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Participation in Adult Education in Finland

Adult Education Survey 1990

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Preface

Adult education has been at the centre of a growing research interest in Finland ever since the early 1970s. Statistics Finland has conducted two nation-wide surveys on adult education in 1980 and 1990. At the time of publishing this report, the third survey by Statistics Finland is already underway; computer-assisted interviews will be starting up in 1995.

By international standards the adult education surveys carried out in Finland are quite extensive projects. Although the interviews for this study were completed some four years ago, the results are still relevant to studying the structure of participation in adult education. This report describes the quantity and quality of participation in adult education in Finland in the late 1980s and early 1990s.

Although adult education is defined in different ways in different countries, it is fair to say that the level of participation in Finland is extremely high. During the 12-month period covered in this study, over half of the population aged 18–73 years took part in some form of adult education or training.

This report clearly highlights a basic structural difference between the participants and non-participants: levels of participation are higher among those who have the highest level of education and

who accordingly occupy better positions in working life. On the other hand, the study also sheds light on various obstacles to participation as well as on the real needs for training and education. I believe that the results from this project provide useful information on various aspects of adult education not only in the case of Finland but more widely.

The 1990 Adult Education Survey was jointly carried out by Statistics Finland and the Ministry of Education. During the course of the project it became clear that there was a growing need for further information on the changes that had happened and that were happening in the field of adult education. Another factor adding to the pressure to repeat the survey as soon as possible was the dramatic onset of the worst recession that the country has seen since World War II. Unemployment has soared from less than 4 per cent in 1989 to the current level of around 20 per cent. The main issue of interest now is, how have these changes in the economic climate and social situation affected not only participation in adult education but also attitudes towards education? At the same time, the process of European integration is creating new needs for information, for instance on involvement in language training and education abroad.

Helsinki, December 1994

Aarno Laihonon

Director, Population Statistics

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1 The Finnish education system

The Finnish education system can be roughly divided into three main components: educational institutions within the formal education system, educational institutions outside the formal education system and other systems or structures of training and education. The latter comprises mainly training provided by the employer at workplaces or at

in-service training units as well as training provided by various organisations to their members.

In addition (and beyond the above division into three main sectors), there are also many people who study independently or together with friends or colleagues without the intervention of any organisation. This is called self-learning.

1.1 Educational institutions within the formal education system

Educational institutions within the formal education system consist of schools, institutions and organisations that operate under the supervision of national education authorities. Most of them are eligible for government subsidies. These educational

institutions can be divided into four groups: general education institutions, vocational and professional institutions, universities and university-level institutions, and other educational institutions within the formal education system.

NOMENCLATURE OF TYPES OF EDUCATION INSTITUTIONS WITHIN THE FORMAL EDUCATION SYSTEM IN 1993

1 General education institutions

- Lower comprehensive schools
- Upper comprehensive schools
- Private comprehensive schools
- Special comprehensive schools
- Senior secondary schools
- Senior secondary evening schools
- Teacher training schools
- Other comprehensive and senior secondary schools
- Music schools and colleges
- Sports institutes
- Folk high schools
- Adult education centres

2 Vocational and professional education institutions

- Agricultural institutes
- Forestry institutes
- Technical institutes
- Vocational institutes
- Specialised vocational institutes
- Special vocational institutes
- Vocational adult education centres
- Crafts and industrial arts institutes

- Art and communication institutes
- Commercial institutes
- Maritime institutes
- Nursing institutes
- Social service institutes
- Kindergarten teacher institutes
- Home and institutional economics institutes
- Hotel and catering institutes
- Fire, police and security service institutes
- Other vocational and professional education institutions

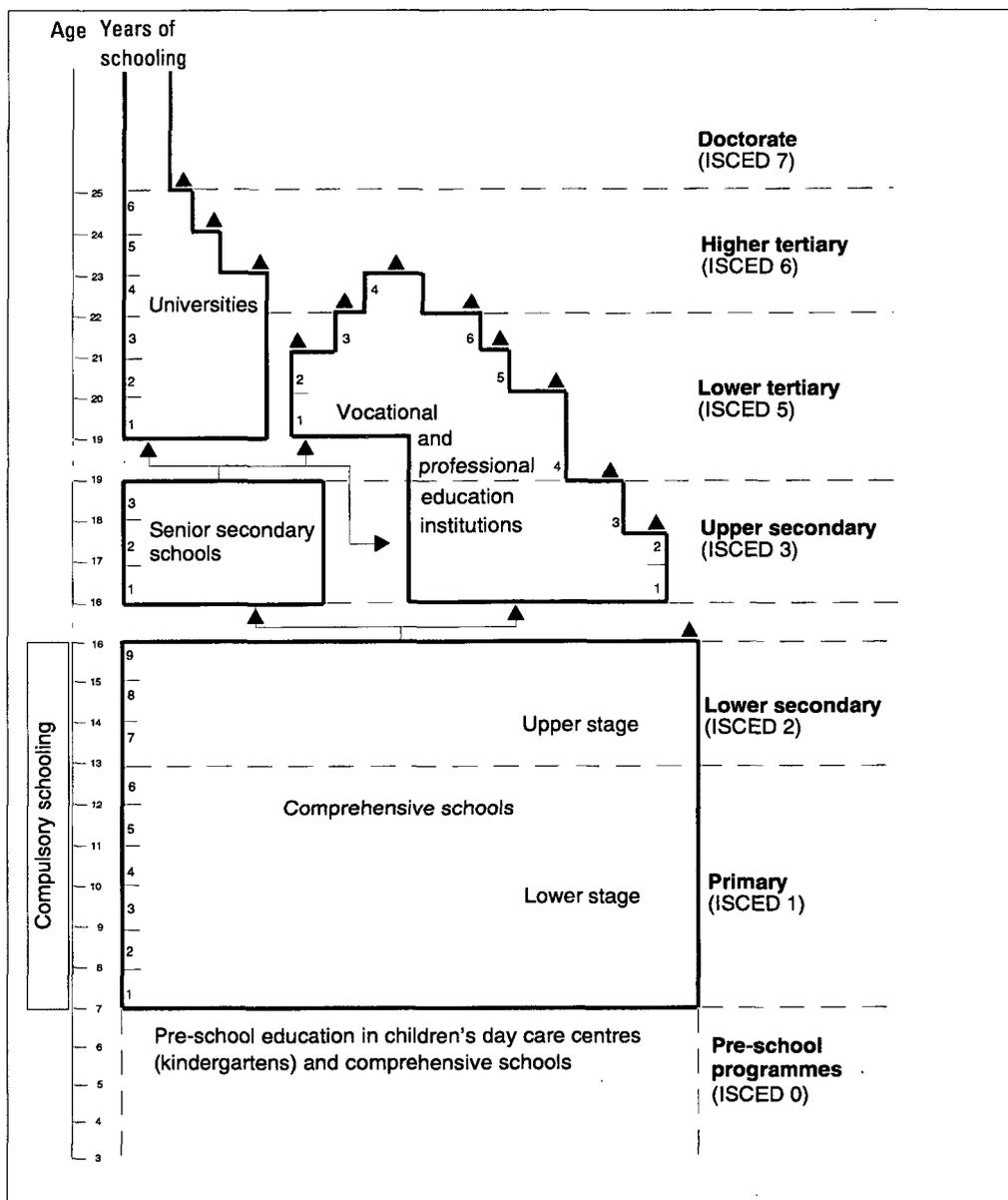
3 Universities and university-level institutions

- Universities
- Military academies

9 Other educational institutions within the formal education system

- Military vocational institutes
- Summer universities
- Study circle centres
- Other educational institutions within the formal education system

Figure 1
The regular education system in Finland



Unesco: International Standard Classification of Education (ISCED)

Pre-school programmes = 0 Education preceding the first level

Primary = 1 First level

Lower secondary = 2 Second level, first stage

Upper secondary = 3 Second level, second stage

Lower tertiary = 5 Third level, first stage not equivalent to the first university degree of equivalent

Higher tertiary = 6 Third level, first stage, university degree of equivalent

1.1.1 Regular education in the formal education system

In Finland basic or regular education is mainly provided through educational institutions within the formal education system (see Figure 1). Although there are no actual pre-schools in the Finnish education system, pre-school instruction is nevertheless provided in children's day-care centres (kindergartens) and comprehensive schools. Kindergartens in Finland come under the social welfare authorities, and one of their responsibilities is to provide pre-school education for children aged six (Education 1993:7; Education 1994:3, 19). Children start comprehensive school at the age of seven.

Regular education is built around comprehensive schools and senior secondary schools, which both provide general education. Vocational and professional institutions as well as universities and university-level institutions are also counted as part of regular education, whereas other institutions within the formal education system are not.

Starting from grade 1 and running through to grade 9, comprehensive school is compulsory in Finland. After grade 9, there is still an optional 10th class. The next step on the ladder of education is represented by senior secondary schools and by vocational and professional institutions. Senior secondary school provides general education and lasts three years. Those who complete the curriculum are eligible to take the matriculation examination. Vocational and professional institutions provide vocational training for those who have completed comprehensive school or who have taken the matriculation examination. Training lasts from one to six years. In recent years there have been various youths training schemes as well as experiments to develop professional training and education at the university level (Education 1993:7, 26).

University-level education is provided at 21 universities mainly for those who have taken the matriculation examination.

A degree at the upper tertiary level normally takes between six and eight years to complete. The next step is the licentiate's degree and the doctorate (Education 1993:7, 26).

1.1.2 Adult education in the formal education system

Educational institutions within the formal education system are increasingly involved in adult education as well. There are some institutions that specialise entirely in adult education.

Within the category of **general education institutions**, **adult education** is provided primarily by senior secondary evening schools, music schools and colleges, sports institutes, folk high schools as well as adult education centres.

Senior secondary evening schools provide education both at the comprehensive and senior secondary level (Education 1993:7, 180). Music schools and colleges provide not only regular but also adult education. Similarly, sports institutes offer various types of courses for adults. Folk high schools are for the most part private boarding schools supervised by the education authorities. They offer general education as well as vocational education both for young people and for adults (including comprehensive school and senior secondary school courses as well as courses on arts, languages, computers, social issues, etc.).

In volume terms the general education institutions with the largest number of adult education students are adult education centres. They are typically council-run institutions providing general education for adults, with a heavy orientation towards leisure and recreation. The most popular subjects are arts and various handicraft skills, foreign languages, and sports and physical exercise (Education 1993:7, 190).

Adult education within vocational and professional institutions normally refers to study programmes or courses that are

intended for people over 20 years of age. In most cases training requires practical experience on the job (Education 1993:7, 181).

Finally, **adult education in universities or university-level institutions** refers to continuing education organised by separate division for supplementary education, open university education organised in accordance with university degrees requirements, and to staff training. Further training is mainly intended for professional people with a university degree. Divisions for supplementary education in the universities operate as separate, independent units; one university may accordingly have several affiliated units specialising in further training (Education 1993:7, 185; see also Education 1994:3,63).

Open university education is organised in accordance with curricula endorsed by universities and university-level institutions. There are no specific requirements as far as basic education is concerned. Open

university education is provided by universities (division for supplementary education) as well as by summer universities. The courses are provided also at adult education centres and folk high schools. Open university education includes general and subject studies, in-depth studies, and special courses (Education 1993:7, 186).

Other educational institutions within the formal education system but not providing regular education include military vocational institutes, summer universities and study circle centres. Courses given by summer universities and study circles are specifically intended for adults.

Summer universities offer professional continuing education, open university education, language and senior secondary school courses as well as other courses. Study centres are run by general education organisations and they arrange study circles, courses and lectures (Education 1993:7, 188).

1.2 Educational institutions outside the formal education system

Outside the formal education system, there are also large numbers of private organisations offering training and education. Some of these organisations are under government supervision, while others operate on a purely commercial basis.

Among the units and organisations that fall in this category are in-service training centres, language schools and language centres, correspondence schools and driving schools. Yet no detailed statistics have been compiled on the activities of educational institutions outside the formal education system in Finland.

In-service training centres or units are often run by employers or employer organisations, or by adult education units set up as private commercial enterprises. Most of the training provided by these centres is in the form of vocational or professional continuing education commissioned by business companies. As from the beginning of 1991 private organisations outside the formal education system have also been licensed to provide education in labour policy. In 1992, almost one fifth of all people who completed such a course did so within an institution outside the formal education system (Education 1993:7).

Adult education is also provided by various ideological organisations. Here the main target group is represented by the memberships of the respective organisations.

Depending on the organisation, the training or education may be commissions of trust or hobby-oriented, but it can also be professional further training.

1.3 Training offered by employer at place of work

Employers have various strategies and methods of staff training. According to the Adult Education Survey 1990 (AES90), the total number of wage earners taking part in staff training in 1990 was around

one million. Most of this training is organised at workplace or own in-service training unit (in AES90 number of participants were around 800,000).

2 *Adult education: key concepts*

One of the tasks given to the adult education committee in Finland in 1971 was to define the concept of adult education (committee report 1971:A29, 8). The definition that came out of its work said that adult education consists in the provision of guidance and instruction to adults who since their schooling within the formal education system have typically been engaged in gainful employment on the job market (committee report 1971:A29, 8 and committee report 1975:28, 11).

Statistics Finland carried out its first national adult education survey in 1980 (Havén and Syvänperä 1984). Adopting the above definition as a starting-point for the survey, the authors nevertheless wanted to elaborate on the committee's notion; their definition of adult education set out from the organisations providing that education.

The 1990 Adult Education Survey took departure from the same idea, defining the concept on the basis of the organisation providing adult education. Further, in order to meet the criteria of adult education, a minimum total duration of six hours of training was required (with hours spent in courses not completed also taken into account). The survey measured participation both in adult education and in basic education, providing a useful overall view.

Adult education can be approached and examined as part of the whole education system (Figure 2; cf. Kivinen et al. 1989, 101–102). Within that system various institutions have recently been setting up an increasing number of streams specifically intended for adult learners. Besides these 'adult applications' within the formal education system, outside formal education system there exists today a wide range of organisations that specialise in adult education: these include study centres, adult education centres, vocational

adult education centres, centres for further training, courses arranged by associations, correspondence schools and typing schools. Training provided by the employer, apprenticeship programmes and professional qualification examinations are also forms of adult education (see chapter 1).

In this survey the distinction between job or occupation-related ("vocational") and general-interest adult education is not based on the organisation providing the training but on self-report by the participants themselves. In other words, even though the person had studied at an adult education centre (where education is typically general-interest and leisure oriented), the training provided could be classified as "vocational" if the respondent felt that it was job-related.

The training provided by driving schools is intended for adults (inasmuch as the licence age limit in Finland is 18 years). However, in this study this type of training is dealt with separately. The same applies to adult education programming on the radio and television.

Adults do not study only in the special programmes for the adults or in specialised organisations. Some adults also study in regular classes in senior secondary schools or in vocational and professional institutes (Figure 2). Similarly, large numbers of adults study at the upper tertiary level in universities and university-level institutions. That kind of study is not counted as an adult education but as a basic education (regular education system).

Further, a lot of adult education goes on outside these organisations as well: self-learning consists typically of working on one's own or together with friends or colleagues to acquire certain skills or knowledge without the intervention of any organisation (Figure 2). In this study we will also be looking at the levels and contents of self-learning among adult learners.

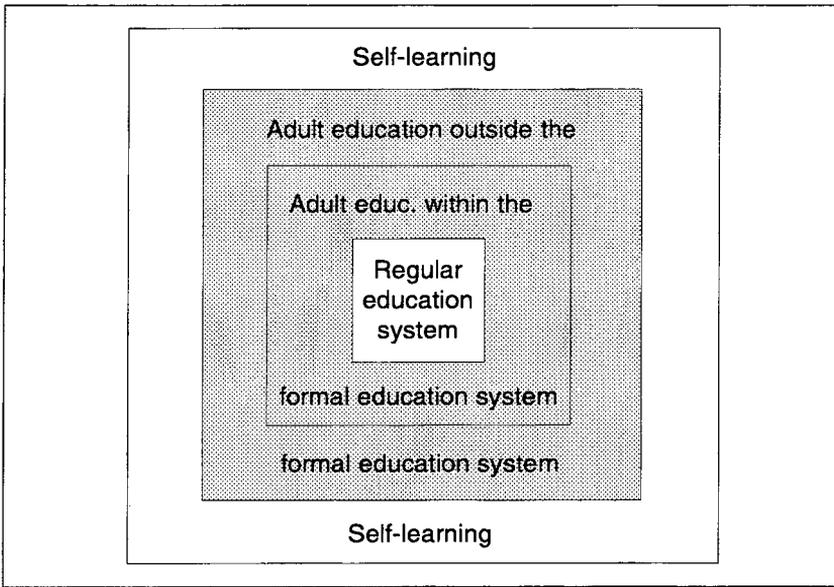


Figure 2
Adult education as a part
of educational system
 (See also Kivinen et. al.
 1989, 10)

Self-learning is not necessarily wholly detached and isolated from the work that is done within the formal education system or within specialised adult education organisations, but it often consists in acquiring

and strengthening skills and knowledge that support that work. This may of course be a two-way road; different education systems are by no means mutually exclusive, but often flow into one another.

