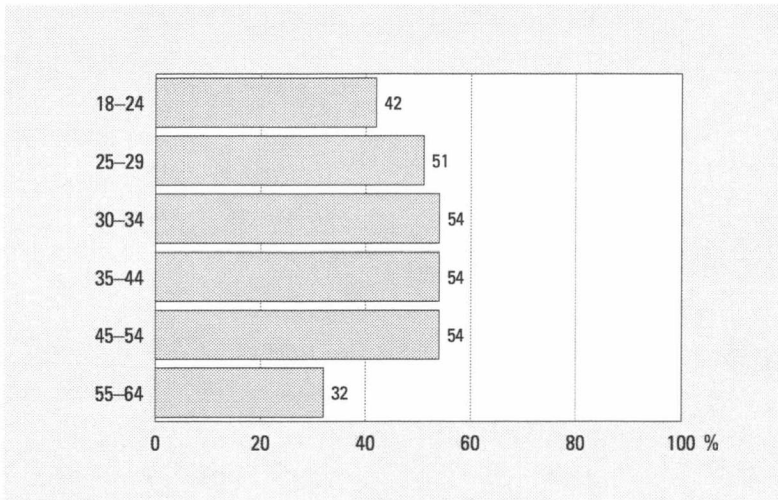
Participation in adult education was higher in all age groups among employed persons than among unemployed persons (Figure 2.11). Among those out of work, the two youngest age groups (18–24 and 25–29 years) were the most active participants in adult education (33 %), while the oldest age group (55–64) was the least active (18%). Whereas among those who were employed the rate of participation was highest in the middle age groups and lowest in the youngest and oldest age groups, the situation was somewhat different for the unemployed: here it seems that participation declined to some extent with increasing age, although the differences between the age groups were not statistically significant. Among the unemployed, women (35 %) were again more ac-

tive than men (21 %) in terms of participation in adult education (Figure 2.12).

Among the unemployed, too, those with a high socio-economic status and a high level of initial education were more active than average in terms of participation in adult education (Figures 2.13 and 2.14).

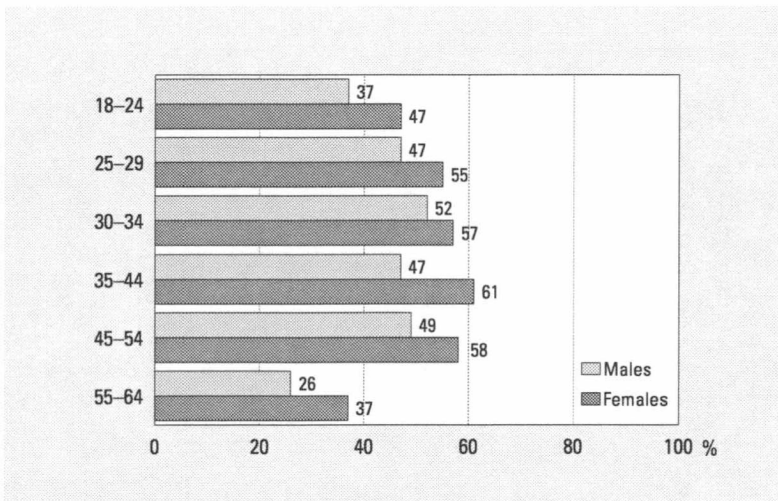
Support from employer main source of financing adult education

Full or partial compensation from the employer is by far the most common form of financing adult education. Well over four-fifths (88 %) of all courses taken were funded from this source. The second most common source of financing is full or partial funding by the student (16 per cent of all courses taken).



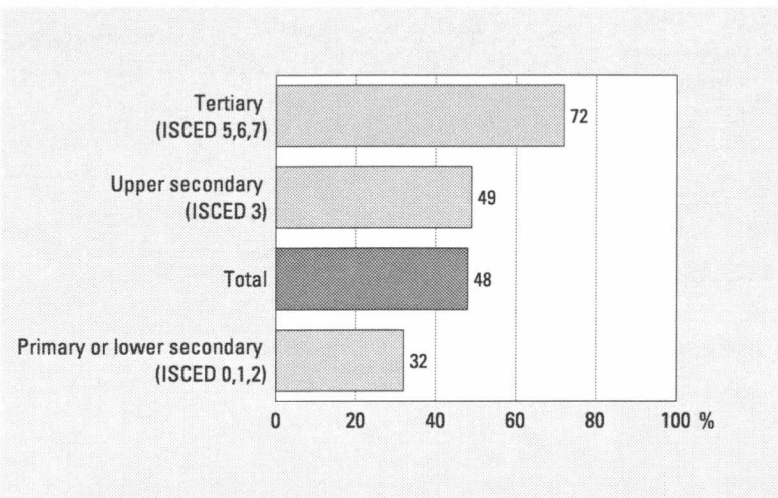
2.1

Participation in adult education and training by age in 1995 (population aged 18-64)



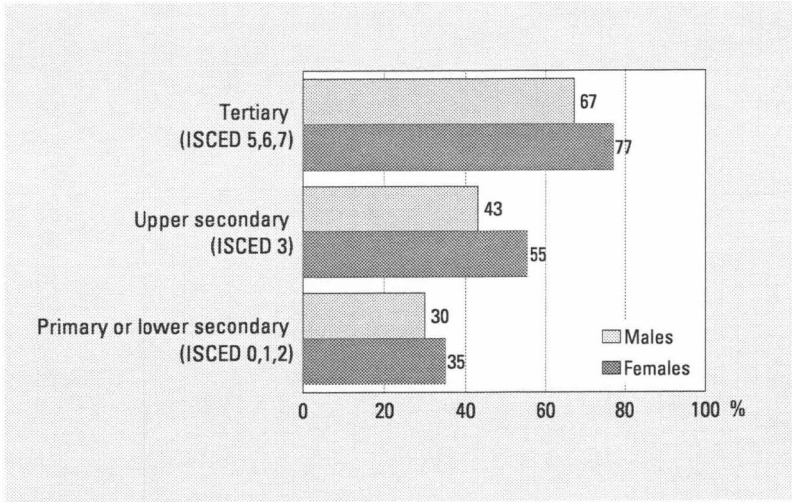
2.2

Participation in adult education and training by age and gender in 1995 (population aged 18-64)



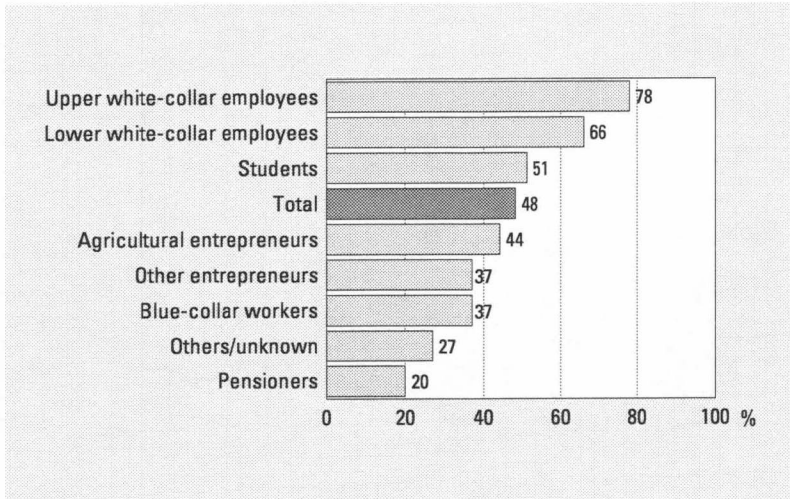
2.3

Participation in adult education and training by highest level of educational attainment in 1995 (population aged 18-64)



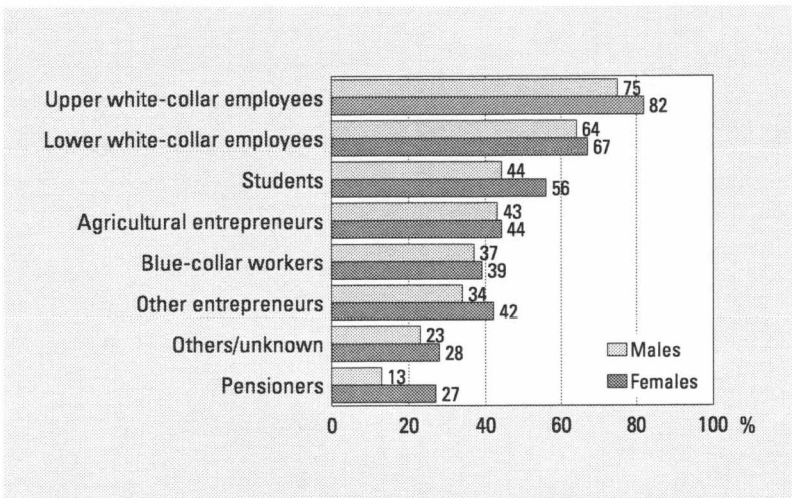
2.4

Participation in adult education and training by highest level of educational attainment and gender in 1995 (population aged 18–64)



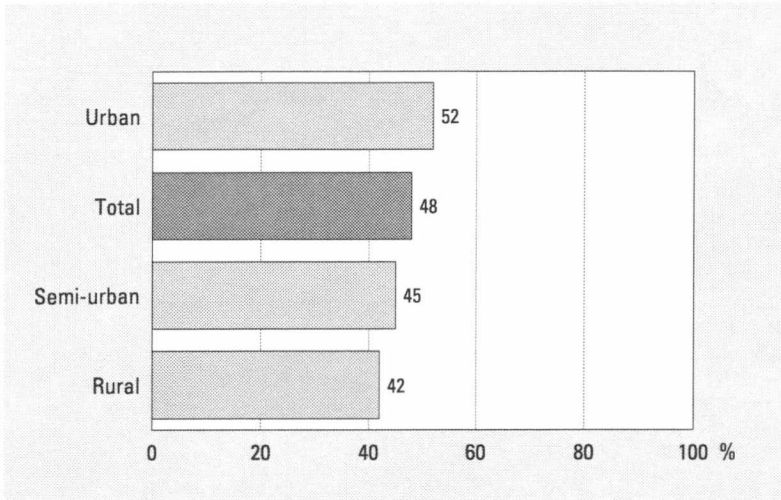
2.5

Participation in adult education and training by socio-economic group in 1995 (population aged 18–64)



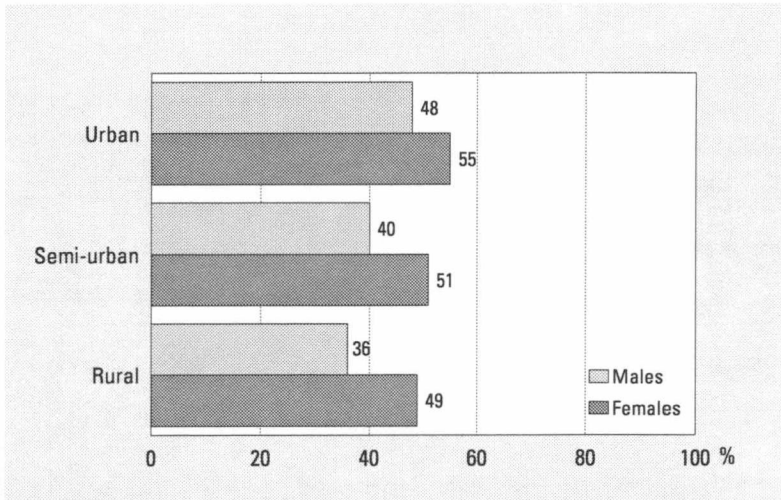
2.6

Participation in adult education and training by socio-economic group and gender in 1995 (population aged 18–64)



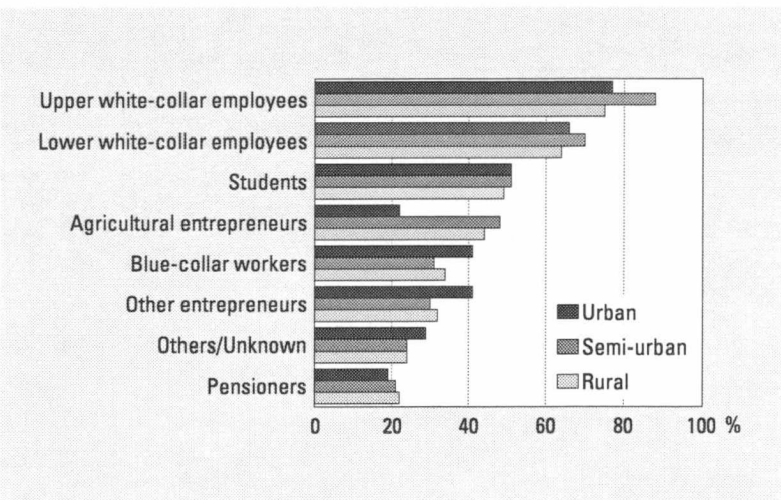
2.7

Participation in adult education and training by type of municipality in 1995 (population aged 18–64)



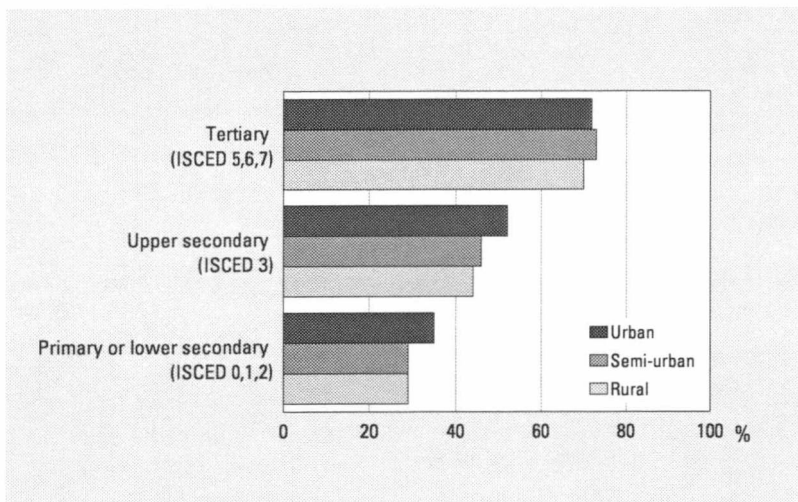
2.8

Participation in adult education and training by type of municipality and gender in 1995 (population aged 18–64)



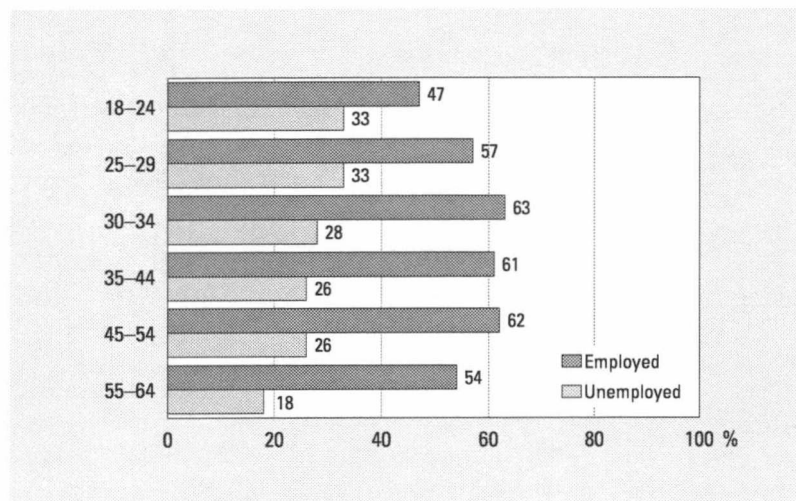
2.9

Participation in adult education and training by socio-economic group and type of municipality in 1995 (population aged 18–64)



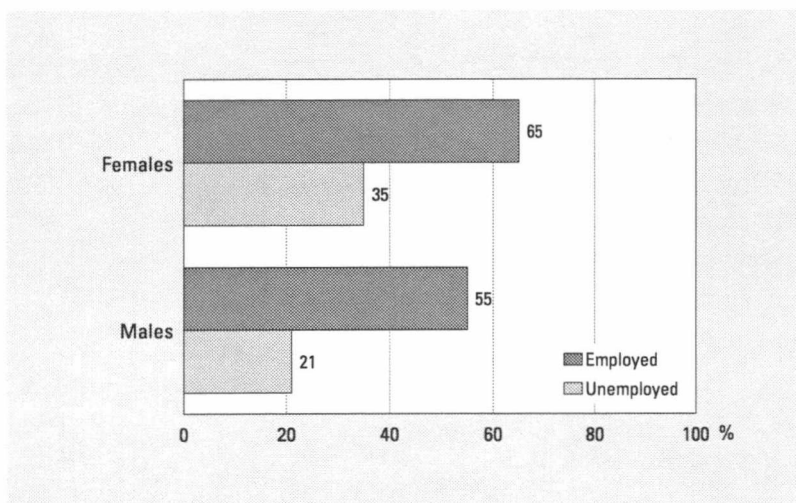
2.10

Participation in adult education and training by highest level of educational attainment and type of municipality in 1995 (population aged 18–64)



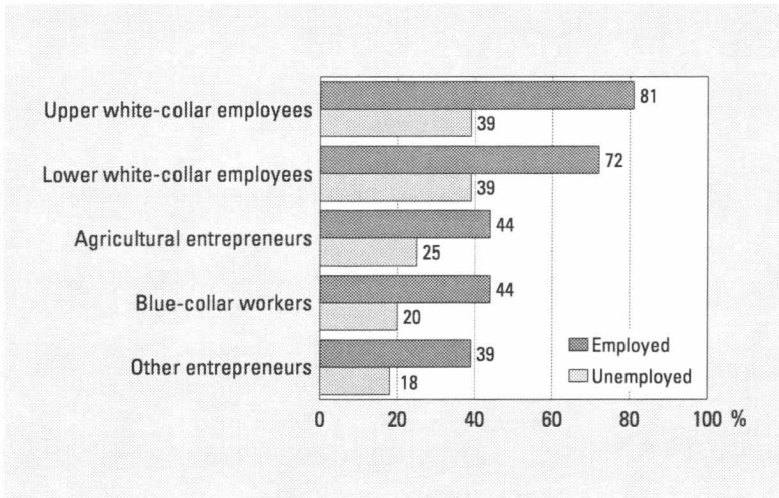
2.11

Participation in adult education and training by age and current employment situation in 1995 (population aged 18–64)



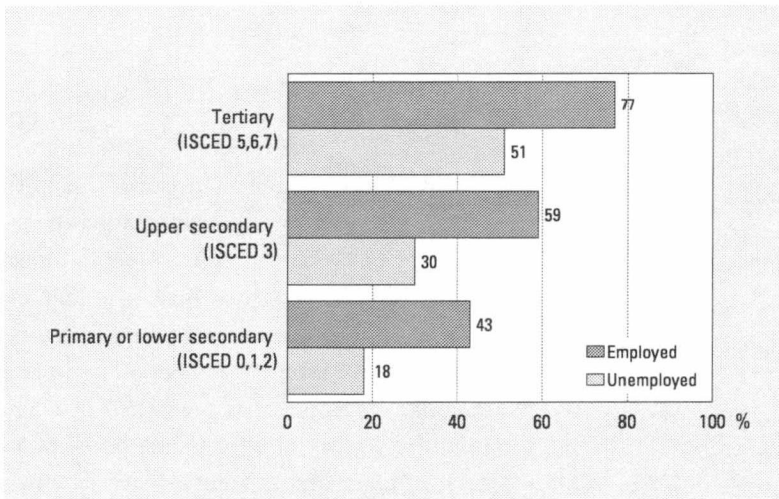
2.12

Participation in adult education and training by gender and current employment situation in 1995 (population aged 18–64)



2.13

Participation in adult education and training by socio-economic group and current employment situation in 1995 (population aged 18–64)



2.14

Participation in adult education and training by highest level of educational attainment and current employment situation in 1995 (population aged 18–64)

3. RECENT TRENDS IN PARTICIPATION

No growth in adult education since 1990 because of mass unemployment

In 1995 the numbers attending adult education in Finland were at roughly the same level as five years previously: 48 per cent of the population aged 18–64 took part. This indicates a slowdown in the steady growth that has been recorded in participation rates since 1980 (Figure 3.1). On the other hand, the numbers attending adult education in 1995 were certainly depressed by mass unemployment. Indeed for those with jobs the growth rates have been higher: in 1990 the rate of participation was 55 per cent, in 1995 60 per cent. For those outside the active labour force, the figures were 27 per cent and 33 per cent, respectively.

If all formal and also non-formal, self-motivated studies are included, the proportion of adults attending all education or training has continued to increase. In 1990 59 per cent and in 1995 63 per cent of the population aged 18–64 took part.

Participation increased in oldest age groups

In the age group over 44 participation in adult education has continued to increase quite rapidly (Figure 3.2). In 1990 48 per cent of people in the age group 45–54 attended adult education, five years later in 1995 the figure was 54 per cent. In 1980, 31 per cent of the age group 45–54 attended adult education. In the age group over 54 the growth has been even faster: the figure for 1980 (15 %) increased

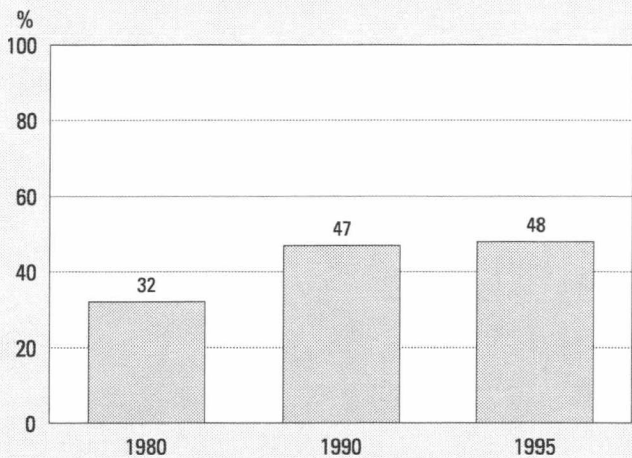
through 25 per cent in 1990 to 32 per cent in 1995. In the younger age group of 25–29 years, the participation rate dropped by four percentage points from 1990 to 51 per cent in 1995. This trend is explained by the high level of unemployment among young people. In all other age groups the rate of participation has remained more or less unchanged.

The gender difference has remained at roughly ten percentage points in favour of women ever since the 1980s (Figure 3.3).

Towards greater equality in adult education

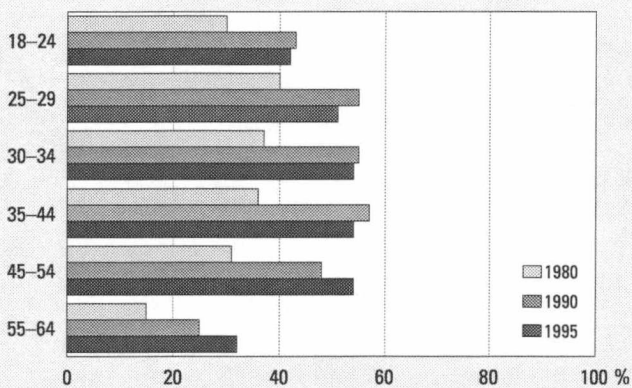
The trend observed in the comparison of different age groups towards greater equality in adult education, with the more passive groups becoming more actively involved, also applies to different socio-economic groups (Figure 3.4). Whereas attendance among upper white-collar employees has tended to decline, the opposite is true of pensioners, blue-collar workers, farmers and students. The dramatic increase recorded for farmers from 30 per cent in 1990 to 44 per cent in 1995 is explained mainly by the training needs deriving from Finland's membership of the European Union.

An examination of trends in adult education by level of initial education and type of municipality also suggests that there is a movement towards greater equality (Figures 3.5 and 3.6). However, these changes can be explained by random sample variation. The trend towards greater equality in adult education is seen even more clearly in the case of work-related training (Chapter 4).



