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Adult  
Education  
Survey  
2000

Introduction  
and  
Questionnaire

Adult Education Statistics  
Statistics Finland

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## Questionnaire



## Objective and background of the Survey

The purpose of the Adult Education Survey 2000 (AES2000) is to produce statistical data and publications relating to adult education and learning, which can be used in planning and decision-making concerning adult education and learning, and which offer a comprehensive and reliable foundation for public discussion.

The Adult Education Survey for 2000 is the fourth Survey on participation in adult education and training implemented by Statistics Finland. The first was made in 1980, the second one in 1990 and the third in 1995. The Survey is financed by the Ministry of Education and carried out jointly by the Ministry and Statistics Finland.

Statistics Finland's first Adult Education Survey in 1980 was a typical interview survey, which was intended for producing statistical tables and it was carried out in connection with the reliability study of Statistics Finland's population census. Its primary goal was to produce statistical data for planning and decision-making on adult education and training and especially on vocational adult studies.

In addition to participation in education and training, the Adult Education Survey 1990 studied the population's willingness to and needs for participation in education and training, obstacles to participation and views on education. Furthermore, the development of the Survey was from start motivated by the object to produce a high-quality data base that would provide numerous analytical possibilities for extensive studies. University researchers also took part in the planning of the Survey. The Ministry of Education in its part aimed to increase researchers' use of the data by carrying the costs on behalf of researchers on the production of data files made from the material and instructions for their use.

The planning for the 1995 Survey was influenced by the new social situation, the economic recession and massive unemployment. The population of the Survey was working age population (aged 18 to 64) and questions describing links between education and training and working life were added to the questionnaire. It was now possible to concentrate more on the description of connections between unemployment and education and training in the analysis of the results. Other new focus areas in the 1995 Survey were foreign language skills, education and training abroad and intentions to participate in education and training abroad. A special theme on the questionnaire was questions about the students' beliefs regarding the future.

Acquisition of comparable data from several cross-sectional periods in 1995 gave additional value to the Survey and thus it was possible to pay more attention to the description of the changes in the analysis and reporting of the results.

In respect of the Adult Education Survey 2000, the Ministry of Education required that the Survey be carried out so that it is possible to make comparisons to the 1990 and 1995 Surveys and also to corresponding international surveys. It was also considered very important that the development work on statistics and indicators concerning adult learning in progress within the OECD, Unesco and the EU will be taken into consideration in the planning and implementation of the Survey.

When reviewing the data contents, discussions centered on how to widen the examination measuring participation in formal education and training towards informal learning. It was considered interesting to study the effects of everyday experiences on learning processes, thought models and skills, and the connections between everyday learning and participation in formal education and training.

A seminar for researchers and experts was arranged in spring 1999 to specify further the data contents and other development needs of the Survey.

## **Which questions does the Adult Education Survey 2000 answer?**

The purpose of the Adult Education Survey is to find answers to the following questions:

- How do different population groups (age, sex, level of education, status at work, family situation, etc.) participate or have participated in adult education and training?
- In what ways does adult education and training agglomerate by population group?
- To what extent and in which way do different population groups find it necessary to study and how willing are they to participate in education and training?
- What terms and conditions do different population groups set on their own participation in adult education and training and what obstacles and difficulties do they report in their participation in education and training?
- How do different population groups view adult education and training and what kind of effect and significance do they think adult education and training has in working life?
- What is the effect of adult education on the regional, professional and workplace mobility of different population groups?
- In which ways have participation in adult education and training, need for education and training, obstacles, conditions, effects and views on education changed since the 1980s?
- How is Finland placed in international comparison regarding participation in education and training, participation activity and experienced obstacles to education and training?
- How do Finns themselves rate their language skills?

- How active computer users are Finns and how have they acquired their skills and what differences are there between different population groups?
- How do people analyse learning of life skills important to them?

## **Development and contents of the data collection questionnaire**

The Adult Education Survey 2000 questionnaire is based on the questionnaire of the 1995 Survey. The data contents were revised in line with topical requirements.

At the initial stage of questionnaire development the questionnaire used in the 1995 Adult Education Survey was assessed at Statistics Finland's Survey Laboratory. The assessment was made using the classification system developed for systematic analysis of problems regarding inquiry and survey questionnaires. The assessment proved to be useful not only by helping to make necessary changes in question formulation but also with regard to the analysis of the data and the reflection of the results.

The data include:

- Background information
- Information describing participation in adult education and training
- Self-directed studies
- Learning at work, learning and development possibilities provided at work, solving problems at work and information acquisition
- Use of professional literature
- Views on benefits of education and training, experienced need for education, interest in education and training, interest-stimulating factors
- Obstacles to education and training, information acquisition on educational possibilities
- Use of information technology
- Foreign language skills
- Everyday learning.