3 *Implementation of the survey*

A random systematic sample of 4 991 persons aged 18–73 years was drawn from the Central Population Register. All subjects were visited for interviews that were carried out between February 1st and June 30th, 1990.

Removing from the original sample those who were unable to answer and those who lived abroad, who lived in institutions and who had died, the final sample size was 4 891 persons. With the total number of acceptable interviews at 3 990, the response rate was 82 per cent.

Analysis of the quality of the data indicated that the results of the study can

be compared to the population of the same age. Out of the unit non response of 18 per cent, those who refused to take part account for 14 and those who were not contacted for 4 per cent. In terms of age, sex, basic education and taxable income, the non response was not systematic or selective. Further, there was hardly any item non response in the material; in most cases the proportion of missing answers was less than one per cent. A comparison of the interviewees with the population for the study confirmed the findings of non response that the material corresponded well with the population (Byckling and Väisänen 1993).

4 Participation in adult education

4.1 Participation in 1980 and in 1990

In 1990, a total of 1.6 million people or 44 per cent of the adult Finnish population took part in adult education. The figure was up by approximately 600,000 on the figure for 1980, at which point 29 per cent of the population of the same age were involved (Table 1).

Ten years ago three quarters of the adult population or a total of 2.5 million people had at some stage in their life taken part in adult education. By 1990, the figure had climbed to over three million, representing 85 per cent of the adult population. In 1990, just over 500,000 people had no experience at all of adult education, while the figure ten years earlier was over 800,000.

Participation in adult education has increased during the past ten years in all demographic groups. This is explained by improved access to education, i.e. the expansion of "vocational and professional" (job-related) adult education and most particularly staff training.

Participation in adult education increased steadily with age until the age group 35–44 years, and then started to decline. However, participation among people in the age group 45–54 years was still above average. The level of activity was considerably lower in the age group 55 or over, showing a difference of 37 percentage points in comparison with the most active groups of adult learners (Table 2).

Table 1
Participation in adult education by sex in 1980 and 1990 (population aged 18–73)

	Participants in adult education		Population (aged 18–73)
	n	%	N
1980			
Males	407,000	25.1	1,622,000
Females	565,000	33.6	1,681,000
Total	972,000	29.5	3,303,000
1990			
Males	707,000	40.7	1,738,000
Females	861,000	47.4	1,817,000
Total	1,568,000	44.1	3,555,000

Table 2
Participation in adult education by age, sex, level of basic education, socio-economic group and degree of urbanisation of living area in 1980 and 1990
(population aged 18–73)

Variables	Population			
	1980 %	1990 %	1980 N	1990 N
Agegroup				
18 – 24	30.0	42.7	511,000	479,000
25 – 29	39.6	55.4	413,000	374,000
30 – 34	37.2	55.4	470,000	377,000
35 – 44	35.9	57.0	574,000	845,000
45 – 54	31.4	47.9	552,000	608,000
55 – 73	12.8	19.9	783,000	873,000
Sex				
Males	25.1	40.7	1,623,000	1,739,000
Females	33.6	47.4	1,680,000	1,817,000
Level of education				
Primary or lower secondary (ISCED 1,2)	..	27.3	..	1,521,000
Upper secondary (ISCED 3)	..	49.8	..	1,482,000
Tertiary (ISCED 5,6,7)	..	74.7	..	553,000
Socio-economic group				
Agricultural entrepreneurs	19.6	29.2	134,000	163,000
Other entrepreneurs	17.7	39.6	89,000	192,000
Upper white-collar workers	55.7	82.7	241,000	404,000
Lower white-collar workers	50.3	68.1	726,000	843,000
Blue-collar workers	23.4	33.7	999,000	863,000
Students	32.7	44.8	174,000	246,000
Pensioners	10.2	14.9	580,000	736,000
Others / Unknown	22.5	23.5	360,000	109,000
Type of municipality				
Urban	..	48.0	..	1,954,000
Semi-urban	..	45.1	..	449,000
Rural	..	37.0	..	1,153,000
Total	29.5	44.1	3,303,000	3,556,000

During the 1980s there have been some minor changes in levels of participation in different age groups. Both in 1980 and in 1990 the oldest age groups were the least active with participation, while the middle-aged were the most active. During the past ten years the difference between the middle-aged and the oldest age groups has continued to grow wider.

Women took a somewhat more active part in adult education than men; participation among women stood at 47 per cent compared to 41 per cent among men. During the 1980s the gender differences in levels of participation have narrowed down to some degree.

Earlier studies and surveys of participation in adult education have

consistently shown that the likelihood of participation increases linearly with level of basic education (see e.g. Johnstone and Rivera 1965; Lehtonen and Tuomisto 1973; Havén and Syvänperä 1983; Report on Participation 1987; Education and research 1989:18).

Among those with the highest level of basic education (ISCED 5,6,7), almost all had taken part in adult education, and three quarters of them during 1990 (Figure 3). At the primary or lower secondary level of education 27 per cent of the respondents had taken part in this kind of education in 1990 (24 per cent of those at the lowest level of basic education had never taken part in any form of adult education in their life).

The concentration of participation is also clearly in evidence when we look at the variable of socio-economic status. The most active group is represented by upper white-collar employees, of whom 83 per cent said they had been in adult education during 1990. The level of participation was also above average among lower

white-collar employees. Participation was lowest among pensioners, with 15 per cent in the category taking part in 1990. Below-average figures were also recorded for farmers and blue-collar workers. The difference between the most and least active groups measured 68 percentage points (Table 2)

White-collar employees were clearly over represented and pensioners and blue-collar workers underrepresented amongst the participants in adult education. The difference between white-collar employees on the one hand and pensioners and blue-collar workers, on the other, has continued to increase over the past ten years.

People living in urban areas took part in adult education more frequently than people in the country. Amongst city-dwellers half said they participated, while the figure was somewhat lower for people living in population centres; and lowest (at 37%) among people in rural areas. Mostly it is explained by different socio-economic structure between urban and rural areas.

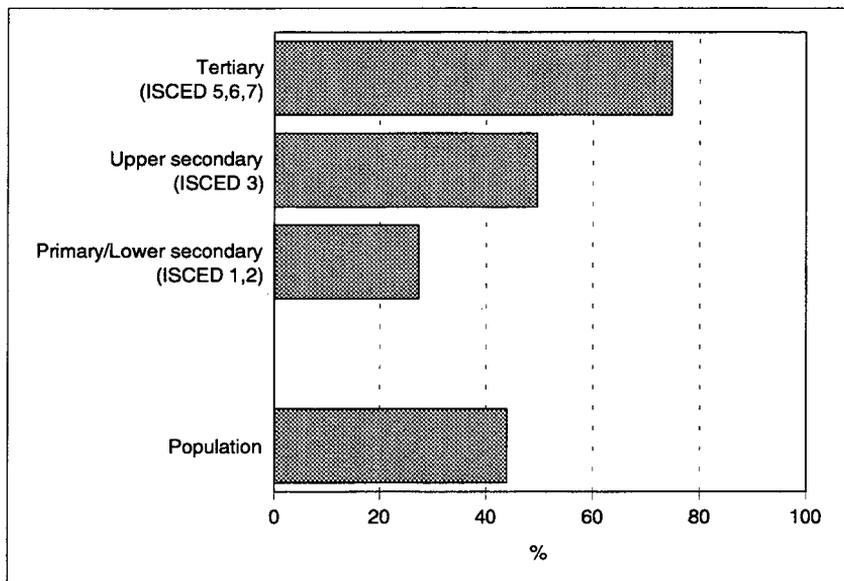


Figure 3
Participation in adult education by level of basic educational qualification in 1990 (population aged 18–73)

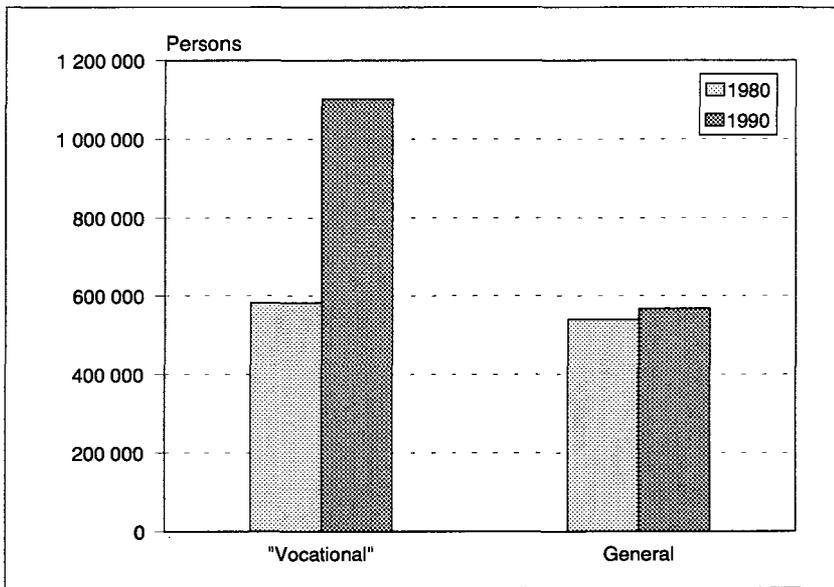


Figure 4
Participation in
"vocational" and general
adult education¹⁾ in 1980
and 1990
(population aged 18 – 73)

1) Distinction between job or occupation-related ("vocational") and general-interest adult education is based on interviewees opinion (see questionnaire, question 14, appendix).

The increase in participation in adult education was primarily due to increasing job-related adult education (Figure 4). In 1990 a total of 1.1 million people in the age groups 18–73 years or 44 per cent of the labour force took part in adult education related to their work or profession. The number was over half million people higher than in 1980, when the corresponding proportion of the population was 24 per cent.

By contrast, other forms of adult education (general) have not increased since 1980 (Figure 4). Ten years ago 17 per cent of the adult population were engaged in studies related to general education, social issues, positions of trust, or leisure activities; in 1990 the figure

was virtually unchanged at 18 per cent. In this connection it is important to bear in mind that the distinction between "vocational" and other adult education (general) was based on self-report rather than the principal content of training or education provided by the organisation concerned.

Most of the job-related studies of wage earners were in the form of in-service staff training. However, 44 per cent of female and 30 per cent of male wage earners reporting participation in job-related adult education in 1990 spent their own time on this; furthermore, 29 and 15 per cent, respectively, said they also paid at least some part for their job-related training themselves (Table 3).

Table 3
Spending own time and paying own expenses for job or occupation-related training by sex in 1990 (wage earners aged 18–73)

Time and expenses	Males %	Females %	All %
Time: (Did use)			
Paid working hours	92.5	85.3	88.7
Out-of-work time	29.6	44.5	37.3
Expenses:			
Employer met some of the costs or all	94.2	92.3	93.2
Paid some part or all by him-/herself	14.6	29.2	22.2

One person can have one or more courses. He/she could have spent his/her own time for the some courses and could have used paid working hours for the other courses. Some of the courses the costs could have been paid by employer and the other courses paid by participant him-/herself.

Job-related studies were typically of a short duration; half of those who said they had taken part in education in 1990 had spent a total of less than one week in

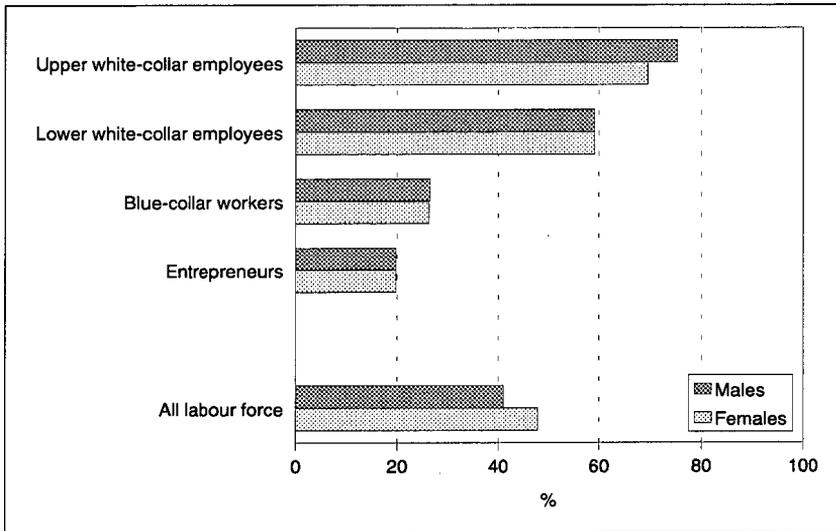
training. On the other hand, 14 per cent reported more than 20 training days per year. Training days per participants numbered five (measured by the median).

Table 4
Duration in participation in job or occupation-related training by sex in 1990 (labour force aged 18–73 who have participated in job or occupation-related training in 1990)

Duration	Males %	Females %	All %
1 day	7.4	10.7	9.1
2 – 5 days	40.2	40.9	40.6
6 – 10 days	24.3	20.1	22.1
11 – 20 days	14.0	13.5	13.7
Over 20 days	13.4	13.6	13.5
Data missing or do not know	0.7	1.2	1.0
Total %	100.0	100.0	100.0
Participants	536,000	557,000	1,093,000
Duration/participant (days) ¹⁾	6	5	5
Days of participation in total (millions days)	7.1	8.3	15.4

¹⁾ Duration/participant = median.

Figure 5
Participation in job or
occupation-related adult
education by socio-
economic groups and
sex in 1990
(labour force aged 18-73)



Job-related adult education consisted most typically of further training among people with a high level of education. Among upper white-collar employees adult education days were reported by three quarters, whereas the lowest level of participation was recorded for farmers at 12 per cent.

Women took part in job-related adult education more often than men. Almost half or 48 per cent of women took part in this kind of training in 1990, while the figure for men was 41 per cent. However, if differences in levels of participation are examined within socio-economic groups, the picture that emerges is very different. Among both upper white-collar employees and blue-collar workers, men took a more active part in job-related

training than women in these groups (Figure 5).

Among lower white-collar employees, male participation was at the same level as that of women. The result that women on the whole are more active is explained by the fact that lower white-collar employees represented the biggest single group taking part in job-related adult education, and women accounted for two thirds or 67 per cent of this group.

Although a substantial part of job-related or occupational adult education consists of staff training, some of the adult learners nonetheless paid their own way. In 1990 seven per cent of all wage earners paid their own expenses in occupational adult education that was completely voluntary and that took place during out-of-work time.

4.2 The effects and outcomes of training and education

The respondents were asked to evaluate the impacts of job-related adult education during life-time on certain factors. Over two thirds or 69 per cent of the

respondents said that since their entry into the labour market they had taken part in some form of job-related or occupational training.

The majority (82%) of those who had received job-related training felt that it had helped them to cope better with their tasks and duties at work (Figure 6).

It was also felt that training had some impact on occupational mobility. One in five of those who had been in training said they had moved on to a different job task because of occupational training, and one in three reported that they had been given more responsibility. About one in five said they had landed a permanent job because of their studies.

Training was felt to have a less important role in moving from one occupation to another, or from one job to another. About 14 per cent of those who had taken part in training said they had changed jobs or taken on a new occupation and 8 per cent that they had moved to a job in a different municipality as a direct result of their training.

One in five of those who had taken part in job-related or occupational training reported other effects as well. Most typically, reference was made to the positive impacts on job motivation and job satisfaction.

The majority of the people in the active labour force (73%) believed that training is a definite asset at work. With the rapid changes that are happening at the place of work, there are bound to be situations where one's existing skills and knowledge are no longer adequate. Three quarters of the people in the active labour force reported having been in such a situation (and 17 per cent said they had been in such a situation often or rather often). Most typically the situations would occur unexpectedly, and the response would be to consult colleagues or experts at the workplace (84 per cent of those needing help had turned to colleagues). However, half of those who needed help had found the answers in training.

The crucial role of training is also highlighted by the fact that 1.3 million people, which is over half of the active labour force (53%), said they needed further training to promote their professional skills and their career (for more on the need for training, see chapter 7.4).

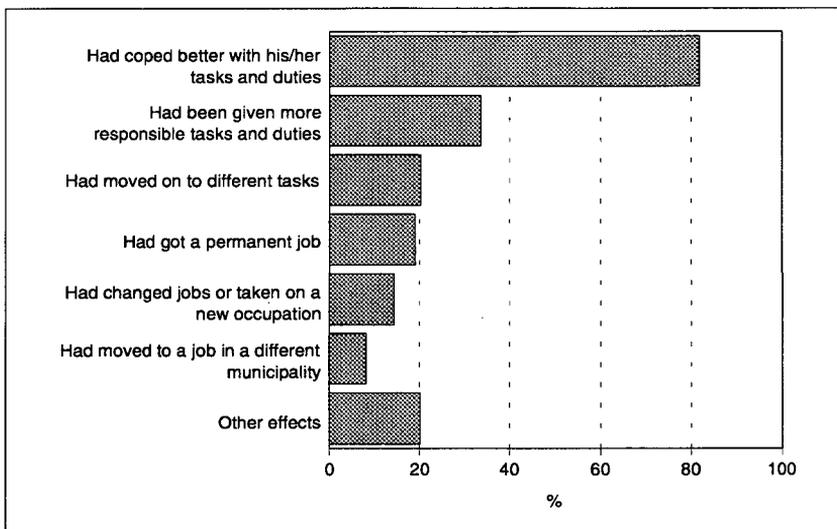


Figure 6
The impacts of job or occupation-related adult education participated during life-time (labour force aged 18–73)

5 Forms and contents of adult education

5.1 Forms of adult education

Two questions are of special interest in a closer inspection of the field of adult education: what form of training does one find in adult education, and what is people's main interests for subject area?