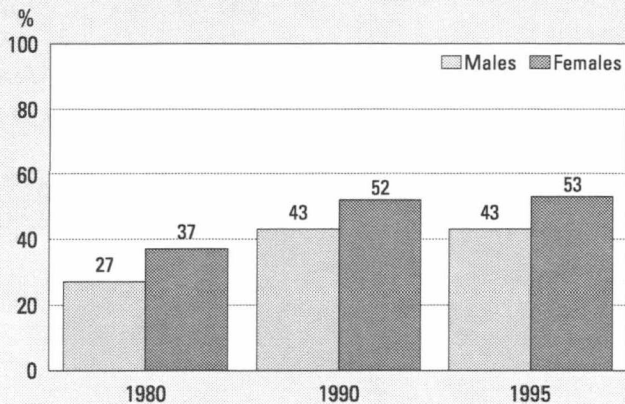
3.1

Participation in adult education and training in 1980, 1990 and 1995 (population aged 18–64)



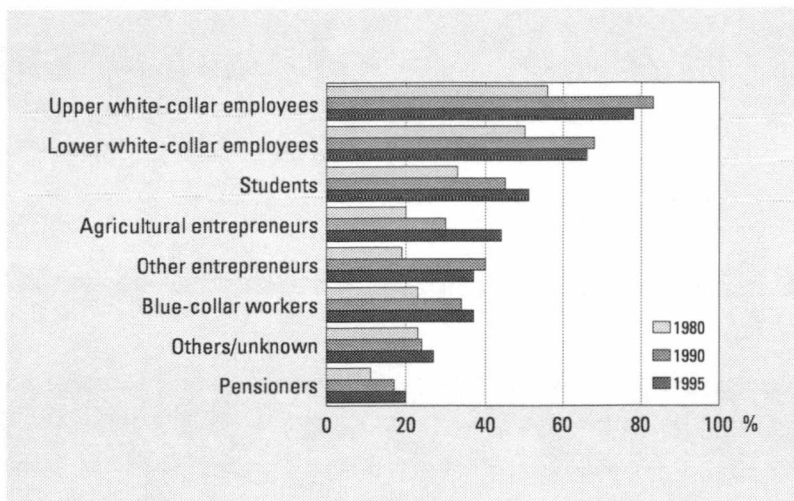
3.2

Participation in adult education and training by age in 1980, 1990 and 1995 (population aged 18–64)



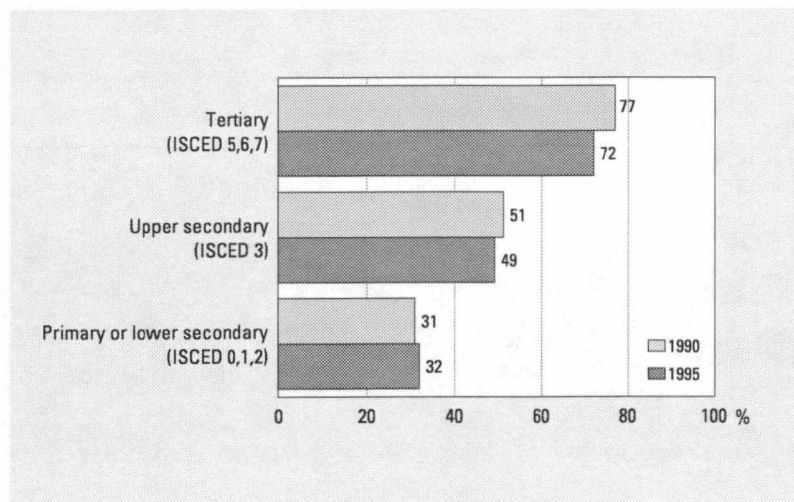
3.3

Participation in adult education and training by gender in 1980, 1990 and 1995 (population aged 18–64)



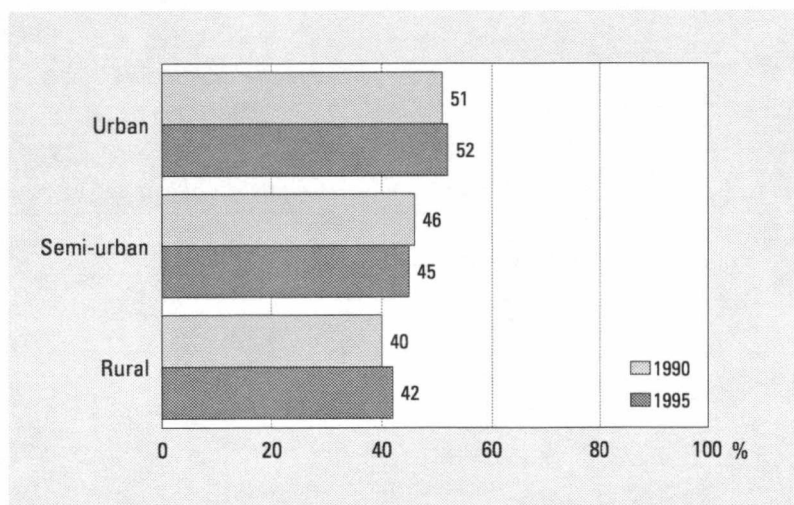
3.4

Participation in adult education and training by socio-economic group in 1980, 1990 and 1995 (population aged 18–64)



3.5

Participation in adult education and training by highest level of educational attainment in 1990 and 1995 (population aged 18–64)



3.6

Participation in adult education and training by type of municipality in 1990 and 1995 (population aged 18–64)

4. JOB- OR OCCUPATION-RELATED ADULT EDUCATION

43 per cent of labour force in work-related adult education

Work-related training is the most common form of adult education. In 1995 a total of around one million people in Finland took part in this type of vocational training, representing 43 per cent of the labour force. The corresponding figure in 1990 was marginally higher at 44 per cent. This trend is explained by the dramatic increase during this period in unemployment: after all the bulk of work-related training is employer-sponsored, which means that people who are out of work are by definition excluded.

Half of the employed work force in work-related training

Participation in work-related training among people in work has increased by five percentage points since 1990 to 50 per cent. On the other hand, for those out of work the figure has remained unchanged at 13 per cent. Education and training for the unemployed typically consists of long-term training courses, often spread out across a number of periods. It follows that people who are out of work spend more time in their studies than the employed work force: the median duration of education for the former was 41 days, for the latter 5 days.

Women attended work-related training more often than men. In 1995 the attendance rate for women was 46 per cent, for men 39 per cent. Looking at the employed work force only, we find that participation has increased

at roughly the same rate for both women and men since 1990 (Figure 4.1), among women to 54 per cent and among men to 46 per cent. Among the unemployed the gender difference is non-significant (Figure 4.2).

Both men and women in work spent five days a year in work-related education.

Oldest age groups in the employed work force show increased activity

Participation in work-related training was highest in the age groups 30–54 (45–47 %), lowest in the youngest (27 %) and oldest age group (33 %) (Figure 4.3). On the other hand, those who attended adult education in the youngest age groups spent the most amount of time in their studies (median 9.5 days), while the median for other groups was between four and six days. People in the age group 55–64 spent the least amount of time in work-related training (four days). Women outnumbered men in work-related training most clearly in the most active age groups (Figure 4.4). By contrast, there were hardly any gender differences in the most passive age groups.

In the employed work force the increase in participation is explained by the higher level of activity showed by the oldest age groups. In the age group 45–54 the rate of participation rose from 45 per cent in 1990 to 53 per cent in 1995. The increase was even faster in the age group 55–64: in 1990 only 28 per cent in this age group attended work-related training, by 1995 the figure had increased to 43 per cent (Figure 4.5).

Among the unemployed participation in work-related training was highest in the age group 25–29, of whom 18 per cent attended in 1995. With the exception of the oldest groups, however, the differences between age groups are very small, with the participation rates ranging from 12 to 18 per cent. In the oldest unemployed age group (55–64), only one per cent took part in work-related training (Figure 4.6). There are various possible explanations: people who are approaching retirement no longer believe they can find a new job, their values may be changing, and they may attach less importance to work in their life.

Participation in work-related training increased among blue-collar workers and those with a low level of education

By socio-economic status, participation in work-related training was highest among upper white-collar employees: 68 per cent in this category attended education in 1995 (Figure 4.7). Among lower white-collar employees the figure was 55 per cent and among farmers 31 per cent. The lowest rates were recorded for the category 'others' (14 %) as well as entrepreneurs (excluding farmers) (23 %). Upper white-collar women attended education and training more often than upper white-collar men (Figure 4.8). The amount of time spent in education was seven days for upper white-collar employees and three days for blue-collar workers.

Among those in work, participation has increased most notably in two socio-economic groups: the participation of blue-collar workers has risen from 28 to 35 per cent, and that of farmers (training required by EU member-

ship) from 12 to 32 per cent. In all other socio-economic groups the participation rate has remained roughly at the 1990 level (Figure 4.9).

For the unemployed, comparison of socio-economic status groups is complicated by the small proportion of certain groups (such as upper white-collar employees) in the sample. Although the percentage statistics suggest that unemployed upper white-collar employees attend work-related training more actively than other socio-economic status groups, their number in the sample (33) is too small for the differences to reach statistical significance (Figure 4.10).

Among people with a tertiary degree (ISCED 5,6,7) 65 per cent of the labour force participated in work-related training in 1995 (Figure 4.11). Among those with an upper secondary degree (ISCED 3), 41 per cent attended and among those with a primary or lower secondary degree 28 per cent. Those with a higher level of education also spent more time than average in their training and education. Students with a tertiary degree spent a median of seven days in training, those with an upper secondary degree five days and those with a primary or lower secondary degree four days. Women with a tertiary and an upper secondary degree attended work-related training more often than men (Figure 4.12).

Among those in the employed work force, participation in work-related training also showed signs of a movement towards greater equality: whereas the rate of participation among those with a tertiary degree dropped by six percentage points between 1990 and 1995 from 74 to 68 per cent, the corresponding figure for those with a primary or lower secondary degree increased from 29 to 35 per cent (Figure 4.13).

Among the unemployed, too, those with the highest level of initial education took part in work-related training to a greater extent than those with less education. Among those with a tertiary education but currently out of work, 32 per cent took part in this training, while the figure for those with a primary or lower secondary initial education in 1995 was only 7 per cent (Figure 4.14).

Increasing numbers of wage earners in employer-sponsored training

Staff training or employer-sponsored training comprises the bulk of work-related training. This category consists of education and training during working hours as well as training whose costs are covered in full or in part by the employer.

In 1995 around 830 000 persons attended employer-sponsored training, representing 52 per cent of all wage earners aged 18–64. This marks an increase of about four percentage points on the figure recorded in 1990. In this comparison, however, we need to bear in mind the changes that have happened in the wage earner structure: the number of wage earners since 1990 has dropped and their level of education has risen.

Women are more active than men in employer-sponsored training: in 1995 over half or 55 per cent of women took part in employer-sponsored training, among men the figure was 49 per cent. In both genders the participation rate had increased since 1990 by roughly the same amount (Figure 4.15). By age groups, participation in employer-sponsored training was highest among wage earners aged 45–54, with an attendance rate of 57 per cent (Figure 4.16). The figure

was lowest (33 %) in the youngest age group of wage earners, i.e. those aged 18–24.

Women and men exhibit different profiles of participation by age groups (Figure 4.17): among women the participation rate increases sharply from 30 per cent in the youngest age group to 59 per cent among those aged 30–34, then remains steadily high at 57 per cent. Among men participation is also lowest in the youngest age group (35 %) and highest among those aged 45–54 (56 %). The differences between other age groups are minor.

Trend towards greater equality also seen in employer-sponsored training

The trend towards greater equality in adult education is very clearly in evidence in employer-sponsored training. Looking at participation rates by age groups up to 1990, we find that the sharpest increase has occurred in the oldest age group (55–64 years): the figure has gone up from 37 per cent in 1990 to 51 per cent in 1995. Another significant change is the emergence of the aged group 45–54 as the most active group, with their participation rate climbing from 48 to 57 per cent (Figure 4.18).

As far as socio-economic status and initial education are concerned the trends in employer-sponsored education are consistent with the patterns for adult education in general: participation rates are highest among people with a high level of education and in higher positions (Figures 4.19–4.22).

Big companies most active in staff training

Participation in employer-sponsored training correlates directly with the size of the company, as measured in terms of staff numbers:

the bigger the company, the larger the proportion of staff who take part in training. In companies with 500 or more employees staff members attended training almost twice as often as people in companies with less than 50 people (Figure 4.23).

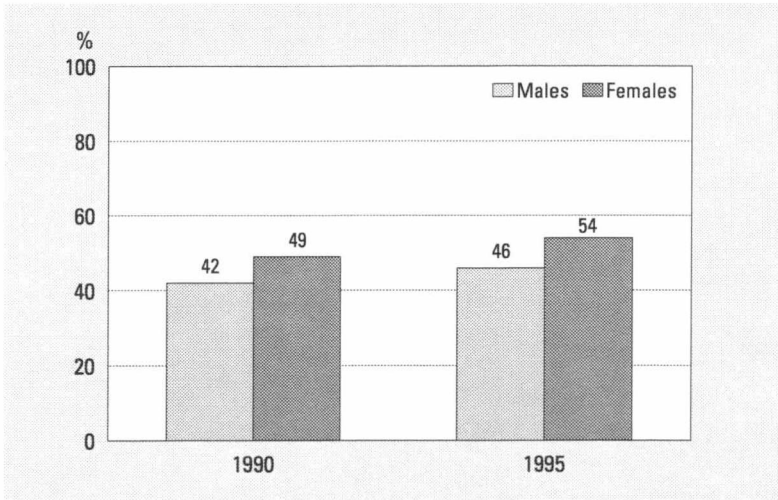
The trends in employer-sponsored training since 1990 also point in the direction of greater equality with regard to socio-economic status and initial education. Training among blue-collar workers increased by seven percentage points to 33 per cent (Figure 4.24). Among people with a tertiary degree, participation in employer-sponsored training actually declined from 76 per cent in 1990 to 68 per cent in 1995. By contrast, among people with an upper secondary degree or a primary or lower secondary degree participation in employer-sponsored training increased by roughly the same amount (Figure 4.25).

New information technology most common subject in employer-sponsored training

The subject of employer-sponsored training depends largely on the sector or industry concerned. The most common subject of employer-sponsored training was information

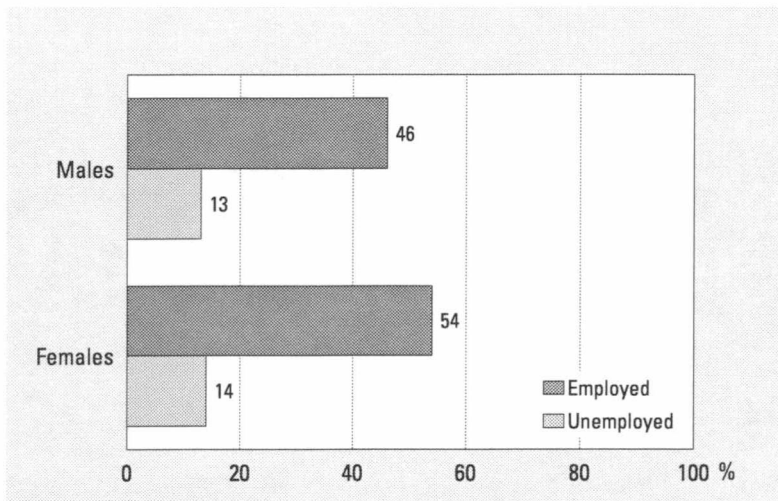
technology: 26 per cent of those who attended training sponsored by the employer took courses that had to do with new information technology. The second most common subject was legal science, social sciences and behavioural sciences, including management and supervisor skills, with 24 per cent of those involved in employer-sponsored training taking part. Seven per cent of those participating in employer-sponsored training studied foreign languages (Figure 4.26).

Information technology was a common subject of study among those aged 25–54. In the youngest age group (18–24 years) the most common subjects of study were training related to service industries, labour protection, industrial security and civil defence. In the oldest age group the most common subject was legal science, social sciences and behavioural sciences, including management and supervisor skills. The same subject was also more popular than average among upper white-collar employees and the highly-educated. The most popular subjects for blue-collar workers were *technology and the natural sciences*. Men outnumbered women most clearly on courses related to technology and the natural sciences, whereas women were most clearly overrepresented in *health care and social welfare training*.



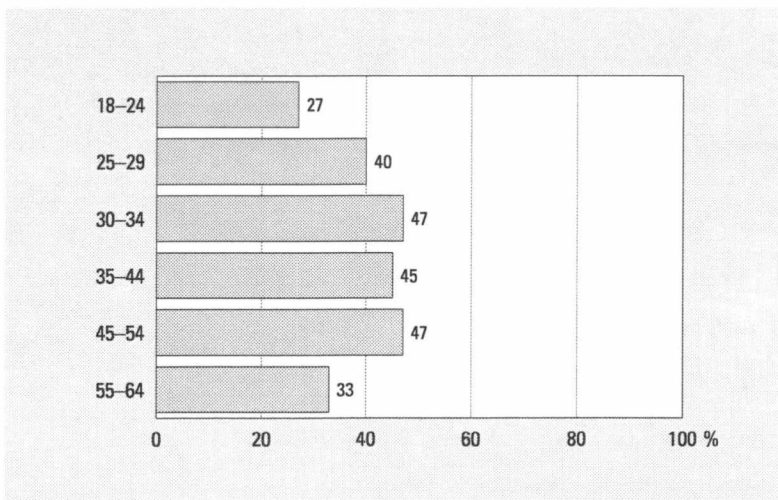
4.1

Participation in job- or occupation-related training by gender in 1990 and 1995 (employed population aged 18–64)



4.2

Participation in job- or occupation-related training by gender and current employment situation in 1995 (labour force aged 18–64)

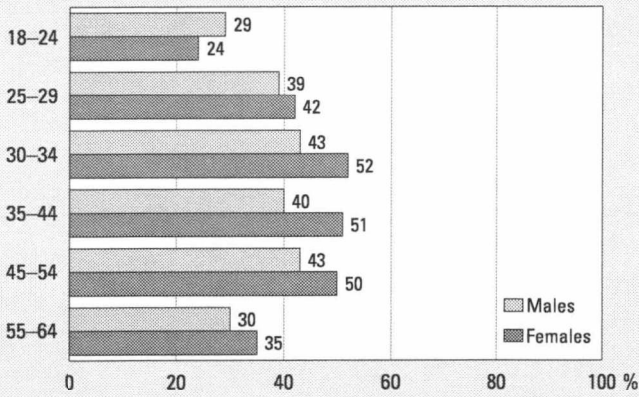


4.3

Participation in job- or occupation-related training by age in 1995 (labour force aged 18–64)

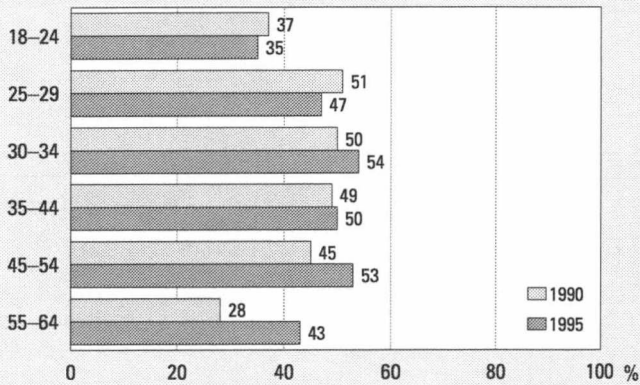
4.4

Participation in job- or occupation-related training by age and gender in 1995 (labour force aged 18–64)



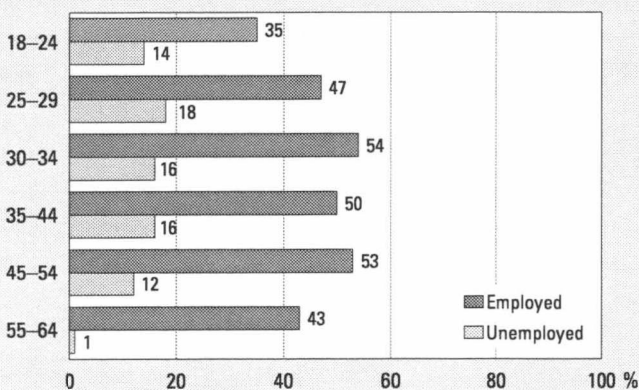
4.5

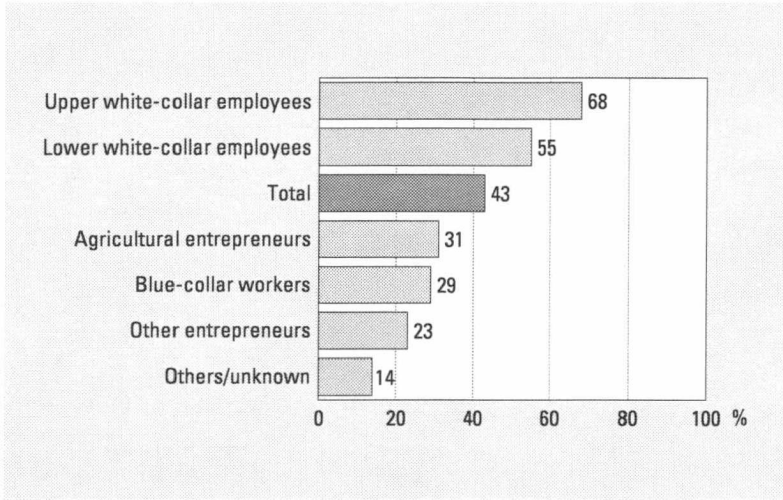
Participation in job- or occupation-related training by age in 1990 and 1995 (employed population aged 18–64)



4.6

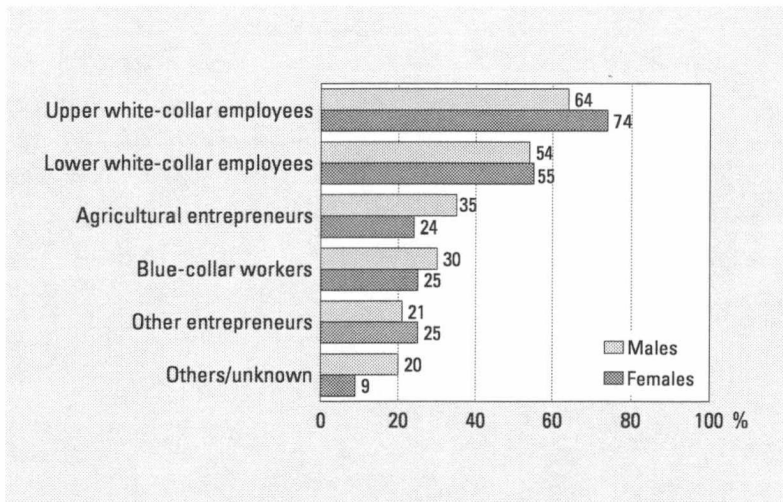
Participation in job- or occupation-related training by age and current employment situation in 1995 (labour force aged 18–64)





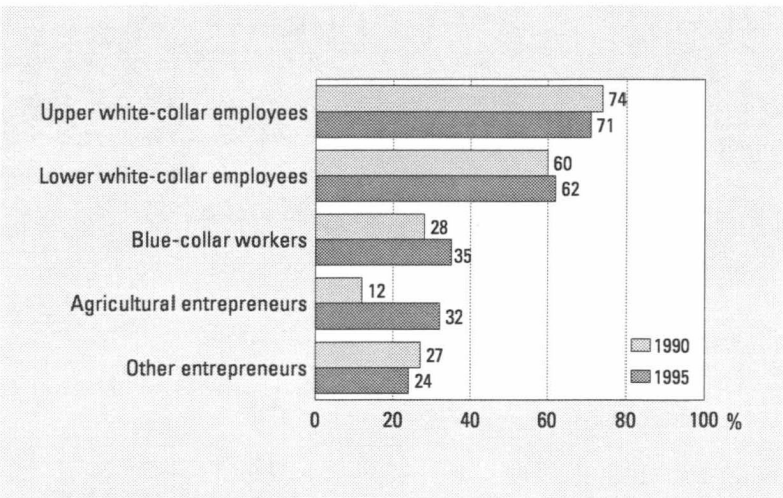
4.7

Participation in job- or occupation-related training by socio-economic group in 1995 (labour force aged 18–64)



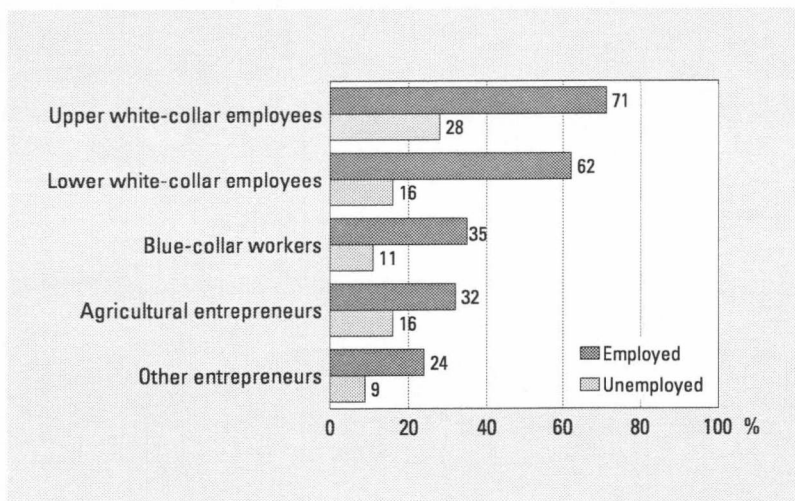
4.8

Participation in job- or occupation-related training by socio-economic group and gender in 1995 (labour force aged 18–64)



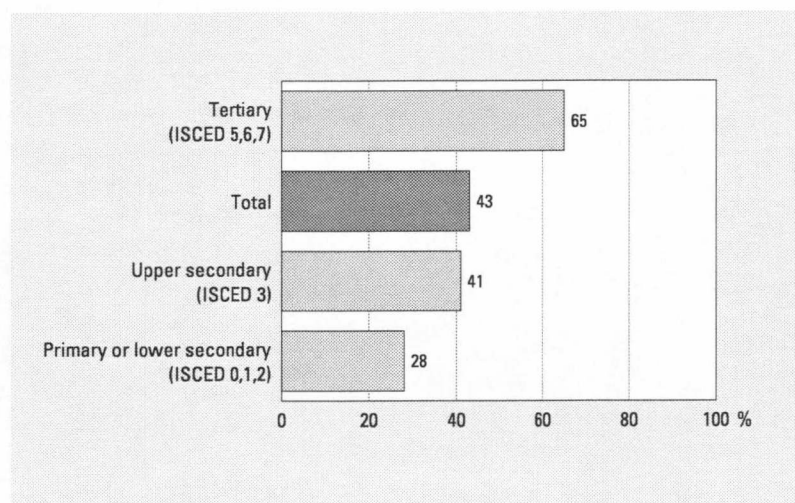
4.9

Participation in job- or occupation-related training by socio-economic group in 1990 and 1995 (employed population aged 18–64)



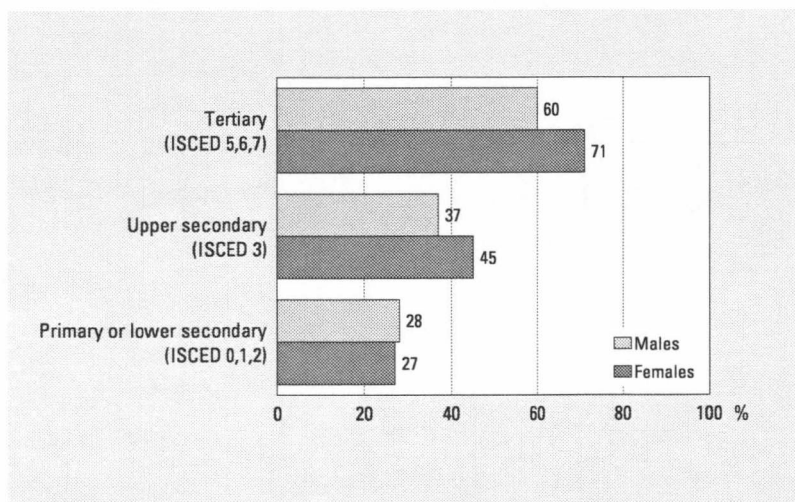
4.10

Participation in job- or occupation-related training by socio-economic group and current employment situation in 1995 (labour force aged 18–64)