### **Background information**

In addition to typical personal information (age, sex, marital status etc.) background information includes questions on educational and family background, work, work history and workplace. The questionnaire contains a lot of information describing working conditions, but those questions were not left out since work is very important learning environment for many adults. Information from registers is also added to the Survey file.

## Participation in education and training

The Adult Education Survey 2000 examines participation in education and training in general, not only in adult education. Participation in education and training is surveyed over the whole life span of the respondents on an overall level: what the respondents' level of education is and to what extent they have participated in education and training related to work and occupation and also education abroad. The type of adult education the respondent has taken part in during the 12 months preceding the interview is studied in more specific detail.

Adult education and training was categorised on the basis of the organisation providing the education. Since participation in different types of educational institutions and organisations is taken into account in the data collection questionnaire, it is possible to make the definition of adult education and training even at the analysis stage of the survey using different perspectives.

The instructions given to the respondents in this study set the minimum limit of education and training at six hours. Discontinued studies are also included if they have lasted at least six hours. Education and training is defined as an activity separately and specifically organised and arranged and the purpose of which is to achieve learning. It is also typical of education and training that there is a curriculum or study programme prepared in advance and the supplier or provider of education is responsible for the arrangements.

Work- or occupation-related and general education studies or leisure-interest studies are separated from the point of view of the individual in that the respondent specifies the purpose of the studies. Questions relating to the sponsor of the studies (and the time used for the studies) provide information on employer-sponsored studies and on education financed in other ways.

As much detailed information as possible is requested on all those types of adult education and courses in which the respondent has participated during the 12 months preceding the Survey. Regarding each type of studies inquiries are made as to the contents of the studies, the provider, whether the studies related to work or occupation, positions of trust, leisure interests or general education, whether working time or other time had been used for studies, who had financed studies and how many days (hours) of studies the respondent had had during the past 12 months. Due to the strenuous and tedious nature of the questionnaire questions on the qualification to be attained, effects of studies, reasons for participating in education and initiatives for participation were asked with respect to one randomly selected type of education/course. The method relating to random course selection and its reliability were tested carefully in advance and the results of the testing are explained in *Timo Ruuskanen's* memo, *Random selection of attained adult education courses*.

Self-directed studies are also examined on the questionnaire. Such studies are considered to be target-oriented studies arranged and organised separately outside the formal educational system. The questions were already developed in connection with the Adult Education Survey 1990 and at that time they were not consciously intended to measure informal learning. The questions requested information on only such target-oriented studying which had lasted at least 20 hours. These questions were not removed for now in order to give them additional value by this new measurement.

### **Learning at work, learning and development possibilities provided at work**

Questions relating to changes and problems experienced at work, inadequacy of one's knowledge, information acquisition strategies in problem situations and following of professional literature were left unchanged from the Adult Education Survey 1995. In addition, questions describing the nature of work as provider of learning and development possibilities and questions on connections between work and education were unaltered.

### **Need for and willingness to participate in adult education, views on education**

The need for education and training and the willingness to participate in education are surveyed using direct questions and by questions on obstacles to and difficulties in participation and the desire to participate in education. Further insight is obtained by including questions about views on and attitudes to education in general, as well as questions aiming at evaluating the effects and relevance of the received education from the viewpoint of working life.

### **Information technology skills**

A new subject on the questionnaire concerned computer use. Since Statistics Finland examines Finns' use of information and communications technology fairly extensively in its separate Information Society Survey, user skills of information technology are limited in the Adult Education Survey to relate only to computer use and frequency of that use. This measure is used to describe computer user skills so that self-assessment of one's skill level is not necessary. The respondents' own estimation of the need to improve their skills is brought up elsewhere in the questionnaire, where it is asked what specific needs for education they have, and what skills and abilities they would like to develop further.

### **Foreign language skills**

Foreign language skills are determined on the basis of the respondents' own assessment of their skill levels. Self-assessments were first tried out in the context of the 1995 Adult Education Survey. The results were encouraging. They formed the basis for a wide-ranging report, compiled at the Board of Education, evaluating for the first time the foreign language skills and foreign language studies of Finnish adults from primary to tertiary level of education. Basing on experiences from the used measure and to ensure international comparability, the scale of foreign language skill levels was revised. Expert advice on this was received from Professor *Sauli Takala* from the University of Jyväskylä. The currently used classification is based on the Council of Europe scale, and it was modified for use in interview surveys.

## Everyday learning

A major challenge to the Adult Education Survey 2000 was widening the examination of formal education and training and participation in training courses to cover also learning that takes place outside the scope of education proper in other, everyday environments.