By far the most common form of adult education is **training provided by the employer at the workplace or at an own in-service training unit** (Table 5). Over half or 56 per cent of all wage earners who had taken part in adult education in 1990,

which is almost 700,000 people, had been in this type of training. Ten years earlier, the figure was 48 per cent.

Participation increases with level of basic education. At the tertiary level 63 per cent of the wage earners had taken part in this form of training in 1990. Interestingly, at the upper secondary level, it seemed that participation in training at workplace was somewhat lower than at the primary or lower secondary levels.

Table 5
Participation in different forms of adult education in 1990 (population aged 18–73)

Forms of adult education	Participants	% of all participants in 1990
Training provided by employer at the workplace or at the own in-service training unit ¹⁾	662,000	55.9 ¹⁾
Adult education centres	469,000	29.9
Training provided by organisations and associations	346,000	22.1
Separate further training unit ¹⁾	258,000	21.8 ¹⁾
Vocational and professional education institutions	234,000	14.9
Universities or university-level institutions	81,000	5.2
Other adult education within formal education system	116,000	7.4
Other adult education outside formal education system	385,000	24.6

¹⁾ Includes only wage earners aged 18–73. Per cent counted of all wage earners who have participated in adult education in 1990.

Men were somewhat more active than women with participation in training organised by the employer at workplace or at own in-service unit. Compared with the situation in 1980, the level of participation among wage-earning men had declined, while the figures for women increased. The most active participants were wage earners in the age group 45–54 years and the least active those under 25. In regional terms the levels of participation were highest in the Helsinki region and in other urban areas.

Adult education centres were also popular forms of adult education: third people who took part in adult education in 1990, or a total of almost half million people aged 18–73 years, took part in courses arranged by adult education centres (Table 5).

As we have seen, most of the courses offered by adult education centres are in the category of general education or hobby-oriented. In this survey the distinction between professional training and general education was based on self-report, i.e. the views of the respondents themselves. On this basis 15 per cent of the students of adult education centres regarded the training they received as occupational or job-related.

Statistics on the number of students attending courses at adult education centres indicate a slight increase on the numbers for 1980. Measured with hours of teaching, the growth has been faster, rising from 1.7 million hours in 1980 to 2.3 million in 1990 (Education 1993:7, 190).

On average the people who go to adult education centres are older than learners at other institutions. In the age group over 54, about half had taken courses at an adult education centre in 1990. Three quarters or 78 per cent of the students were women. In distinction to other forms of training, participation in courses offered by adult education centres was higher among people with a low level of education. The

most active socio-economic group was represented by farmers. Amongst farmers who had taken part in adult education during 1990, almost two thirds had been to an adult education centre during the past 12 months. In a regional analysis this form of education was most popular in rural districts.

Various organisations and associations, such as trade unions and central organisations, producer organisations, Christian and political organisations, etc., provided training and education to roughly one fifth of the people taking part in adult education in 1990, i.e. to some 350,000 people (Table 5). In relative terms the number of participants ten years earlier was approximately the same.

The most active participants in training provided by organisations were in the same age group as the most active participants in in-service training at the workplace. Also, participation increased linearly with level of education and socio-economic status.

Over 200,000 people, or 15 per cent of the population aged 18–73 years who took part in adult education in 1990, studied at **vocational or professional education institutions** (Table 5). Levels of participation were highest in the age group 30–34 years, where one fifth attended vocational or professional education institutions in 1990.

People with an upper secondary level of education were more active than other basic education groups as adult learners at vocational or professional institutes.

Approximately five per cent of all people who took part in adult education in 1990 attended courses for adult learners offered by **universities or university-level institutes**. Participants in **other adult education offered by institutes** accounted for less than ten per cent, and participants in **all other adult education** for one quarter of all those taking part in adult education.

5.2 Contents of adult education

The most popular adult education category was represented by **commercial and business administration programmes** (see definitions at page 47). One quarter of all adult learners in 1990, or a total of little less than 400,000 people, took part in these programmes (Table 6).

Participation in these programmes was quite evenly between men and women.

The second most popular type of programme was **fine and applied arts programmes**; these attracted 23 per cent of all participants in adult education in 1990, or approximately 350,000 people.

These programmes had the greatest appeal among women (third of women who took part in adult education studied these subjects). It is noteworthy that over three quarters or 78 per cent all participants in fine and applied arts programmes were women.

Next in order of popularity were **social and behavioural science programmes**. About one fifth of the people who had taken part in adult education in 1990, had studied these subjects, corresponding to approximately 300,000 students.

Numbers taking part in **humanities programmes** were almost at the same level at 18 per cent. Foreign languages were the most common subjects (and English, Swedish, Spanish and German the most popular languages). Women took more often part in these subjects (22%) than men (12%).

Some 250,000 people took an interest in **computer science programmes** (Table 6; in AES90 mathematics was not included in these programmes but under natural sciences programmes, which in turn were included under the heading "others together").

Table 6
Contents of adult education by sex in 1990, (participants in adult education in 1990 aged 18–73)

Contents	Males	Females	All	Participants
	%	%	%	n
Commercial and business administration programmes	25.7	23.4	24.4	370,000
Fine and applied arts programmes	11.4	31.9	22.9	346,000
Social and behavioural science programmes	18.5	18.9	18.7	283,000
Humanities programmes	11.5	22.2	17.5	265,000
Computer science programmes	17.1	14.8	15.8	240,000
Craft and industrial programmes	26.9	2.6	13.3	202,000
Medical and health programmes	6.2	18.4	13.0	197,000
Service trade programmes	5.4	11.1	8.6	130,000
Others together	21.5	11.1	15.7	238,000

Craft and industrial programmes (excluding trade) were attended by 13 per cent of all participants in adult education in 1990 (in AES90 trade was slotted under the heading of transport and communication programmes). These subjects interested men more often than other programmes (27%).

While craft and industrial programmes were favoured by men, the vast majority of all participants in **medical and health programmes** were women. A total of some 200,000 people took part.

Women also took part in **service trade programmes** more often than men. In

1990 the total number of adult learners was over 100,000.

The category **all other programmes** takes in those programmes in which participation levels remained below five per cent: they include general programmes, teacher education, natural science (including mathematics), transport and communication (including trade), agriculture, forestry and fishery programmes and other programmes not mentioned above. The total number of participants in this group was around 200,000, or 16 per cent of all adult students in 1990.

6 Difficulties and obstacles to participation in adult education

The baseline assumption in this study was that the difficulties and obstacles to participation in-service training would be very different from those encountered in

the case of voluntary education during out-of-work time. Therefore it was decided to examine these factors separately.

6.1 Self-paid education during out-of-work time

Lack of interest and fatigue were quoted as the main factors that prevented people from taking part in voluntary education that they paid for themselves. Just over half of the respondents said that lack of interest prevented them from taking part in

education to a great or to some extent (Figure 7); and almost the same proportion referred to fatigue. Next on this list came other leisure pursuits, lack of suitable education and training programmes, and location of training or access problems.

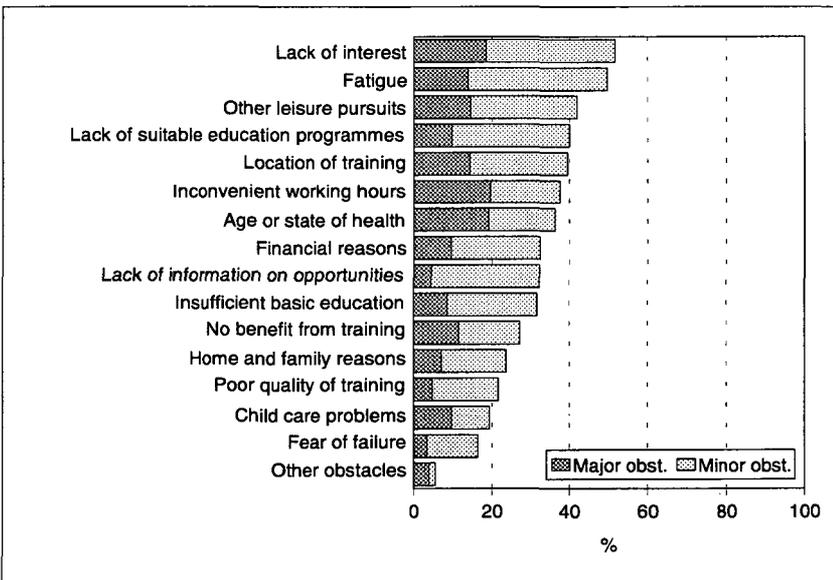


Figure 7
Obstacles to participation in adult education in own time and at own expense in 1990 (population aged 18-73)

Most of these difficulties should be relatively easy to overcome; at least problems of availability, financial reasons, and lack of information. Similarly, it should be possible to do something to alleviate access problems (location of training) and difficulties caused by inconvenient working hours.

The picture is slightly different if we concentrate on the factors that were singled out as the major difficulty or obstacle. In this analysis the one single factor that stands out as the biggest obstacle of all is age or health problems, which were mentioned by 17 per cent of the respondents as the principal obstacle (Table 7).

The next biggest obstacles were inconvenient or irregular working hours (15%), lack of interest (12%), other leisure pursuits (7%), child-care problems (6%) and location of training (6%).

Men and women had rather different views and opinions about these obstacles. Men referred to lack of interests more often than women. They also took a more critical attitude than women to education

and said more often that training and education was of no use or that it was of a poor quality. Inconvenient or irregular working hours as well as other leisure interests were also bigger obstacles for men than they were for women.

Women, on the other hand, complained more often about location problems than men. Difficulties in arranging child care (baby-sitting) and other family-related reasons were more often an obstacle for women than for men.

Young people referred more often to circumstances and less often to attitudes than people in older age groups. Among the circumstantial difficulties identified by young people were such factors as inconvenient working hours, financial reasons, and factors that had to do with lack of education and the location of training facilities.

From age 45 onwards, the principal obstacles were factors related to age, health, lack of interest and fatigue. Reference was also made to the effort being futile, to one's low level of basic schooling, and the fear of failure.

Table 7

The major obstacle to participation in adult education in own time and at own expense by sex in 1990 (population aged 18–73)

The major obstacle	Males	Females	All ¹⁾
	%	%	%
Age or state of health	15.5	19.2	17.4
Inconvenient working hours	18.1	12.9	15.4
Lack of interest	14.6	9.4	11.9
Other leisure pursuits	9.5	4.5	7.0
Child care problems	2.9	9.8	6.4
Location of training	4.6	7.6	6.1
Lack of suitable education programmes	5.9	4.9	5.4
Financial reasons	4.5	6.2	5.4
Other obstacles together	18.7	19.1	18.9
Data missing or do not know	4.0	4.2	4.1
No obstacles	1.7	2.2	2.0
Total %	100.0	100.0	100.0
Population aged 18–73	1,615,000	1,678,000	3,293,000

¹⁾ Excluded full-time students and conscript service

People with the highest level of education reported fewer obstacles to participation than others. Among the factors that they did mention, high education groups tended to refer more often to the quality of training, to other leisure interests, and to obstacles related to the family. On the other hand, people with the lowest level of education referred more frequently to attitude problems: lack of interest, the futility of training, the fear of failure, and on the other hand to age and fatigue.

Farmers (agricultural entrepreneurs) complained more often than other socio-economic status groups that inconvenient or irregular working hours and distant location or access problems prevented them from participating in adult education. Upper white-collar employees, for their part, were troubled more often than other groups by the poor quality standards of training and education; they also referred more often than others to their other leisure pursuits. Lower white-collar employees suffered most from the shortage of suitable training opportunities. Blue-collar workers referred more often than other socio-economic groups to lack of interest, while pensioners

were inclined to mention the same obstacles as the older age groups, i.e. age and declining health, lack of interest, fatigue and the feelings that there was no point (any more) in training.

Among those who were looking after their own household, baby-sitting, financial concerns and family-related reasons were mentioned more often than in other groups. They also said they did not have enough information about opportunities and openings for education, they felt they had a low level of basic schooling and that they were afraid of failure.

Earlier experiences of adult education, i.e. participation at some earlier stage of life in training and education, was an interesting distinguishing factor (Figure 8). The biggest difference between those who had experiences (participants) and those who did not have earlier experiences (non-participants) of adult education were in the extent to which age and declining health were regarded as obstacles: in the group of non-participants 61 per cent felt that age and health-related factors caused difficulties, while the figure among participants was much lower at 32 per cent. The difference in lack of interest was

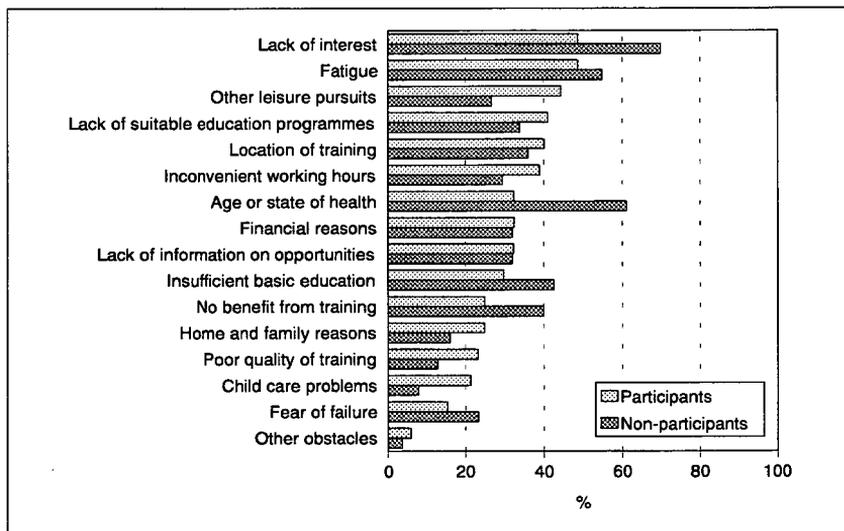


Figure 8
Obstacles to participation in adult education in own time and at own expense by earlier experiences of adult education (population aged 18–73)

the second biggest difference. Among non-participants this was reported as an obstacle by 70 per cent, among participants by 49 per cent.

Other leisure pursuits were an obstacle more often for those who had participated than for those who had not participated in adult education. Baby-sitting problems were also reported as an obstacle. People who had taken part in adult education were younger people and had families more often than those who had not taken part.

Non-participants in adult education regarded the uselessness of adult education a greater problem than participants, even though they had no concrete experiences of what the training and education actually involved. Those who had participated were more critical concerning the quality of training; at least they said more often than non-participants that the poor quality of training made it more difficult for them to take part in training.

6.2 In-service training provided by employer

Time pressure at the workplace was the main factor that prevented or at least made it difficult for people to take part in in-service training provided by the employer: almost one quarter or 23 per cent of the respondents said that time pressure prevented their participation to a great extent and 37 per cent to a certain extent (Figure 9). The next most important factor was the lack of suitable training and difficulties in being admitted

to interesting training courses: 15 per cent said that the latter prevented participation to a great extent and 32 per cent that it prevented participation to some extent.

Almost one in three respondents complained that they were not sufficiently informed about training opportunities and that their employer did not appreciate training enough. One of five said that their participation in training was prevented by lack of interest.

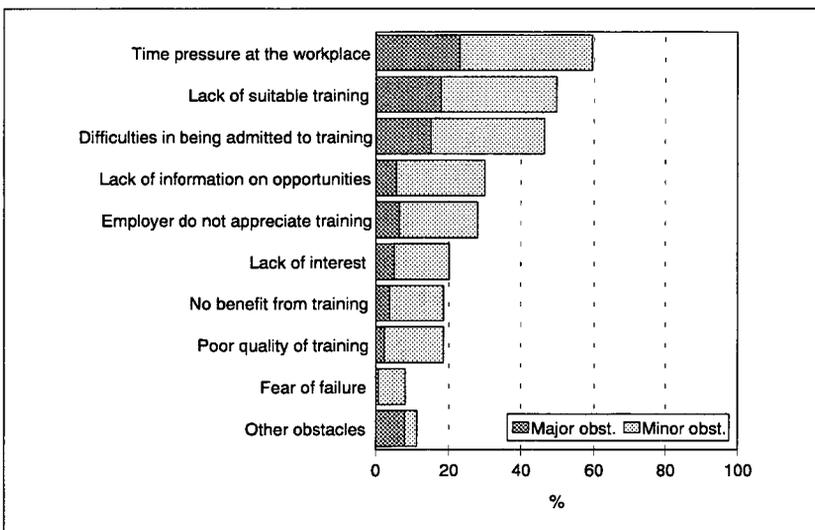


Figure 9
Obstacles to participation in in-service training provided by employer in 1990 (labour force aged 18-73)

Looking only at the factors that were said to prevent or complicate participation in training most, the reasons that was referred to most often was time pressure at the place of work (30 per cent considered this the major obstacle; Table 8).