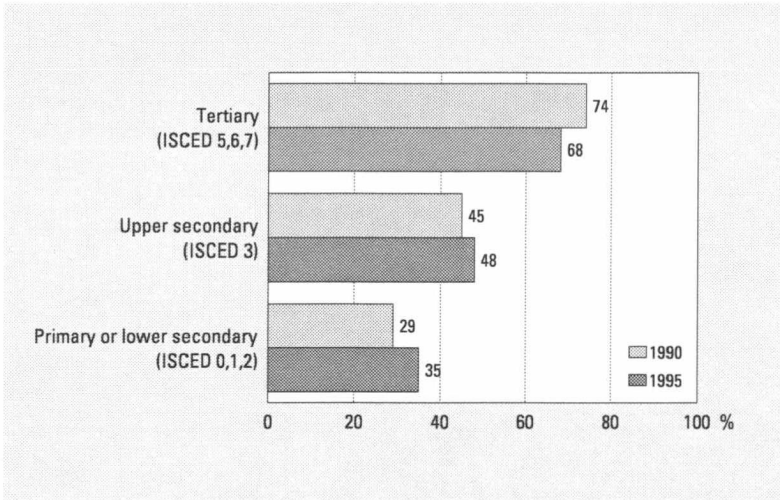
4.11

Participation in job- or occupation-related training by highest level of educational attainment in 1995 (labour force aged 18–64)



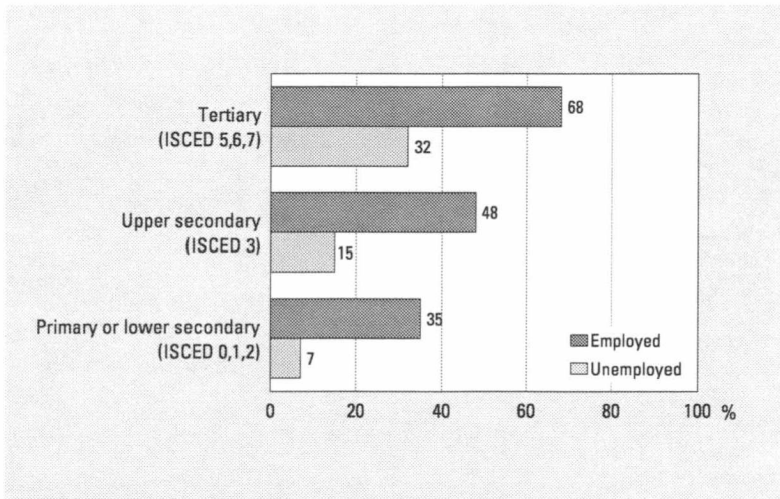
4.12

Participation in job- or occupation-related training by highest level of educational attainment and gender in 1995 (labour force aged 18–64)



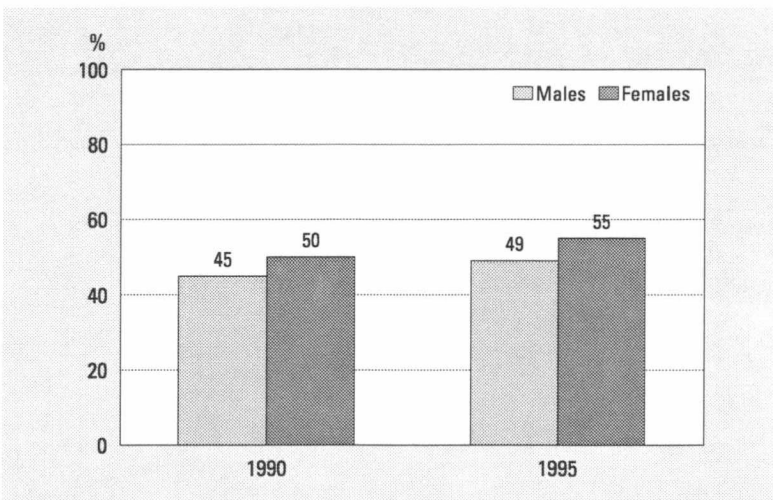
4.13

Participation in job- or occupation-related training by highest level of educational attainment in 1990 and 1995 (employed population aged 18-64)



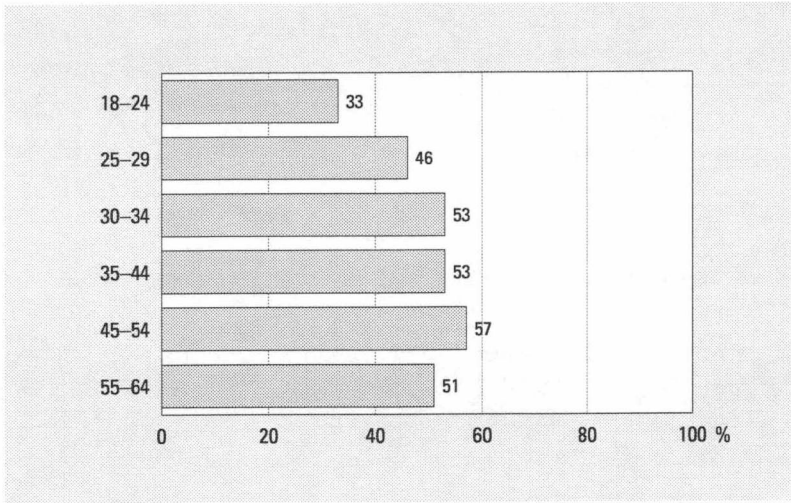
4.14

Participation in job- or occupation-related training by highest level of educational attainment and current employment situation in 1995 (labour force aged 18-64)



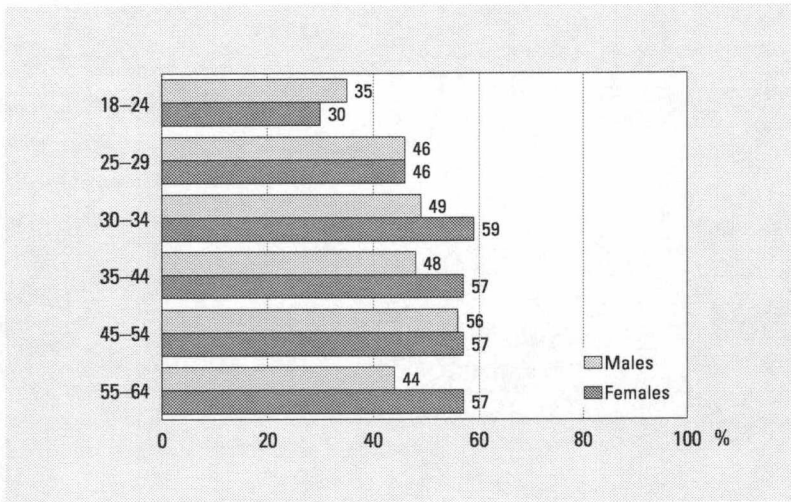
4.15

Participation in employer-sponsored training by gender in 1990 and 1995 (employees aged 18-64)



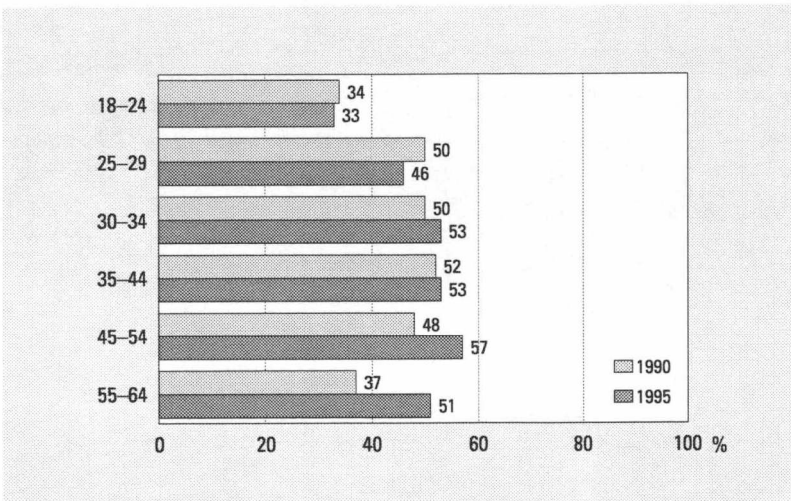
4.16

Participation in employer-sponsored training by age in 1995 (employees aged 18-64)



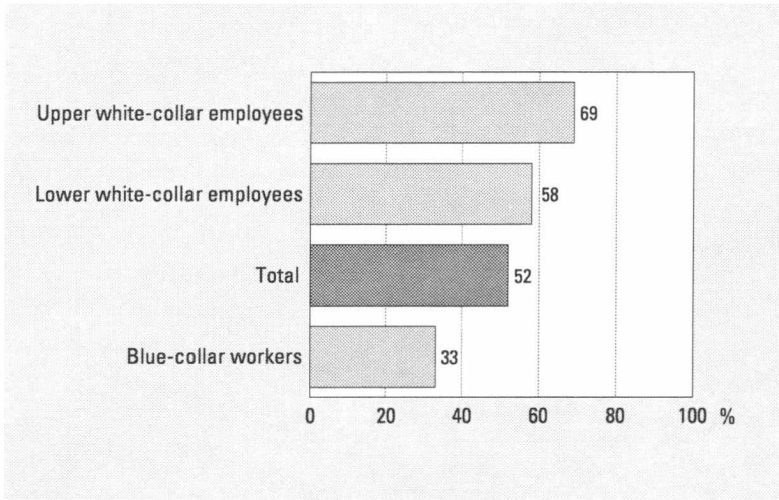
4.17

Participation in employer-sponsored training by age and gender in 1995 (employees aged 18-64)



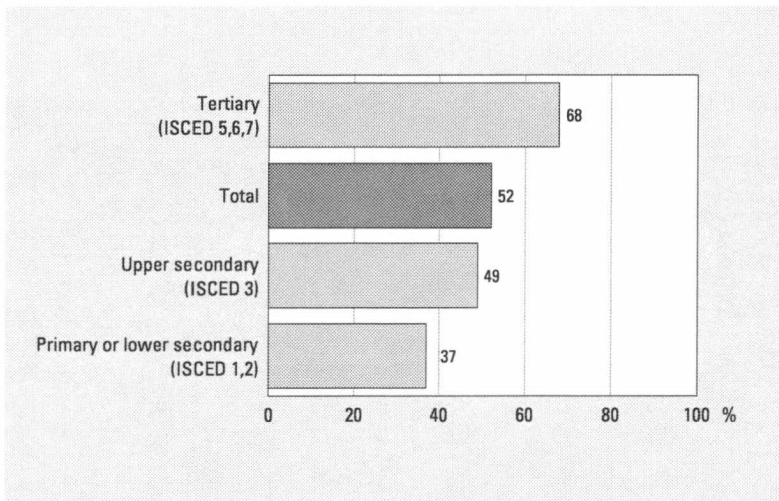
4.18

Participation in employer-sponsored training by age in 1990 and 1995 (employees aged 18-64)



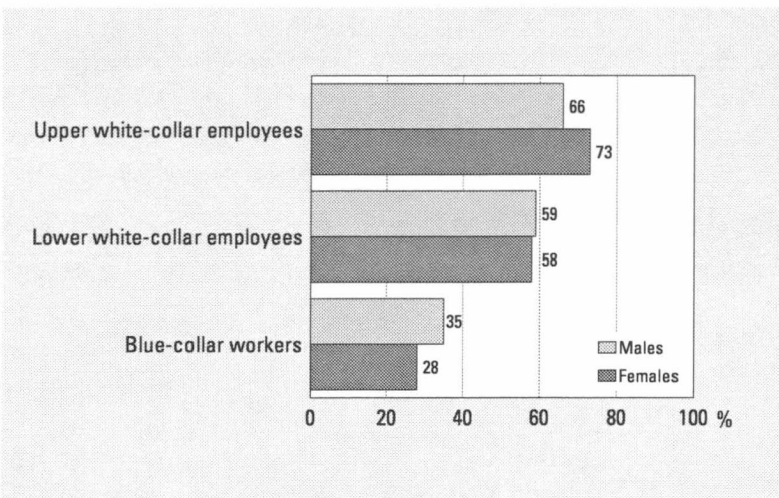
4.19

Participation in employer-sponsored training by socio-economic group in 1995 (employees aged 18–64)



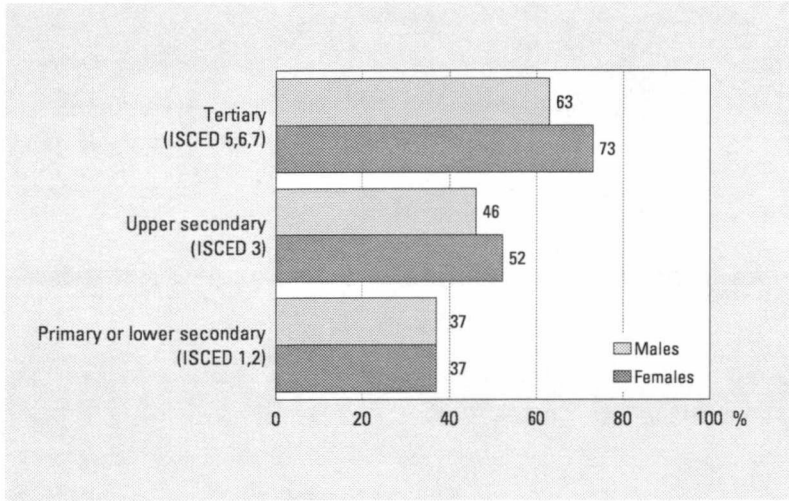
4.20

Participation in employer-sponsored training by highest level of educational attainment in 1995 (employees aged 18–64)



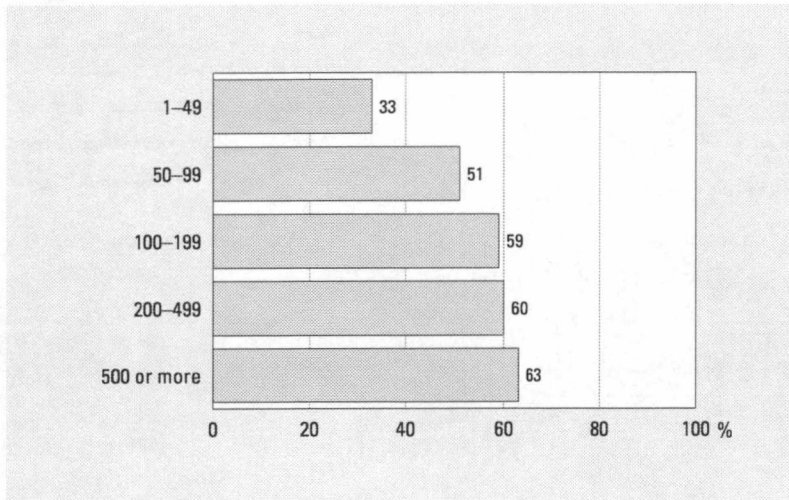
4.21

Participation in employer-sponsored training by socio-economic group and gender in 1995 (employees aged 18–64)



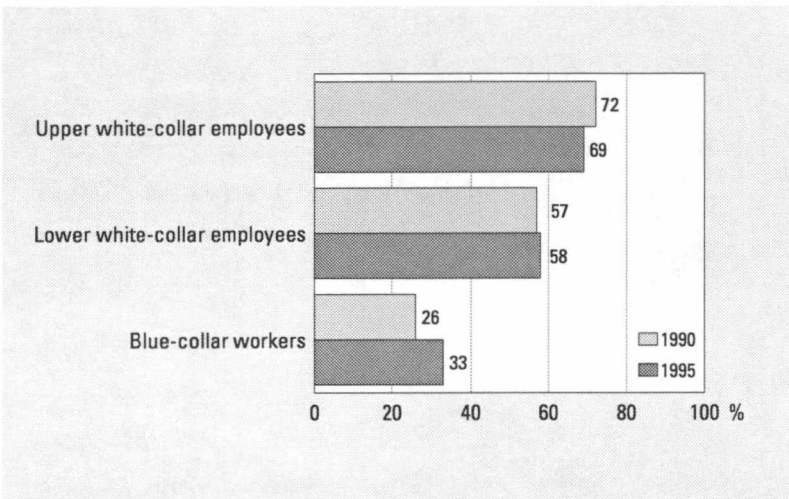
4.22

Participation in employer-sponsored training by highest level of educational attainment and gender in 1995 (employees aged 18–64)



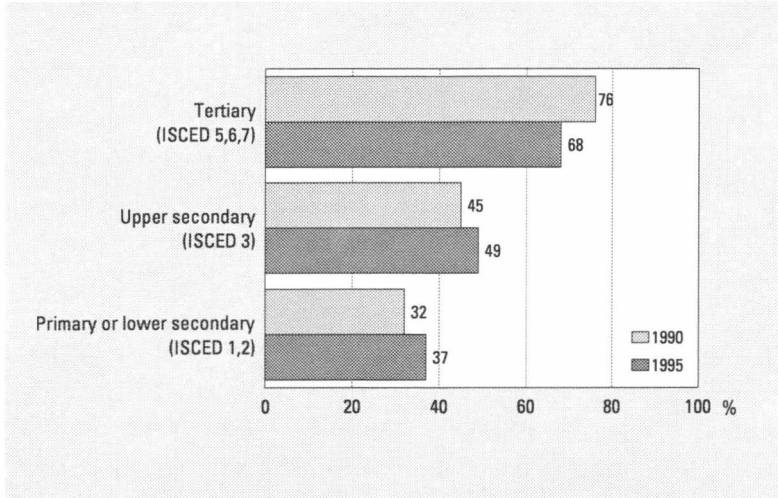
4.23

Participation in employer-sponsored training by number of employees in the firm (employees aged 18–64)



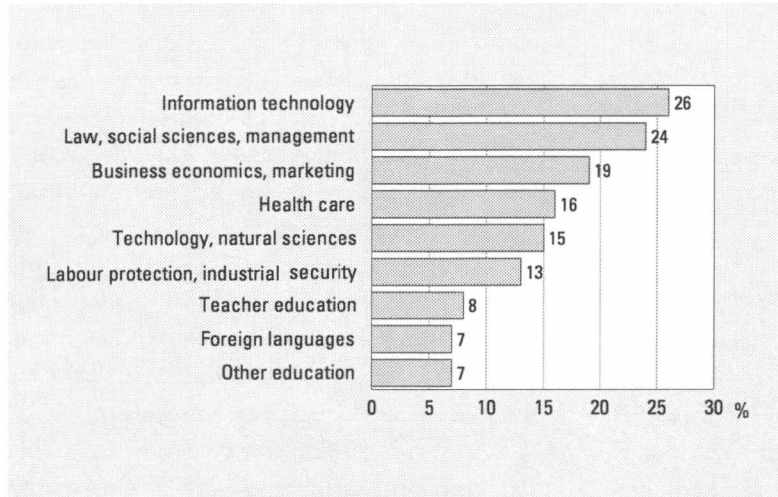
4.24

Participation in employer-sponsored training by socio-economic group in 1990 and 1995 (employees aged 18–64)



4.25

Participation in employer-sponsored training by highest level of educational attainment in 1990 and 1995 (employees aged 18–64)



4.26

Subject of training (employees aged 18–64 taking part in employer-sponsored training)

5. SELF-DIRECTED STUDIES

Over one-fifth of the population study for self-improvement outside the formal education system

Over 60 000 persons aged 18–64 or 22 per cent of the Finnish population study independently for self-improvement, working on their own or with friends or colleagues without the intervention of any organisation. The minimum duration of self-learning was set at 20 hours of independent study a year. Most of the reported self-learning (68 %) took place during out-of-work time only. Eight per cent said they studied during working hours only, 24 per cent engaged in self-learning during both working hours and out-of-work time.

Information technology top subject

Information technology and computer skills were the most common subject of self-learning during both working hours and out-of-work time. Among those studying during out-of-work time 20 per cent learned computer skills, among those studying during working hours the figure was 34 per cent. The second most common subject among those studying during out-of-work time were foreign languages (18 %). Technology and natural sciences were also popular, ranking third during out-of-work time (14 %) and second during working hours (21 %). Arts and handicraft skills (13 %) were also fairly common during out-of-work time, during working hours 15 per cent said they studied business economics, marketing and clerical work.

Men more active than women

In contrast to the situation in formal adult education, men are more active in self-learning than women. During 1995 25 per cent of men and 19 per cent of women studied independently to acquire new skills and knowledge. Participation was highest in the age group 30–34, with 30 per cent reporting that they had studied independently for self-improvement during 1995 (Figure 5.1), and second highest in the age group 25–29. Self-learning was least common in the age group 55–64 years, with only 14 per cent indicating that they had studied independently. In the age group 25–29 years, the proportion of men involved in self-learning was more than twice as high as the corresponding proportion of women: 35 per cent of the men and 14 per cent of the women in this age group reported that they had studied independently for self-improvement (Figure 5.2). In the age group 35–44, too, men were far more active in this respect than women.

Self-learning was most common in the socio-economic group of upper white-collar employees, with the participation rate in 1995 at 38 per cent report, followed by entrepreneurs at 32 per cent. The lowest rate was recorded for pensioners: only 12 per cent studied to learn new skills in 1995 (Figure 5.3). Men were more active than women most notably in the socio-economic groups of upper and lower white-collar employees. Blue-collar males were also more active in self-learning than blue-collar women (Figure 5.4).

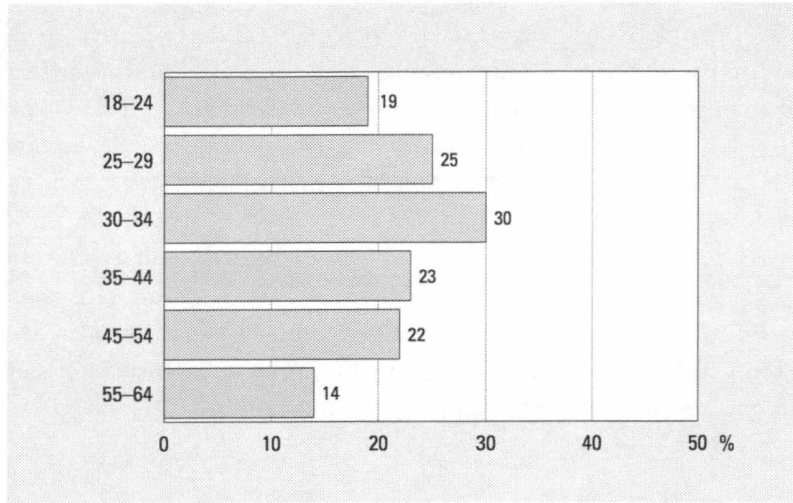
Initial education is also a significant factor in self-learning. The trend is the same as in other areas of adult education: people with the

highest education are more active, those with the lowest level of education least active (Figure 5.5). Men with a tertiary and an upper secondary education are more active in self-learning than women with the corresponding initial education (Figure 5.6).

Employment status also correlates with self-learning, although not as strongly as in the case of organised adult education. In 1995 the self-learning rate in the employed population was 25 per cent, among the un-

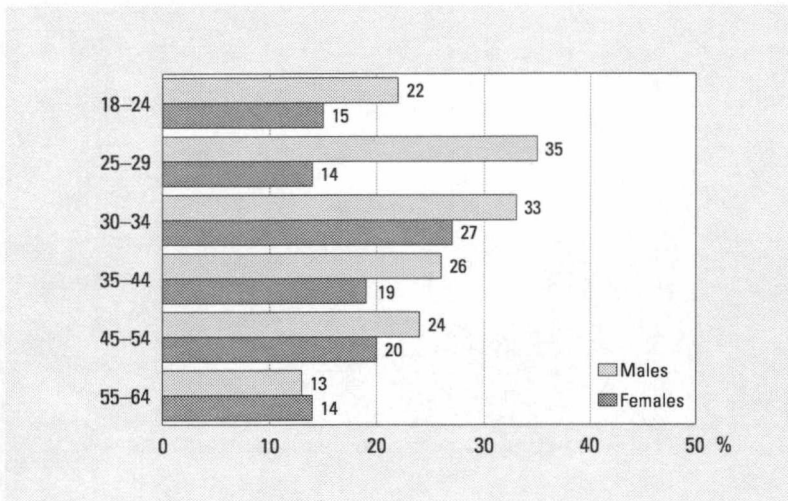
employed 17 per cent. The same pattern is repeated among both males and females. However, it is noteworthy that the self-learning rate is as high among unemployed men as among employed women (Figure 5.7).

Those attending organised adult education also showed a higher self-learning rate than those who did not attend organised adult education (Figure 5.8). The difference is wider among men than women.