Senior Researcher, PhD *Tapio Aittola* from the University of Jyväskylä drew up a proposal for a measure to describe everyday learning. After thorough development work, *Aittola* and Adult Education Survey researchers jointly arrived at a model which was tested with qualitative interviews performed by the Survey Laboratory of Statistics Finland. The results from the testing have been compiled into a separate report. Just over 20 qualitative interviews were made and these were taped and transcribed. The transcribed material was handed over to *Aittola's* research team with the interviewees' permission.

The aim of the set of used questions is to produce information about where people themselves think they gain the knowledge, skills and competencies that earlier surveys about learning have shown to be the ones people generally regard as important life skills. Besides charting out people's learning environments, the questions are also designed to find out how important people regard these skills areas in their lives and how the opinions of different population groups differ in this respect. The outcome from learning, not the learning process, is the point of departure for the measure.

## Data collection

### The population and the sample

Finnish adult education policy puts emphasis on education and learning as a means of coping with the growing speed of change in today's society. The principle of lifelong learning stems from the view that the ability to learn new things is an essential thing in the changing world and the skills acquired when young should be supported in all the living environments of a person, and not only at educational institutes but also at work, in voluntary activities, at home and in leisure pursuits. Aiming to monitor the realisation of the principle of lifelong learning, the Adult Education Survey 2000 focused on the whole population, not just the population of active working age. For this reason it was desired that the upper age limit could be put up from 64 years. For reasons connected with the practical execution of the interview, the interviewees' upper limit was set at 79 years.

The population of the Adult Education Survey 2000 is made up of persons aged 18 to 79 permanently resident in Finland. With systematic sampling, 5,000 persons (4,700 from the 18 to 64 age group and 300 from the 65 to 79 age group) were drawn to the sample. When those not belonging to the population, i.e. overcoverage, were removed from the gross sample, the final sample comprised 4,605 persons from the 18 to 64 age group and 283 persons from the 65 to 79 age group. Persons who had died since the last updating of the register, persons who had been abroad for the entire reference period, persons living in institutions, persons seriously ill, and persons who could not be interviewed because of language problems were deemed to form the overcoverage.

## The interviews

The survey material for the Adult Education Survey 2000 (the BLAISE questionnaire and its paper version, reply cards, interviewer instructions and specimen Survey prochure, accompanying letter and letter to persons refusing to participate) was finished on 17 January 2000 and despatched to the interviewers. In addition to this material, the interviewers were also sent tasks to make familiarisation with the Survey easier. The interviewers were requested to acquaint themselves with the Survey material and perform the given familiarisation tasks prior to a one-day training event. These training events were held for a total of seven groups of interviewers. Their main objective was to introduce the purpose, aims and use of the Survey and explain the purpose and aims of certain key questions. One third of the training was spent in discussing fieldwork practices and ways of motivating interviewees to respond.

The data of the Adult Education Survey were collected with computer assisted personal interviews (CAPI), performed by approximately 150 interviewers between February and June 2000. The interviews were carried out in Finnish and Swedish, because the sample contained Finnish and Swedish-speaking persons pro rata to their proportions of the whole country's population.

As the final stage of data collection of the Adult Education Survey the interviewers were asked to give feedback on how well the fieldwork had gone. The purpose of this was to gain information that might help in analysing and assessing the quality of the material, as well as generate ideas for developing further the contents and tools for the next possible Adult Education Survey. The interviewer feedback was published in September by *Irja Blomqvist* and *Eeva Nyysönen* as a separate report entitled *Aikuiskoulutustutkimus 2000, Haastattelijapalaute* (Adult Education Survey 2000, Interviewer feedback, in Finnish only).

## The response rate of the Survey

The rate on non-response was greater in the Adult Education Survey 2000 than in previous Adult Education Surveys. In the 18 to 64 age group the response rate was 74 per cent and in the 65 to 79 age group 64 per cent. Even with special efforts to keep non-response to the minimum, the rates could not be improved upon. Particular attention was given to keeping the respondents motivated and the field unit of the Interview and Survey Services organised their own scheme for the implementation and development of non-response prevention measures. Regional interviewer groups processed non-response cases and discussed methods to persuade persons who had refused to participate. Growing non-response rates are characteristic in today's questionnaire and interview surveys.

The results of the non-response analysis show that on the whole the data obtained with the interviews of the 18 to 64 age group match relatively well with the population. Weight coefficients introduced into the Survey data have adjusted minor skewnesses by educational level and region of residence. In respect of the 65 to 79 age group, the observed differences between the population and the persons interviewed can largely be explained by the small

sample size and high non-response rate. The sample of aged persons cannot be analysed in respect of multiple category background variables. The data were weighted using the so-called calibration method. The analysis of non-response and the weighting of the data will be reported upon separately in the context of the quality report of the Survey.

## **Publication of the Survey results**

Preliminary results from the Survey will be produced in late spring 2001. The bulk of the reporting will take place in 2002.