The role of other factors is much less significant: for 17 per cent the main reason was that suitable training and education was not available, and for 10 per cent that it was difficult for them to gain admission to interesting training.

Men referred more often than women to time pressure at work, whereas women said that the main obstacle to participation in in-service training provided by the employer was lack of suitable training courses or difficulties in gaining admission to interesting training courses.

If we now take a broader view and look not only at the main factors preventing participation (i.e., whether the factor concerned prevented people from taking part to a great extent, to some extent or not at all), we find that lack of interest was a more serious obstacle for men than it was for women. Men were less satisfied with the quality of training and they felt more

often than women that training and education was of no use to them. Time pressure at the workplace prevented participation in in-service training approximately to the same extent among men and women.

Difficulties in gaining admission to interesting training courses prevented women from taking part in in-service training far more often than men. Over half of the women or 51 per cent said that this factor prevented them from taking part to a great extent or to some extent, while the corresponding figure for men was 42 per cent. Fear of failure was another obstacle that women referred to more often than men.

Even though people aged over 44 reported fewer obstacles to training and education than other age groups, they are not as interested in studying as young people, or they felt that training would be of no use to them. It also seemed that the fear of failure was somewhat more common in this age group.

The youngest age groups in the active labour force, i.e. those under 30, referred

Table 8
The major obstacle to participation in in-service training provided by employer by sex in 1990 (wage earners aged 18 – 73)

The major obstacle	Males	Females	All
	%	%	%
Time pressure at the workplace	31.9	28.8	30.4
Lack of suitable training	15.5	18.9	17.2
Difficulties in being admitted to training	7.3	13.4	10.3
Lack of interest	6.6	4.1	5.4
Employer do not appreciate training	5.5	4.7	5.1
Other obstacles together	16.8	16.2	16.5
Data missing or do not know	5.4	4.6	5.0
No obstacles	11.0	9.3	10.1
Total %	100.0	100.0	100.0
Wage earners aged 18–73	1,033,000	1,012,000	2,045,000

more often than others to the factors of time pressure at the workplace and to lacking information about training opportunities as obstacles to participation in in-service training.

It was quite clear that the experience of certain types of obstacles as standing in the way of participation in in-service training was dependent on the individual's basic level of education. Time pressure at the workplace was a problem most particularly for people with a high level of basic schooling. Those with a high level of education had greater demands and took a more critical stand on training. They regarded the poor standards of training or instruction as an obstacle to participation far more often than people with a lower level of education. They also complained about the lack of training opportunities somewhat more often than others.

People with a short basic education differed from those with an extensive basic schooling in that they regarded lack of interest as a problem clearly more often. Among those with the primary or lower secondary level of basic education, one

quarter or 27 per cent said that lack of interest prevented participation or made it more difficult to take part in in-service training during working hours, while the figure for those in the highest basic schooling category was 14 per cent.

People with a high level of education and upper white-collar employees referred to the uselessness of training as an obstacle to participation more often than other groups. It was interesting to find that people with an extensive education mentioned this factor more often than others: upper white-collar employees somewhat more often than blue-collar workers and clearly more often than lower white-collar employees. The obstacles experienced by upper white-collar employees were the same as those recorded for people with a high level of basic schooling.

People who had earlier experience of adult education were more willing to continue their studies than those who had never taken part in any adult education before. In the latter group 39 per cent said that lack of interest prevented them from seeking admission (Figure 10).

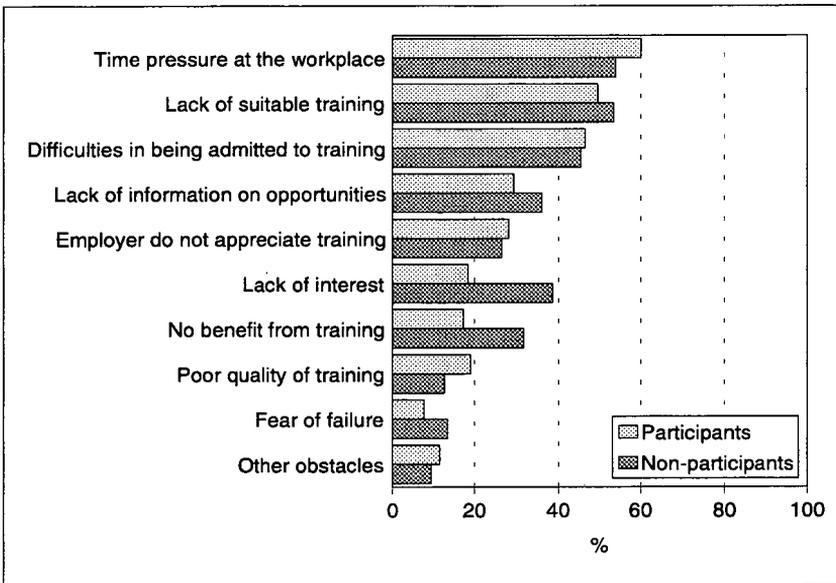


Figure 10
Obstacles to participation in in-service training by earlier experiences of adult education (wage earners aged 18-73)

Opinions on the usefulness vs. futility of training and education must be based, at least to some degree, on prejudice; this is clearly seen in the finding that third of those who had never taken part in any form of adult education believed that the futility of training was an obstacle to applying for training. This figure was 14 percentage points higher than among those who had sometimes been in adult education.

Those who had and those who had not previously been in adult education also differed in their views in the adequacy of information about training opportunities. In the latter group 36 per cent said that lack of information was an obstacle to participation, compared with 29 per cent in the former groups.

6.3 Organising education and funding as an obstacle to participation

Time pressure emerges as one of the major obstacles to participation in adult education, both during working hours (time pressure at work) and during out-of-work time (inconvenient working hours). The way in which training courses are organised is indeed a key factor for how

studies can be fitted together with holding a full-time job. Studying full-time at an educational institution is clearly not what adults want to do. About half of our 18–73 year-old respondents thought that full-time studies at an educational institution would not suit them or be impossible (Figure 11).

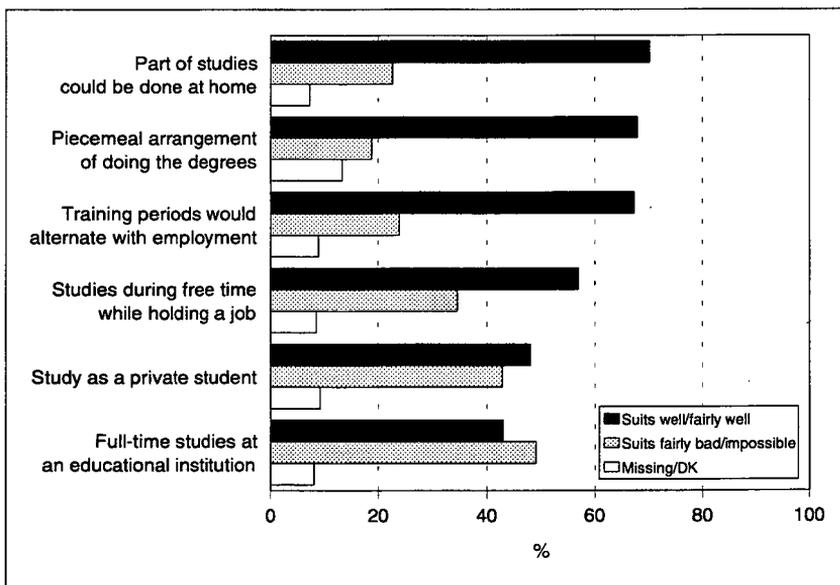


Figure 11
Organising education and funding as an obstacle to participation in 1990 (population aged 18–73)

The majority or 70 per cent favour an arrangement where part of one's studies could be done at home. Almost the same proportion (68%) said a piecemeal arrangement of doing the degrees in study blocks would suit them well or rather well; or where training periods would alternate with regular employment to avoid lengthy interruptions of income (67%).

The supports that our respondents expressed for these later systems clearly suggest that people who are in gainful employment and who often have a family cannot afford to stay out of work for long periods of time. This is true even though large numbers said they would be perfectly willing to make sacrifices for their income and standard of living for the sake of their studies, and that finances were not regarded as a primary obstacle to participation. Third of all respondents said that financial restraints prevented or made it harder for them to take part in training.

In the active labour force, about one in five of the respondents said they might go on a course if the net support they received equalled half of their net income (Figure 12). One quarter or 24 per cent would consider training given three quarters of their net wages, while 38 per cent said they would only consider it if their pay level remained unchanged. Sixteen per cent were not interested regardless of the amount of money offered.

We already saw earlier that some people who had taken part in occupational or job-related studies as well as in in-service staff training, had either funded their studies themselves or spent their own leisure time in such studies (see Table 3).

Young people and women showed a greater willingness than others to accept a lower income level in exchange for the opportunity to study. People with the lowest level of basic education were less willing than others to study.

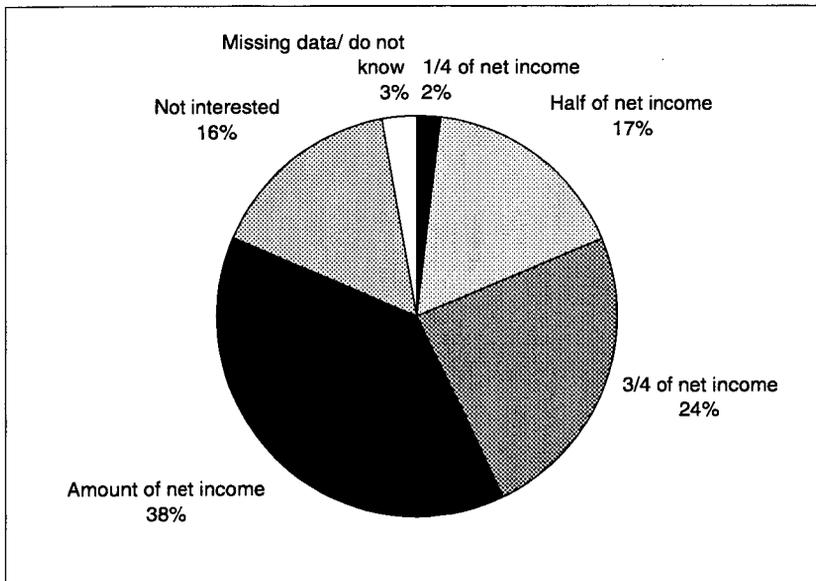


Figure 12
Financial support that respondent could start studying full-time (labour force aged 18-73)

7 The need for education and willingness to study

7.1 Willingness to participate in different forms of education

42 per cent of the interviewees said they intended to take part in some form or organised training or education during the following 12 months (Table 9). At the population level, this translates into a total of 1.5 million people having plans to go on some course. It needs to be remembered here that the analysis included all forms of training and education; not only adult education but also studies within the formal education system (basic education).

Study intentions were clearly dependent on age, being higher in the younger and lower in the older age groups. In the youngest age group (under 25), 85 per cent said they had plans to go studying. Young people regarded extra training as

significant for their career development more often than other age groups. Those with a high level of basic education intended to continue their studies further.

The respondents were asked what kind of educational institutions, units, etc. they were planning to attend. For convenience, the discussion that follows describes these by using the term 'form of education'. The majority (68%) of those with study plans said they were intending to study in one form of education; short of one quarter were going to study in two forms, 6 per cent in three and 3 per cent in four or more forms of education. The youngest and oldest age groups reported fewer forms of education than others.

Table 9
Willingness to participate in education (all forms) during the following 12 months by age in 1990 (population aged 18–73)

Age group	Is going to participate	Not going to participate	Missing data/ Do not know	Total	Population
	%	%	%	%	N
18 – 24	65.1	28.5	6.4	100.0	479,000
25 – 29	53.1	37.5	9.4	100.0	374,000
30 – 34	48.0	40.6	11.4	100.0	377,000
35 – 44	47.6	43.1	9.3	100.0	845,000
45 – 54	39.0	52.2	8.8	100.0	608,000
55 – 73	18.6	77.9	3.5	100.0	873,000
All	42.0	50.4	7.6	100.0	3,556,000

The form of education mentioned most frequently in study plans was training arranged by the employer at the workplace or at employers own in-service facilities: of all those who reported plans to study during the following 12 months, 39 per cent mentioned this form of education (Table 10). This was equivalent to a total of around 600,000 people.

Courses in separate further training units form an integral part of on-the-job training for staff members; 6 per cent of our respondents said they were planning to take part in such courses. However, the true figure is probably higher than that. If the number of those who actually took part in such courses during 1990 (around

300,000) is compared with the number planning to do so (less than 100,000), it seems clear that at the time of the interview there were still very many who were unable to say or who did not know whether their training would be arranged in such a unit or possibly somewhere else. Indeed, not all were even familiar with the term. On the other hand, in comparing the numbers who took part in 1990 and who were now planning to take part in in-service training, it is important to bear in mind that in all forms of education the figures for those intending to participate remained below the figures for those who actually did participate.

Table 10
Willingness to participate in different forms of education during following 12 months in 1990 (population who had plans to participate in education during following 12 months aged 18–73)

	Persons	% of those planning to participate
Training arranged by employer at the workplace or at own in-service training unit	578,000	38.7
Adult education centres	400,000	26.8
Courses arranged by an organisation or union	219,000	14.7
Vocational and professional education insitutions	141,000	9.4
Separate further training units	87,000	5.8
Other adult education arranged by education institutions	145,000	9.7
Other adult education	206,000	13.8
Education in regular education system	304,000	20.3
Planning to participate	1,494,000	

The sum of those planning to take part in the various forms of education is not the same as the number of persons intending to study during the next 12 months because the same person may plan to participate in one or more forms of education.

Includes all kinds of education, not only adult education.

There were a total of some 400,000 people who were interested in studying at an adult education centre, i.e. about one in four of those with plans to study. Amongst other forms of adult education, training and education arranged by organisations and adult education provided by vocational and professional institutes came next on this list. However, there were larger numbers who were planning to study in a youth training scheme within the formal education system: of all those intending to study, one in five had plans to take part in such programmes, corresponding to around 300,000 people.

Not surprisingly, the youngest age groups referred most often to youth training programmes within the formal education system. Many of these people were in fact students who were looking forward to continuing their studies.

In-service training, whether at the workplace or in separate further training units, was most attractive to people in the age groups 30–54 years. White-collar employees with a high level of education were over represented.

Plans to take part in adult education provided by vocational and professional institutes was reported most often by those in the age group 30–34 years, entrepreneurs, persons with an intermediate education, blue-collar workers and students.

People in the oldest age groups (many of whom had already reached retirement age) were interested in studying at adult education centre and, on the other hand, in the training and education provided by organisations and associations. Another group who was over represented among those planning to take part in these forms of education was farmers. Training provided by organisations was also of special interest to entrepreneurs; among those reporting plans to study, over 40 per cent said they would be taking part in training courses organised by an organisation or association during the next 12 months. People with a high level of basic education were less interested in this than any other form of education. Further, three quarters of all those planning to enrol for studies at adult education centres were women.

7.2 Willingness to take part in long-term education

As well as asking our respondents which form or forms of education they were planning to enrol for during the next 12 months, we also wanted to find out what kind of plans they had concerning longer-term training and education. Therefore those respondents who were in the active labour force were asked whether during the next two years they intended to take part in degree programmes lasting at least 12 months. As in the previous chapter we will

not be looking only at adult education here but also at any involvement in the formal education system.

In spring 1990 a total of 8 per cent reported plans to take part in a degree programme; the figure for women was 10 and for men 6 per cent. In addition, eight per cent of the people belonging to the active labour force had considered the possibility of longer-term training but had not yet made the actual decision to start (Table 11).

Table 11

Willingness to take part in long-term education by sex in 1990 (labour force aged 18 – 73)

Decision	Age group						
	18–24	25–29	30–34	35–44	45–54	55–73	All
	%	%	%	%	%	%	%
Going to participate	25.0	13.4	8.9	5.3	2.1	0.4	7.9
Had considered	14.3	11.7	9.9	7.7	4.9	1.2	8.1
Not going to participate	52.3	67.9	75.1	82.3	89.5	94.0	78.8
Missing data/ do not know	8.4	7.0	6.1	4.7	3.5	4.4	5.2
Total %	100.0						
Labour force aged 18–73	271,000	318,000	346,000	780,000	535,000	219,000	2,469,000

Not surprisingly, willingness to enter long-term training and to enrol on a degree programme was higher among younger age groups. One quarter of those in the age group 18–24 years said they would definitely take part in this kind of education; a further 14 per cent said they had not yet made up their mind whether they were going to apply. In the age group 25–29, plans to enrol on a degree programme during the next two years were still reported by 13 per cent. From here on

the willingness declines very sharply with age so that at age 54 and over, hardly anyone has plans to take part in long-term education.