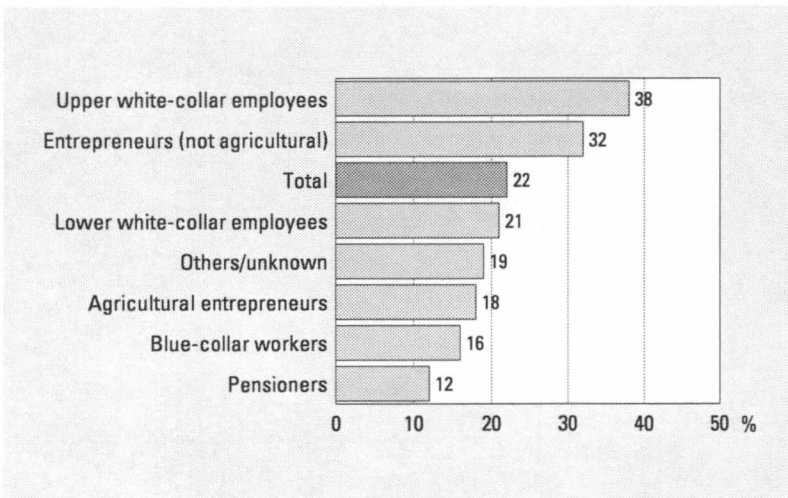
5.1

Self-directed studies by age (population aged 18-64)



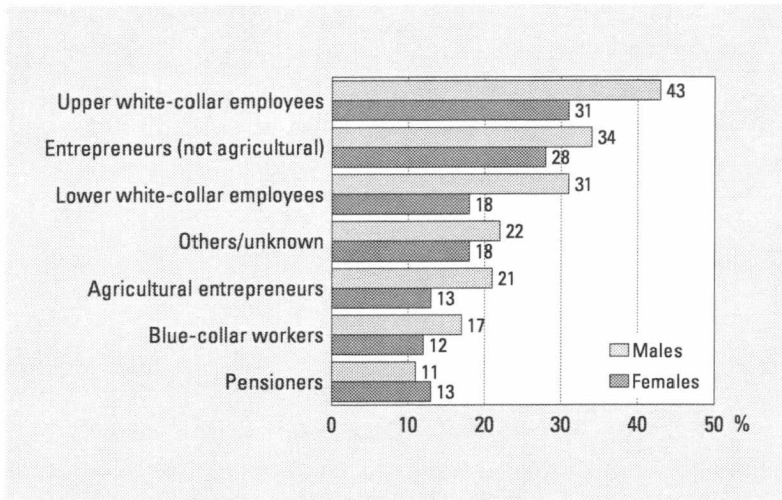
5.2

Self-directed studies by age and gender (population aged 18-64)



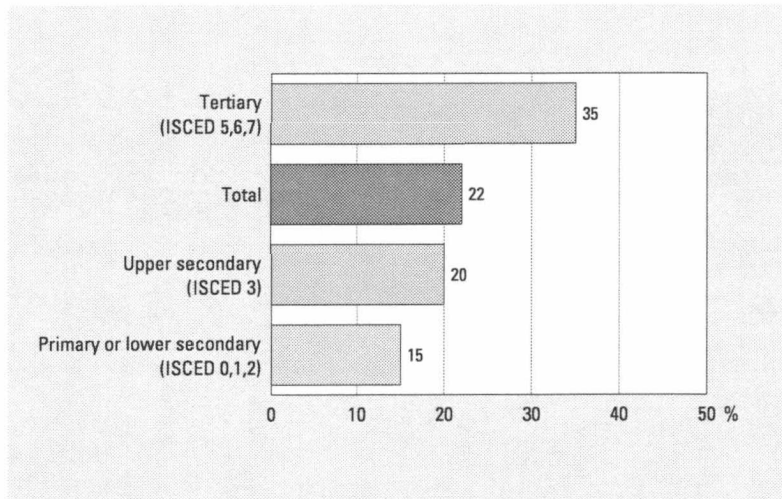
5.3

Self-directed studies by socio-economic group (population aged 18-64)



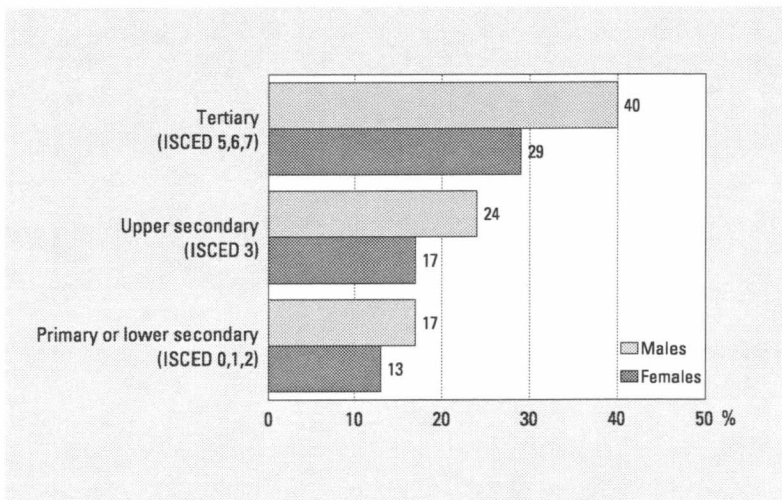
5.4

Self-directed studies by socio-economic group and gender (population aged 18–64)



5.5

Self-directed studies by highest level of educational attainment (population aged 18–64)

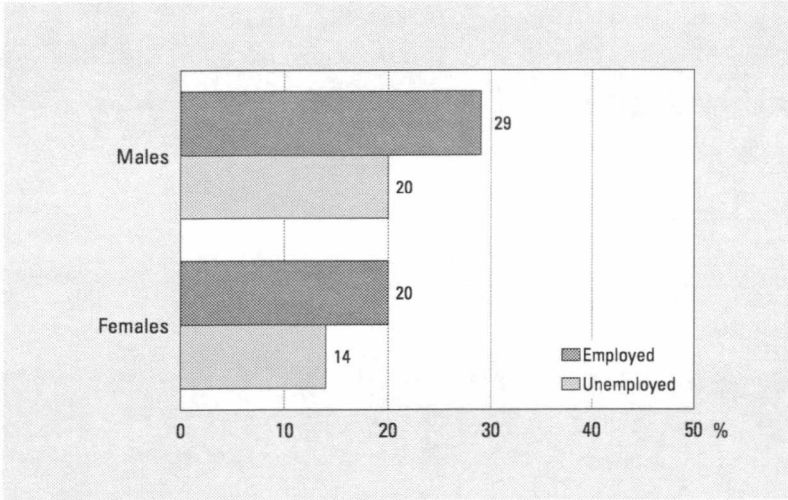


5.6

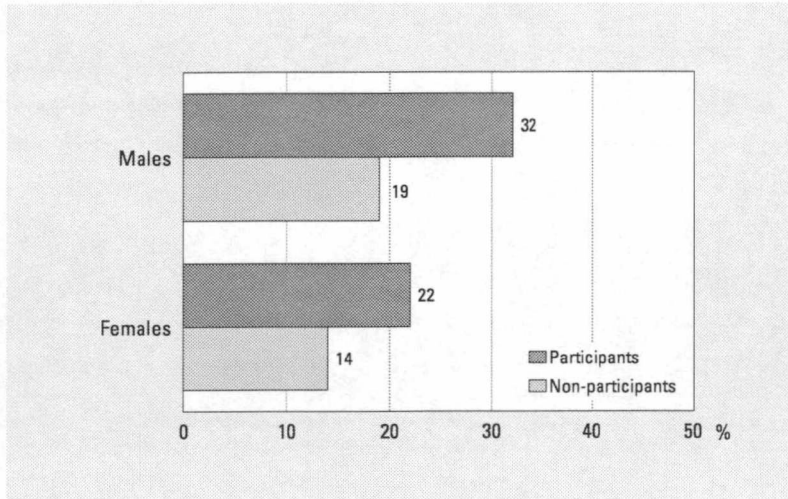
Self-directed studies by highest level of educational attainment and gender (population aged 18–64)

5.7

Self-directed studies by current employment situation and gender in 1995 (population aged 18–64)

**5.8**

Self-directed studies by participation in adult education and training during the previous 12 months and gender (population aged 18–64)



6. PERCEIVED BENEFITS, INTEREST AND MOTIVES

Work-related training brings new job tasks

Almost half (46 %) of the respondents who said they had ever attended work-related training had been assigned to new job tasks (Figure 6.1). The second most common benefit of training was promotion to a more demanding job (38 %) and the third most common securing one's job (34 % of those who had been in training).

Although women are more active in work-related training than men, it is men who feel they have benefited more often from the training. Men report more often than women that their pay has improved, that they have been assigned to new and more demanding job tasks, and that they have secured their job by virtue of training. Likewise, men report more often than women that work-related training has helped them secure a permanent job. (Appendix table 1.)

Benefits of training most clearly visible in the oldest age groups

Those in the age group 45–64 who have taken part in work-related training report more benefits from the training than other age groups. This is explained by the fact that training and its impacts have accumulated over a longer period of time. Indeed many of the differences observed between different age groups in their responses to the benefits statements (e.g. better pay, promotion to more demanding job tasks and securing one's job) are explained by the longer employment and training history of the older age groups rather than by the factor of age itself.

Agricultural entrepreneurs feel that work-related training has helped to raise their pay more often than other occupational groups. In other respects, however, other entrepreneurs regard work-related training as more beneficial than others. Training has helped entrepreneurs more often than others to get into more demanding job tasks, to get new job tasks, to change jobs or secure their job. (Appendix table 2.)

People with a primary or lower secondary education feel that work-related training has helped them get more pay and more demanding job tasks more often than those with a higher initial education. The benefit of securing one's job is most prominent among respondents with an upper secondary education. (Appendix table 3.)

Very good experiences of employer-sponsored training

People who have attended employer-sponsored education feel that it has had many positive impacts even in the short term. Virtually all or 98 per cent of those attending employer-sponsored training during the previous 12 months felt that they had received useful new information (Figure 6.2). 92 per cent said that the training had helped them cope in their job or occupation, 89 per cent felt it had improved their job motivation.

Women have somewhat more positive experiences than men. Women felt more often than men that employer-sponsored training had helped them cope with their job or occupation, encouraged them to learn more and improved their work motivation. (Appendix table 4.)

Experiences of the impacts of employer-sponsored education are quite similar in different age groups. The only significant difference is that for young people the training has more often provided skills for new job tasks. (Appendix table 4.) By contrast, the differences by socio-economic status are quite clear: upper and lower white-collar employees report more positive experiences of employer-sponsored education than blue-collar workers. (Appendix table 5.)

People with a tertiary education have the best experiences of the benefits of employer-sponsored education, those with a primary or lower secondary education consider it least beneficial. People with a high level of education stressed the following benefits more often than others: education helps to cope with the job or occupation, teaches new skills for new job tasks, encourages to learn more and improves job motivation. (Appendix table 6.)

Almost two in three interested to take part in further work-related training

Almost two-thirds of the population aged 18–64 in the labour force said they would be interested to take part in further work-related training during the next few years. Women showed a somewhat greater interest than men: 65 per cent of women said they would be interested in further training, the figure for men was 61 per cent. The background variables of initial education and socio-economic status had a similar impact as in the case of participation in adult education: most interest was shown by people with a high level of education and upper and lower white-collar employees, least by people with a low level of initial education, agricultural entrepreneurs and

blue-collar workers. By age the level of interest differed to some extent from earlier participation. The greatest interest was shown by the youngest age groups. In the age group 18–24, as large a proportion as 78 per cent indicated that they would be interested in work-related training in the near future. The figure was almost the same (77 %) in the age group 25–29 years. The level of interest seems to decline with age: the lowest level of interest was shown by people in the age group 55–64, where only 24 per cent said they would be interested in work-related training.

Self-improvement and professional development the primary motives for training

By far the most important motive for training among those who indicated they were interested in work-related training was self-improvement: 96 per cent referred to this factor (Figure 6.3). The maintenance or improvement of professional skills was almost equally important (93 % of those interested in training). The third most important motive was to get more pay, mentioned by 73 per cent of those interested in training. The motive quoted least often from the list of pre-set alternatives was the participation of friends in training; only 13 per cent said this was the reason why they were interested in training. Change of occupation was also an insignificant motive for training.

Women interested in further training identified more motives than men. Women referred more often than men to unemployment or the threat of unemployment, the desire to change jobs, self-improvement, desire for change, desire to find new friends and gaining respect through education. Men for their part

referred more often to the motive of getting a pay rise. (Appendix table 7.)

Young people interested in further vocational training also identified a large number of motives. The accent in their responses was clearly on career advancement and the uncertainty on the job market caused by chronic mass unemployment among young people. The youngest age group referred more often than other age groups to the desire to earn more, to the threat of unemployment, the desire to get another or more demanding job, the desire to change jobs or one's occupation, gaining formal qualifications for a job, the desire to find new friends and to gain respect. Among older age groups the accent was on the motive on maintaining and improving one's professional skills. (Appendix table 7.)

The socio-economic status groups differed from one another on each motivation statement. Among upper and lower white-collar employees the accent was more clearly than in the other groups on self-improvement and the development of professional skills. Farmers referred more often to social factors (the desire to get new friends, because friends go as well), other entrepreneurs to the development of professional skills. Among blue-collar workers the accent was on factors related to incomes and position as well as social interaction (pay rise, getting other or more demanding job tasks, unemployment or the threat of unemployment, the desire to get a new job or to change occupations, desire to get new friends and because friends go). (Appendix table 8.)

The motives for participation in work-related training also differ sharply between people with different levels of education. In general, people with a high level of education are motivated by personal growth and

development, those with a low level of education by factors related to incomes and job tasks. People with a tertiary education (ISCED 5,6,7) are motivated more often than average by self-improvement and professional development. They refer less often than others to the threat of unemployment, the desire to change occupations, hopes of a pay rise, securing a permanent job, gaining formal qualifications and social factors (desire to get new friends, because friends go). Those with an upper secondary education are motivated more often than others by the desire to get new or more demanding job tasks, the desire to change jobs and to gain the respect that comes with education. People with a primary or lower secondary degree are motivated less often than other groups by the desire for change. (Appendix table 9.)

Employed and unemployed equally interested in training

The unemployed are equally interested as those who are employed to take part in work related training: 64 per cent of those out of work and 63 per cent of those in employment said they were interested. In other words it would seem that the lower rate of participation among the unemployed in adult education is not explained by passiveness but rather by the lack of opportunities or suitable training courses.

The reasons for the interest in work-related training are different for the employed and unemployed (Figure 6.4). The unemployed generally have more sources of motivation than those who are employed. People who are out of work tend to refer more often to motivational factors associated with employment and in-

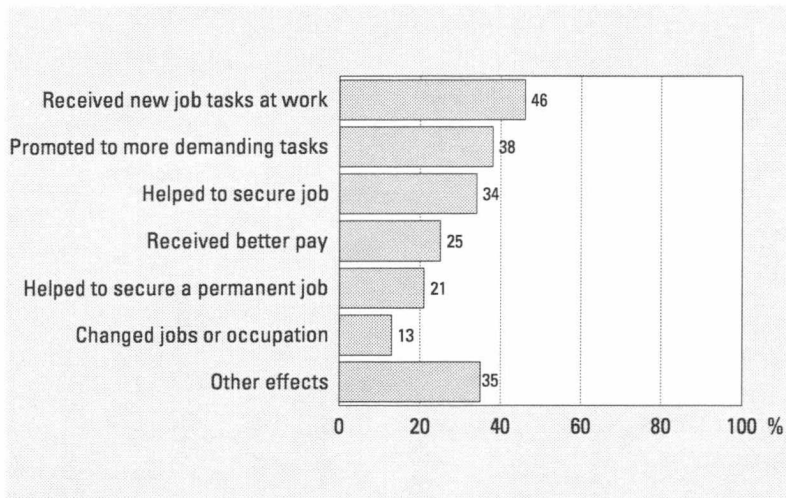
comes (unemployment or the threat of unemployment, the desire to change jobs or get a new job, the desire to change occupations, hopes of a better pay, securing a permanent job, gaining formal qualifications). Among those who have a job, the accent is more often on maintaining and developing professional skills. The unemployed refer more often to finding new friends, which is probably explained by the loss of social contacts that inevitably follows with unemployment.

Experiences of adult education influence willingness to study

Earlier experiences of adult education add to people's willingness and interest in further training. Out of those who attended adult education during the previous 12 months, 71 per cent indicated they were willing to take part in the future as well. The corresponding figure

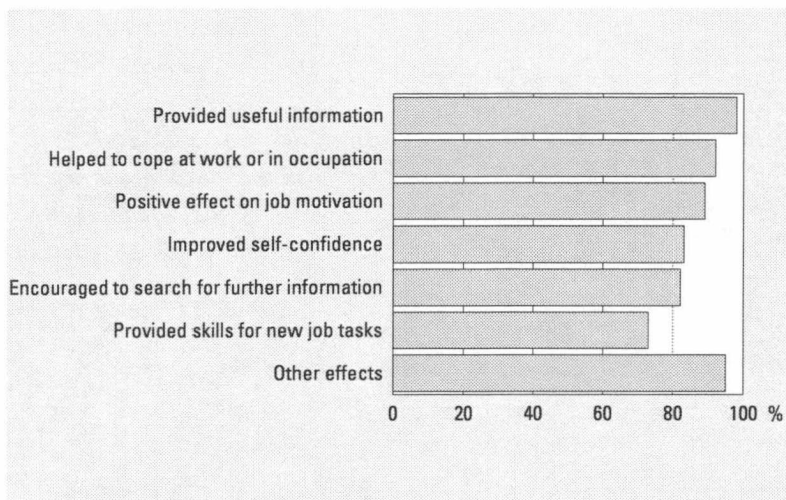
among those who had not attended adult education during the previous 12 months was 54 per cent.

The motives for participation among those interested in education differ between those with experiences of adult education during the past 12 months and those with no such experiences (Figure 6.5). However, these differences are largely explained by the internal structures of the corresponding groups: among those with experiences of adult education there is a larger proportion of people with a high level of education and upper white-collar employees, whereas among those who have not taken part in adult education the unemployed and people with a low level of education are overrepresented. Indeed in this latter group the accent tended to be on motivational factors associated with employment and incomes, whereas among those who had taken part reference was made more often to the development of professional skills.



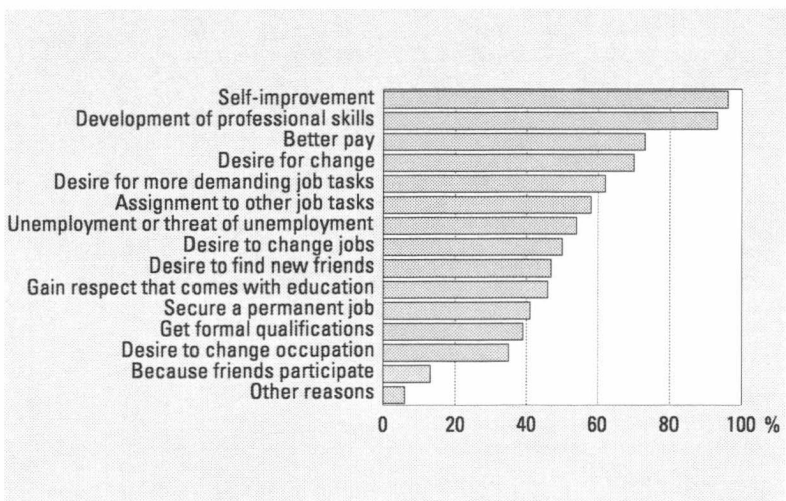
6.1

Effects of job- or occupation-related training (employees aged 18–64 taking part in training)



6.2

Effects of employer-sponsored training (employees aged 18–64 taking part in training)

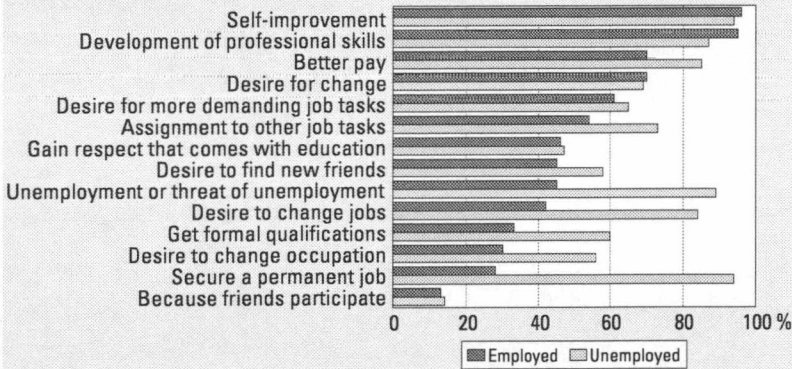


6.3

Main motives for participation in education and training (labour force aged 18–64)

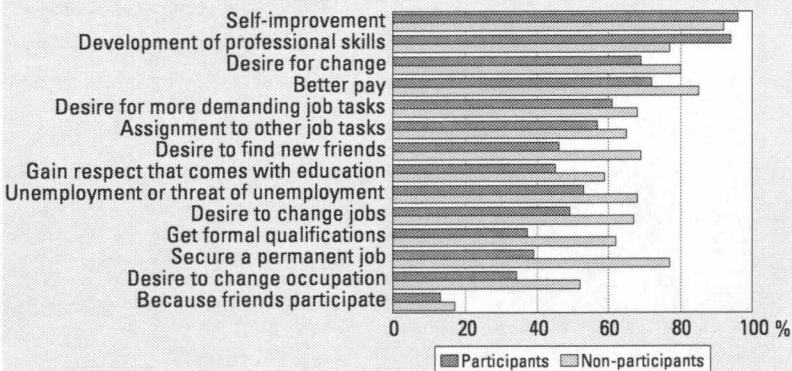
6.4

Main motives for participation in education and training by current employment situation (labour force aged 18–64)



6.5

Main motives for participation in education and training by participation in adult education and training during the previous 12 months (labour force aged 18–64)



7. OBSTACLES TO EDUCATION AND INFORMATION ABOUT TRAINING OPPORTUNITIES

Time pressure in the workplace main obstacle to participation in employer-sponsored training

Time pressure in the workplace is regarded as the biggest obstacle to participation in employer-sponsored education (Figure 7.1): 59 per cent of wage earners aged 18–64 identified time pressure as a difficulty. 42 per cent reported that their employer does not arrange training at all. The same proportion said no suitable training was available, 39 per cent complained that it was difficult to get into training courses that interested them. Overall it seems that there is at least no lack of interest: only 14 per cent identified lack of interest as an obstacle to participation in training.

Women identified time pressure in the workplace as an obstacle to participation more often than men did. 63 per cent of women felt that time pressure made it difficult for them to attend employer-sponsored training. The corresponding proportion for men was 55 per cent. Lack of suitable training and the difficulty of getting into interesting courses were also identified as obstacles more often by women. Women also reported fear of failure more often than men, although it was only identified as an obstacle to participation quite rarely in both genders (women 6 %, men 3 %). (Appendix table 10.)

Time pressure in the workplace affected participation in employer-sponsored training most particularly in the age group 25–34. The same age group also showed the most critical attitude towards the quality of training. People in the age group 25–44 had

more difficulty than others getting into suitable training. Lack of information is considered a problem less often in older age groups: in the age group 18–24 one-third identified lack of information as an obstacle, in the age group 55–64 only 10 per cent. A similar declining trend with increasing age can also be seen in experiences of the lack of suitable training as an obstacle to participation. The oldest age group identifies the fewest obstacles to participation in employer-sponsored training.

Attitudes towards training quality most critical among upper white-collar employees and the highly-educated

Upper white-collar employees refer more often than others to the quality of training as an obstacle to participation. Over one-quarter or 27 per cent in this socio-economic group felt that there is no point in attending education if there are no benefits. Lower white-collar employees and blue-collar workers refer to this factor equally often (lower white-collar employees 17 %, blue-collar workers 16 %). Upper white-collar employees also regard poor training quality as an obstacle more often than other groups (upper white-collar employees 27 %, lower white-collar employees 18 %, blue-collar workers 12 %). Likewise, time pressure in the workplace is most often a problem for upper white-collar employees and least often for blue-collar workers. Blue-collar workers refer more often than others to the dif-

difficulty of getting into interesting training courses. For blue-collar workers the practical side of training is mentioned more often than average as an obstacle: training is either not arranged or information is inadequate. Fear of failure is also more often an obstacle to this group of workers than to others. (Appendix table 11.)

Examined by the respondents' initial education, the results concerning the obstacles to participation largely follow the same pattern as that which emerged in the analysis of socio-economic status: people with a tertiary education (ISCED 5,6,7) feel more often than others that training is useless and that the quality of training is poor. Other factors that in this group present obstacles to participation are time pressure in the workplace and difficulties in getting into interesting courses. For those with an upper secondary degree (ISCED 3), lack of information appears as an obstacle to participation more often than in other groups. Among people with a primary or lower secondary degree (ISCED 1,2), lack of training provided by the employer and fear of failure are more prominent factors than in the other groups. (Appendix table 12.)

Employees in medium-sized companies (50–499 staff) identify more obstacles to participation in training than people working in small and big firms. Employees of medium-sized companies refer more often than others to the poor quality of training and to time pressure in the workplace. They also mention more often than others the lack of respect on the employer's part in education. People working in smaller companies refer more often than others to the lack of employer-sponsored training. (Appendix table 13.)

Lack of training provided by employer main obstacle for those not participating in adult education

People who had not attended adult education during the 12 months prior to the survey said the main obstacle to training was quite simply that their employer does not arrange any training (Figure 7.2): 56 per cent of the respondents who did not participate in adult education referred to this as an obstacle. Among those who had attended adult education, 41 per cent referred to the lack of training provided by the employer as an obstacle. Those who had attended adult education regarded time pressure in the workplace as the biggest obstacle (60 %); the corresponding proportion among those who had not been in adult education was only 42 per cent. People with experience of adult education also took a more critical attitude towards training and regarded the poor quality of training as an obstacle more often than those who did not have experience of adult education from the past 12 months.

Financial restraints main obstacle to education during out-of-work time

Financial restraints are the main obstacle to studies during out-of-work time for which people have to pay for themselves (Figure 7.3): 45 per cent of the Finnish population aged 18–64 (excluding students and conscripts) said that money was an obstacle. The second most common obstacle was the location of training facilities (38 %), followed by fatigue (37 %).

Financial restraints were mentioned as an obstacle to participation in training by women, those in the age group 18–29, blue-collar workers and people with an upper secondary degree. It was interesting to find

that people with the lowest level of initial education mentioned financial restraints least often. (Appendix tables 14–16.)

Women referred more often than men to family-related factors, health reasons, fatigue and fear of failure. Men felt more often that training was useless and uninteresting, and they preferred to spend their time off with their own leisure pursuits. Men also referred to irregular working hours more often than women.

Not surprisingly, reasons related to age and health were most commonly mentioned as an obstacle to participation in the age group 45–64 and by pensioners. Farmers and other entrepreneurs felt that awkward working hours were a difficulty more often than did others.

Inconvenient working hours were mentioned more often as an obstacle to education during out-of-work time among respondents with a tertiary degree (41 %) than among other respondents. Fatigue and poor quality of training were also mentioned. People with an upper secondary degree referred most often to financial restraints (51 %). Practical arrangements were also a problem for them (lack of information, lack of suitable training opportunities, location of training facility). For people with a primary or lower secondary degree, lack of interest was the main obstacle (49 %). They also felt that their initial education was inadequate and that their health status was poor more often than average, which is largely explained by the group's internal age structure. Likewise, they referred more often than others to the absence of benefits from education.

Those respondents who had not attended adult education during the previous 12 months identified lack of interest as the biggest obstacle to training during out-of-work time. In this group 57 per cent said that the lack of interest prevents participation in edu-

cation, while the corresponding figure among those who had attended adult education was 35 per cent (Figure 7.4). In the latter group the main difficulty was represented by financial restraints, which was mentioned by 45 per cent of the respondents. Financial restraints were the second-biggest obstacle to those who had no experience of adult education during the previous 12 months (46 %).