The data file for researchers' use will be completed in early autumn 2001. Subject to separate user right agreements, the file can be handed over to universities and research institutes for statistical and research purposes. Users of such files from previous adult education surveys have published approximately 100 research reports and articles based on the data in the file.

## Adult Education Survey 2000

### BACKGROUND INFORMATION ABOUT WORK

1. EVERYBODY:

**First I shall ask you some questions about your current activities.**

**What is your main activity at the moment? Are you:**

- a wage earner, .....
- (agricultural) entrepreneur on a farm, .....
- an entrepreneur in a business or other enterprise, .....
- working on a family farm without actual wage, .....
- working in a family enterprise without actual wage (excl. farms), .....
- unemployed or laid off without pay, .....
- conscript (national service), .....
- student or pupil, .....
- on work disability pension or chronically ill, .....
- on pension because of age or number of years employed, .....
- on unemployment pension, .....
- a home-maker .....
- other? .....

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→ Q2

1x. **Please specify what your main activity is?**

\_\_\_\_\_

2. **How many years in all have you been employed in your life?**

– Work experience is calculated from the age of 15 onwards. – Do not include summer work as a student and temporary or occasional work. (Work here means employment in someone else's service, on a family farm or enterprise or as a self-employed person.)

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**SKIP 1: WAGE EARNERS → Q6**

3. EVERYBODY EXCEPT WAGE EARNERS:

**Have you during the past 12 months been employed as a wage earner for a minimum of three consecutive months?** Do not include summer work as a student and temporary or occasional work.

- Yes .....
- No .....
- Don't know .....

1  
2  
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**SKIP 2: ENTREPRENEURS AND ASSISTING FAMILY MEMBERS → Q6**  
**CONSCRIPTS, STUDENTS, PENSIONERS, HOME-MAKERS, OTHERS → Q22**

<p>4. <b>UNEMPLOYED ONLY:</b>  <b>Next I would like to ask about your situation before unemployment:</b></p> <p>were you employed, .....  are you now seeking work permanently for the first time, .....  are you entering the job market in some other manner? .....</p>	<p>1  2 → <b>Q22</b>  3 → <b>Q22</b></p>
<p>5. <b>Were you:</b></p> <p>a wage earner, .....  an entrepreneur on a farm, .....  an entrepreneur in a business or other enterprise, or self-employed, .....  working on a family farm without actual wage .....  or working in a family business or other enterprise without actual wage? .....</p>	<p>1  2  3  4  5</p>
<p>6. <b>WAGE EARNERS, ENTREPRENEURS, ASSISTING FAMILY MEMBERS AND UNEMPLOYED WITH WORK EXPERIENCE:</b>  <b>What is your present occupation?</b></p> <p>_____</p> <p><b>UNEMPLOYED:</b>  <b>What was your occupation in your last job?</b></p> <p>_____</p>	
<p>7. <b>Is/Was this your main or actual occupation?</b>  (This means the occupation that the person considers to be his/her main occupation – not for example titles or occupations that the person considers temporary.)</p> <p>Yes .....  No .....  Don't know .....</p>	<p>1 → <b>SKIP 3</b>  2  9 → <b>SKIP 3</b></p>
<p>8. <b>What occupation do you consider to be your main occupation?</b></p> <p>_____</p>	
<p><b>SKIP 3:</b> <i>UNEMPLOYED WITH WORK EXPERIENCE → Q12</i>  <i>ENTREPRENEURS AND ASSISTING FAMILY MEMBERS → Q11</i></p>	

<p>9. <b>WAGE EARNERS ONLY:</b>  <b>Is your present job</b> (means the main job):</p> <p style="padding-left: 40px;">permanent (date of termination not determined) .....  or fixed-term or temporary? .....  Other? .....</p> <p>9x. <b>Please specify how permanent your job is?</b></p> <p>_____</p>	<p>1 → Q10  2 → Q10  3</p>
<p>10. <b>And is it:</b></p> <p style="padding-left: 40px;">a full-time job .....  or a part-time job? .....  Other? .....</p> <p>10x. <b>Please specify what sort of working hours you do?</b></p> <p>_____</p>	<p>1 → Q11  2 → Q11  3</p>
<p>11. <b>WAGE EARNERS, ENTREPRENEURS AND ASSISTING FAMILY MEMBERS:</b>  <b>What are your regular (normal) working hours a week, excluding overtime and without days off to compensate for loss of earnings due to shortened working time optional?</b>  (Means the main job.)</p>	<p>_____</p>
<p>12. <b>WAGE EARNERS, ENTREPRENEURS, ASSISTING FAMILY MEMBERS AND UNEMPLOYED WITH WORK EXPERIENCE:</b>  <b>What is/was the name of your employer or your own enterprise?</b></p> <p>_____</p>	
<p>13. <b>What is/was the field of activity or production of your workplace?</b></p> <p>_____</p>	
<p>14. <b>WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED WITH WORK EXPERIENCE:</b>  <b>Is/Was the field of activity of your workplace part of:</b></p> <p style="padding-left: 40px;">primary production (agriculture and forestry, mining and quarrying), .....  processing (manufacturing, energy, construction) .....  or the service sector? .....  Don't know .....</p>	<p>1  2  3  9</p>
<p><b>SKIP 4: ENTREPRENEURS AND ASSISTING FAMILY MEMBERS → Q16</b></p>	