People with the lowest level of education showed less interest than any other group in long-term education. Only 5 per cent in this group said they had plans to enrol on a degree programme during the next two years; the figure was the same for those who said they had thought about it (Figure 13).

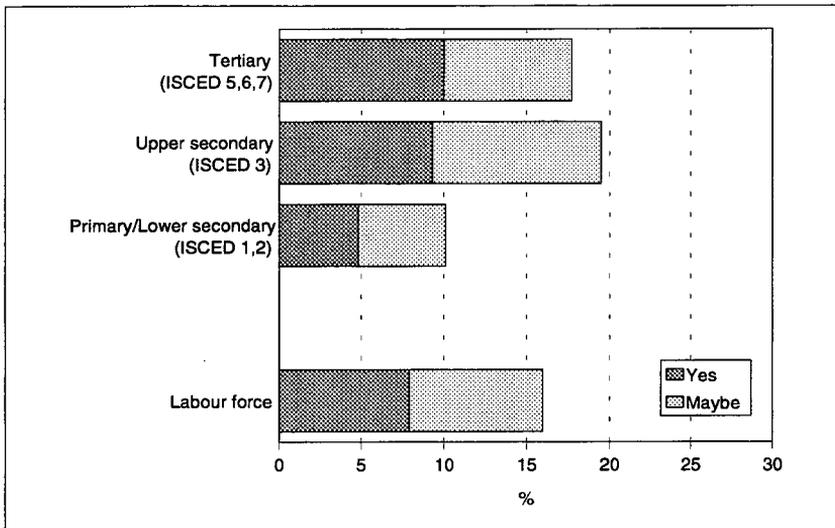


Figure 13
Willingness to take part in long-term education in 1990 (labour force aged 18–73)

Among those with the highest level of education 10 per cent said that they were definitely going to take part in this kind of education, while 8 per cent had not yet made up their mind. At the upper secondary level of basic education 9 per cent had decided to enrol on a degree programme during the next two years, and 10 per cent had given the idea serious thought. To a certain extent these results reflect the age structure of our respondents: people in the oldest age group had the lowest level of basic education, and they no longer interested in new degrees.

Willingness to take part in long-term training was highest among white-collar

employees; in other words those who had an extensive basic education and who were most active with participation in different forms of adult education, were willing and determined to continue with longer-term studies as well. By contrast, as many as 91 per cent of farmers said they had no intention of taking part in this kind of education.

The interest in degree programmes seemed to be highest among city dwellers. This is no doubt explained at least in part by availability, but it has to be remembered that there are major structural differences in the urban and rural labour force.

7.3 Motives for participation in education

People in the active labour force were presented with a list of motives and asked to what extent each of them aroused their interest or created a need for them to start studying within the next few years.

Understandably, this question was harder to answer for people who had never seriously considered the possibility of studying anything. Nevertheless only six per cent of the respondents stressed that

they had no interest or need whatsoever to start studying.

The major motive for participation in training was the need for self-development; 41 per cent said that this factor was involved to a great extent and 42 per cent to a certain extent. Upgrading or developing professional skills and competence was mentioned by almost the same number of respondents (Figure 14).

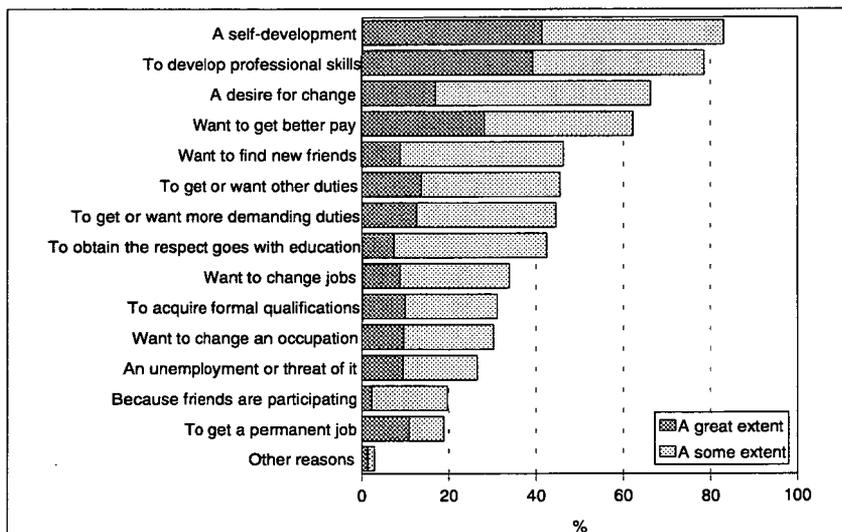


Figure 14
Motives for participation in education (labour force aged 18-73)

The responses to the question concerning motivation factors were largely consistent with those on the reasons for enrolling. The factor mentioned most often as prompting participation in occupational or job-related adult education was precisely the changes that had taken place in one's job tasks. In 1990, almost three quarters or 71 per cent of the people who had taken part in this form of training mentioned this as one reason for why they had decided to enrol.

Following self-development and the upgrading of professional skills and competence, the second most common motivating factor for participation in training was the desire for change: 17 per

cent of the respondents said that this inspired them to a great extent and 50 per cent to some extent. Hopes of a pay rise were almost an equally significant factor.

Looking now at the factors that were singled out as the most important motives behind the interest in or need for education, we find that professional objectives assume somewhat greater weight than in the analysis where breakdowns were examined under individual items. Over one quarter or 27 per cent of the respondents said that the most important motive for their willingness to study was to upgrade or develop their professional skills and competence (Table 12).

Table 12
The most important motive behind the interest or need for education or training by sex in 1990 (labour force aged 18–73)

Motives	Males	Females	All
	%	%	%
Developing professional skills	26.8	27.6	27.2
A self-development	18.1	22.2	20.0
Wanting to get better pay	15.8	11.0	13.5
An unemployment or threat of it	5.9	4.6	5.3
Getting or wanting more demanding duties	4.7	4.3	4.5
Wanting to change an occupation	3.3	4.8	4.0
Other reasons together	12.2	16.8	14.4
Missing data or do not know	4.9	4.4	4.7
Not interested to study	8.3	4.3	6.4
Total %	100.0	100.0	100.0
Labour force aged 18–73	1,305,000	1,164,000	2,469,000

Self-development (20%) and to a certain extent hopes of a pay rise (13%) were mentioned as the next most important motivating factors in the decision to start studying.

Other factors were mentioned far less often as the principal motives for participation in training. However, it has to be stressed that at the time of the interview in 1990, the economic situation in Finland was considerably better than it is at the time of writing. Today, unemployment or the threat of unemployment might well be mentioned more often as motivating factors for enrolment.

Women were inclined to refer more often to the object of maintaining professional skills and competence as well as to self-development as motivating factors. For men, hopes of a pay rise were more a more common motivating factor.

Attitudes to the issue of motivation varied enormously with age. The reported need for education was highest in the age group under 30, declining sharply from age 45 onwards. In the older age groups the only motivating factor that stood out from all other was social reasons. The participation of friends in education was a more important motivating factor for older than for younger people.

People with the lowest level of education reported fewer motivating factors than other groups. Asked to single out the most important motive of all, almost one in five of those with the lowest level of education were unable to specify the most important reason or failed to answer the question altogether.

Among those with the lowest level of basic education, factors related to job continuity and certainty (such as hopes of a pay rise, unemployment or the threat of unemployment, gaining formal qualifications for a job, wanting to change jobs, and securing a permanent job) were referred to more often than in the case of people with the highest level of education. Social reasons (because my friends go as well) were also mentioned more often in this group than among those with the highest level of basic education.

Among respondents with the highest level of basic education, reasons that had to do with self-development and the improvement of professional skills received far more frequent mentions than in other groups. Reference was also made in this group to the motivational impacts of the desire for change. As general rule people with the highest level of education tended to refer more often than others to factors of self-development and career development.

Lower white-collar employees attached more importance than any other group to career advancement. In addition, they tended to stress more often than others the aspect of finding new friends as well as the prestige factor.

Unemployment or the threat of unemployment was a more important motivating factor to blue-collar workers than it was to any other socio-economic status group. They also referred more often than any other group to the desire to change jobs, to get a pay rise, to get a permanent job and to acquire the formal qualification requirements.

Among upper white-collar employees, reference was made most frequently to reasons that had little to do with career advancement or to changing jobs or job tasks. They attached far more importance than any other group to the maintenance and development of professional skills, self-development as well as the desire for change. Entrepreneurs felt that the reasons listed did not encourage participation in training to the same extent as others.

Earlier experiences of adult education seemed to increase the interest shown in studying: those who had at some stage of their life taken part in adult education identified a far greater number of factors that encouraged participation than those who had not (Figure 15).

Among those with no earlier experiences of adult education, the main factors that encouraged them to take part were related to self-development; the same was true of the group who had prior experiences of adult education. Other

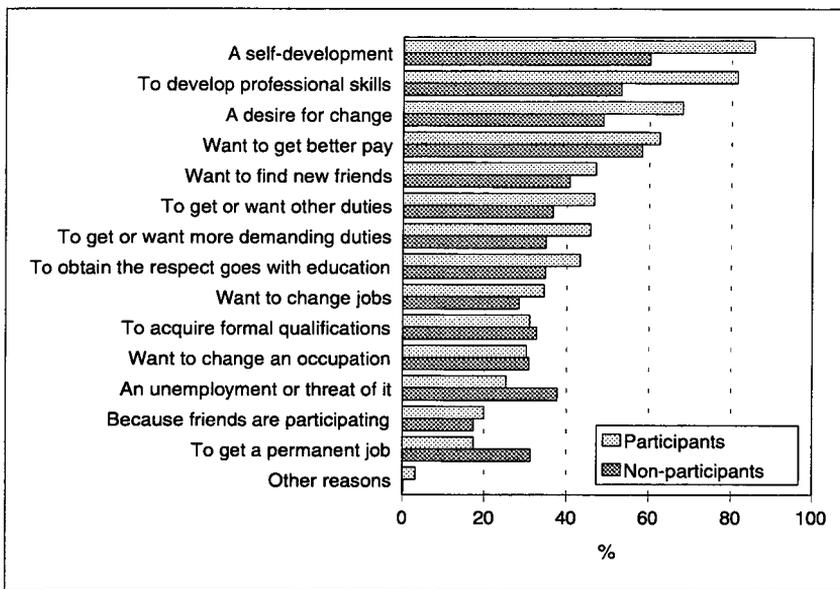


Figure 15
Motives for participation
(great or some extent)
in education by earlier
experiences of adult
education (labour force
aged 18–73)

reasons that were mentioned to provide a lot or some encouragement were hopes of a pay rise, the development of professional skills, the desire for change, wanting to find new friends, and unemployment or the threat of unemployment.

Among those respondents who had no earlier experience of adult education, unemployment or the threat of unemployment as well as securing a regular job, acquiring formal qualifications and the

desire to change jobs provided a stronger motive for participation than among those who had no prior experience.

In other words, factors related to job continuity and security tended to strengthen people's motivation to study, even if they had no earlier experiences of adult education. Among those who did have prior experiences, the most important factors were related to career development and self-development.

7.4 Need for education

Those respondents who were on the active labour force were asked not only whether they were willing to participate in training but also in more concrete terms whether they needed continuing training and education. Over half or 53 per cent in this group felt that they were in fact in need of training that would strengthen their

professional competence or promote their career (Figure 16). At the population level this translates into a total of around 1.3 million people. In addition, over half of the active labour force felt that continuing education would have beneficial effects as far as their career was concerned.

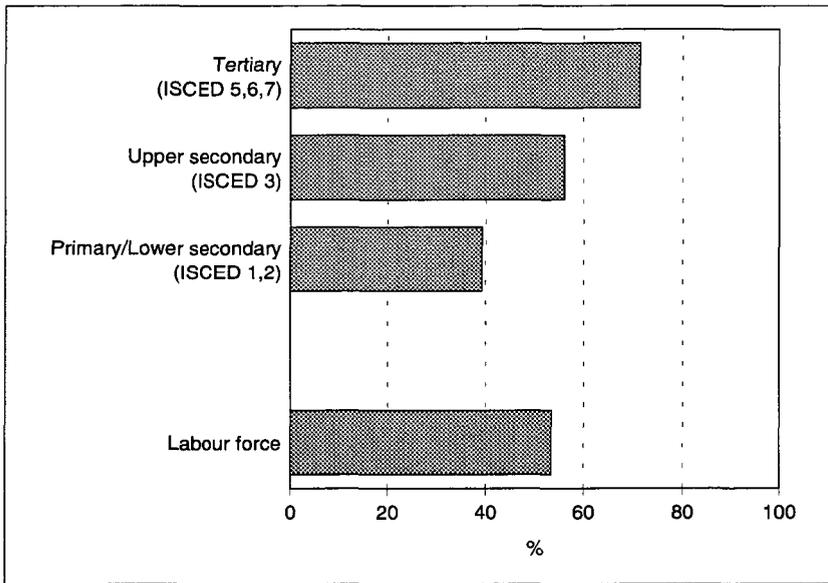


Figure 16
Need for continuing
training and education
in 1990 by level of basic
education
(labour force aged 18-73)

Self-reported need for further training was clearly dependent on the individual's educational background and socio-economic status (repeating the pattern we discovered in the case of participation in education). The higher the person's basic level of education, the more likely it was for that person to report a need for education that would help to improve his or her professional skills or promote his or her career. Among those with the tertiary level of education 71 per cent said they needed more professional training, while the figure for those with the lowest level of basic education was 39 per cent.

People with an upper secondary level of basic education believed more often than others that further training would promote their chances for career advancement. Apparently those with a higher level of education had already advanced so far in their career that training in itself was no longer thought to have any career effects. Half of the respondents in the active labour

force with the lowest level of basic education, or some 400,000 people reported that further training would hardly have any impacts on their career development.

Upper white-collar employees reported more often than other groups that they needed professional training to upgrade their skills or promote their career. Lower white-collar employees and other entrepreneurs except farmers also reported a higher than average need for education. Lower white-collar employees had greater faith than other groups that further training would help to promote their career. Faith in further training was lowest among farmers.

The need for professional training to upgrade skills or to promote one's career was greater among those who had prior experience of adult education: 57 per cent in this group said they needed more education, while the figure among those with no prior experience was 25 per cent.

Training needs were greatest in the computer science programmes (Figure 17): 17 per cent of those who wanted further training referred specifically to computer studies. Next on this list came training in craft and industrial programmes (17%), and in commercial and business administration (13%).

Training in computers was regarded as important in all socio-economic status groups. The need for training in computers was approximately at the same level among men and women, i.e. 17 and 18 per cent, respectively.

Otherwise there were rather clear differences between men and women with what kind of further training they needed. One obvious explanation is that men and women are occupied in different branches:

men are chiefly engaged in industry, construction and in the field of trade, agriculture and transport; while women typically work in health care and social welfare services, in industry, trade, education, research and agriculture.

The need for further training among men was greatest in the field of technology, with 27 per cent reporting a need for continuing education in craft and industrial programmes. Technology was followed by the use of computers and commercial and business fields. Women's self-reported further training needs were greatest in computer science, commercial and business economic; then in health care and social welfare and in social and behavioural sciences.

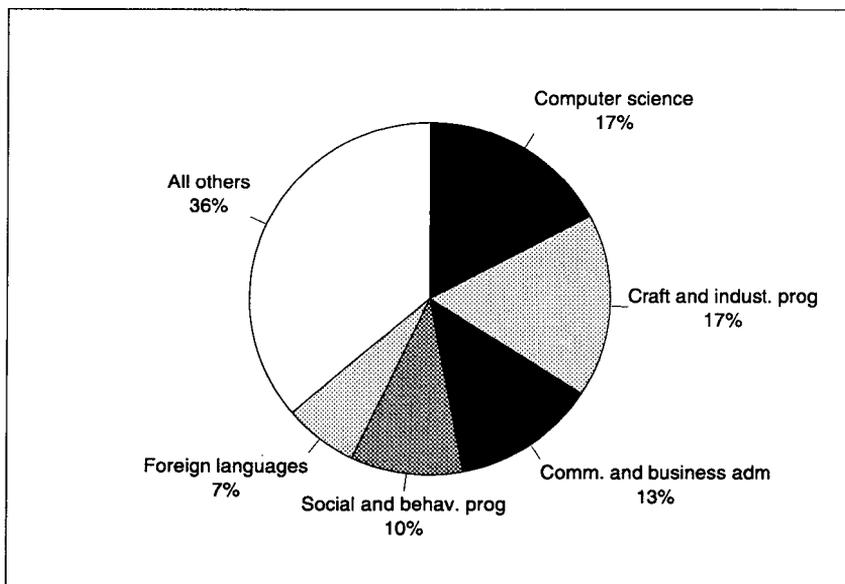


Figure 17
Contents of education
needs in 1990
(labour force aged 18-73)

8 Conclusions

Modern society is in a constant state of flux, and nowhere are the changes more acutely felt than in the world of work. In Finland, curious imbalances developed in a number of regions towards the late 1980s as soaring unemployment meshed with a shortage of labour. The demand was for qualified staff, while people without qualifications and training had little chances of finding jobs.