Two-thirds get sufficient information about adult education opportunities

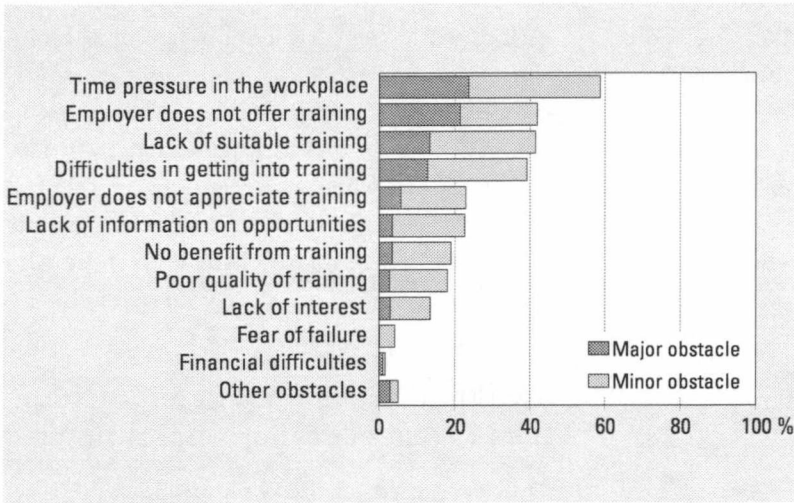
Over two-thirds of the population aged 18–64 felt they got enough information about adult education opportunities. 21 per cent said they get little information, 9 per cent had not needed information or were unable to say.

There is hardly any difference between women and men in terms of how much information they get about adult education opportunities (Figure 7.5). Examined by age groups, the level of information received seems to increase from the youngest towards the oldest age group (Figure 7.6): in the age group 18–24 61 per cent said they got enough information, in the age group 55–64 the figure was markedly higher at 75 per cent.

By socio-economic status groups, upper white-collar employees were best informed about adult education opportunities: 83 per cent felt they received enough information (Figure 7.7). Among blue-collar workers and students, only 65 felt they received enough information. Likewise, people with a tertiary degree felt they were better informed than people with a lower level of education (Figure 7.8): 81 per cent in this group said the information they received was adequate, while the corresponding figures for those with an upper secondary degree was 68 per cent and for those with a primary or lower secondary degree 67 per cent.

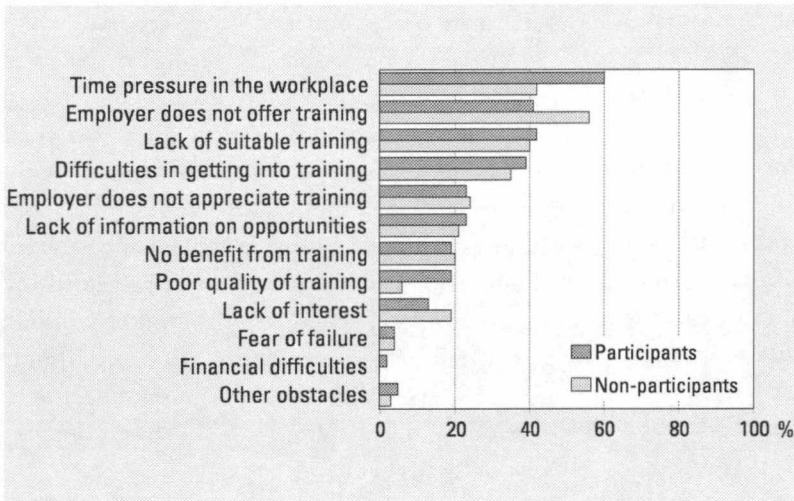
7.1

Obstacles to participation in employer-sponsored training (employees aged 18–64)



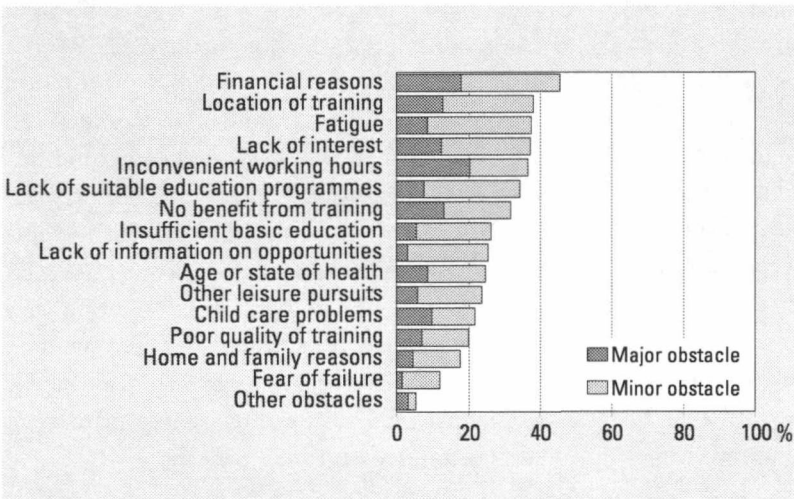
7.2

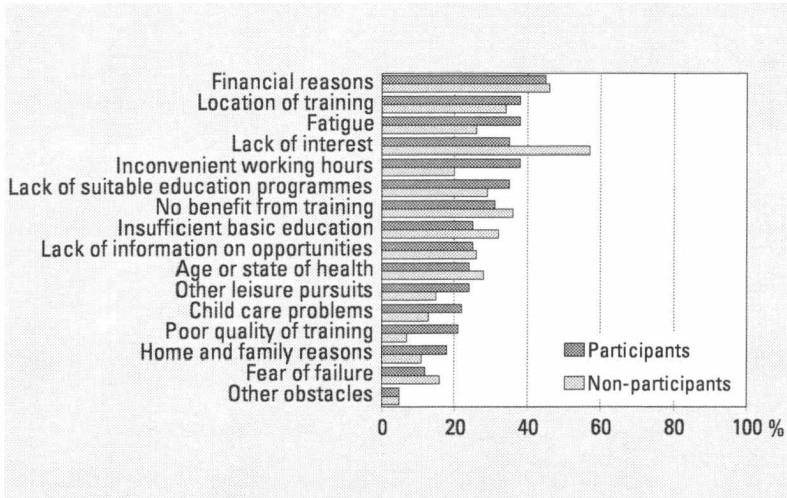
Obstacles to participation in employer-sponsored training by participation in adult education and training during the previous 12 months (employees aged 18–64)



7.3

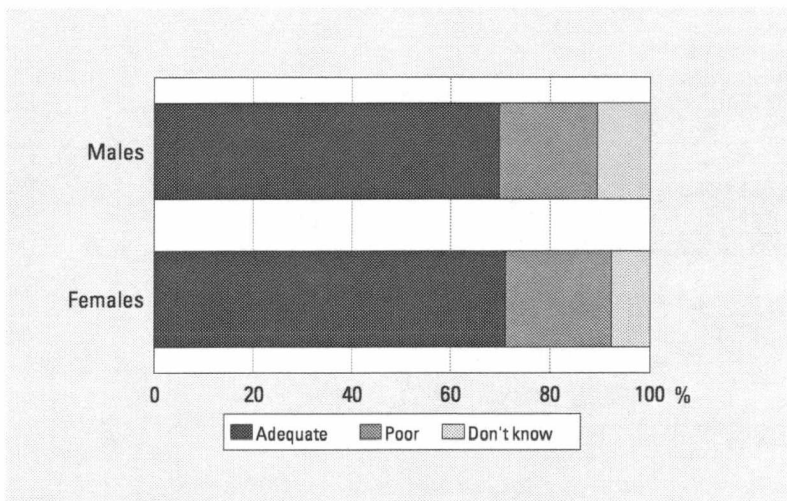
Obstacles to participation in adult education and training during out-of-work time and at own expense (population aged 18–64, excluding students and conscripts)





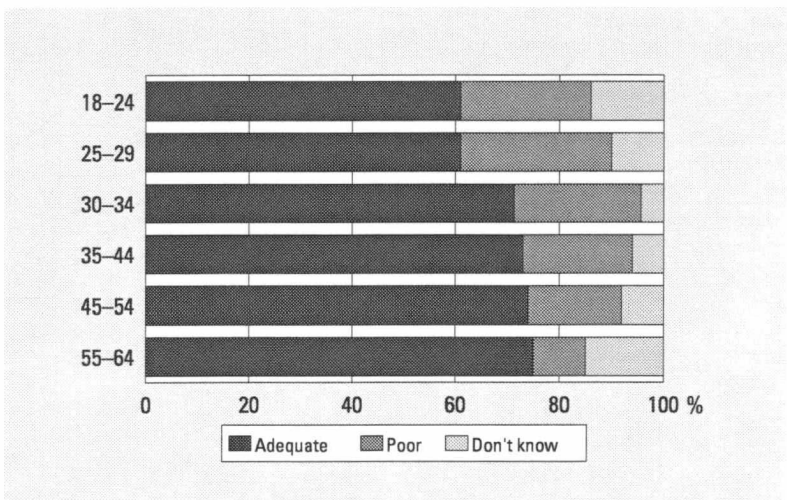
7.4

Obstacles to participation in adult education and training during out-of-work time and at own expense by participation in adult education and training (population aged 18–64, excluding students and conscripts)



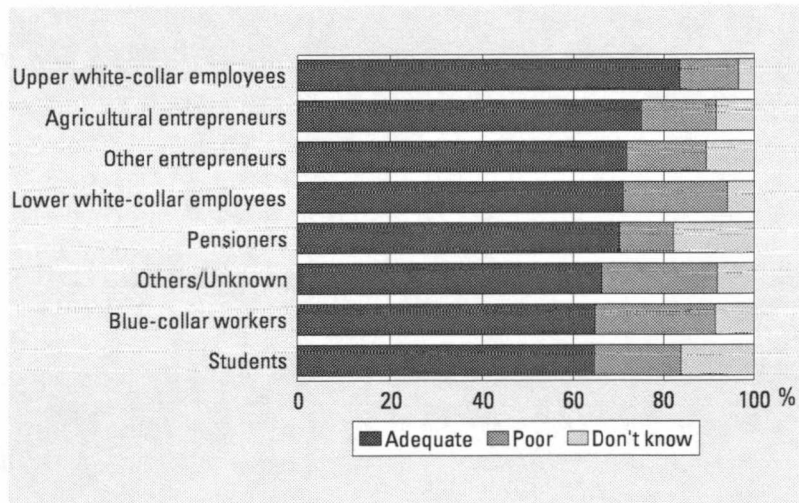
7.5

Access to information on educational opportunities for adults by gender (population aged 18–64)



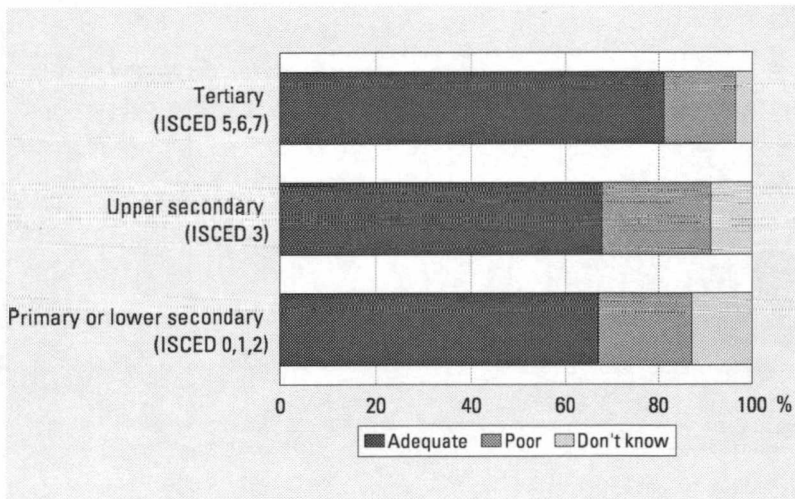
7.6

Access to information on educational opportunities for adults by age (population aged 18–64)



7.7

Access to information on educational opportunities for adults by socio-economic group (population aged 18–64)



7.8

Access to information on educational opportunities for adults by highest level of educational attainment (population aged 18–64)

8. TECHNICAL REPORT

Sample design

The population for the 1995 Adult Education Survey comprised all persons registered as permanent residents of Finland in the age range 18-64 years. The sampling frame consisted of a file organised on the basis of place of residence code. The sample of just over 12 000 persons was drawn from this file by means of systematic random sampling. In addition to the subject proper two additional reference persons in the same household were included to make it easier to contact the subject.

Any excess coverage observed in the sampling stage (e.g. persons deceased since the last update of the register, persons who had moved abroad, persons living in institutions) were removed from the sample. Undercoverage included those people who had moved to Finland after the last update of the register. However, during the four-month interval from sampling to data collection, the number of people moving to Finland was too low to be of any significance to the study.

The gross sample of the Adult Education Survey consisted of 5 084 persons aged 18-64 and registered as permanently resident in Finland. The final sample remaining after the exclusion of those not belonging to the population was 5 005 persons. In 1995 Finland's total population of persons aged 18 to 64 was just over 3.2 million.

Survey administration

Statistics Finland carried out the data collection for the earlier adult education and training surveys in 1980 and 1990 in the tradi-

tional manner by using the PAPI method (paper-and-pen interviewing). Data collection for the 1995 Adult Education Survey (AES95), by contrast, was based on the CAPI method (Computer Assisted Personal Interviewing), with the questionnaire compiled using BLAISE software.

The interviews were conducted in both official languages, i.e. Finnish and Swedish. About 6 per cent of the Finnish population are Swedish-speaking.

Questionnaire development

The process of AES95 questionnaire development started with a meeting among researchers who had used AES90 data or who otherwise were interested in the new survey. The purpose was to identify current information needs and in general to see how the survey and its tools should be updated.

The questionnaire was changed as little as possible to retain comparability with AES90. Some series of questions were omitted and some questions were revised and rephrased. The reader is referred to the definitions chapter and Appendix A (AES95 questionnaire) for a more complete picture of the data contents covered.

A working group of five experienced interviewers was set up to test and help prepare the questionnaire. The first versions were tested between January and April 1995. On completion of these tests the questionnaire was revised, and the pilot study was conducted in May 1995 to test the instrument. In this pilot study two interviewers recorded a few interviews that they carried out. The purpose of the pilot study was not to produce preliminary re-

sults but to test how well the questionnaire worked in actual interview situations.

On the basis of the feedback the questionnaire was revised and tested a number of times. The options offered by the BLAISE software in diffusing the interview questions were applied quite extensively. Instructions and other supplementary survey data were compiled in addition to finalising the questionnaire.

Preparation of the material for data collection was completed on 25 August 1995, after which the interviewers familiarised themselves with the survey material. They studied the fieldwork instructions and conducted a mock interview on their laptop computers. One-day interviewer training courses started on August 29, taking up a total of eight days. The main purpose was to convince the interviewers of the importance of the survey and to explain the main objectives of the questions. The interviews were started immediately after completion of the training.

Data collection

The interviews were carried out between September and December 1995 by a total of 141 interviewers. One interview lasted an average 55 minutes. The total number of interviews completed was 4 107, giving a response rate roughly the same as five years previously, i.e. 82 per cent. Non-response analysis follows later.

In the final stages of data collection feedback was also collected from the interviewers. This included questions on how the fieldwork had gone, on the training they had received, on problems and complications they had had, on ideas for improvement, etc. This feedback also proved useful in the analysis and interpretation of the survey data.

Non-response

There are two types of non-response, i.e. unit non-response and item non-response. Unit non-response refers to the situation where no data are obtained from the subject either because of refusal or failure to contact the subject. Item non-response occurs in situations where some of the questions remain unanswered, which may be the case if the interview has to be aborted, if the interviewer makes a mistake or if the respondent is unable to remember or unwilling to answer some question.

Unit non-response

Response rates may vary by different background variables, such as gender, age and place of residence. If unit non-response is random, the bias can be corrected for by weighting the responses in accordance with the distribution of the same background variables in the total population. Bias resulting from statistical randomness can be estimated by using standard error formulas, for instance. If, on the other hand, non-response is systematic, then corrections can be made by using weighting coefficients.

One way to assess whether or not non-response is systematic is to look at the breakdown of non-response by different background variables. The breakdown of the material can also be compared with statistics for the whole population of the same age.

The representativity of the AES95 material is considered below in the light of the structure of non-response. Then, the respondents are compared with the target population.

Unit non-response in AES95 was 18 %, the same figure as recorded in 1990 (population aged 18–64 years). The breakdown of this group between those refusing to take part

(14 %) and those not contacted (4 %) is also the same as in 1990.

The younger the respondent, the more likely it was that the interviewer obtained an acceptable interview. In the age group under 25, interviews were obtained from 87 per cent. Non-response was highest in the age group

over 54. In 1990 these differences between age groups were less pronounced. By contrast, the breakdown between those refusing to take part and those not contacted was very similar to the situation five years later: older age groups refused to take part more often, younger people were harder to contact.

8.1. Accepted interviews in AES95 and non-response by selected background variables (population aged 18–64)

	Accepted interview	Non-response:		Total	Sample (n)
	%	Refusal %	Not contacted %	%	
Age					
18–24	87.3	8.3	4.4	100.0	684
25–29	84.6	10.6	4.8	100.0	566
30–34	84.3	11.8	4.0	100.0	604
35–44	80.3	16.2	3.5	100.0	1 231
45–54	80.1	15.9	4.0	100.0	1 138
55–64	79.5	18.7	1.8	100.0	782
Gender					
Male	81.7	13.7	4.6	100.0	2 513
Female	82.5	14.8	2.7	100.0	2 492
Level of education					
Primary or lower secondary	76.0	19.8	4.1	100.0	1 693
Upper secondary	84.2	12.1	3.6	100.0	2 380
Tertiary	87.4	9.5	3.0	100.0	932
Taxable income 1994 (FIM)					
Less than 10 000	83.1	10.7	6.2	100.0	337
10 000– 29 999	79.8	12.6	7.6	100.0	499
30 000– 49 999	82.4	13.4	4.2	100.0	695
50 000– 79 999	82.4	14.5	3.2	100.0	948
80 000– 99 999	81.5	15.7	2.7	100.0	693
100 000–149 999	81.5	15.9	2.5	100.0	1 138
150 000 or more	83.6	13.8	2.6	100.0	689
N/A	100.0	–	–	100.0	6
Type of municipality					
Urban	79.4	15.9	4.6	100.0	3 055
Semi-urban	84.6	12.3	3.1	100.0	835
Rural	87.4	11.1	1.4	100.0	1 115
Total	82.1	14.3	3.7	100.0	5 005

In the total material there were no gender differences in the breakdown of non-response, although there were some regional differences in this regard.

Response rates were highest among people with a high initial education and lowest among those with a primary or lower secondary degree (ISCED 0-2). In the latter group interviews were not obtained from one-quarter of the sample. This was slightly higher, i.e. three percentage points more than the non-response rate for 1990.

Level of income does not seem to have any essential effect on the breakdown of non-response.

Weighting coefficients were used in data analysis (see p. 56). The coefficients were computed using the variables of age, gender and province. If non-response is random, the coefficient corrects the bias by age group and region.

Example of the breakdown of unit non-response: people with a primary or lower secondary degree

Among respondents with a primary or lower secondary education, non-response was higher than average in the age group 55-64 and lower than average in the age group 25-29.

In the age group 55-64 unit non-response is not very biased in comparison with the non-response in the whole sample. The number of non-response cases is higher than in the sample on average only in the income category of FIM 50 000 - 79 999.

It is necessary to take the higher than average non-response rate in the age group over 54 and the smaller than average non-response rate in the age group 25-29 into account in the group of respondents with a primary or lower

secondary degree. In other age groups the distribution of non-response between those with a primary or lower secondary education and the total sample falls within 96 per cent confidence intervals.

As has been pointed out earlier, weighting coefficients correct the non-response bias by age group and region. In the analysis of the results concerning respondents with a primary or lower secondary education, it is necessary to take into account the fact that non-response in this group is higher than in other groups.

Respondents and target population

Another way to examine the quality of the data is to compare the respondents with the target population. The discussion below briefly considers the representativity of the most important background variables.

The biggest difference between the target population and the unweighted figures for respondents is found for young males under 25 years, who are overrepresented by 1.5 percentage points in the group of respondents. A difference of this magnitude has no effect on the results.

Age groups were one factor in the weighting coefficient variable, which adjusts for differences in response rates between age groups. Non-response in different age groups was not systematic, so the group of respondents may be considered representative of the target population in terms of age and gender.

A comparison of the respondents' and target population's initial education indicates that women with a primary or lower secondary education are somewhat underrepresented among the respondents (4 percentage points less than their corresponding proportion in the population). Nevertheless the main explanation for

the underrepresentation is the higher non-response rate than in other groups.

As far as taxable income is concerned there are no significant differences between the sample and the target population.

Interviews were obtained from men living in the metropolitan Helsinki region slightly less often than average; the proportion of these men in the sample is a couple of percentage points smaller than it should be on the basis of their share in the total population. This is mainly explained by non-response, even

though they are slightly underrepresented in the sample as well. Women living in the metropolitan Helsinki region are by contrast slightly overrepresented. However, neither of these differences are statistically problematic.

Broadly speaking the results can be generalised to the population aged 18–64. However, it must be borne in mind that people with a primary or lower secondary degree are underrepresented among the respondents, and that people with this initial education were less active in terms of their participation in

8.2. Respondents and the sample compared with statistical target population (unweighted) (population aged 18–64)

	Men			Women			Both genders		
	Respondents	Sample	Statistics 31.12.1995	Respondents	Sample	Statistics 31.12.1995	Respondents	Sample	Statistics 31.12.1995
Age									
18–24	15.3	13.9	13.8	13.8	13.4	13.4	14.5	13.7	13.6
25–29	12.0	11.3	10.9	11.3	11.4	10.7	11.7	11.3	10.8
30–34	11.8	11.8	11.9	12.9	12.3	11.7	12.4	12.1	11.8
35–44	23.8	24.9	24.7	24.4	24.3	24.3	24.1	24.6	24.5
45–54	22.7	23.2	23.6	21.7	22.2	23.4	22.2	22.7	23.5
55–64	14.4	14.9	15.1	15.9	16.3	16.5	15.1	15.6	15.8
Level of education									
Primary or lower secondary	34.2	36.6	35.2	28.5	31.0	32.9	31.3	33.8	34.0
Upper secondary	46.4	45.3	46.4	51.2	49.8	49.5	48.8	47.6	48.0
Tertiary	19.4	18.0	18.4	20.3	19.2	17.6	19.8	18.6	18.0
Taxable income 1994 (FIM)									
Less than 10 000	6.6	6.6	5.7	7.1	6.9	6.1	6.8	6.7	5.9
10 000– 29 999	9.3	9.6	9.5	10.1	10.3	10.0	9.7	10.0	9.7
30 000– 49 999	12.4	12.7	12.2	15.5	15.0	16.3	14.0	13.9	14.2
50 000– 79 999	15.4	15.6	16.5	22.6	22.3	21.7	19.0	18.9	19.0
80 000– 99 999	12.1	11.7	11.1	15.4	16.0	17.0	13.8	13.8	14.0
100 000–149 999	23.3	23.3	25.0	21.9	22.2	21.6	22.6	22.7	23.3
150 000 or more	20.7	20.3	19.8	7.3	7.1	7.1	14.0	13.8	13.5
N/A	0.2	0.2	0.3	0.1	0.1	0.2	0.1	0.1	0.2
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All / total population	2 052	2 513	1 625 052	2 055	2 492	1 593 491	4 107	5 005	3 218 543

adult education. Among respondents with a primary or lower secondary education, non-response was higher in the age group over 54.

However, the effects of the higher than average non-response rate among those with a primary or lower secondary education are quite insignificant. This is clear, for instance, in the assessment of proportions attending adult education. If the assessment looks at the proportion of participants in different age groups among those with a primary or lower secondary education and at the corresponding proportion in the total sample, the rate of participation obtained for adult education in 1995 is 48.1 per cent (i.e. only 0.2 percentage points less than the proportion calculated previously).

Weighting

Weighting coefficients were calculated for the material of accepted interviews. For this purpose the material was stratified by age group and gender in each province. As a result the number of respondents in the province of Åland for certain groups remained so small that the data for Åland was combined with those for the province of Turku and Pori. The metropolitan Helsinki region was separated from the rest of the province of Uusimaa.

This exercise yielded a total of 120 strata (gender: 2, age groups: 5, provinces: 12), for which weighting coefficients were calculated by using the statistical proportions for these strata (as at 31.12.1995).

Weighting coefficient = population at stratum i / number of respondents at stratum i

Item non-response

Item non-response describes the quality of the questionnaire. In traditional paper-and-pencil questionnaire the tendency for item non-response to increase towards the end of the instrument suggests that it is too long or difficult to understand. If item non-response concentrates around certain specific questions or categories of questions, the problem often lies in the difficulty of these questions or in an inadequate skip structure.

With a computer-aided questionnaire it is possible to ask different kinds of questions of different groups of respondents and also to have a more complex skip structure. This will also affect the analysis of *item non-response*. If there are no flaws in the questionnaire design, there will be no missing data in the sense that they appear in the traditional paper-and-pencil questionnaire because the interviewer has to enter a code for each required item.

There still remains the possibility of the interview being aborted, in which case it is usually coded (as we did in this study) as unit non-response. The interviewer may also have indicated any unanswered items as 'don't know' replies. This adversely affects the comparability of don't know replies in the traditional paper-and-pencil questionnaire and in the CAPI questionnaire. In this sense there are two kinds of don't know replies in the material: those to which the respondent genuinely does not know the answer and those that have been coded as don't know because the respondent has been reluctant, for whatever reason, to answer the question.

All in all the proportion of don't know responses is quite small in the AES95 material. There are no more than some 20 items where the proportion of don't know responses is over

3 per cent, and only a couple of items where the proportion was over 5 per cent.

In relative terms the largest number of don't know responses was obtained for point d) under question 57 (difficulty or obstacle to participation in self-learning: "To what extent was poor quality of training or teaching an obstacle to your participation in education"; see questionnaire on page 90). Ten per cent of those who were supposed to answer the question were unable to reply other than by saying that they don't know. The respondents did not understand the wording of this item. The same thing happened in AES90, where 12 per cent of the interviewees said they didn't know.