<p>15. WAGE EARNERS AND UNEMPLOYED WITH WORK EXPERIENCE:  <b>Is/Was your employer:</b> (Co-operative corporations – retail co-operatives, co-operative banks, etc. – are classified as private enterprises.)</p> <p>the central government sector (the state + state enterprises), ..... 1  the local government sector (municipality, joint municipal board), ..... 2  the private sector (private enterprises, mainly joint stock companies, incl. joint stock companies with state majority)? ..... 3  Other ..... 4  Don't know ..... 9</p>	
<p>16. WAGE EARNERS, ENTREPRENEURS, ASSISTING FAMILY MEMBERS AND UNEMPLOYED WITH WORK EXPERIENCE:  <b>In which municipality is/was your place of work located?</b></p> <p>_____</p>	
<p>17. <b>Is/Was this workplace on a farm?</b> (Means the main job.)</p> <p>Yes ..... 1  No ..... 2 → Q19  Don't know ..... 9 → Q19</p>	
<p>18. <b>Do/Did you for the most part do:</b></p> <p>agricultural work (farming, stock raising, gardening, fur farming, fishing), ..... 1 → Q19  forestry work (forest management, timber harvesting, etc.) ..... 2 → Q19  or some other type of work? ..... 3</p> <p>18x. <b>Please specify what exactly this 'other type of work' is/was?</b></p> <p>_____</p>	
<p><b>SKIP 5: ENTREPRENEURS AND ASSISTING FAMILY MEMBERS → Q22</b></p>	
<p>19. WAGE EARNERS AND UNEMPLOYED WITH WORK EXPERIENCE:  <b>How many employees are/were there in the establishment that you work/worked in?</b></p> <p>1 - 4 persons ..... 1  5 - 9 persons ..... 2  10 - 19 persons ..... 3  20 - 49 persons ..... 4  50 - 99 persons ..... 5  100 - 199 persons ..... 6  200 - 499 persons ..... 7  500 - 999 persons ..... 8  1000 persons or more ..... 9  Don't know ..... 97</p>	

<p>20. <b>Does/Did your employer have other establishments than the one you work/worked in?</b>  <b>IF YES: Are/Were there less than 5, or between 5 and 10, or more than 10 establishments?</b></p> <p>No other establishments ..... 1 → Q22  Less than 5 establishments ..... 2  5 - 10 establishments ..... 3  Over 10 establishments ..... 4  Don't know ..... 9 → Q22</p>	
<p>21. <b>On estimate, how many employees work/worked for this employer in all establishments together?</b></p> <p>1 - 4 persons ..... 1  5 - 9 persons ..... 2  10 - 19 persons ..... 3  20 - 49 persons ..... 4  50 - 99 persons ..... 5  100 - 199 persons ..... 6  200 - 499 persons ..... 7  500 - 999 persons ..... 8  1000 persons or more ..... 9  Don't know ..... 97</p>	
<p><b>EDUCATIONAL BACKGROUND</b></p> <p>22. <b>EVERYBODY:</b>  <b>Next I would like to ask a few questions about your general education. Can you tell me what level you have reached in your general education? Have you completed:</b></p> <p>primary school (part or all) or lower secondary school, ..... 1  part of middle school or part of comprehensive school, ..... 2  middle school or comprehensive school, ..... 3  part of upper secondary school, ..... 4  all of upper secondary school ..... 5  or taken the matriculation examination? ..... 6  Don't know ..... 9</p>	
<p>23. <b>Have you completed a vocational qualification or university degree?</b></p> <p>Yes ..... 1  No ..... 2 } → Q25  No qualifications, but the respondent is currently  in education leading to a qualification ..... 3 }</p>	