At the time of writing the situation in Finland is continuing to change. The economic situation in the country has now reached an absolute rock bottom. Almost one fifth of the labour force is unemployed.

Training is widely accepted as one of the most useful strategies in the attempt to maintain a balance between labour supply and labour demand (e.g. Council of State decision in principle, 5 March 1987; Lehtisalo and Haavio 1988). The idea has been to narrow down differences in basic education by providing retraining as well as further education and in this way to guarantee a steady supply of trained, qualified labour and at the same time to prevent the growth of unemployment.

Even though it is widely believed that adult education is well placed to alleviate adaptation problems, it would seem that one of the first areas to be affected in an economic recession is precisely the supply of education and training. In a situation where cuts quite simply have to be made, education is an easy victim.

With the recent introduction of the principles of management by results throughout most of public administration, there will also be many changes within our education system. State subsidies will be cut or phased out altogether, which can mean that tariffs and payments will be going up. Even though the individual citizens were not required to pick up every bill, the supply of training is bound to be affected by the demand and, importantly,

by the purchasing power of the end-consumer. This should be given serious attention by all people involved in the planning of education, otherwise we will see education concentrate entirely on the most productive fields and professional groups in society, while people with less financial resources and in less productive positions will be pushed further still into the margins.

As free training gradually gives way to various types of payment schemes, private companies will probably begin to concentrate their staff training efforts on the most productive professional groups. If this happens, this might well act to further increase the differences between low and high education groups with their participation in adult education. Responsibility for raising the educational levels of the least educated groups will remain increasingly with the state.

Adult education still consists in large part of further training for highly educated groups who are looking for a promotion. The differences in participation levels have hardly changed at all since 1980; if anything they have grown wider still.

One way of motivating people in lower social status's to take part in adult education is to offer them better social benefits (cf. e.g. Lundquist 1989). However, existing financial aid schemes are intended primarily for long-term studies, which account for only a relatively minor part of all adult education. It seems unlikely that people's willingness and motivation to study could be essentially strengthened by introducing new benefits and support schemes.

Different jobs have different requirements, and that is obviously reflected in people's motivation as well. In a simple, routine job that offers no prospects for promotion and no job rotation, we cannot expect to see very high levels of study motivation either.

Personal factors will of course also play some role in people's willingness to participate in adult education. People with a low level of basic education did not seem to show the same sort of interest in further training as those who had a higher level of education.

Even though there is good reason to ask whether education policy really can effectively intervene in the structural differences that remain in society, it is important to continue the effort to develop and improve adult education. People in Finland are willing to go into training if training opportunities are made more easily accessible. For people who are genuinely interested in developing themselves and their professional skills, every effort must be made to ensure that they can really do so. In the current situation of record-high unemployment, the signs of a high willingness to study were very clearly to be seen.

In spite of existing patterns of selection into adult education, it would be

important to try and strengthen the willingness of those people who yet have not taken part in any adult education. As well as working on improved benefit schemes and developing the quality of work, serious attention should also be given to the development of learning and teaching methods.

In 1978 the Finnish Council of State made a decision in principle to invest in the development of continuing education; however, with the exception of some isolated discussions and memos, very little of concrete value has been accomplished. This is what is called for now: concrete steps to develop continuing education. Adults are not likely to be interested in the regular curriculum of some educational institution where they can take no break from their studies. Planning for adult education and training in general should indeed try to adopt a less school-like approach; sitting down and listening to a lecturer is not the only way to learn new things.

9 Concepts and classifications

Adult education

In this survey adult education is defined on the basis of the organisation offering the training and education (item 7 in the questionnaire). The following forms of education and training are 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 or professional institutes, foundations courses offered by folk high schools (excluding courses providing vocational qualifications) as well as short courses by these institutes, adult departments within music schools and music colleges, courses offered by sports institutes other than courses providing vocational qualifications, courses aiming at vocational qualification examinations, 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, typing schools, study circles and courses provided by study centres, training provided by organisations, unions and associations, training provided by employer at place of work, at employers own in-service training unit or at other training facilities, training provided at separate further training units, conferences, seminars and other similar education, and other forms of training and education separately identified as adult education. Instruction provided by driving schools and adult education programmes on the radio and television are here examined separately.

Regular education

Regular education (within the formal education system) is defined as consisting primarily of tuition offered to young people at senior secondary schools, at vocational or professional institutes and colleges and universities. Courses offered by folk high schools, music schools and colleges and sports institutes and providing participants with the relevant vocational qualifications, are also counted in this category. Finally, post-graduate education (researcher training) at institutions of higher education is defined as regular education within the formal education system.

Other education

This concept has been used in the study to refer to learning in driving schools, the following of educational radio and television programmes, and independent study.

Self-learning (self-directed learning)

Studies taking place outside the formal education system, consisting either of entirely independent work or studies with friends and/or colleagues. The most distinctive characteristic of this type of education is learning something new outside formal education.

Job or occupation-related ("vocational") adult education

The definition of this type of education is based on self-report, i.e. if the person concerned feels that an adult education course, seminar, etc. is job or occupation-related, then that is how it is classified.

Adult education related to general education, social issues, positions of trust, or leisure activities

The definition is based on self-report. If the interviewee feels that the adult education received is not related to his/her job or occupation but to something else (such as a position of trust on the job or elsewhere, to leisure interests or to general education, including primary school or senior secondary school studies), then it is classified under this category.

Staff training

Staff training refers to any form of adult education where the expenses are fully or in part covered by the employer. Training may have taken place during working hours.

Fully independent "vocational" adult education

All occupation or job-related adult education whose expenses are fully carried by the participant and which takes place entirely on participant's own time.

Day of participation

The number of participation days refers to the total number of days during which the person has 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. The training may also have taken place in shorter stretches.

Forms of education

Adult education is defined as consisting of adult education that is separately and specifically organised for adults and of training and courses provided within the formal education system for adult students.

- Elementary or primary school (regular education)
 - Comprehensive school or lower secondary school, including private students (regular education)
 - Senior secondary school, including private students (regular education)
 - Senior secondary evening school, evening classes for secondary school (adult application of regular education)
 - Apprenticeship training (separate adult education)
 - An employment-promoting course paid for by the labour authorities (separate adult education/adult application of regular education)
 - Youth-level comprehensive-school or matriculation-examination-based training at a vocational or professional education institution, including private students (regular education).
 - Training arranged especially for adults at a vocational or professional education institution (adult application of regular education).
 - Military vocational institute, question addressed to men only (regular education).
 - Training providing vocational or professional qualifications at folk high school (or so-called folk academy). (regular education).
- Some other basic course training at a folk high school (separate adult education).
- Short courses at a folk high school (separate adult education).
 - Training at a conservatory providing vocational or professional qualifications or training in a music school or college, but not in the adult department (regular education).
 - The music-school level adult department at a music school or college (separate adult education).

- Training providing vocational or professional qualifications at a physical education institute (regular education).
- Some other training provided at a physical education institute (separate adult education).
- Separate examinations for vocational or professional qualification (separate adult education).
- Studies leading to the basic degree at a university (regular education).
- Studies leading to the post-graduate degree at a university (regular education).
- Vocational or professional further training course at a university (adult application of regular education).
- Separate degree in certain subject offered at a university or an open university course (adult application of regular education).
- Summer university (adult application of regular education).
- Adult education centre (separate adult education).
- Language school or centre (separate adult education).
- Correspondence school (separate adult education).
- Driving school (separate adult education).
- Dance school or institute (separate adult education).
- Typing school (separate adult education).
- Study circle and courses offered by study circle centres (separate adult education).
- Courses arranged by an organisation, union or association (separate adult education).
- Training provided by employer at place of work, at employers own in-service training unit or at other training facilities (separate adult education).
- Separate further training unit (separate adult education).
- Regular following of radio or television educational programmes (other education).
- Participation in conferences, seminars, and other similar training (separate adult education).
- Other training and education (separate adult education).

Contents of education

The following classification of training contents as developed by Statistics Finland is (ISCED application):

- General programmes.
- Fine and applied arts programmes.
- Humanities programmes.
- Teacher education programmes.
- Commercial and business administration programmes.
- Social and behavioural science programmes.
- (Mathematics) and computer science (in AES90¹⁾ mathematics was not included in these programmes; see Natural science programmes).
- Natural science programmes (in AES90¹⁾ mathematics was included in these programmes).
- (Trade,) craft and industrial programmes (in AES90¹⁾ trade was not included in these programmes: see Transport and communication programmes).
- Transport and communication programmes (in AES90¹⁾ trade was included in these programmes).
- Medical and health programmes.
- Agriculture, forestry, and fishery programmes.
- Service trade programmes.
- Other programmes.

Background variables used in Tables and Figures:

Labour force: members of the active labour force (wage earners, agricultural entrepreneurs and other entrepreneurs and assisting family members in enterprise or farm) as well as the unemployed.

Age: Situation as at December 31st, 1989.

Sex. Males and females.

Basic education: UNESCO International Standard classification of Education (ISCED). **Primary or lower secondary level** (ISCED 1,2): Comprehensive school (grades 1-9). **Upper secondary level** (ISCED 3): The 1-3 year post-comprehensive school general and vocational education. **Tertiary level** (ISCED 5,6,7): **lower tertiary** (ISCED 5); the 4-5 year post-comprehensive vocational education and the 2-3 year education after a general or vocational upper secondary level qualification. **Higher tertiary** (ISCED 6,7); Bachelor degrees taking at least 3 years at a university, master degrees taking at least 5 years, and doctorate degrees, 3-4 year bachelor-level qualifications from vocational colleges.

Socio-economic status: Statistics Finland's 1989 socio-economic status classification. Farmers (agricultural entrepreneurs), other entrepreneurs, upper white-collar employees, lower white-collar employees, blue-collar workers, students, pensioners and others.

Classification of municipalities: The new classification of municipalities adopted by Statistics Finland.

Urban municipalities: Municipalities where at least 90 per cent of the population live in densely populated areas or where the population of the biggest population centre is at least 15,000. These municipalities number 59, 55 towns and 4 other municipalities.

Semi-urban municipalities: Municipalities where at least 60 per cent but no more than 90 per cent of the population live in densely populated areas or where the

¹⁾ The Adult Education Survey 1990

population of the biggest population centre is at least 4,000 but less than 15,000. These kinds of municipalities number 50; 19 towns and 31 other municipalities.

Rural municipalities: Municipalities where less than 60 per cent lives in densely populated areas and where the population

of the biggest population centre is less than 15,000 and those municipalities where at least 60 per cent but less than 90 per cent of the population lives in densely populated areas and the population of the biggest population centre is less than 4,000. These kinds of municipalities number 351; 10 towns and 341 other municipalities.

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Questionnaire

The following questions concern all the training you have received, including various courses or other studies you have attended at work or during your free time.

1.	<p>First I will ask you about your basic education. Have you completed:</p> <table border="1"> <tbody> <tr> <td data-bbox="425 656 483 761">HIGHEST EDUCATION IS CIRCLED</td> <td data-bbox="425 218 663 656"> some primary school, primary school or civic school some lower secondary school or some comprehensive school lower secondary school or comprehensive school some senior secondary school senior secondary school or taken the matriculation examination? </td> <td data-bbox="457 133 663 199"> 1->Q3 2 3->Q3 4 5 6->Q3 </td> </tr> </tbody> </table>	HIGHEST EDUCATION IS CIRCLED	some primary school, primary school or civic school some lower secondary school or some comprehensive school lower secondary school or comprehensive school some senior secondary school senior secondary school or taken the matriculation examination?	1->Q3 2 3->Q3 4 5 6->Q3						
HIGHEST EDUCATION IS CIRCLED	some primary school, primary school or civic school some lower secondary school or some comprehensive school lower secondary school or comprehensive school some senior secondary school senior secondary school or taken the matriculation examination?	1->Q3 2 3->Q3 4 5 6->Q3								
2.	<p>Is your schooling still going on?</p> <table border="1"> <tbody> <tr> <td data-bbox="747 218 772 257">Yes</td> <td data-bbox="747 257 772 647">.....</td> <td data-bbox="747 133 772 199">1->Q4</td> </tr> <tr> <td data-bbox="772 218 798 257">No</td> <td data-bbox="772 257 798 647">.....</td> <td data-bbox="772 133 798 199">2</td> </tr> <tr> <td data-bbox="798 218 824 257">DOES NOT KNOW</td> <td data-bbox="798 257 824 647">.....</td> <td data-bbox="798 133 824 199">9</td> </tr> </tbody> </table>	Yes	1->Q4	No	2	DOES NOT KNOW	9
Yes	1->Q4								
No	2								
DOES NOT KNOW	9								
3.	<p>Are you going to add to your basic education during the next 2 years with still some more comprehensive school or senior secondary school studies?</p> <table border="1"> <tbody> <tr> <td data-bbox="940 218 966 257">Yes</td> <td data-bbox="940 257 966 647">.....</td> <td data-bbox="940 133 966 199">1</td> </tr> <tr> <td data-bbox="966 218 991 257">No</td> <td data-bbox="966 257 991 647">.....</td> <td data-bbox="966 133 991 199">2</td> </tr> <tr> <td data-bbox="991 218 1017 257">DOES NOT KNOW</td> <td data-bbox="991 257 1017 647">.....</td> <td data-bbox="991 133 1017 199">9</td> </tr> </tbody> </table>	Yes	1	No	2	DOES NOT KNOW	9
Yes	1								
No	2								
DOES NOT KNOW	9								

4

5

<p>4. And do you have any vocational or professional training? Have you completed:</p> <p>1 a school-level degree at a vocational or professional education institution? IF YES: what degree? _____</p> <p>2 an institute-level degree at a vocational or professional education institution? IF YES: what degree? _____</p> <p>3 a vocational or professional course lasting at least 6 months, for example, an employment promoting course or apprenticeship training? IF YES: what? _____</p> <p>4 a university-level degree? IF YES: what degree? _____</p> <p>CODE 2 (=NO VOCATIONAL/PROFESSIONAL TRAINING) ALL <input type="checkbox"/> ->06</p> <p>ONLY ONE "YES" (=1) -/ALTERNATIVE ... <input type="checkbox"/> ->07</p>	<p>5. Have you been given credit towards your later degrees for some of the requirements you completed for your earlier degrees?</p> <p>Yes 1 } ->07 No 2 } DOES NOT KNOW 9</p>
<p>6. Why haven't you been able to get vocational or professional training?</p> <p>Is currently studying 00</p> <p>Does not have vocational/professional schooling, because: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>DOES NOT KNOW 99</p>	

7. In which of the following educational institutions or forms of training have you studied at some time? Only studies which have lasted a total of at least 6 hours are taken into account. Studies also include interrupted studies. Have you ever attended (CARD 1):		NO	YES: during the last 12 months or earlier?
FORM OF EDUCATION			
01	Primary school or civic school?.....	1	3
02	Comprehensive school or lower sec. school?..	1	3
03	Senior secondary school?.....	1	3
04	Evening school (senior sec. evening school)?	1	3
05	Apprenticeship training? (PERIODS OF COURSES ARE TAKEN AT A VOCATIONAL COURSE-CENTRE OR VOCATIONAL OR PROFESSIONAL EDUCATION INSTITUTION)	1	3
06	An employment-promoting course paid for by the labour authorities?.....	1	3
07	Youth-level comprehensive-school or matriculation-examination-based training at a vocational or professional education institution?.....	1	3
08	Training arranged especially for adults at a vocational or professional education institution (also private students)?.....	1	3
ASK MEN ONLY:			
09	A military institute (not conscript service)?.....	1	3
10	Training providing vocational or professional qualifications at a folk high school or folk academy?.....	1	3
11	Some other basic course training at a folk high school or folk academy?.....	1	3
12	Short courses at a folk high school or folk academy?.....	1	3
13	Training at a conservatory providing vocational or professional qualifications or training in a music school or college (not in the adult department)?.....	1	3
14	The music-school level adult department (former folk conservatory department) at a music school or college?.....	1	3
15	Training providing vocational or professional qualifications at a physical education institute?.....	1	3

16	Some other training at a physical education institute?.....	1	2	3
17	Have you taken vocational or professional qualifying examinations; does not mean completing vocational school?.....	1	2	3
18	Studies leading to the basic degree at a university?.....	1	2	3
19	Studies leading to a post-graduate degree at a university?.....	1	2	3
20	A vocational or professional further training course at a university?.....	1	2	3
21	A university for a separate degree in a certain subject or an open university course?.....	1	2	3
22	A summer university?.....	1	2	3
23	An adult education centre?.....	1	2	3
24	A language school or centre?.....	1	2	3
25	A correspondence school?.....	1	2	3
26	Driving school?.....	1	2	3
27	A dance school or institute (modern or jazz dance or ballet)?.....	1	2	3
28	Typing school?.....	1	2	3
29	Courses or a study circle arranged by a study circle centre?.....	1	2	3
30	Courses arranged by an organisation, union or association?.....	1	2	3
31	Training arranged by your employer at your workplace, own in-service training unit or other training facilities (also secondary employment)?.....	1	2	3
32	A separate further training unit?.....	1	2	3
33	Have you studied something by regularly following an educational programme series on the radio or television?.....	1	2	3
34	Have you participated in conferences, separate seminars or similar training?....	1	2	3
35	Have you attended some other training, where?			
36		1	2	3

QUESTIONS 10-20 ARE TO BE ASKED ABOUT EACH FORM OF ADULT EDUCATION (7 FORMS OF EDUCATION PRINTED IN ITALICS) THAT THE INTERVIEWEE HAS PARTICIPATED IN DURING THE LAST 12 MONTHS (ALTERNATIVE 2 IN Q2). NOTE: THE RESPONDENT MAY HAVE PARTICIPATED IN DIFFERENT COURSES OF THE SAME FORM OF EDUCATION. QUESTIONS 10-20 SHOULD BE ASKED ABOUT ALL OF THEM. ASK ABOUT ONE COURSE AT A TIME.