People in the labour force also had difficulty in assessing the number of people working in the company in which they were employed (question 21; p. 83). There are many possible reasons why it may be difficult for people to know how many people are working in the company; the company may have several units in different locations, for instance. Even the definition of the company may be problematic if it has many different units, it is part of a group of companies, etc. In this item 9 per cent of the respondents were unable to answer the question; in this case 'don't know' was a genuine reply.

Some respondents also had difficulty assessing their own prospects of career advancement (question 92). However, the proportion of don't know responses was only 5 per cent. In this item these responses probably reflect the fact that the respondent either did not know or was reluctant to speculate on those prospects.

As in questions 21 and 92, most 'don't know' responses were indeed genuine. The proportion of these responses usually increased in items that required the respondent to make judgements or assessments. People were not always willing to speculate on the future; an example is provided by the item where students were asked to say what they expected their situation to be like seven years after graduation.

There is also a tendency for reluctance to increase with questions concerning incomes; in some case respondents really do not know how much they earn. The proportion of don't know replies is usually highest among farmers and other entrepreneurs, and the same was true in this study as well. However, only three per cent of the respondents said they were unable to assess their monthly income and less than two per cent said they did not want to say how much they earned. This was an improvement on the situation in 1990, when six per cent said they didn't know and three per cent that they did not want to reveal their income.

Statistical methods

Analysis of intervariable dependence using the X^2 test of independence

Adult education surveys are often interested in how responses are divided between different alternatives and, particularly, how they are divided into different groups by a certain background variable (e.g. gender, age). The method used for this kind of analysis of dependence between two variables is the Pearson X^2 test. Since the focal concern is with how observations are divided into different categories (i.e. no parameters are calculated), this is defined as a non-parametric method. The X^2 test parameter can be calculated when the observations are presented in the form of a two-way frequency table, i.e. a so-called contingency table. In other words the value of the test parameter is calculated on the basis of observations and not on the basis of percentages, for instance.

With data organised in the form of a contingency table, the X^2 test can be used to test the null hypothesis according to which there is no dependence between the variables. A so-called expected frequency is obtained for each cell in the contingency table on the basis of the null hypothesis. If there is no dependence, the dividing of the observations between different classes will follow marginal distributions, i.e. the distributions of the row and column totals. The row and column totals yield the expected frequency for each contingency table: this is obtained simply by multiplying the two totals and dividing the product with the total number of observations. The X^2 test parameter is based on the difference between these expected and observed frequencies. It can be calculated from the equation

$$X^2 = \sum_{i=1}^r \sum_{j=1}^s \frac{(o_{ij} - e_{ij})^2}{e_{ij}}$$

Where o_{ij} = observed frequency in cell (i,j)
 e_{ij} = expected frequency in cell (i,j)
 r = number of rows
 s = number of columns

The more the observed frequencies deviate from the expected frequencies based on the null hypothesis, the higher the value obtained for the test parameter. In other words high X^2 values are statistically significant. The test parameter observes the χ^2 distribution at degrees of freedom $(r-1)*(s-1)$, so the p-value is obtained from the χ^2 distribution table. The X^2 test involves the assumption that no more than 20 per cent of the expected frequencies may be less than five. If this assumption is not met, it is recommended that categories are combined.

An example of an X^2 test; do men and women differ in terms of participation in job- or occupation-related adult education

In 1995 46 per cent of women and 39 per cent of men attended job- or occupation-related training. Is this difference explained by random variation or is it statistically significant?

First, let us present the observed frequencies corrected by weighting coefficients in the form of a contingency table:

	Attended	Did not attend	Total
Man	643	993	1636
Woman	674	780	1454
Total	1317	1773	3090

H_0 : gender has no effect on participation

Expected frequencies (computed from marginal distributions):

	Attended	Did not attend	Total
Man	697	939	1636
Woman	620	834	1454
Total	1317	1773	3090

$$\chi^2 = \frac{(643-697)^2}{697} + \frac{(993-939)^2}{939} + \frac{(674-620)^2}{620} + \frac{(780-834)^2}{834} \approx 15.5$$

Degrees of freedom (df) =
 $(2-1)*(2-1) = 1, p = 0.001$

There is, in other words, strong evidence that gender and participation in job- or occupation-related training are dependent on one another. It follows that H_0 is rejected.

The test does not shed light on the direction of the dependence, but that has to be inferred from the row and column percentages. In this example the interpretation is that women are more active than men in terms of their participation in job- or occupation-related training.

Describing the quantity and quality of dependence: Cramer's V

The χ^2 test of independence indicates the significance of the dependence between two variables. If there is indication of dependence, the χ^2 test parameter does not, however, suffice to describe the quality of the dependence. If the numbers of columns and rows in two different tables or their samples sizes differ, these two tables cannot be compared with each other using the χ^2 test parameter. It follows that some association measure is needed to describe the quality of the depend-

ence. A suitable method is Cramer's V. Cramer's V can be used for comparisons between different sample sizes: its value increases in proportion to the intensity of the dependence.

Cramer's V is calculated from the equation

$$V = \sqrt{\frac{\chi^2}{n * \min(r-1, s-1)}}$$

where n = sample size.

Example of Cramer's V: does participation in adult education depend more on gender or on initial education

Participation in adult education depends statistically significantly on both gender and initial education. In which of the two background variables is the dependence greater?

Gender and participation contingency table (weighted frequencies):

	Attended	Not attended	Total
Man	901	1173	2074
Woman	1084	949	2033
Total	1985	2122	4107

Initial education and participation contingency table:

	Attended	Not attended	Total
ISCED 0-2	423	891	1314
ISCED 3	972	1002	1974
ISCED 5-7	590	229	819
Total	1985	2122	4107

χ^2 test parameters can be calculated from the contingency table:

$$\chi^2_{\text{gender}} = 40.1$$

$$\chi^2_{\text{initial education}} = 322$$

And further Cramer's Vs :

$$V_{\text{gender}} = 0.099$$

$$V_{\text{initial education}} = 0.280$$

In other words the correlation between participation in adult education and initial education is stronger than the correlation between participation and gender.

DEFINITIONS AND CLASSIFICATIONS

ESSENTIAL DEFINITIONS IN THE ADULT EDUCATION SURVEY

Education and training

Education and training is defined as an activity separately and specifically organised for the purpose of learning. One of its distinctive features is that it is based on a curriculum or study schedule prepared in advance. Practical arrangements are the responsibility of the producer or organiser of the education or training.

The instructions given to the respondents in this study set the minimum limit of education or training at six hours. The respondents were also reminded that information, advertising and sales meetings do not count as education or training. Respondents who had dropped out of a training course were instructed to include it in their response if they had attended the course for a minimum of six hours.

The survey aimed to measure participation not only in adult education but also other forms of education and training.

Education within the school system is defined as tuition intended and provided primarily for young people in upper secondary school and as education leading to qualifications in vocational and other comparable institutions as well as in universities. Post-graduate education (researcher training) at institutions of higher education is also defined as regular education within the formal education system.

The questionnaire items concerning education and training are presented in rather general terms: respondents are asked to list their qualifications and studies in different educational organisations. On the other hand items

on adult education during the past 12 months go into considerable detail. Detailed questions concerning the adult education received by the respondent are made for a maximum of eight training courses. Only 0.27 per cent of the respondents said they had attended a larger number of courses during the 12 months prior to the interview.

The easiest way to form a picture of how the concept of education is operationalised is to study the interview instrument, which is attached as Appendix A (Questions 22–29, 36a–36g, 36x, 37–38a, 39–56.)

Adult education and training

Adult education and training refers to activities organised for the specific intention of producing learning results in adults who since completing or discontinuing their studies within the school system have worked or continue to work in the labour market. A distinctive characteristic of adult education and training is that it is specifically organised with a view to the needs and interests of adult learners. It may differ from education within the school system in terms of the time of day when teaching is provided as well as the teaching methods employed.

Adult education received during the 12 months prior to the interview was categorised on the basis of the organisation (school, educational institution, private company, etc.) providing the education. The following forms of education and training were counted under the heading of adult education: senior secondary evening schools, apprenticeship training, unemployment retraining provided by the labour

authorities, adult education offered by vocational institutions or folk high schools (excluding education leading to vocational qualifications), adult departments within music schools and music colleges, vocational further training courses offered by institutions of higher education, separate degrees offered by institutions of higher education and open university education, summer universities, adult education centres, language schools, correspondence schools, dancing schools, keyboarding schools, study circles and courses provided by study centres, training provided by organisations, unions and associations, training provided by employer in the workplace, at employer's own in-service training unit or at other training facilities, training provided at separate further training units, conferences, seminars and other similar education as well as other forms of training and education separately identified as adult education (excluding education abroad) (Questions 36a–36g, 36x, 37–38a, 39–56.)

Instruction provided by driving schools and adult education programmes on the radio and television were also examined separately. Neither are included in the statistics on participation in adult education. (Question 36e.)

Self-learning (self-directed studies)

Self-learning or self-directed studies were defined as any non-formal learning taking place outside the formal education system. The key criterion was learning a new skill or new theoretical knowledge outside formal education. The question concerned self-learning during the 12 months prior to the interview. The minimum duration of non-formal self-learning was set at 20 hours (Questions 62, 63, 63a, 63b.)

Job- or occupation-related adult education and training

Job- or occupation-related (work-related) education and non-vocational, general-interest education and leisure-oriented studies are distinguished from each other on the basis of self-report, i.e. the respondents have themselves indicated the purpose of the education and studies. (Question 43.)

Employer-sponsored adult education and training

Employer-sponsored training is defined as adult education whose expenses are fully or in part covered by the employer and which takes place fully or in part during working hours.

For technical reasons the definition of employer-sponsored adult education and training is restricted to job- or occupation-related education provided by adult education organisations; questions concerning costs and time-use have been made for this kind of education and training only. (Questions 48a, 49a.)

Number of days in training

The number of days in training refers to the total number of days during which the respondents have been in training rather than to the total duration of the training course. One day of participation consists of at least six hours of study. This definition was needed because training may also have taken place in shorter stretches. (Question 52.)

The average number of days in training per participant was calculated using the median rather than the mean because of the wide range. The median is the middle value of a set of numbers arranged in order of magnitude,

i.e. exactly one-half of the numbers fall above and below the median.

Subject matter of education and training

A preliminary classification of the subject matter of education and training courses was made in the interview situation by the respondent and interviewer using Statistics Finland's classification. Some modification of this classification was necessary in order to make it better applicable to the interview situation. (The classification used is described at the end of this chapter.) In addition, the respondents were asked to give the exact name of the education or training course they were attending. If that did not provide a clear enough picture of the content of education, the interviewer would also ask the respondent to describe the principal content of the education. (Questions 40 and 41.)

OTHER CONCEPTS

Labour force

Total number of people in the active work force and out of work.

Employed and unemployed

The employed and unemployed are divided on the basis of their occupational position into wage earners, entrepreneurs, the self-employed

and assisting family members in enterprise or farm on the basis of their occupation.

Population outside labour force

Persons who are neither employed nor unemployed. These include students, conscripts or persons doing their national service, people looking after their own household, pensioners, the disabled and people living on interest and investment income.

Wage earners

Wage earners were divided into blue-collar and white-collar employees on the basis of their occupation.

Socio-economic status

Socio-economic status is determined according to the respondent's occupation into the following categories: agricultural entrepreneurs, other entrepreneurs, upper white-collar employees, lower white-collar employees, blue-collar workers, students, pensioners and others¹. (Statistics Finland's classification of socio-economic status, Handbooks,17.)

Employed by employer

The employed are divided into the public (state and municipal) and private sector according to their employer.

Age

Age at year-end 1995.

¹ 'Others' comprise people working in their own household, conscripts, unemployed and other persons whose socio-economic status cannot be determined.

Level of education

Level of education was determined on the basis of the Unesco International Standard Classification of Education (ISCED), which has been adapted to the Finnish school system. The original scale was combined into three categories as follows: the primary/lower secondary category (ISCED 0-2) consists of people who have completed no more than comprehensive or primary school. The upper secondary level (ISCED 3) comprises those who have completed upper secondary school as well as those with a degree from a vocational institution requiring less than four years of full-time study and based on a preceding comprehensive school leaving certificate or equivalent; and the tertiary category (ISCED 5-7) consists of study lines at a vocational institution requiring at least four years of full-time study, lower and higher academic degrees, qualifications at the higher vocational level, AMK qualifications, as well as licentiate's and doctor's degrees.

Type of municipality

Municipalities were divided into three groups on the basis of the proportion of people living in densely populated areas: urban areas, semi-urban areas and rural areas. Urban municipalities are those in which at least 90 per cent of the population lives in urban settlements or in which the population of the largest urban settlement is at least 15 000. Densely populated, semi-urban municipalities include those in which at least 60 per cent but less than 90 per cent of the population lives in urban settlements and in which the population of the largest urban settlement is at least 4 000 but less than 15 000. Rural municipalities include those in which less than 60 per cent of the population lives in urban settlements and in which the population of the largest urban settlement is less than 15 000; and those municipalities in which at least 60 per cent but less than 90 per cent of the population lives in urban settlements and in which the population of the largest settlement is less than 4 000.

SUBJECT MATTER CONTENT OF EDUCATION

10 Comprehensive school or senior secondary school subjects

11 Fine and applied arts studies

- music, art
- design, handicraft
- dramatic art, theatre
- literary art, performing dance
- other fine and applied arts

12 Finnish

13 Swedish

14 English

15 German

16 French

17 Russian

18 Spanish

19 Italian

20 Other languages

21 Humanities and aesthetics studies

- history, archeology, genealogy
- culture, literature
- theology, religion, philosophy
- other humanities and aesthetics subjects

22 Teacher training studies

- studies related to teaching and supervision skills (excluding studies in education)

23 Business economics, marketing and business administration studies

- economic sciences
- management accountancy, financing
- commercial work, clerical work, secretarial work
- marketing, advertising

24 Law, social science and behavioural science studies

- law, political science
- social science and administrative science
- sociology, social politics, social psychology, education and psychology (incl. Human relations)
- communication, PR, library science, informatics

25 Management and management skills studies

- e.g. personnel management, organisation skills
- other management studies

26 Studies in the application of information technology

- information processing science

- using computer technology, programming, design
- information networks, telecommunications
- other information technology

27 Mathematics and natural science studies

- mathematics, physics, astronomy, meteorology, geology
- geography, chemistry, biology, zoology, botany
- microbiology, ecology

28 Engineering, production, construction, research and development studies

- production, mechanical and electrical engineering
- process engineering (wood processing technology, technical chemistry, metallurgy, mining)
- construction and civil engineering, architecture

29 Transport, communications and forwarding studies

- road, water and air traffic, aviation and forwarding

30 Social and health care studies

- medicine, dentistry
- health care, occupational health service (e.g. first aid courses)
- pharmacy
- paramedics, massaging, etc.
- social work, child care, kindergartens

31 Agriculture, forestry and horticulture studies

- fishery, animal husbandry, biodynamics, hunting
- veterinary sciences

32 Service trades studies

- hotel- and catering trade
- home and institutional economics, food science and technology
- sanitary and cleaning technology
- beauty care, cosmetology, etc.

33 Security, fire, rescue and military service studies

- fire and police trade, rescue and security
- military studies
- other studies in protection, e.g. occupational safety that cannot be classified by subject

34 Physical education, health education studies

35 Other studies (e.g. Multi-discipline courses)

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1. Effects of job- or occupation-related training by age and gender (employees aged 18–64 taking part in training)

	18–24 %	25–29 %	30–44 %	45–64 %	Males %	Females %	Total %
Received new job tasks at work	31	42	47	46	49	42	46
Promoted to more demanding tasks	27	30	37	42	43	33	38
Helped to secure job	30	21	32	38	36	31	34
Received better pay	13	18	22	29	30	19	25
Helped to secure a permanent job	21	16	22	22	23	19	21
Changed jobs or occupation	7	7	14	14	14	12	13
Other effects	23	28	37	37	32	39	35
Total (n)	105	276	1 208	1 297	1 468	1 418	2 886

2. Effects of job- or occupation-related training by socio-economic group (employees aged 18–64 taking part in training)

	Agri- cultural entre- preneurs %	Other entre- preneurs %	Upper white- collar employees %	Lower white- collar employees %	Blue-collar workers %	Students %	Pensioners %	Others/ unknown %	Total %
Received new job tasks at work	28	50	47	46	48	44	44	36	46
Promoted to more demanding tasks	23	46	41	38	35	43	43	24	38
Helped to secure job	32	43	26	32	36	31	45	21	34
Received better pay	38	28	21	22	24	18	35	15	25
Helped to secure a permanent job	11	29	22	17	25	20	21	13	21
Changed jobs or occupation	6	19	14	10	15	11	14	9	13
Other effects	24	37	49	40	22	26	37	35	35
Total (n)	118	256	503	836	689	91	296	96	2 886

3. Effects of job- or occupation-related training by highest level of educational attainment (employees aged 18–64 taking part in training)

	Primary or lower secondary (ISCED 0,1,2)	Upper secondary (ISCED 3)	Tertiary (ISCED 5,6,7)	Total
	%	%	%	%
Received new job tasks at work	46	45	47	46
Promoted to more demanding tasks	39	38	38	38
Helped to secure job	41	35	24	34
Received better pay	30	25	17	25
Helped to secure a permanent job	21	23	17	21
Changed jobs or occupation	12	13	14	13
Other effects	27	32	50	35
Total (n)	806	1 341	739	2 886

4. Effects of employer-sponsored training by age and gender (employees aged 18–64 taking part in training during the previous 12 months)

	18–24	25–29	30–44	45–64	Males	Females	Total
	%	%	%	%	%	%	%
Provided useful information	98	96	98	98	97	98	97
Helped to cope at work or in occupation	90	86	91	89	87	92	90
Positive effect on job motivation	82	86	87	84	81	89	86
Improved self-confidence	79	79	80	83	79	83	81
Encouraged to search for further information	67	71	79	76	70	82	76
Provided skills for new job tasks	78	77	73	66	69	73	71
Other effects	92	97	96	96	97	95	96
Total (n)	48	112	486	414	502	558	1 060

5. Effects of employer-sponsored training by socio-economic group (employees aged 18–64 taking part in training during the previous 12 months)

	Upper white-collar employees %	Lower white-collar employees %	Blue-collar workers %	Total %
Provided useful information	99	98	95	97
Helped to cope at work or in occupation	94	92	79	90
Positive effect on job motivation	91	87	75	86
Improved self-confidence	83	84	73	81
Encouraged to search for further information	85	78	61	76
Provided skills for new job tasks	72	73	64	71
Other effects	98	95	96	96
Total (n)	347	467	247	1 060

6. Effects of employer-sponsored training by highest level of educational attainment (employees aged 18–64 taking part in training during the previous 12 months)

	Primary or lower secondary (ISCED 0,1,2) %	Upper secondary (ISCED 3) %	Tertiary (ISCED 5,6,7) %	Total %
Provided useful information	96	98	98	97
Helped to cope at work or in occupation	83	89	94	90
Positive effect on job motivation	82	83	91	86
Improved self-confidence	77	80	84	81
Encouraged to search for further information	66	73	85	76
Provided skills for new job tasks	65	68	77	71
Other effects	96	95	97	96
Total (n)	182	475	403	1 060

7. Main motives for participation in education and training by age and gender (labour force aged 18–64, interested in attending further training)

	18–24	25–29	30–44	45–64	Males	Females	Total
	%	%	%	%	%	%	%
Self-improvement	95	95	97	94	94	97	96
Development of professional skills	87	95	94	94	93	94	93
Better pay	88	82	75	60	75	71	73
Desire for change	79	82	72	57	65	75	70
Desire for more demanding job tasks	80	75	65	42	63	60	62
Assignment to other job tasks	71	69	62	40	58	57	58
Unemployment or threat of unemployment	70	58	53	47	51	57	54
Desire to change jobs	67	64	53	33	47	53	50
Desire to find new friends	68	54	46	40	44	51	47
Gain respect that comes with education	59	49	46	40	44	49	46
Secure a permanent job	81	54	38	27	41	42	41
Get formal qualifications	72	46	38	26	37	40	39
Desire to change occupation	48	43	37	23	34	36	35
Because friends participate	17	12	12	15	13	13	13
Other reasons	4	3	6	8	6	5	6
Total (n)	184	273	933	551	994	948	1 941

8. Main motives for participation in education and training by socio-economic group (labour force aged 18–64, interested in attending further training)

	Agricultural entre- preneurs	Other entre- preneurs	Upper white-collar employees	Lower white-collar employees	Blue-collar workers	Others/ unknown	Total
	%	%	%	%	%	%	%
Self-improvement	89	97	98	97	94	94	96
Development of professional skills	88	97	98	95	90	82	93
Better pay	76	66	56	77	81	84	73
Desire for change	51	59	69	75	71	70	70
Desire for more demanding job tasks	37	51	60	63	66	64	62
Assignment to other job tasks	39	45	51	60	65	60	58
Unemployment or threat of unemployment	52	48	33	55	65	88	54
Desire to change jobs	30	35	44	49	59	77	50
Desire to find new friends	55	36	37	48	56	52	47
Gain respect that comes with education	32	28	36	53	52	48	46
Secure a permanent job	27	22	26	39	56	96	41
Get formal qualifications	36	37	24	38	47	64	39
Desire to change occupation	22	26	22	34	48	44	35
Because friends participate	26	11	10	11	18	9	13
Other reasons	9	11	7	5	4	7	6
Total (n)	74	163	410	651	575	69	1 941

9. Main motives for participation in education and training by highest level of educational attainment (labour force aged 18–64, interested in attending further training)

	Primary or lower secondary (ISCED 0,1,2)	Upper secondary (ISCED 3)	Tertiary (ISCED 5,6,7)	Total
	%	%	%	%
Self-improvement	95	95	98	96
Development of professional skills	87	93	99	93
Better pay	76	79	59	73
Desire for change	65	71	72	70
Desire for more demanding job tasks	54	66	59	62
Assignment to other job tasks	53	62	54	58
Unemployment or threat of unemployment	61	59	39	54
Desire to change jobs	50	52	46	50
Desire to find new friends	51	51	38	47
Gain respect that comes with education	45	49	40	46
Secure a permanent job	46	46	28	41
Get formal qualifications	45	43	25	39
Desire to change occupation	37	40	25	35
Because friends participate	15	15	8	13
Other reasons	6	6	6	6
Total (n)	416	989	537	1 941

10. Obstacles to participation in employer-sponsored training by age and gender (employees aged 18–64)

	18–24	25–29	30–44	45–64	Males	Females	Total
	%	%	%	%	%	%	%
Time pressure in the workplace	48	66	63	54	55	63	59
Employer does not offer training	53	48	43	37	40	44	42
Lack of suitable training	52	51	42	36	39	44	42
Difficulties in getting into training	41	43	42	34	34	44	39
Employer does not appreciate training	16	22	24	23	23	23	23
Lack of information on opportunities	33	30	24	17	21	24	23
No benefit from training	18	22	19	18	20	18	19
Poor quality of training	13	23	20	15	17	19	18
Lack of interest	12	14	12	15	13	15	14
Fear of failure	2	5	4	4	3	6	4
Financial difficulties	1	2	2	1	1	2	2
Other obstacles	4	5	5	6	3	7	5
Total (n)	147	243	917	747	1 031	1 023	2 054

11. Obstacles to participation in employer-sponsored training by socio-economic group (employees aged 18–64)

	Upper white-collar employees	Lower white-collar employees	Blue-collar workers	Total
	%	%	%	%
Time pressure in the workplace	72	62	46	59
Employer does not offer training	32	38	53	42
Lack of suitable training	40	41	44	42
Difficulties in getting into training	34	43	38	39
Employer does not appreciate training	20	23	25	23
Lack of information on opportunities	15	24	26	23
No benefit from training	27	17	16	19
Poor quality of training	27	18	12	18
Lack of interest	13	13	15	14
Fear of failure	1	5	5	4
Financial difficulties	4	1	1	2
Other obstacles	6	6	3	5
Total (n)	506	802	747	2 054

12. Obstacles to participation in employer-sponsored training by number of employees in the firm (employees aged 18–64)

	1–49	50–199	200–499	500 or more	Don't know	Total
	%	%	%	%	%	%
Time pressure in the workplace	55	69	64	58	46	59
Employer does not offer training	50	44	45	35	43	42
Lack of suitable training	40	43	45	42	39	42
Difficulties in getting into training	37	42	44	40	32	39
Employer does not appreciate training	24	25	30	20	18	23
Lack of information on opportunities	27	23	17	21	21	23
No benefit from training	17	17	22	20	20	19
Poor quality of training	15	21	25	18	15	18
Lack of interest	11	14	17	14	14	14
Fear of failure	4	4	5	4	6	4
Financial difficulties	2	2	2	1	2	2
Other obstacles	4	6	5	6	3	5
Total (n)	577	278	220	863	115	2 054

13. Obstacles to participation in employer-sponsored training by highest level of educational attainment (employees aged 18–64)

	Primary or lower secondary (ISCED 0,1,2)	Upper secondary (ISCED 3)	Tertiary (ISCED 5,6,7)	Total
	%	%	%	%
Time pressure in the workplace	45	58	72	59
Employer does not offer training	45	44	38	42
Lack of suitable training	38	43	43	42
Difficulties in getting into training	34	41	41	39
Employer does not appreciate training	22	24	22	23
Lack of information on opportunities	20	26	19	23
No benefit from training	14	17	26	19
Poor quality of training	8	18	27	18
Lack of interest	15	13	13	14
Fear of failure	5	5	2	4
Financial difficulties	1	1	3	2
Other obstacles	2	6	6	5
Total (n)	493	967	594	2 054

14. Obstacles to participation in adult education and training during out-of-work time and at own expense by age and gender (population aged 18–64, excluding students and conscripts)