<p>24. <b>What is the highest qualification you have completed:</b> (Only one alternative.) Refers to completed education and training.</p> <p>school-level vocational qualification, ..... 1  post-secondary level vocational qualification, ..... 2  polytechnic degree, ..... 3  bachelor's or master's degree, ..... 4  doctor's or licentiate's degree? ..... 5  Don't know ..... 9</p>	
<p>25. <b>How many years altogether have you attended school or studied full time?</b></p> <p>_____</p>	
<b>FAMILY SITUATION</b>	
<p>26. <b>What is your marital status at present? Are you:</b></p> <p>single, ..... 1 → Q30  married or cohabiting, ..... 2  divorced or separated ..... 3 → Q30  or a widow(er)? ..... 4 → Q30</p>	
<p>27. <b>What is your partner's main activity at present? Is he/she:</b></p> <p>a wage earner, ..... 1  an agricultural entrepreneur or assisting family member on a farm, ..... 2  other entrepreneur or assisting family member in  a family enterprise or other self-employed person, ..... 3  unemployed or laid off without pay, ..... 4  student (or conscript), ..... 5  on work disability pension or chronically ill, ..... 6  on pension because of age or number of years employed, ..... 7  on unemployment pension, ..... 8  a home-maker ..... 9  other? ..... 10  Don't know ..... 97</p> <p>27x. <b>Please describe in more detail what his/her main activity is?</b></p> <p>_____</p>	<p>1 }  2 } → Q28  3 }  4 }  5 }  6 } → Q29  7 }  8 }  9 }  10 }  97 → Q29</p> <p>→ Q29</p>
<p>28. <b>What is your partner's occupation?</b></p> <p>_____</p>	

<p>29. <b>What are your partner's general and vocational qualifications (highest)? Has he/she completed:</b></p> <p>at most primary school or lower secondary school ..... 1  middle school or comprehensive school ..... 2  vocational school ..... 3  upper secondary school or matriculation ..... 4  vocational institute ..... 5  university or polytechnic? ..... 6  Don't know ..... 9</p>	
<p>30. <b>How many children (own or supported) aged under 18 live in your household at present?</b></p>	_____
<p>31. <b>Please give the ages of these children:</b> _____</p>	
<b>PARTICIPATION IN EDUCATION AND TRAINING</b>	
<p>32. <b>Next I would like to ask you what kinds of studies and courses you have taken in Finland in your lifetime. – Please take into account only those studies that have lasted altogether a minimum of 6 hours. – Studies that have been interrupted are also to be included.</b></p>	
<p>32a. <b>Have you participated in training at the following general education institutes in the past 12 months or earlier?</b></p>	
ANSWER ALTERNATIVES IN QUESTION 32:	
<p>Never studied ..... 1  In the past 12 months ..... 2  or only earlier? ..... 3  Don't know ..... 9</p>	
<p>01 Primary school or lower secondary school? .....  02 Comprehensive school or middle school? .....  03 Upper secondary school? .....  04 Evening school (adult or evening upper secondary school or middle school)? .....</p>	<p>1 2 3 9  1 2 3 9  1 2 3 9  1 2 3 9</p>
<p>32b. <b>Some forms of vocational training are listed below. Have you attended any in the past 12 months or earlier?</b></p>	
<p>05 Apprenticeship training? (Periods of courses taken at vocational adult education centres or vocational education institutions.) .....  06 An employment-promoting course paid for by labour authorities (labour policy training)? .....  07 Training for youths at vocational or professional education institutions? .....  08 Training arranged specially for adults at a vocational education institution or a vocational adult education centre (polytechnic education and private students included)? .....  09 Military institute (not conscript service)? .....</p>	<p>1 2 3 9  1 2 3 9  1 2 3 9  1 2 3 9  1 2 3 9</p>

32c.	<b>The following is a list of institutes that offer both vocational and general-interest courses and studies. Have you studied at:</b>	
	10 a folk high school or folk academy in order to get a vocational or professional qualification? .....	1 2 3 9
	11 a folk high school or folk academy for other purposes? .....	1 2 3 9
	12 a conservatory in order to get a vocational or professional qualification or in a music school or college (not in the adult application)? .....	1 2 3 9
	13 the music-school level adult department (former folk conservatory department) at a music school or college? .....	1 2 3 9
	14 a college of physical education (sports institute) in order to get a professional or vocational qualification? .....	1 2 3 9
	15 a sports institute in other training? .....	1 2 3 9
32d.	<b>I will list different study modes of universities and summer universities. Have you studied:</b>	
	16 for a basic degree at university? .....	1 2 3 9
	17 for a post-graduate degree at university? .....	1 2 3 9
	18 at university or its continuing education centre in a further training course? .....	1 2 3 9
	19 at university or its continuing education centre for a separate degree or open university courses? .....	1 2 3 9
	20 at summer university? .....	1 2 3 9
32e.	<b>In the following I will ask about the providers of training that take adults into account separately in the courses that they cater for. Have you in the past 12 months or earlier attended:</b>	
	21 an adult education centre? .....	1 2 3 9
	22 a language school or institute in Finland? .....	1 2 3 9
	23 a correspondence school? .....	1 2 3 9
	24 training provided by an organisation, union or association? .....	1 2 3 9
	25 courses or a study circle arranged by a study circle centre? .....	1 2 3 9
	26 a separate typing or word-processing school? .....	1 2 3 9
	27 a dance school or institute (modern or jazz dance or ballet)? .....	1 2 3 9
	28 a driving school? .....	1 2 3 9
	29 studied by regularly following an educational programme series on the radio or television? .....	1 2 3 9
32f.	<b>The following is a list of common modes of organising education and training. Have you participated in:</b>	
	30 training provided by your employer at your workplace, in the employer's training facilities or in other training units (also applies to secondary jobs)? .....	1 2 3 9
	31 training provided by a separate training enterprise or training centre (business-based training centres, consultants, etc.)? .....	1 2 3 9
	32 conferences, seminars or other similar training? .....	1 2 3 9