Next I will ask you in more detail about the courses and adult education that you told me you had participated in during the last 12 months.

<p>10. You told me you had participated during the last 12 months in a ... (SAY NAME OF FORM OF EDUCATION) course.</p>	<p>1st course or training</p>
<p>11. WRITE IN NUMBER OF FORM OF EDUCATION.....</p> <p>What did you study and what was the exact name, subject or theme of the course or training?</p> <p>EXACT CONTENT: IF RESPONDENT STUDIED ADP, FOR EXAMPLE, ASK MORE PRECISELY WHAT KIND OF ADP OR IF RESPONDENT STUDIED LANGUAGES, ASK WHAT LANGUAGES.</p>	<p>1st course or training</p>
<p>12. What educational institution or organisation arranged the training? If the training was arranged by your employer at your place of work, tell me the name of your employer.</p>	<p>1st course or training</p>
<p>13. "GO TO" -DIRECTIONS: STUDENT..... CONSCRIPT.....</p>	<p>1st course or training</p>

<p>2nd course or training</p>	<p>3rd course or training</p>	<p>4th course or training</p>
<p>2nd course or training</p>	<p>3rd course or training</p>	<p>4th course or training</p>
<p>2nd course or training</p>	<p>3rd course or training</p>	<p>4th course or training</p>
<p>2nd course or training</p>	<p>3rd course or training</p>	<p>4th course or training</p>

	1st course or training	2nd course or training	3rd course or training	4th course or training
17.	"GO TO" -DIRECTIONS: FORM OF EDUCATION IS 06 (EMPLOYMENT-PROMOTING TRAINING)..... <input type="checkbox"/> -->Q20	<input type="checkbox"/> -->Q20	<input type="checkbox"/> -->Q20	<input type="checkbox"/> -->Q20
18.	In order to participate in this training did you use: 1 paid working hours?..... 2 Your own free time or holiday time?..... 3 unpaid holiday?..... 4 study-leave?.....	yes no DK 1 2 9 1 2 9 1 2 9 1 2 9	yes no DK 1 2 9 1 2 9 1 2 9 1 2 9	yes no DK 1 2 9 1 2 9 1 2 9 1 2 9
19.	How did you pay for the expenses related to this training (for example, course fees, curriculum material, travel, accommodation and eating expenses etc.): 1 did your employer meet some of the costs?..... 2 did you pay something yourself?..... 3 did you receive government-backed financial aid?..... 4 did a trade union or professional organisation support your studies?..... 5 did you receive financial support from elsewhere?.....	yes no DK 1 2 9 1 2 9 1 2 9 1 2 9 1 2 9	yes no DK 1 2 9 1 2 9 1 2 9 1 2 9 1 2 9	yes no DK 1 2 9 1 2 9 1 2 9 1 2 9 1 2 9
20.	Estimate how many days altogether you attended this training during the past 12 months (6 hours of lessons = 1 day)? Number of days.....	<input type="text"/>	<input type="text"/>	<input type="text"/>
	CHECK WHETHER THE RESPONDENT HAS PARTICIPATED IN SOME OTHER COURSE OF THIS SAME FORM OF ADULT EDUCATION. ONLY THEN GO TO THE NEXT FORM OF ADULT EDUCATION MENTIONED (CIRCLED 2 IN ITALICS). WHEN YOU HAVE GONE THROUGH ALL THE FORMS OF ADULT EDUCATION MENTIONED (CIRCLED 2 IN ITALICS), GO TO QUESTION 21.	<input type="text"/>	<input type="text"/>	<input type="text"/>

21.	Think back on all the courses and types of training we just went through (those you have attended during the last 12 months). Did you yourself have to provide some of the curriculum material you needed in the training?	1	Yes.....	1		
		2	No.....	2	} -> Q23 9	
DOES NOT KNOW.....						
22.	Did you get the curriculum material you needed:	yes no DK				
		1	by buying it?.....	1	2	9
		2	by borrowing it from the library?.....	1	2	9
		3	by borrowing it from elsewhere?.....	1	2	9
		4	in some other way: how?.....	1	2	

23.	EVERYONE: Next I will read you various views concerning adult education. Tell me, using the alternatives on the card, whether you agree or disagree with the statement. Just tell me your own opinion, because there are no right or wrong answers to the questions (CARD 2):	1	vocational or professional adult education should be focused on fields with the most rapidly developing technology?	1	2	3	4	5	9
		2	employees should participate in the costs of training related to their work?.....	1	2	3	4	5	9
		3	job tasks are learned at work, not in school?.....	1	2	3	4	5	9
		4	in-service-training benefits the employers more than the employees?.....	1	2	3	4	5	9
		5	in-service-training is mostly just a way of passing the time for employees?.....	1	2	3	4	5	9

	Agree	Neither	Dis-	Dis-		
	comp- agree	agree	agree	agree		
	letely somewhat	disagree	somewhat	completely DK		
6	1	2	3	4	5	9
7	1	2	3	4	5	9
8	1	2	3	4	5	9
9	1	2	3	4	5	9
10	1	2	3	4	5	9
11	1	2	3	4	5	9
12	1	2	3	4	5	9
13	1	2	3	4	5	9
14	1	2	3	4	5	9
15	1	2	3	4	5	9
16	1	2	3	4	5	9
17	1	2	3	4	5	9

27. How much do the following reasons prevent or hinder you at present from participating in your own free time (in addition to your work or otherwise) and at your own expense in courses or training (CARD 3):

	A lot	Some	Not at all	DK
1 lack of interest?.....	1	2	3	9
2 tiredness?.....	1	2	3	9
3 no benefit from training?.....	1	2	3	9
4 poor quality of training or teaching?.....	1	2	3	9
5 hobbies other than studying?.....	1	2	3	9
6 little basic education?.....	1	2	3	9
7 fear of failure?.....	1	2	3	9
8 difficult or irregular working hours?.....	1	2	3	9
9 economic reasons?.....	1	2	3	9
10 child-care problems?.....	1	2	3	9
11 other home or family reasons?.....	1	2	3	9
12 age or reasons of health?.....	1	2	3	9
13 lack of information about..... educational opportunities?.....	1	2	3	9
14 lack of suitable educational opportunities?.....	1	2	3	9
15 the location of educational facilities or transport?.....	1	2	3	9
16 some other obstacle or difficulty: what?.....	1	2	3	3

Which of these reasons is the greatest obstacle or difficulty?

WRITE IN NUMBER OF OBSTACLE/DIFFICULTY.....

DOES NOT KNOW.....
 REREAD, IF NECESSARY, THOSE ITEMS WHERE ALTERNATIVE 1 (OR 2) HAS BEEN CIRCLED. IF ALL HAVE ALTERNATIVE 3 OR 9, GO TO THE FOLLOWING QUESTION.

24. "GO TO" -DIRECTIONS: STUDENT..... ->Q82
 CONSCRIPT.....

25. After you started working, have you attended courses or training pertaining to your occupation or work:

once.....	1
2 - 3.....	2
4 - 10.....	3
or over 10 times.....	4
or not at all?.....	5 } ->Q27
DOES NOT KNOW/Not suitable.....	9

TRAINING THAT HAS LASTED A TOTAL OF AT LEAST 6 HOURS IS TAKEN INTO ACCOUNT.

26. Generally speaking, have these courses and training related to your occupation or work had the following effects:

	yes	no	DK
1 were you able to carry out your duties at work better after this training?.....	1	2	9
2 did you transfer to other duties?.....	1	2	9
3 did you transfer to more demanding duties?.....	1	2	9
4 did you change jobs or your occupation?.....	1	2	9
5 did you take a job in another municipality?.....	1	2	9
6 did you get a permanent job?.....	1	2	9
7 some other effect, what?.....	1	2	

28. "GO TO" -DIRECTIONS:
 ENTREPRENEUR OR AGRICULTURAL ENTREPRENEUR.....
 ASSISTING FAMILY MEMBER.....
 UNEMPLOYED.....
 ON DISABILITY PENSION OR CHRONICALLY ILL.....
 ON PENSION BECAUSE OF AGE OR NUMBER OF YEARS EMPLOYED.....
 ON UNEMPLOYMENT PENSION.....
 HOME-MAKER.....

ONLY WAGE-EARNERS:
 How much do the following reasons prevent or hinder you at present from participating during working hours at your employer's expense in training (CARD 3):

	A lot	Some	Not at all	DK
1	1	2	3	9
2	1	2	3	9
3	1	2	3	9
4	1	2	3	9
5	1	2	3	9
6	1	2	3	9
7	1	2	3	9
8	1	2	3	9
9	1	2	3	9
10	1	2	3	9

Which of these reasons is the greatest obstacle or difficulty?
 WRITE IN NUMBER OF OBSTACLE/DIFFICULTY.....
 DOES NOT KNOW..... 99

IF NECESSARY, REREAD ITEMS WHERE ALTERNATIVE 1 (OR 2) HAS BEEN CIRCLED. IF ALTERNATIVE 3 OR 9 IS CIRCLED IN ALL, GO TO THE FOLLOWING QUESTION.

30. When necessary, have you been able to get information on educational opportunities meant for adults:

1	quite adequately.....
2	fairly adequately.....
3	rather little.....
4	or absolutely too little?.....
0	Has not needed information.....
9	DOES NOT KNOW.....

31. It is possible to acquire new information and skills at work or in your free time in ways other than courses or training. During the last 12 months have you studied some new subject independently or with friends or co-workers or acquaintances for a total of at least 20 hours?

NO..... 0 ->Q33

Yes: did you study during your free time... 1
 or during working hours?..... 2
 In both free time and working hours.... 3

<p>35. During the next 2 years, are you going to participate in training lasting at least one year and leading to a degree?</p> <p>Yes..... 1 Maybe..... 2 No..... 3 DOES NOT KNOW..... 9</p>	<p>36. How would the following ways of arranging training suit you? Answer using the alternatives on this card (CARD 4):</p> <p>1 training is arranged as one uninterrupted whole at an educational institution?..... 1 2 3 4 5 9</p> <p>2 part of the studies can be completed at home through independent study?..... 1 2 3 4 5 9</p> <p>3 studying as a so-called private student at one's own pace?..... 1 2 3 4 5 9</p> <p>4 studies are arranged during free time, so that they can be completed while holding a job?..... 1 2 3 4 5 9</p> <p>5 training and work periods alternate, so that your income is not cut off for any longer period of time?..... 1 2 3 4 5 9</p> <p>6 training consists of parts that can gradually be combined into a degree?.. 1 2 3 4 5 9</p>
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<p>38. The following question concerns all financial aid that does not have to be paid back.</p> <p>How much should aid like this total altogether, so that you could begin studying full-time? Should the net aid be:</p> <p>1 1/4 of your net salary..... 1 2 half of your net salary..... 2 3 3/4 of your net salary..... 3 4 or equal to your net salary?..... 4 Is not interested/would not begin studying..... 0 DOES NOT KNOW..... 9</p>	<p>39. For a few years, it has been possible for people aged 30 to 34 to receive a so-called mature student grant, in addition to normal financial aid. Are you acquainted with this mature student grant:</p> <p>well..... 1 fairly well..... 2 fairly poorly..... 3 or haven't you ever heard of it?..... 4 DOES NOT KNOW..... 9</p>
<p>40. It is now possible in Finland to get unpaid study-leave without terminating employment. Have you ever asked your employer about the possibility of getting study-leave?</p> <p>Yes..... 1 No..... 2 DOES NOT KNOW..... 9 } ->042 Has not had a job contract as a wage-earner..... 0</p>	<p>41. Was your employer's attitude toward this:</p> <p>positive..... 1 or negative?..... 2 Neither positive nor negative..... 3 DOES NOT KNOW..... 9</p>

<p>37. Do you feel that it is important that all training and courses provide an official final certificate?</p> <p>Yes..... 1 No..... 2 DOES NOT KNOW..... 9</p>

The following questions concern your work and changes which have occurred at work.

<p>42. How many years altogether during your lifetime have you been employed? Work experience is added up starting from the age of 15. (Summer jobs while a student, jobs of a temporary nature and odd jobs are not taken into account).</p> <p>Number of years..... [] [] [] Less than a year..... 00 No work experience..... 98->Q79 DOES NOT KNOW..... 99</p> <p>BEING EMPLOYED MEANS WORKING IN SOMEONE ELSE'S SERVICE, ON THE FAMILY FARM OR IN THE FAMILY BUSINESS OR AS A PROFESSIONAL.</p>	<p>43. During your lifetime, have you been:</p> <p>1 always in almost the same occupation... 2 in 2-3 clearly different occupations... 3 or in more than 2-3 clearly different occupations?..... 9 DOES NOT KNOW.....</p>
<p>44. Have you ever moved to another municipality because you changed jobs?</p> <p>Yes: how many times? NUMBER OF TIMES:.. [] [] [] No..... 00 DOES NOT KNOW..... 99</p> <p>MEANS CHANGING ONE'S MUNICIPALITY OF RESIDENCE</p>	

<p>45. And have you ever moved to another municipality because your (wedded or cohabitating) spouse changed his or her job?</p> <p>Yes: how many times? NUMBER OF TIMES:.. [] [] [] NO..... 00 NO SPOUSE..... 98 DOES NOT KNOW..... 99</p> <p>MEANS CHANGING ONE'S MUNICIPALITY OF RESIDENCE. INFORMATION CONCERNING FORMER SPOUSES IS ALSO TAKEN INTO ACCOUNT.</p>	<p>46. "GO TO" -DIRECTIONS: ON DISABILITY PENSION OR CHRONICALLY ILL..... ON PENSION BECAUSE OF AGE OR NUMBER OF YEARS EMPLOYED..... [] [] [] -->Q80 ON UNEMPLOYMENT PENSION..... HOME-MAKER.....</p>
<p>47. EMPLOYED AND UNEMPLOYED: Have you been unemployed or laid off during the last 5 years:</p> <p>1 once..... 2 several times..... 3->Q49 or never?.....</p>	
<p>48. IF RESPONDENT HAS BEEN UNEMPLOYED OR LAID OFF IN PAST 5 YEARS: How many months altogether were you unemployed during the past 5 years? NUMBER OF MONTHS:..... [] [] []</p>	

49. Have you changed jobs during the past 5 years?
 Yes: how many times? NUMBER OF TIMES... |__|__|
 No..... 00
 DOES NOT KNOW..... 99

QUESTIONS IN NORMAL PRINT ARE ASKED OF THE EMPLOYED (WAGE-EARNERS, ENTREPRENEURS, AGRICULTURAL ENTREPRENEURS AND ASSISTING FAMILY MEMBERS).
 QUESTIONS IN ITALICS ARE ASKED OF THE UNEMPLOYED.

50. EMPLOYED: How many years altogether have you had your current job?
 UNEMPLOYED: How many years altogether did you have your last job, meaning the one you had before you became unemployed?
 Number of years..... |__|__|
 Less than a year..... 00->052
 DOES NOT KNOW..... 99

FOR ENTREPRENEURS THIS MEANS THEIR ENTERPRISE, FOR AGRICULTURAL ENTREPRENEURS THEIR FARM OR OTHER SIMILAR PLACE OF BUSINESS. CONCERNS CONTINUOUS EMPLOYMENT INCLUDING MATERNITY LEAVES, LAY-OFFS ETC.

51. EMPLOYED: How long have you been taking care of your current work duties in your current job?
 UNEMPLOYED: How long did you take care of your last work duties in the job you had before you became unemployed?
 Number of years..... |__|__|
 Under a year/Less than a year..... 00
 DOES NOT KNOW..... 99

52. EMPLOYED: What is your monthly income from your main job without deducting taxes? Include bonuses for shift work, length-of-service increments etc., but not overtime pay. Tell me the number on this card corresponding to your monthly income (CARD 5).
 UNEMPLOYED: What was your monthly income from your last main job without deducting taxes? Include bonuses for shift work, length-of-service increments etc., but not overtime pay. Tell me the number on this card corresponding to your monthly income (CARD 5).