	18–24	25–29	30–44	45–64	Males	Females	Total
	%	%	%	%	%	%	%
Financial reasons	59	61	54	32	41	50	45
Location of training	43	43	43	31	31	44	38
Fatigue	32	39	38	37	31	44	37
Lack of interest	39	37	33	40	40	34	37
Inconvenient working hours	38	41	43	29	40	32	36
Lack of suitable education programmes	46	45	39	24	33	35	34
No benefit from training	23	31	27	37	34	29	31
Insufficient basic education	18	22	23	31	26	26	26
Lack of information on opportunities	42	33	28	18	25	26	25
Age or health status	6	6	11	43	23	26	25
Other leisure pursuits	28	31	25	20	29	17	24
Child care problems	10	29	40	5	17	26	22
Poor quality of training	16	30	23	15	19	20	20
Home and family reasons	7	21	27	10	14	21	18
Fear of failure	9	11	12	13	9	15	12
Other obstacles	7	5	6	4	5	5	5
Total (n)	257	387	1 436	1 605	1 868	1 817	3 684

15. Obstacles to participation in adult education and training during out-of-work time and at own expense by socio-economic group (population aged 18–64, excluding students and conscripts)

	Agricultural entre- preneurs	Other entre- preneurs	Upper white-collar employees	Lower white-collar employees	Blue-collar workers	Pensioners	Others/ unknown	Total
	%	%	%	%	%	%	%	%
Financial reasons	26	43	39	50	52	27	61	45
Location of training	61	34	36	41	36	28	44	38
Fatigue	35	36	41	42	34	39	27	37
Lack of interest	35	31	25	34	45	48	34	37
Inconvenient working hours	66	67	42	40	38	1	11	36
Lack of suitable education programmes	39	32	29	38	38	17	44	34
No benefit from training	28	28	29	29	32	46	25	31
Insufficient basic education	26	21	6	23	37	35	25	26
Lack of information on opportunities	27	21	20	26	30	15	34	25
Age or health status	25	18	13	18	22	68	17	25
Other leisure pursuits	16	21	34	26	21	18	17	24
Child care problems	24	21	27	25	16	2	51	22
Poor quality of training	15	24	30	24	16	10	17	20
Home and family reasons	14	17	27	19	14	7	30	18
Fear of failure	11	8	4	11	15	16	17	12
Other obstacles	3	6	8	6	4	3	7	5
Total (n)	157	317	540	951	1 029	436	254	3 684

16. Obstacles to participation in adult education and training during out-of-work time and at own expense by highest level of educational attainment (population aged 18-64, excluding students and conscripts)

	Primary or lower secondary (ISCED 0,1,2)	Upper secondary (ISCED 3)	Tertiary (ISCED 5,6,7)	Total
	%	%	%	%
Financial reasons	38	51	45	45
Location of training	33	41	38	38
Fatigue	34	38	40	37
Lack of interest	49	35	24	37
Inconvenient working hours	30	39	41	36
Lack of suitable education programmes	28	39	33	34
No benefit from training	38	28	29	31
Insufficient basic education	42	25	5	26
Lack of information on opportunities	23	29	19	25
Age or health status	37	20	14	25
Other leisure pursuits	17	24	31	24
Child care problems	11	25	30	22
Poor quality of training	12	20	32	20
Home and family reasons	11	18	27	18
Fear of failure	17	12	5	12
Other obstacles	5	5	7	5
Total (n)	1 198	1 698	789	3 684

QUESTIONNAIRE

ADULT EDUCATION SURVEY 1995

Respondent number: _____
 Municipality of residence: _____
 Year of birth: _____

Sex:
 Male 1
 Female 2

1. EVERYBODY: First I shall ask you some questions about your current activities.
 What is your main activity at the moment? Are you:

- 1 a wage earner, 1
- 2 (agricultural) entrepreneur on a farm, 2
- 3 an entrepreneur in a business or other enterprise, 3
- 4 work on a family farm without actual wage, 4
- 5 work in a family enterprise without actual wage (exc. farms), 5
- 6 unemployed or laid off without pay, 6 → 02
- 7 conscript (national service), 7
- 8 student or pupil, 8
- 9 on work disability pension or chronically ill, 9
- 10 on pension because of age or number of years employed, 10
- 11 on unemployment pension, 11
- 12 a home-maker 12
- 13 other 13

1x. Please specify what your main activity is _____
 (BECAUSE THE REPLY WAS 'OTHER' IN THE PREVIOUS QUESTION)

2. How many years in all have you been employed in your life? - Work experience is calculated from the age of 15 onwards. - Do not include summer work as a student and temporary and occasional work. (Work here means employment in someone else's service, on a family farm or enterprise or as a self-employed person.) _____

SKIP 1: WAGE EARNERS → 06

3. EVERYBODY (EXCLUDING WAGE EARNERS): N.B. IF THE RESPONDENT HAS NO WORK EXPERIENCE, YOU CAN RECORD AS CODE 2 AND GO STRAIGHT TO THE NEXT QUESTION. Have you during the past 12 months been employed as a wage earner for a minimum of three consecutive months? Do not include summer work as a student and temporary or occasional work.

Yes 1
 No 2
 Does not know 9

SKIP 2: ENTREPRENEURS AND ASSISTING FAMILY MEMBERS
 CONSCRIPTS, STUDENTS, PENSIONERS, HOME-MAKERS, OTHERS → 06
 → 022

4. ONLY THE UNEMPLOYED: Next I would like to ask about your situation before unemployment:

- 1 were you employed, 1
- 2 are you now seeking work permanently for the first time → 022
- 3 are you entering the job market in some other manner? → 022

5. Were you:

- 1 a wage earner, 1
- 2 an entrepreneur on a farm, 2
- 3 an entrepreneur in a business or other enterprise, or self-employed, 3
- 4 worked on a family farm without actual wage 4
- 5 or worked in a family business or other enterprise without actual wage? 5

6. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED WITH WORK EXPERIENCE:
 What is your present occupation? _____

UNEMPLOYED:
 What was your occupation in your last job? _____

7. Is this your main or actual occupation? (This means the occupation that the person considers to be his or her main occupation - not for example titles or occupations that the person considers temporary.)

Yes 1 → SKIP 3
 No 2
 Does not know 9 → SKIP 3

8. What occupation do you consider to be your main occupation?

SKIP 3: UNEMPLOYED
ENTREPRENEURS

→ Q12
→ Q11

9. WAGE EARNERS ONLY: Is you present job (MEANS MAIN JOB):

- permanent (date of termination not determined) 1 → Q10
- or fixed-term or temporary? 2 → Q10
- Other? 3

9x. Please specify how permanent your job is?

(BECAUSE THE REPLY WAS 'OTHER' IN THE PREVIOUS QUESTION)

10. And is it:

- a full-time job 1 → Q11
- or a part-time job? 2 → Q11
- Other? 3

10x. Please specify what sort of working hours you do.

(BECAUSE THE REPLY WAS 'OTHER' IN THE PREVIOUS QUESTION)

11. WAGE EARNERS AND ENTREPRENEURS:

What are your regular (normal) working hours a week, excluding overtime and without the so-called Pekkanen optional days off? (MEANS MAIN JOB) IF NO REGULAR WORKING HOURS: ASK THE RESPONDENT TO ESTIMATE THE AVERAGE LENGTH OF WORK PER WEEK (E.G. ENTREPRENEURS, TEACHERS, PERIODICAL WORKERS)

12. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED WITH WORK EXPERIENCE:

What is/What was the name of your work place?

13. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED WITH WORK EXPERIENCE:

What is/What was the field of activity or production of your work place?

14. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED WITH WORK EXPERIENCE:
ASK IF NECESSARY. IF THE INFORMATION IS AVAILABLE OTHERWISE, RECORD THE ANSWER YOURSELF.

Is/Was the field of activity of your work place part of:

- primary production (agriculture and forestry, mining and quarrying), 1
- processing (manufacturing, energy, construction), 2
- or the service sector? 3
- Does not know 9

SKIP 4: ENTREPRENEURS

→ Q16

15. WAGE EARNERS AND UNEMPLOYED WITH WORK EXPERIENCE:

Is/was your employer: (CO-OPERATIVE CORPORATIONS (retail co-operatives, co-operative banks, etc.) ARE CLASSIFIED AS PRIVATE ENTERPRISES.)

- a private enterprise, 1
- the municipality or joint municipality, 2
- a municipal company or enterprise, 3
- the state, 4
- a state company or enterprise (incl. joint stock companies with state majority) 5
- or an organisation, union or association? 6
- Other, 7
- Does not know 9

16. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED WITH WORK EXPERIENCE:

In which municipality is/was your place of work located?

17. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED WITH WORK EXPERIENCE:
ASK WHERE NECESSARY IF THE INFORMATION IS NOT OTHERWISE AVAILABLE.

Was this work place on a farm? (MEANS THE MAIN JOB)

- Yes 1
- No 2 → Q19
- Does not know 9 → Q19

18. Do/Did you for the most part do:

- agricultural work (farming, stock raising, gardening, fur farming, fishing), 1 → Q19
- forestry work (forest management, timber harvesting, etc.) 2 → Q19
- or some other type of work? 3

18x. Please specify what exactly this 'other type of work' is/was:

19. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED WITH WORK EXPERIENCE:

How many employees were there in the establishment that you work/worked in?

- 1 - 4 persons 1
- 5 - 9 persons 2
- 10 - 19 persons 3
- 20 - 49 persons 4
- 50 - 99 persons 5
- 100 - 199 persons 6
- 200 - 499 persons 7
- 500 - 999 persons 8
- 1000 persons or more 9
- Does not know 97

20. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED WITH WORK EXPERIENCE:

Does/Did your employer have other establishments than the one you work/worked in? IF YES: Are there/were there less than 5, or between 5 and 10, or more than 10 establishments?

- No other establishments 1 → 022
- Less than 5 establishments 2
- 5 - 10 establishments 3
- Over 10 establishments 4
- Does not know 9 → 022

21. On estimate, how many employees work/worked for this employer in all establishments together?

- 1 - 4 persons 1
- 5 - 9 persons 2
- 10 - 19 persons 3
- 20 - 49 persons 4
- 50 - 99 persons 5
- 100 - 199 persons 6
- 200 - 499 persons 7
- 500 - 999 persons 8
- 1000 persons or more 9
- Does not know 97

22. EVERYBODY: Next I would like to ask a few questions about your general education. Can you tell me what level you have reached in your general education? Have you completed:

- primary school (part or all) or civic school, 1
- part of lower secondary school or part of comprehensive school, 2
- lower secondary school or comprehensive school, 3
- part of senior secondary school, 4
- all of senior secondary school 5
- or taken the matriculation examination? 6
- Does not know 9

23. EVERYBODY: Next I would like to ask about your vocational education and training. I shall ask separately about qualifications at school level, at institute level and at university level. Have you completed a degree at school level? (for example in a vocational institution, a commercial institute, a technical institute or an agricultural institute, etc.)

- Yes 1
- No 2 → 024
- Does not know 9 → 024

Please specify what degrees

24. EVERYBODY: Or have you completed a degree at institute level or one at a vocational education institution? (e.g. in a commercial institute, a technical institute, a nursing institute, etc.)

- Yes 1
- No 2 → 025
- Does not know 9 → 025

Please specify what degrees

25. EVERYBODY: Have you completed any other vocational qualification that lasted a minimum of 4 months (such as an employment promoting course)

- Yes 1
- No 2 → 026
- Does not know 9 → 026

Please specify what training or schooling

26. EVERYBODY: Have you completed a university degree?

Yes 1
 No 2 → 027
 Does not know 9 → 027

Please specify what degrees

27. Has any of the training or schooling that you mentioned been apprenticeship training?

28. EVERYBODY: Which one of the following is in your opinion the main or most important vocational training: (COMPUTER COMPUTES THE LIST OF VOCATIONAL QUALIFICATIONS MENTIONED IN Q23-Q26.) _____

29. EVERYBODY: How many years altogether have you attended school or studied full time? _____

30. EVERYBODY: What is your marital status at present? Are you:

single 1 → 034
 married or cohabiting 2
 divorced or separated 3 → 034
 or a widow(er)? 4 → 034

31. What is your partner's main activity at present? Is he/she:

a wage earner, 1 }
 an agricultural entrepreneur or assisting family member on a farm, 2 } → 032
 other entrepreneur or assisting family member in
 a family enterprise or other self-employed person, 3 }
 unemployed or laid off without pay, 4 }
 student (conscript), 5 }
 on work disability pension or chronically ill, 6 } → 033
 on pension because of age or number of years employed, 7 }
 on unemployment pension, 8 }
 a home-maker 9 }
 other 10 }
 Does not know 97 → 033

31x. Please describe in more detail what his/her main activity is (BECAUSE THE REPLY WAS 'OTHER' IN THE PREVIOUS QUESTION)

→ 033

32. What is your partner's occupation?

33. What are your partner's general and vocational qualifications (highest)? Has he/she completed:

at most primary school or civic school 1
 lower secondary school or comprehensive school 2
 vocational school 3
 upper secondary school or matriculation 4
 vocational institute 5
 or university? 6
 Does not know 9

34. EVERYBODY:
 How many children (own or supported) aged under 18 live in your household at present? _____

35. Please give the ages of these children

36. EVERYBODY: Next I would like to ask about your studies in Finland in your lifetime. - Please take into account only those studies that have lasted altogether a minimum of 6 hours. - Studies that have been interrupted are also to be included. N.B. THE QUESTION IS MOST IMPORTANT FROM THE POINT OF VIEW OF THE SURVEY! GO CAREFULLY THROUGH EACH FORM OF EDUCATION. _____

36a. In what general education institute have you studied in the past 12 months or earlier?

CLASSIFICATION USED IN Q36:

Never studied 1
 in past 12 months 2
 or only earlier? 3
 Does not know 9
 01 Primary school or civic school? 1 2 3 9
 02 Comprehensive school or lower secondary school? 1 2 3 9
 03 Senior secondary school? 1 2 3 9
 04 Evening school (adult or evening senior secondary school or upper secondary school)? 1 2 3 9

36b. Some forms of vocational training are listed below.

Have you attended any in the past 12 months or earlier?

- ⑮ Apprenticeship training? (PERIODS OF COURSES TAKEN AT VOCATIONAL ADULT EDUCATION CENTRES OR VOCATIONAL EDUCATION INSTITUTIONS) 1 2 3 9
- ⑯ An employment-promoting course paid for by labour authorities (labour policy training)? 1 2 3 9
- ⑰ Training for youths at vocational or professional education institutions? 1 2 3 9
- ⑱ Training arranged specially for adults at a vocational education institution or at a vocational adult education centre (private students included)? 1 2 3 9
- ⑲ Military institute (not conscript service)? 1 2 3 9

36c. The following is a list of institutes that offer both vocational and general-interest courses and studies.

Have you studied at:

- 10 a folk high school or folk academy that provides vocational or professional qualifications? 1 2 3 9
- ⑮ a folk high school or folk academy for other purposes? 1 2 3 9
- 12 a con-servatory that provides a vocational or professional qualification or in a music school or college (Not in the adult application)? 1 2 3 9
- ⑮ the music-school level adult department (former folk conservatory department) at a music school or college? 1 2 3 9
- 14 a sports institute that provides vocational or professional qualifications? 1 2 3 9
- ⑮ a sports institute in other training? 1 2 3 9

36d. I shall list different study modes of universities and summer universities. Have you studied:

- 16 for a basic degree at university? 1 2 3 9
- 17 for a post-graduate degree at university? 1 2 3 9
- ⑮ at uni-versity in a course of further training or at the continuing studies centre of a university? 1 2 3 9
- ⑮ at university or its continuing studies centre for a separate degree in a given subject or an open university course? 1 2 3 9
- ⑮ at summer university? 1 2 3 9

36e. In the following I shall ask about the providers of training that take adults into account separately in the courses that they cater for.

Have you in the past 12 months or earlier attended:

- ⑮ an adult education centre? 1 2 3 9
- ⑮ a langu-age school or institute in Finland? 1 2 3 9
- ⑮ a correspondence school? 1 2 3 9
- ⑮ training provided by an organisation, union or association at their own training facilities or on other premises? 1 2 3 9
- ⑮ courses or a study circle arranged by a study circle centre? 1 2 3 9
- ⑮ a separate typing or word-processing school? 1 2 3 9
- ⑮ a dance school or institute (modern or jazz dance or ballet)? 1 2 3 9
- 28 a driving school? 1 2 3 9
- 29 studied by regularly follo-wing an educational programme series on the radio or television? 1 2 3 9

36f. In the following I shall list the most common forms of job training that are offered.

Have you participated in:

- ⑮ training provided by your employer at your workplace, in the employer's training facilities or in other training units (also applies to secondary jobs)? 1 2 3 9
- ⑮ training at a separate training unit that caters for further training or in a training centre (business-based training centres, consultants, etc.)? 1 2 3 9
- 32 conferences, seminars or other similar training? 1 2 3 9

36g. Have you participated in any other training in Finland?

- No 1 → Q37
- In the past 12 months 2
- Only earlier 3 → Q37
- Does not know 9 → Q37

36x. Please specify what sort of training it was that you participated in

37. Have you studied abroad in the past 12 months?

- No 1
- Yes 2
- Does not know 9

38. Have you studied abroad earlier?

- No 1 → SKIP 5
- Yes 2
- Does not know 9 → SKIP 5

38a. What did you study abroad earlier? (Questions on your studies abroad in the past 12 months will be asked later in this questionnaire).
ASK THE SUBJECT OR THEME STUDIED.

SKIP 5: IF AT LEAST ONE CODE 2 IN THE CIRCLED FORMS OF
EDUCATION (Q36a-Q37)
OTHERS → Q39
→ Q54

39. FOR THOSE THAT HAVE PARTICIPATED:
(QUESTIONS 39-53 ARE ASKED SEPARATELY ON EACH COURSE BY FORM OF EDUCATION)

Next I would like to ask about the courses and adult education that you said you have participated in during the past 12 months.

You said that you participated in (during the past 12 months)
(COMPUTER OUTPUTS THE NAME OF THE FORM OF EDUCATION HERE) _____

40. What was/What is the course or training called?
If you do not remember what it was/is called, please describe the subject or theme of the course as fully as possible.

41. What were/What are the contents of the training?
(If the respondent offers more than one alternative try to get the respondent to tell you which one is the most important one. Classification of the subject matter content of education appended.) _____

42. What institution or organisation catered for the training? If the training took place in the work place, give the name of the employer.

43. Was/is the training related primarily to:

- your work or occupation, 1 → Q44
- other studies, 2
- your commissions of trust at work, 3
- your commissions of trust elsewhere (E.G. MUNICIPALITY, PARISH, HOUSING ASSOCIATION ETC.), 4 → Q52 or Q44*
- your hobbies 5
- or were you studying comprehensive school, senior secondary school or other general education subjects? 6
- Other reason 7
- Does not know 9 → Q52 or Q44*

(* = IF THE TRAINING IS 06 EMPLOYMENT-PROMOTING TRAINING)

43x. Please specify what the 'other reason' relates to.

44. Did/Does the schooling lead to a degree?

- Yes 1
- No 2
- Does not know 9

45a. To what extent has the schooling had the following effects?
Has it offered you useful information:

- a lot, 1
- to some extent 2
- or not at all? 3
- Does not know 9

45b. Did the training help you in coping at work or in your occupation:

- a lot, 1
- to some extent 2
- or not at all? 3
- Does not know 9

45c. Did the training give you skills for new tasks at work:

- a lot, 1
- to some extent 2
- or not at all? 3
- Does not know 9

45d. Did the training motivate you to search for further information:

- a lot, 1
- to some extent 2
- or did it not have any effect? 3
- Does not know 9

45e. Did the training have a positive effect on your job motivation:

- a lot, 1
- to some extent 2
- or not at all? 3
- Does not know 9

45f. And did it improve your self confidence:

- a lot, 1
- to some extent 2
- or not at all? 3
- Does not know 9

45g. Did the course have other effects not mentioned here?

- Yes 1
- No 2 → Q46
- Does not know 9 → Q46

45x. Please specify what the 'other effects' were

46. Choose one of the following alternatives as the primary reason for having participated in this course related to your work or occupation.

- You felt that the evolving tasks at work force you to participate. 1
- Your employer obliged you to participate. 2
- You wanted a new occupation. 3
- You wanted to learn new things and develop yourself and your skills 4 → Q47
- Due to unemployment or the threat of it. 5
- You plan to set up your own business. 6
- You wanted to advance in your career. 7
- Other reason 8
- Does not know 97 → Q47

46x. Please specify what the 'other reason' was.

47. On whose initiative did you participate in this course? Did you go primarily:

- of your own initiative. 1
- your employer's initiative 2
- labour authorities 3
- or by initiative of a trade union 4
- or did the initiative come from elsewhere? 5
- Does not know 9

SKIP 6: IF THE RESPONDENT HAS NOT BEEN A WAGE EARNER IN THE PAST 12 MONTHS (Q2 = No or DK) OR THE TRAINING THAT IS BEING ASKED ABOUT IS LABOUR FORCE TRAINING (Q29=6) → Q50a

48a. Were paid working hours used for participating in the studies?

- Yes 1
- No 2
- Does not know 9

48b. Or your own free time or holidays?

- Yes 1
- No 2
- Does not know 9

48c. Or unpaid leave?

- Yes 1
- No 2
- Does not know 9

48d. Did you use study leave for participating in the studies?

- Yes 1
- No 2
- Does not know 9

49a. How were the expenses (e.g. course fee, material, travel, food, and accommodation expenses, etc.) for the studying covered? Did your employer take part in covering the expenses?

Yes 1
 No 2
 Does not know 9

49b. Did you pay for something yourself?

Yes 1
 No 2
 Does not know 9

49c. Did you receive government-funded study aid?

Yes 1
 No 2
 Does not know 9

49d. Did a trade union (your own union or that of a professional organisation) subsidise your studies?

Yes 1
 No 2
 Does not know 9

49e. Did you receive financial aid from elsewhere?

Yes 1
 No 2 → 052
 Does not know 9 → 052

49x. Please specify where the other financial aid was from

50a-51x: FOR THOSE THAT PARTICIPATED IN TRAINING THAT WAS LABOUR POLICY TRAINING 06 OR THE RESPONDENT HAS NOT BEEN A WAGE EARNER IN THE PAST 12 MONTHS.

50a. Do/Did you participate in the training in the daytime?

Yes 1
 No 2
 Does not know 9

50b. Do/Did you participate in the evening or the weekends?

Yes 1
 No 2
 Does not know 9

51a. How were the expenses (e.g. course fee, material, travel, food, and accommodation expenses, etc.) for the studying covered? Did the state participate in covering the expenses? (This does not involve unemployment benefits!)

Yes 1
 No 2
 Does not know 9

51b. Did you pay for something yourself?

Yes 1
 No 2
 Does not know 9

51c. Did you receive government-funded study aid?

Yes 1
 No 2
 Does not know 9

51d. Did a trade union (your own union or that of a professional organisation) subsidise your studies?

Yes 1
 No 2
 Does not know 9

51e. Did you receive financial aid from elsewhere?

Yes 1
 No 2 → 052
 Does not know 9 → 052

51x. Please specify where the other financial aid was from

52. EVERYBODY THAT PARTICIPATED IN CIRCLED FORMS OF EDUCATION: Please estimate how many days in the past 12 months have been used in this course (6 hours = 1 day)?
 N.B.! RECORD AS FULL DAYS - NOT AS HOURS! _____

57. EVERYBODY (EXCEPT STUDENTS): To what extent do the following reasons make it difficult for you to participate in courses or studies on your own free time (outside work or otherwise) and at your own expense?

ANSWER ALTERNATIVES IN QUESTION 57 :

A lot 1
 To some extent 2
 Not at all 3
 Does not know 9

- 57a. Does the lack of interest make it difficult for you to participate? 1 2 3 9
 57b. And what about fatigue? 1 2 3 9
 57c. No benefit from training? 1 2 3 9
 57d. The poor quality of training or teaching? 1 2 3 9
 57e. Hobbies? 1 2 3 9
 57f. Little basic education? 1 2 3 9
 57g. Fear of failure? 1 2 3 9
 57h. Difficult or irregular working hours? 1 2 3 9
 57i. Do financial reasons make it difficult for you to participate in training on your own free time and at your own expense? 1 2 3 9
 57j. Reasons related to child care? 1 2 3 9
 57k. Or other family reasons? 1 2 3 9
 57l. Reasons related to age or health? 1 2 3 9
 57m. Lack of information on study opportunities? 1 2 3 9
 57n. Lack of suitable educational opportunities? 1 2 3 9
 57o. Location of educational facilities and transportation problems? 1 2 3 9
 57p. And does any other obstacle or difficulty make it hard for you to participate? 1 2 3 9 (IF CODE 3 OR 9 → Q58)

57x. Please specify what the 'other obstacles' are.

58. Which one of the reasons that you mentioned do you deem to be the main obstacle or difficulty to your participation? _____

SKIP 11: OTHERS EXCEPT WAGE EARNERS

→ Q61

59. WAGE EARNERS ONLY: To what extent do the following reasons make it difficult or prevent you in your present phase in life from participating in training offered by your employer during working hours:

ANSWER ALTERNATIVES IN QUESTION 59:

A lot 1
 To some extent 2
 Not at all 3
 Does not know 9

- 59a. Does the lack of interest make it difficult to participate? 1 2 3 9
 59b. No benefit from training? 1 2 3 9
 59c. Poor quality of training or teaching? 1 2 3 9
 59d. Fear of failure? 1 2 3 9
 59e. Busy at work? 1 2 3 9
 59f. Employer does not value training enough? 1 2 3 9
 59g. Lack of information on educational opportunities? 1 2 3 9
 59h. Suitable training is not available? 1 2 3 9
 59i. Access to interesting training is difficult? 1 2 3 9
 59j. Employer does not offer training? 1 2 3 9
 59k. Or does some other obstacle or difficulty make it hard for you to participate? 1 2 3 9 (IF CODE 3 OR 9 → Q60)

59x. Please specify what the other obstacle is

60. Which one of these reasons do you deem to be the main obstacle or difficulty?

61. EVERYBODY: Have you been able to obtain information on educational opportunities for adults when necessary:

adequately 1
 fairly adequately 2
 quite little 3
 or far too little? 4
 Has not needed the information 5
 Does not know 9

SKIP 12: STUDENTS WITH WORK EXPERIENCE
 STUDENTS WITHOUT WORK EXPERIENCE

→ Q64
 → Q94

62. **EVERYBODY (EXCEPT STUDENTS):** New knowledge and skills can be obtained at work or on leisure time by other means than courses and training too. Have you in the past 12 months studied some new subject independently or together with friends or acquaintances or co-workers for a total of at least 20 hours?