<p>32g. <b>Have you participated in any other training in Finland?</b></p> <p>No ..... 1 → <b>Q33</b>  In the past 12 months ..... 2  Only earlier ..... 3 → <b>Q33</b>  Don't know ..... 9 → <b>Q33</b></p> <p>32x. <b>Please specify what sort of training you have participated in?</b></p> <p>_____</p>	
<p>33. <b>Have you studied abroad in the past 12 months?</b></p> <p>No ..... 1  Yes ..... 2  Don't know ..... 9</p>	
<p>34. <b>Have you studied abroad earlier?</b></p> <p>No ..... 1 → <b>SKIP 6</b>  Yes ..... 2  Don't know ..... 9 → <b>SKIP 6</b></p> <p>34a. <b>What did you study abroad earlier?</b> (Questions on your studies abroad in the past 12 months will be asked later in this questionnaire.)</p> <p>_____</p>	
<p><b>SKIP 6:</b> IF THE RESPONDENT HAS PARTICIPATED IN ADULT EDUCATION AND TRAINING (IN THE CIRCLED FORM OF EDUCATION 'YES' = CODE 2), ASK QUESTIONS 35 - 45 OF ALL COURSES/TRAINING, IF THE RESPONDENT HAS NOT PARTICIPATED IN → <b>Q50</b></p>	
<p><b>QUESTIONS ON ADULT EDUCATION COURSES</b></p> <p>– Ask of each course/type of training the respondent has participated in during the last 12 months (questions 35 - 45).</p> <p>35. <b>Next I would like to ask about the courses and adult education that you said you have participated in during the past 12 months.</b></p>	
<p><b>Content and organiser of training</b></p> <p>36. <b>What was/is the course or training called?</b> If you do not remember what it was/is called, please describe the subject or theme of the course as fully as possible.</p> <p>_____</p>	

<p>37. <b>What were/are the contents of the training?</b></p> <p>_____</p>	
<p>38. <b>What institution or organisation cater/catered for the training?</b> If the training took place in the workplace, give the name of the employer.</p> <p>_____</p>	
<p>39. <b>Was/Is the training related primarily to:</b></p> <p>your work or occupation, ..... 1</p> <p>other studies, ..... 2</p> <p>your positions of trust at work, ..... 3</p> <p>your positions of trust elsewhere (e.g. municipality, parish, housing association etc.), ..... 4</p> <p>your hobbies ..... 5</p> <p>or did you study for general education purposes? ..... 6</p> <p>Other reason ..... 7</p> <p>Don't know ..... 9</p> <p>39x. <b>Please specify what the 'other reason' relates to?</b></p> <p>_____</p>	<p>→ <b>SKIP 7</b></p> <p>} → <b>Q44</b></p> <p>→ <b>Q44</b></p>
<p><b>SKIP 7:</b> IF THE RESPONDENT HAS NOT BEEN A WAGE EARNER IN THE PAST 12 MONTHS (Q3 = NO OR DK) OR THE TRAINING THAT IS BEING ASKED ABOUT IS LABOUR FORCE TRAINING (Q32 = 6) → <b>Q42a</b></p>	
<p><b>Time used for training and expenses</b></p>	
<p>40a. <b>Were paid working hours used for participating in the studies?</b></p> <p>Yes ..... 1</p> <p>No ..... 2</p> <p>Don't know ..... 9</p>	
<p>40b. <b>Or your own free-time or holidays?</b></p> <p>Yes ..... 1</p> <p>No ..... 2</p> <p>Don't know ..... 9</p>	
<p>40c. <b>Or unpaid leave?</b></p> <p>Yes ..... 1</p> <p>No ..... 2</p> <p>Don't know ..... 9</p>	