3,000 marks or less.....	01
3,001 - 4,000 marks.....	02
4,001 - 5,000 marks.....	03
5,001 - 6,000 marks.....	04
6,001 - 7,000 marks.....	05
7,001 - 8,000 marks.....	06
8,001 - 9,000 marks.....	07
9,001 - 10,000 marks.....	08
10,001 - 11,000 marks.....	09
11,001 - 12,000 marks.....	10
12,001 - 13,000 marks.....	11
13,001 - 14,000 marks.....	12
14,001 - 15,000 marks.....	13
15,001 - 16,000 marks.....	14
16,001 - 17,000 marks.....	15
17,001 - 18,000 marks.....	16
18,001 - 19,000 marks.....	17
19,001 - 20,000 marks.....	18
over 20,000 marks.....	19
Does not want to answer.....	98
DOES NOT KNOW.....	99

53. EMPLOYED: If you were to become unemployed right now, would you be willing to: UNEMPLOYED: Right now would you be willing to:	1 change your occupation?.....	yes	no	DK
	2 train for a new occupation?.....	1	2	9
	3 get more training for your present occupation?.....	1	2	9
	4 take work not corresponding to your training or professional skills?.....	1	2	9
	5 move away from the community where you live in order to get work?.....	1	2	9
	6 move away from the community where you live in order to get training?....	1	2	9

54. "GO TO" -DIRECTIONS:	
ENTREPRENEUR OR AGRICULTURAL ENTREPRENEUR.....	<input type="checkbox"/> -->Q66
ASSISTING FAMILY MEMBER IN AN ENTERPRISE OR FARM (WITHOUT PAY)	<input type="checkbox"/> -->Q59
UNEMPLOYED.....	<input type="checkbox"/> -->Q59

55. Answer the following questions using the alternatives on this card. How probable do you feel it is that during the next 2 years you (CARD 6):		Very probable	Fairly probable	Fairly improbable	Extremely improbable	Extremely suitable	Answer not suitable or DK
	1 change your occupation?....	1	2	3	4	9	
	2 change your job?.....	1	2	3	4	9	
	3 transfer to other duties at your current workplace?....	1	2	3	4	9	

56. To what extent do the following factors of uncertainty relate to your current work? Answer using the alternatives on this card (CARD 3):		A lot	Some	Not at all	DK
	1 threat of being laid off or threat of unemployment?.....	1	2	3	9
	2 what about the threat of your being transferred to other duties?.....	1	2	3	9
	3 what about other factors of uncertainty: what?.....	1	2	3	

57. And how probable do you feel it is that the work methods and equipment used in your current job will change decisively during the next 5 years? In your opinion, is it:	very probable.....	1
	fairly probable.....	2
	fairly improbable.....	3
	or extremely improbable?.....	4
	DOES NOT KNOW.....	9

58. Do you feel this possible change is primarily:	a challenge.....	1
	or a cause for unrest?.....	2
	DOES NOT KNOW.....	9

WAGE-EARNERS AND UNEMPLOYED:		
59.	<p>Do you belong to a trade union and central organization: which one? WRITE IN NAME OF TRADE UNION!</p> <p>Does not belong to a trade union..... 0->061</p> <p>a trade union belonging to the Central Organisation of Finnish Trade Unions: _____</p> <p>a trade union belonging to the Confederation of Salaried Employees in Finland: _____</p> <p>a trade union belonging to the Confederation of Technical Employee Organizations in Finland: _____</p> <p>a trade union belonging to the Confederation of Unions for Academic Professionals in Finland: _____</p> <p>DOES NOT KNOW: Name of organization or other: _____</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>9</p>
60.	<p>Do you currently have or have you had a commission of trust in your own trade union or local union?</p> <p>Yes..... 1</p> <p>No..... 2</p>	<p>yes no DK</p> <p>1 2 9</p>
61.	<p>Many different trade publications are published in our country. Do you regularly follow:</p> <p>1 trade-union publications (journals published by a trade union or a central organization)?.....</p> <p>2 other professional publications in your field?.....</p> <p>3 the professional literature in your field?.....</p>	<p>yes no DK</p> <p>1 2 9</p> <p>1 2 9</p> <p>1 2 9</p>

IF EVEN ONE CODE IN Q61 IS 1 (= "YES")		
62.	<p>OTHERS..... <input type="checkbox"/> ->Q63</p> <p>How do you get these publications:</p> <p>1 by obtaining them yourself?..... 1 2 9</p> <p>2 your employer makes them available for you?..... 1 2 9</p> <p>3 by borrowing them from the library?... 1 2 9</p> <p>4 by borrowing them from acquaintances or co-workers?..... 1 2 9</p> <p>5 you are sent them because of your membership?..... 1 2 9</p> <p>6 in some other way: how? _____ 1 2</p>	
63.	<p>WAGE-EARNER: I will read off different kinds of working hours. Which of the following alternatives best describes your present working hours:</p> <p>regular day-time hours..... 1</p> <p>regular evening hours..... 2</p> <p>regular night-time hours..... 3</p> <p>regular morning hours..... 4</p> <p>two-shift work..... 5</p> <p>or three-shift work (5-shift work)?..... 6</p> <p>some other type of working hours..... 7</p> <p>UNEMPLOYED: I will read off different kinds of working hours. Which of the following alternatives best describes the working hours you had the last time you were employed:</p>	

66.	<p>ALL EMPLOYED AND UNEMPLOYED:</p> <p>EMPLOYED: The changes in the working world lead to situations where a worker can feel that his or her knowledge and skills are insufficient. Have you met with a situation like this:</p> <p>UNEMPLOYED: The changes in the working world cause situations where a worker can feel that his or her knowledge and skills are insufficient. Did you meet with a situation like this in your last job:</p>	<p>often..... 1</p> <p>fairly often..... 2</p> <p>sometimes..... 3</p> <p>or hardly ever?..... 4 } ->Q68</p> <p>DOES NOT KNOW..... 9</p>
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67.	<p>EMPLOYED: Have you received help in situations like this:</p> <p>UNEMPLOYED: Did you receive help in situations like this:</p>	<p>yes no DK</p> <p>1 from your co-workers or experts at your workplace?..... 1 2 9</p> <p>2 from experts outside your workplace?..... 1 2 9</p> <p>3 from training?..... 1 2 9</p> <p>4 from the literature or trade publications?..... 1 2 9</p> <p>5 somewhere else: where?..... 1 2</p>
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68.	<p>EMPLOYED: Generally speaking, has all the training and courses you have attended helped you in your job:</p> <p>UNEMPLOYED: Generally speaking, did all the training and courses you have attended help you in your last job:</p>	<p>a great deal..... 1 } ->Q70</p> <p>quite a lot..... 2 }</p> <p>not very much..... 3</p> <p>hardly at all?..... 4</p> <p>DOES NOT KNOW..... 9->Q70</p>
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64.	<p>WAGE-EARNER: How long do you feel it would take a new worker with the necessary basic training to learn your work tasks in their entirety:</p> <p>UNEMPLOYED: How long do you feel it would have taken a new worker with the necessary basic training to learn the work tasks you had in your last job in their entirety:</p>	<p>a few hours..... 1</p> <p>a few days..... 2</p> <p>a few weeks..... 3</p> <p>a few months..... 4</p> <p>1-2 years..... 5</p> <p>or over 2 years?..... 6</p> <p>DOES NOT KNOW..... 9</p>
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65.	<p>WAGE-EARNER: How were you taught your work tasks, when you started your current job:</p> <p>UNEMPLOYED: How were you taught your work tasks, when you started the job you had before you became unemployed:</p>	<p>yes no DK</p> <p>1 did your employer arrange special work orientation training or courses? 1 2 9</p> <p>2 did your closest superior teach you when needed?..... 1 2 9</p> <p>3 did your co-workers teach you when needed?..... 1 2 9</p> <p>4 did you learn by yourself?..... 1 2 9</p> <p>5 in some other way: how?..... 1 2</p>
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<p>73. WAGE-EARNER: To what extent in your current job do you have opportunities: UNEMPLOYED: To what extent in your last job did you have opportunities:</p> <p>USE THE SAME CARD AS IN THE PREVIOUS QUESTION. (CARD 7)</p>	<p>A great deal 1 2 3 4 9 Quite a lot 2 3 4 9 Some 3 4 9 Hardly at all 4 9 DK 9</p> <p>1 to influence the kind of training that is/was given at your workplace?..... 2 influence the division of work and how work is/was done in your work unit?..... 3 to participate in decision-making concerning the whole enterprise?.....</p>
<p>74. WAGE-EARNER: Do you feel that the amount of work you have is:</p> <p>UNEMPLOYED: Did you feel that the amount of work you had in your last job was:</p>	<p>1 entirely too much..... 2 somewhat too much..... 3 adequate..... 4 somewhat too little..... 5 or entirely too little?..... 9 DOES NOT KNOW.....</p>
<p>75. WAGE-EARNER: At your workplace, do you have good, moderate or poor opportunities for getting training that would develop your professional skills or promote your career?</p> <p>UNEMPLOYED: In your last job, did you have good, moderate or poor opportunities for developing your professional skills or promoting your career?</p>	<p>1 Good..... 2 Moderate..... 3 Poor..... 9 DOES NOT KNOW.....</p>

<p>76. ALL EMPLOYED AND UNEMPLOYED:</p> <p>Do you feel that, at present, you need training that would increase your professional skills or promote your career?</p> <p>Yes..... 1 No..... 2 } ->078 DOES NOT KNOW..... 9</p>	<p>77. What kind of training do you need especially?</p> <p>Needs: _____ _____ _____ _____ _____ _____ DOES NOT KNOW..... 99</p> <p>CONTENT AS EXACTLY AS POSSIBLE: IF RESPONDENT MENTIONS ADD-TRAINING, ASK MORE CLOSELY WHAT KIND. IF RESPONDENT MENTIONS STUDYING LANGUAGES, ASK WHAT LANGUAGE.</p>
<p>78. Do you believe that additional training would be of help to you concerning advancement in your career:</p> <p>a lot..... 1 some..... 2 or hardly at all?..... 3 DOES NOT KNOW..... 9</p>	

<p>82.</p>	<p>ALL: Next I will ask you some questions about your family. First I will ask for some information about your parents or the guardians with whom you lived when you were 14 years old. What year were your mother and father (or your guardians) born? Mother (guardian)..... Father (guardian)..... IF DOES NOT KNOW EXACT YEAR, ASK FOR AN ESTIMATE TO THE CLOSEST DECADE. INFORMATION ALSO ON THE DECEASED.</p>	<p>83.</p> <p>What kind of basic education did your mother and father (your guardians) have? Has your mother completed: Has your father completed: CIRCLE HIGHEST EDUCATION some primary school or less..... primary school or some lower secondary school..... lower secondary school..... or senior secondary school or the matriculation examination?..... DOES NOT KNOW..... Mother 1 Father 1 2 2 3 3 4 4 9 9</p>
<p>84.</p> <p>What kind of vocational or professional training have they had? Has your mother completed: And has your father completed: CIRCLE 1 the university?..... ALL POSSIBLE 2 a vocational or professional educational institution?..... ALTERNATIVES 3 a vocational school?..... 4 a vocational or professional course lasting at least half a year (for example, apprenticeship training or an employment-promoting course)?..... 5 or hasn't your mother/father had any vocational or professional training at all?..... 9 DOES NOT KNOW..... Mother 1 Father 1 2 2 3 3 4 4 0 0 9 9</p>		

<p>79.</p> <p>"GO TO" -DIRECTIONS: EMPLOYED (WAGE-EARNER, ENTREPRENEUR, AGRICULTURAL ENTREPRENEUR OR ASSISTING FAMILY MEMBER IN ENTERPRISE OR ON FARM) <input type="checkbox"/> -->082 UNEMPLOYED.....</p>	<p>ON DISABILITY PENSION OR CHRONICALLY ILL, ON PENSION BECAUSE OF AGE OR NUMBER OF YEARS EMPLOYED, ON UNEMPLOYMENT PENSION, HOME-MAKER: Would you like to go to work, right now or in the near future? Yes..... 1 No..... 2 } -->082 DOES NOT KNOW..... 9 }</p>
<p>81.</p> <p>And: 1 do you need training in order to start working?..... yes no DK 1 2 9 2 is it possible for you to find work corresponding to your training or professional skills in the community where you live?..... 1 2 9 3 would you also be willing to take a job that doesn't correspond to your training or professional skills?..... 1 2 9 4 would you be willing to move away from the community where you live in order to get a job?..... 1 2 9 5 would you be willing to train for a new occupation, if you would then get a permanent job?..... 1 2 9</p>	

Next I would like you to answer some questions concerning your children under 15 years of age. COLLECT DATA ABOUT EACH CHILD UNDER 15 SEPARATELY! RECORD ELDEST CHILD FIRST.

	AGE:							
85. What were your parents' (guardians') occupations when you were 14 years old?
Mother's (guardian's) occupation: _____								
Father's (guardian's) occupation: _____								
Mother deceased <input type="checkbox"/>								
Father deceased <input type="checkbox"/>								
IF MOTHER/FATHER WAS A PENSIONER, ASK ABOUT FORMER OCCUPATION. OCCUPATION EXACTLY, FOR EXAMPLE, NOT MECHANIC, INSTEAD A MACHINE-FITTER, AUTO-MECHANIC ETC. IF EXACT OCCUPATIONAL TITLE IS UNKNOWN, ASK IN ADDITION ABOUT FIELD OF OCCUPATION (FOR EXAMPLE, NOT MANUAL WORKER BUT A MANUAL WORKER IN WHAT FIELD).								
86. Do you have any children of your own or whom you support under the age of 15?								
Yes: how many? NUMBER OF CHILDREN.....								
No.....								
87. Tell me the ages of your children under the age of 15 starting from the eldest to the youngest. RECORD AGES IN THE ABOVE COLUMNS FROM THE ELDEST TO THE YOUNGEST. NOTE: NOT YEAR OF BIRTH.								
88. Which of them are girls and which are boys?								
Girl.....	1	1	1	1	1	1	1	1
Boy.....	2	2	2	2	2	2	2	2
89. Do you hope that your (SEE AGE).....-year-old daughter/son completes: comprehensive school..... or the matriculation examination?..... DOES NOT KNOW.....	1	1	1	1	1	1	1	1
90. And do you hope that she/he will complete: a degree from a vocational or professional education institution..... or a university degree?..... DOES NOT KNOW.....	2	2	2	2	2	2	2	2
	9	9	9	9	9	9	9	9

91. Next I will read some statements concerning the education of children. Answer using the alternatives on this card by saying whether you agree or disagree with the statement. There are no right or wrong answers to the statements. Just tell me your own view of the statement (CARD 2):

	Agree	Neither	Dis-	Dis-		
	comp-	agrees	agrees	agrees		
	totally	somewhat	disagrees	somewhat		
	completely	completely	completely	OK		
1	1	2	3	4	5	9
2	1	2	3	4	5	9
3	1	2	3	4	5	9
4	1	2	3	4	5	9
5	1	2	3	4	5	9
6	1	2	3	4	5	9
7	1	2	3	4	5	9
8	1	2	3	4	5	9
9	1	2	3	4	5	9
10	1	2	3	4	5	9

	Agree	Neither	Dis-	Dis-		
	comp-	agrees	agrees	agrees		
	totally	somewhat	disagrees	somewhat		
	completely	completely	completely	DK		
11	1	2	3	4	5	9
12	1	2	3	4	5	9
13	1	2	3	4	5	9
14	1	2	3	4	5	9

ALL:

92.

Now that the interview is about over, would you like to say something more about this study or about adult education, in general?

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Abstract

Statistics Finland has conducted two surveys on adult education in Finland, in 1980 and in 1990. Third adult education survey is underway and interviews will start in autumn 1995.

In Adult Education Survey 1990 were interviewed about 4 000 adults aged 18 - 74. The response rate was 82 per cent.

Participation in adult education had increased from 1980 to 1990 clearly. In 1980 29 per cent of adults took part of some form of adult education, while in 1990 the figure was 44 per cent. The increase in participation was due to expansion of job or occupation-related ("vocational") adult education.

Time pressure at the workplace was the main factor that prevented to take part in in-service training provided by employer. For the self-paid education during out-of-work time main obstacles were lack of interest and fatigue. For the wage-earners also the inconvenient working hours was obstacle that prevented participation in education during out-of-work time.

The major motive for participation in education was the need for self-development. Also the developing professional skills and competence was mentioned most often as the major motive.

Attitudes toward education are quite positive in Finland. 42 per cent of interviewees were going to take part of some form of education during next 12 months. And over half of respondents on the active labour force said that they would need of training that strengthens their professional competence or promote their career.

Keywords

Adult education, Vocational and general adult education, Obstacles to participation, Need for education.

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Participation in Adult Education in Finland

Adult Education Survey 1990

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Education 1995:2

Matti Simpanen – Irja Blomqvist

Adult education has been at the centre of a growing research interest in Finland since 1970s. Statistics Finland has conducted two nation-wide surveys on adult education 1980 and 1990. Third survey is underway, interviews will start in autumn 1995.

Level of participation in adult education in Finland is extremely high. In this report we want to give for the readers a short overlook of the situation in adult education in Finland.

Although the interviews for Adult Education Survey 1990 were completed in 1990, we believe that the results are still relevant to study the structure of participation.

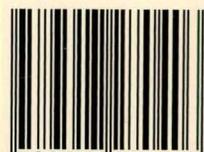
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