- Yes 1 → Q64
- No 2 → Q64
- Does not know 9 → Q64

63. **Did you study:**

- on your free time 1 → Q63b
- or during working hours 2
- or both on free time and working hours? 3

63a. **What subjects did you study like this on your free time?**

63b. **What subjects did you study like this during your working hours?**

SKIP 13: PENSIONERS WITHOUT WORK EXPERIENCE → Q94
 OTHERS WITHOUT WORK EXPERIENCE → Q66

64. **EVERYBODY WITH WORK EXPERIENCE:**

The following questions deal with your work and the changes in work. In your lifetime have you been:

- always in a similar occupation, 1
- in 2-3 distinctly different occupations 2
- or in many distinctly different occupations? 3
- No actual occupation (yet) 4
- Does not know 9

SKIP 14: PENSIONERS → Q94

65. **EVERYBODY WITH WORK EXPERIENCE (EXCEPT PENSIONERS):** How many full-time employers have you had in the past 5 years? N.B. EMPLOYER OR OWN ENTERPRISE. _____

66. **EVERYBODY (EXCEPT PENSIONERS):** Have you been unemployed in the past 5 years? IF YES: How many times? UNEMPLOYED: How many times have you been unemployed in the past 5 years?

- Have not been unemployed 0 → SKIP 15
- Once 1
- Twice 2
- Three times 3
- More than three times? 4
- NOT IN WORKING LIFE IN 5 YEARS 7 → SKIP 15
- Does not know 9 → SKIP 15

67. **How many months in all have you been unemployed in the past 5 years?** _____

SKIP 15: WAGE EARNERS AND ENTREPRENEUR
 CONSRIPTS, STUDENTS, HOME-MAKERS, OTHERS
 → Q72
 → Q94

68. **UNEMPLOYED ONLY: How many months has your present period of unemployment lasted?** _____

69. **What do you believe to be the main reason for your unemployment?** TRY TO LOCATE THE PRIMARY REASON FOR THE UNEMPLOYMENT. THE RESPONDENT MIGHT HAVE WORKED FOR SEVERAL SHORT SPELLS AFTER BECOMING UNEMPLOYED FOR THE FIRST TIME. THE PURPOSE IS TO DISCOVER WHY THE RESPONDENT ORIGINALLY BECAME UNEMPLOYED.

- Dismissal, lay-off or business closure 1
- Fixed-term contract ended 2
- Personal reasons (e.g. health reasons, wanted to end that job, etc.) 3 → Q70
- Entering working life for the first time, e.g. having just qualified for an occupation 4
- Other reason 5
- Does not know 9 → Q70

69x. Write the respondent's 'other reason' here:

70. UNEMPLOYED ONLY: Which of the following best describes your financial situation:

- | | |
|---|---|
| No financial problems | 1 |
| Minor financial problems | 2 |
| Fairly big financial problems | 3 |
| Major financial problems | 4 |
| Does not know | 9 |

71. UNEMPLOYED ONLY: What is your own average gross income (before taxes) a month at the moment?

- | | |
|-----------------------------------|----|
| No income at all | 0 |
| 2 000 FIM or less | 1 |
| 2 001 - 4 000 FIM | 2 |
| 4 001 - 6 000 FIM | 3 |
| 6 001 - 8 000 FIM | 4 |
| 8 001 - 10 000 FIM | 5 |
| 10 001 - 12 000 FIM | 6 |
| 12 001 - 14 000 FIM | 7 |
| 14 001 - 16 000 FIM | 8 |
| 16 001 - 18 000 FIM | 9 |
| 18 001 - 20 000 FIM | 10 |
| 20 001 - 22 000 FIM | 11 |
| 22 001 - 24 000 FIM | 12 |
| 24 001 - 26 000 FIM | 13 |
| Over 26 000 FIM | 14 |
| Does not wish to answer | 15 |
| Does not know | 97 |

SKIP 16: UNEMPLOYED WAGE EARNERS (Q5 = 1)
OTHER UNEMPLOYED PERSONS WITH WORK EXPERIENCE → 079
OTHER UNEMPLOYED PERSONS WITH NO WORK EXPERIENCE → 086
→ 092

72. WAGE EARNERS AND ENTREPRENEURS: What is your own monthly income before taxes. This includes shift work, seniority premiums and equivalent, but not overtime compensations.

- | | |
|-----------------------------------|----|
| No income at all | 0 |
| 2 000 FIM or less | 1 |
| 2 001 - 4 000 FIM | 2 |
| 4 001 - 6 000 FIM | 3 |
| 6 001 - 8 000 FIM | 4 |
| 8 001 - 10 000 FIM | 5 |
| 10 001 - 12 000 FIM | 6 |
| 12 001 - 14 000 FIM | 7 |
| 14 001 - 16 000 FIM | 8 |
| 16 001 - 18 000 FIM | 9 |
| 18 001 - 20 000 FIM | 10 |
| 20 001 - 22 000 FIM | 11 |
| 22 001 - 24 000 FIM | 12 |
| 24 001 - 26 000 FIM | 13 |
| Over 26 000 FIM | 14 |
| Does not wish to answer | 15 |
| Does not know | 97 |

73. WAGE EARNERS AND ENTREPRENEURS:

WAGE EARNER: How many years have you been in your present work place?

ENTREPRENEUR: How long have you managed this enterprise?

REFERS TO THE ENTERPRISE IN THE CASE OF ENTREPRENEURS, REFERS TO THE FARM OR SIMILAR ESTABLISHMENT IN THE CASE OF FARM ENTREPRENEURS - APPLIES TO UNINTER-RUPTED EMPLOYMENT THAT ALSO INCLUDES MATERNITY LEAVE, LAY-OFFS ETC.

74. How many years have you been in the present position in your work place? —

SKIP 17: ENTREPRENEURS WITH WORK EXPERIENCE → 086
ENTREPRENEURS WITH NO WORK EXPERIENCE → 089

75a. How likely do you think it that in the next 2 years you will change occupation?

- Very likely 1
- Quite likely 2
- Quite unlikely 3
- Very unlikely 4
- Does not know 9

75b. How likely do you think it that in the next 2 years you will change employer?

- Very likely 1
- Quite likely 2
- Quite unlikely 3
- Very unlikely 4
- Does not know 9

75c. Or that you change to different tasks with your present employer?

- Very likely 1
- Quite likely 2
- Quite unlikely 3
- Very unlikely 4
- Does not know 9

76a. To what extent do you experience the following factors of uncertainty in working life at present? Are you faced with the threat of ending up unemployed or laid off? Is this threat great, little or non-existent?

- Great 1
- To some extent 2
- Not at all 3
- Does not know 9

76b. Or the threat of being moved to other tasks against your own wishes?

- Great 1
- To some extent 2
- Not at all 3
- Does not know 9

76c. Any other factors of uncertainty?

- A lot 1
- To some extent 2
- Not at all 3 → 077
- Does not know 9 → 077

76x. Please specify what these other factors of uncertainty are.

77. How likely do you think it that your present job will change significantly for example in methods or equipment in the next 5 years? In your opinion is the change:

- very likely 1
- quite likely 2 → 079
- quite unlikely 3 → 079
- or very unlikely? 4 → 079
- Does not know 9 → 079

78. Do you consider this change primarily a:

- challenge 1
- or as a cause of insecurity 2
- Does not know 9

79. WAGE EARNERS AND UNEMPLOYED WAGE EARNERS:

Do you belong to a wage earners' trade union or unemployment fund? IF YES: Which one?

- Does not belong to a union 0 → 081a
- SAK (Central Organisation of Finnish Trade Unions) 1 → 080
- STTK (Confederation of Salaried Employees in Finland) 2
- Akava (Confederation of Unions for Academic Professionals in Finland) 3
- Knows the name of the union, but not that of the Central Organisation 4
- Belongs to an unemployment fund only 5 → 081a
- Some other union or organisation or doesn't know 6 → 079b

79a. What is the name of the trade union?

- 080

79b. Please specify what the 'other union

→ Q81a

ANSWER ALTERNATIVES IN QUESTIONS Q80 - Q82:

Yes 1
 No 2
 Does not know 9

80. Do you currently have or have you had a commission of trust in your trade union or local department? 1 2 9

81a. WAGE EARNERS AND UNEMPLOYED WAGE EARNERS:

Many different trade publications are published in our country. Do you regularly follow: Trade union publications (published by a trade union or central organisation)?

1 2 9

81b. Other professional publications in your field? 1 2 9

81c. Professional literature in your field? 1 2 9

SKIP 18: IF ALL REPLIES IN Q81 ARE ND=2 OR DK=9 → SKIP 19

82a. How do you obtain these publications: Do you receive them as a membership benefit? 1 2 9

82b. By acquiring them yourself? 1 2 9

82c. Your employer acquires them for your use? 1 2 9

82d. By borrowing them from the library? 1 2 9

82e. By borrowing them from friends or co-workers? 1 2 9

82f. By other means? 1 2 9 (IF CODE IS 2 OR 9 → SKIP 19)

82x. Please describe what other means you use to obtain these publications.

SKIP 19: UNEMPLOYED WITH WORK EXPERIENCE → Q86
 UNEMPLOYED WITH NO WORK EXPERIENCE → Q82

83. WAGE EARNERS ONLY: I shall list different types of working hours. Which of the following best describes your present working hours:

regular day work 1
 regular evening work 2
 regular night work 3
 regular morning work 4
 two-shift work 5
 or three-shift work (5-shift work)? 6
 other type of working hours 7

→ Q84

83x. You chose the 'other type of working hours'. Please specify the type of working hours they are.

84. WAGE EARNERS ONLY: How long do you think it would take for a new employee with the necessary basic training to learn your work tasks on the whole:

a few hours 1
 a few days 2
 a few weeks 3
 a few months 4
 1-2 years 5
 or over 2 years? 6
 Does not know 9

ANSWER ALTERNATIVES IN QUESTION 85:

Yes 1
 No 2
 Does not know 9

85a. WAGE EARNERS ONLY:

How were you taught your present work tasks?

Did your employer offer you any orientation training? 1 2 9

85b. Did your immediate superior teach you where necessary? 1 2 9

85c. Did your co-workers teach you where necessary? 1 2 9

85d. Did you learn on your own? 1 2 9

85e. Or was it by some other means? 1 2 9 (IF CODE 2 OR 9 → Q86)

85x. Please specify what the 'other means' were for teaching you to do your job.

86. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED (WITH WORK EXPERIENCE): Changes in the working world can lead to situations where workers feel they have gaps in their knowledge and skills. Have you ever met with such a situation:

often 1
 quite often 2
 sometimes 3
 or hardly ever? 4 → SKIP 20
 Does not know 9 → SKIP 20

ANSWER ALTERNATIVES IN QUESTION 86:

- Yes 1
 No 2
 Does not know 9

- 86a.** In situations like this have your co-workers or specialists at your workplace offered you help? 1 2 9
- 86b.** And have specialists from outside your workplace helped you? 1 2 9
- 86c.** Or has training been of any help in changes in the working world? 1 2 9
- 86d.** Or has reading books and trade publications been of help? 1 2 9
- 86e.** And did you get any help in situations like this from elsewhere? 1 2 9 (IF CODE 2 OR 9 → SKIP 20)
- 86x.** Please specify where the help came from

SKIP 20: ENTREPRENEURS
 UNEMPLOYED
 → 089
 → 082

ANSWER ALTERNATIVES IN QUESTION 87:

- A lot 1
 quite a lot 2
 To some extent 3
 Not at all 4
 Does not know 9

- 87a.** WAGE EARNERS ONLY:
To what extent does your present work enable you to learn new things? 1 2 3 4 9
- 87b.** To use the knowledge and skills you already have? 1 2 3 4 9
- 87c.** To choose your working methods and to develop them? 1 2 3 4 9
- 87d.** To regulate your pace of work independently? 1 2 3 4 9
- 87e.** To develop your talents and professional skills? 1 2 3 4 9
- 87f.** Be given credit for work that has been done well? 1 2 3 4 9
- 87g.** To feel that you are a respected member of your work community? 1 2 3 4 9
- 87h.** To work together with others (in co-operation, in working groups, as a member of a team)? 1 2 3 4 9
- 87i.** And to what extent do you have the chance to move from one type of job to another in your present work place? 1 2 3 4 9
- 87j.** To move to more demanding work as your experience increases? 1 2 3 4 9
- 87k.** To what extent can you have a say in the kind of training that is given at your workplace? 1 2 3 4 9
- 87l.** Or to have a say in the division of work and how the work is done in your work unit 1 2 3 4 9
- 87m.** Participate in decision-making concerning the whole enterprise? 1 2 3 4 9

88. Are the possibilities at work:

- good, 1
 fair 2
 or poor for you to receive training that is instructive or career-promoting? 3
 Does not know 9

89. WAGE EARNERS AND ENTREPRENEURS:

- Which one of the alternatives below best describes your work skills:**
 Need more training in order to carry out the tasks well 1
 Present tasks correspond to present skills well 2
 Present tasks are too simple, you could perform much more demanding tasks 3
 Does not know 9

90. WAGE EARNERS AND ENTREPRENEURS: N.B. I BASIC TRAINING HERE MEANS TRAINING LEADING TO A QUALIFICATION DEGREE (BOTH VOCATIONAL AND GENERAL EDUCATION). In your opinion do your tasks require:

- less 1
 or more than your basic training qualifies you for 2
 or does the level required in your tasks correspond to your basic training? 3
 Does not know 9

ANSWER ALTERNATIVES IN QUESTION 091:

- A lot 1
 Quite a lot 2
 To some extent 3
 Not at all 4
 Does not know 9

91a. WAGE EARNERS AND ENTREPRENEURS:

- To what extent are the knowledge and skill required in your present work based on your basic training?** 1 2 3 4 9
- 91b.** And to what extent are your skills based on additional training in your occupation or work? 1 2 3 4 9
- 91c.** To what extent are your knowledge and skills based on work experience? 1 2 3 4 9
- 91d.** And to what extent are the skills required in your work based on independent studying in connection with your work? 1 2 3 4 9

92. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED:
What do you estimate your chances of advancing in the working life in general to be?
Are your chances:

- Good 1
- Fair 2
- or quite poor? 3
- Does not know 9

93. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED:
Do you believe you have good, fair or poor chances of getting a new job?

- Good 1
- Fair 2
- Poor 3
- Does not know 9

94. EVERYBODY: **What foreign languages do you speak?**
 N.B.! THE MOTHER TONGUE IS NOT A FOREIGN LANGUAGE!
 LET THE RESPONDENT TELL YOU WHICH LANGUAGES HE/SHE CAN SPEAK - DO NOT LIST THEM.

- None 0 → SKIP 21
- Finnish 11
- Swedish/other Scandinavian languages 12
- English 13
- German 14
- French 15
- Russian 16
- Spanish 17
- Italian 18
- Estonian 19
- Arabic 20
- Hebrew 21
- Greek 22
- Portuguese 23
- Hungarian 24
- Other, please specify 25
- Does not know 97 → SKIP 21

95. EVERYBODY: **Choose which alternative below best describes your knowledge of the language. How well do you know (COMPUTER OUTPUTS THE NAME OF THE LANGUAGE HERE) language?**

- You can cope in familiar routine situations (e.g. in presenting yourself, ordering food, etc.) 1
- You can cope fairly well in ordinary spoken situations 2
- You can cope well in the practical use of the language 3
- You can use the language fluently in situations, such as meetings 4
- You master the language almost as well as a native speaker 5
- Does not know 9

SKIP 21: PENSIONERS → 097

96. EVERYBODY (EXCEPT PENSIONERS):
In which foreign languages do you need training for your work life?
 N.B.! THE MOTHER TONGUE IS NOT A FOREIGN LANGUAGE!

- None 0 → 097
- Finnish 11
- Swedish/other Scandinavian languages 12
- English 13
- German 14
- French 15
- Russian 16
- Spanish 17
- Italian 18 → 096a
- Estonian 19
- Arabic 20
- Hebrew 21
- Greek 22
- Portuguese 23
- Hungarian 24
- Other, please specify 25
- Does not know 97 → 097

96x. RECORD THE RESPONDENT'S ANSWER TO 'OTHER LANGUAGE' HERE

94x. RECORD THE RESPONDENT'S ANSWER TO 'OTHER LANGUAGE' HERE:

96a. Do you need to practice (COMPUTER PLACES NAME OF LANGUAGE HERE) for speaking?

- Yes 1
- No 2
- Does not know 9

96b. For reading?

- Yes 1
- No 2
- Does not know 9

96c. Or do you need to practice (COMPUTER PLACES NAME OF LANGUAGE HERE) for writing?

- Yes 1
- No 2
- Does not know 9

97. EVERYBODY: And would you like to learn a foreign language for other reasons than for work.

- Yes 1
- No 2 → SKIP 22
- Does not know 9 → SKIP 22

97a. EVERYBODY: Which language? N.B. THE MOTHER TONGUE IS NOT A FOREIGN LANGUAGE!

- Finnish 11
- Swedish/other Scandinavian languages 12
- English 13
- German 14
- French 15
- Russian 16
- Spanish 17
- Italian 18
- Estonian 19
- Arabic 20
- Hebrew 21
- Greek 22
- Portuguese 23
- Hungarian 24
- Other 25
- Does not know 97

SKIP 22: STUDENTS WITHOUT WORK EXPERIENCE PENSIONERS

→ Q100
→ Q100

98. EVERYBODY (EXCEPT PENSIONERS AND STUDENTS WITHOUT WORK EXPERIENCE): Do you believe that you need other training (apart from languages) to develop or improve your work skills?

- Yes 1
- No 2 → SKIP 23
- Does not know 9 → SKIP 23

98a. Please evaluate what kind of training you need by using the alternatives on the card? (Classification of the subject matter content of education appended.)

SKIP 23: CONSCRIPTS, STUDENTS, HOME-MAKERS AND THE GROUP 'OTHERS' → Q100

ANSWER ALTERNATIVES IN QUESTION 99:

- A lot 1
- To some extent 2
- Not at all 3
- Does not know 9

99a. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED: How much do you think that further training would help you in getting a new job? Would it help a lot, to some extent, or not at all?

- 1 2 3 9

99b. And would further training be of help in advancing in your career?

- 1 2 3 9

SKIP 24: UNEMPLOYED

→ Q100

99c. WAGE EARNERS AND ENTREPRENEURS: Would further training be of help in your being able to keep your job? Would it help a lot, to some extent, or not at all?

- 1 2 3 9

99d. And in carrying out your duties/tasks?

- 1 2 3 9

100. EVERYBODY: Do you at present need training, other than language training, in something related to your free-time activities?

- Yes 1
- No 2 → SKIP 25
- Does not know 9 → SKIP 25

100a What sort of training do you need?

SKIP 25: CONSCRIPTS, STUDENTS, HOME-MAKERS AND THE GROUP 'OTHERS' → Q106a
PENSIONERS → Q111

101. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED:
In the near future would you be interested in attending further training related to your work or occupation?

- Yes 1
- No 2
- Does not know 9

IF Q 101=1: To what extent is this interest influenced by the following factors?
IF Q 101=2 or 9: Could your interest in attending further training in the near future be influenced by the following factors?

ANSWER ALTERNATIVES IN QUESTION 101:

- A lot 1
- To some extent 2
- Not at all 3
- Does not know 9

- 101a. Unemployment or the threat of it? 1 2 3 9
- 101b. The chance or desire to be given different work tasks? 1 2 3 9
- 101c. The chance or desire to be given more demanding work tasks? 1 2 3 9
- 101d. The desire to change/get a new job? 1 2 3 9
- 101e. The desire to change occupation? 1 2 3 9
- 101f. The desire to receive better pay than at present? 1 2 3 9
- 101g. To update and develop the skills in your occupation? 1 2 3 9
- 101h. The chance of getting a permanent job? 1 2 3 9
- 101i. To obtain formal qualifications? 1 2 3 9
- 101j. For self-development? 1 2 3 9
- 101k. The desire for change? 1 2 3 9
- 101l. The desire to find new friends? 1 2 3 9
- 101m. Since friends are attending? 1 2 3 9
- 101n. For the esteem that comes with the training? 1 2 3 9
- 101o. And is there any other reason for your wanting to study? 1 2 3 9 (IF CODE 3 OR 9 → Q102)

101x. Please specify what the other reasons are.

102. Which one of the above questions causes or could cause the need for further training the most? —

103. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED:

In the next 2 years do you intend to participate in training that will last for at least a year and that qualifies for a degree or certificate?

- Yes 1
- Maybe 2
- Do not intend to 3
- Does not know 9

104. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED: Next I shall ask about student grants that do not need to be paid back. How big a sum should such a grant be in your opinion so that you would be prepared to become a full-time student? Should the net sum be:

- 1/4 of your current net income, 1
- 1/2 of your current net income, 2
- 3/4 of your current net income, 3
- or the same as your current net income? 4
- Not interested/Would not start studying 5
- Respondent has no income 6
- Does not know 9

SKIP 26: UNEMPLOYED

→ Q105b

ANSWER ALTERNATIVES TO QUESTION 105:

- Yes 1
- No 2
- Does not know 9

105a. WAGE EARNERS AND ENTREPRENEURS: If you were to become unemployed now, would you be willing to change occupation? 1 2 9 → Q105c

105b. UNEMPLOYED ONLY: Since you are unemployed at present, would you be willing to change occupation? 1 2 9

105c. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED: Or to train for a new occupation? 1 2 9

105d. To obtain further training in your current occupation? 1 2 9

105e. And would you be willing to temporarily take up a job that does not correspond to your qualifications or occupational skills? 1 2 9

105f. Or to move to a different location in order to get a job? 1 2 9

- 105g. Or to move to a different location to get training? 1 2 9
 105h. Move abroad in search of work? 1 2 9
 105i. And would you be willing to set up an enterprise of your own? 1 2 9

106a. EVERYBODY (EXCEPT PENSIONERS): I will list some main areas of life which have a different meaning for different people. How important are these areas of life to you. Is gainful employment very important, quite important, or not very important to you?

- Very important 1
 Quite important 2
 Not very important 3
 Does not know 9

106b. What about the home and family life?

- Very important 1
 Quite important 2
 Not very important 3
 Does not know 9

106c. Are leisure time activities very important, quite important or not very important to you?

- Very important 1
 Quite important 2
 Not very important 3
 Does not know 9

107. EVERYBODY (EXCEPT PENSIONERS): If you were to win the lotteries or inherit a sum of money so big that you could live comfortably without doing work, what would you do?

- would not be in any gainful employment, 1
 would be in gainful employment only now and then, 2
 would work, but doing reduced hours 3
 or would work full-time (normal hours)? 4
 Does not know 9

SKIP 27: EVERYBODY EXCEPT STUDENTS → Q111

108. STUDENTS ONLY: What do you expect to be doing once you have finished your present studies? Please choose the most appropriate alternative.

- Will continue to study 1
 Will have a permanent job that corresponds to your qualifications. 2
 Will have a temporary job that corresponds to your qualifications 3
 Will have a permanent job that does not correspond to your qualifications 4
 Will have a temporary job that does not correspond to your qualifications. 5 → Q109
 Will be unemployed 6
 Will stay at home to look after children or such like 7
 Will do your national service. 8
 Will take a year's so-called sabbatical 9
 Other, please specify 10
 Does not know 97

108x. Please describe in more detail what the 'other' is that you expect to be doing

109. STUDENTS ONLY: What do you think you will be doing in about seven years from when you finish your present studies?

- Will have a job that fully corresponds to your qualifications 1
 Will have a job that corresponds to some extent to your qualifications 2 → Q110
 Will have a job in an entirely different field. 3
 Will be doing something else, please specify 4
 Does not know 9

109x. Please specify what the 'other' thing could be that you would be doing then?

110. STUDENTS ONLY: In what sort of duties and position do you think you will be in about seven years from when you have finished your present studies? Will you be:

- in a lower-level administrative or blue-collar workers position, 1
 in a supervision position, 2
 in a managerial position, 3 → Q111
 in an executive position, 4
 as an expert, designer or in development duties 5
 or in teaching? 6
 Other position, please specify 7
 Does not know 9

110x. Please specify what sort would the 'other' position be?

- 111o. A degree proves you are skilled in your trade/occupation. 1 2 3 4 5 9
- 111p. Education gives you more self-confidence. 1 2 3 4 5 9
- 111q. Education is a basic foundation of welfare in Finland. 1 2 3 4 5 9

111. EVERYBODY: Finally I shall read out loud different views on adult education. Tell me whether you agree or disagree with the state-ments. Just tell me your own opinion as there is no right or wrong answer to the statements.

112. EVERYBODY: Finally, would you like to express any opinions on this interview or forward any comments to researchers and to those responsible for education and training?

ANSWER ALTERNATIVES IN QUESTION 111:

- Agree fully 1
- Agree to some extent 2
- Do not agree but do not disagree either 3
- Disagree somewhat 4
- Disagree totally 5
- Does not know 9

- 111a.** Vocational adult education focused on the fields where technical development is the quickest. 1 2 3 4 5 9
- 111b.** Employees should take part in the expenses of training related to their work. 1 2 3 4 5 9
- 111c.** The work tasks are learned in the work place, not sitting in a classroom. 1 2 3 4 5 9
- 111d.** In-service training is of more use to the employer than the employee. 1 2 3 4 5 9
- 111e.** In-service training is most often only a way of passing time for employees. 1 2 3 4 5 9
- 111f.** Adult education in the working environment should be given above all to the least educated. 1 2 3 4 5 9
- 111g.** The better the qualifications, the securer the job. 1 2 3 4 5 9
- 111h.** There will always be jobs that do not require any qualifications or training. 1 2 3 4 5 9
- 111i.** Good basic education makes getting a job easier. 1 2 3 4 5 9
- 111j.** It is better for the unemployed to be studying or in training than just unemployed. 1 2 3 4 5 9
- 111k.** Those that have been in the working world for a long time do not need adult education 1 2 3 4 5 9
- 111l.** Employees should be able to decide themselves if they want to participate in training or not. 1 2 3 4 5 9
- 111m.** The society should finance/subsidise vocational adult education. 1 2 3 4 5 9
- 111n.** Only those that have high qualifications succeed well in the working world. 1 2 3 4 5 9

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