<p>40d. <b>Did you use study leave for participating in the studies?</b></p> <p>Yes ..... 1          No ..... 2          Don't know ..... 9</p>	
<p>41. <b>The following questions relate to how the expenses relating to studying (e.g. course fees, materials, travel, accommodation and food expenses, etc.) were covered.</b></p> <p>41a. <b>Did your employer take part in covering the expenses?</b></p> <p>Yes ..... 1          No ..... 2          Don't know ..... 9</p> <p>41b. <b>Did you pay for something yourself?</b></p> <p>Yes ..... 1          No ..... 2          Don't know ..... 9</p> <p>41c. <b>Did you receive state-funded study aid?</b></p> <p>Yes ..... 1          No ..... 2          Don't know ..... 9</p> <p>41d. <b>Did a trade union (your own union or that of a professional organisation) subsidise your studies?</b></p> <p>Yes ..... 1          No ..... 2          Don't know ..... 9</p> <p>41e. <b>Did some other body take part in covering the expenses for your studying?</b></p> <p>Yes ..... 1          No ..... 2 → Q44          Don't know ..... 9 → Q44</p> <p>41x. <b>Please specify where the other financial aid was from?</b></p> <p>_____</p>	
<p><b>Questions on labour policy training (42a - 43x)</b></p> <p>42a-43x. FOR THOSE WHO PARTICIPATED IN ADULT EDUCATION AND TRAINING THAT WAS LABOUR POLICY TRAINING (Q32 = 6) OR THE RESPONDENT HAS NOT BEEN A WAGE EARNER IN THE PAST 12 MONTHS:</p> <p>42a. <b>Do/Did you participate in the training in the daytime?</b></p> <p>Yes ..... 1          No ..... 2          Don't know ..... 9</p>	

<p>42b. <b>Do/Did you participate in the evening or the weekends?</b></p> <p>Yes ..... 1  No ..... 2  Don't know ..... 9</p>	
<p>43. <b>The following questions relate to how the expenses relating to studying (e.g. course fees, materials, travel, accommodation and food expenses, etc.) were covered.</b></p> <p>43a. <b>Did the state take part in covering the expenses?</b>  (Does not refer to the unemployment benefit.)</p> <p>Yes ..... 1  No ..... 2  Don't know ..... 9</p> <p>43b. <b>Did you pay for something yourself?</b></p> <p>Yes ..... 1  No ..... 2  Don't know ..... 9</p> <p>43c. <b>Did you receive state-funded study aid?</b></p> <p>Yes ..... 1  No ..... 2  Don't know ..... 9</p> <p>43d. <b>Did a trade union (your own union or that of a professional organisation) subsidise your studies?</b></p> <p>Yes ..... 1  No ..... 2  Don't know ..... 9</p> <p>43e. <b>Did some other body take part in covering the expenses for your studying?</b></p> <p>Yes ..... 1  No ..... 2 → Q44  Don't know ..... 9 → Q44</p> <p>43x. <b>Please specify where the other financial aid was from?</b></p> <p>_____</p>	
<p><b>Days of participating in training</b></p> <p>44. EVERYBODY WHO PARTICIPATED IN ADULT EDUCATION AND TRAINING:  <b>Please estimate how many days altogether you participated in this training in the past 12 months (6 lessons = 1 day)? (Please estimate how many hours altogether you were in this training?)</b></p>	<p>_____</p>

<p>45. <b>Have you participated in any other training organised by this same organisation/course organiser/institution in the past 12 months?</b></p> <p>Yes .....</p> <p>No .....</p>	<p>1 → Q35</p> <p>2</p>
<p><b>SKIP 8: IF OTHER CIRCLED FORMS OF ADULT EDUCATION AND TRAINING → Q35</b></p>	
<p><b>QUESTIONS ON ONE RANDOMLY SELECTED COURSE/ ACTIVITY RELATING TO JOB OR OCCUPATION</b></p> <p>– Training leading to qualification, effects of training, reason and initiative for participation.</p>	
<p>46. <b>Did/Does the schooling lead to a qualification or degree?</b></p> <p>Yes .....</p> <p>No .....</p> <p>Don't know .....</p>	<p>1</p> <p>2</p> <p>9</p>
<p>47. <b>To what extent has the schooling had the following effects?</b></p> <p>47a. <b>Has it offered you useful information:</b></p> <p>a lot, .....</p> <p>to some extent .....</p> <p>or not at all? .....</p> <p>Don't know .....</p> <p>47b. <b>Did the training help you in coping at work or in your occupation:</b></p> <p>a lot, .....</p> <p>to some extent .....</p> <p>or not at all? .....</p> <p>Don't know .....</p> <p>47c. <b>Did the training give you skills for new tasks at work:</b></p> <p>a lot, .....</p> <p>to some extent .....</p> <p>or not at all? .....</p> <p>Don't know .....</p> <p>47d. <b>Did the training motivate you to search for further information:</b></p> <p>a lot, .....</p> <p>to some extent .....</p> <p>or not at all? .....</p> <p>Don't know .....</p>	<p>1</p> <p>2</p> <p>3</p> <p>9</p> <p>1</p> <p>2</p> <p>3</p> <p>9</p> <p>1</p> <p>2</p> <p>3</p> <p>9</p>

<p>47e. <b>Did the training have a positive effect on your job motivation:</b></p> <p>a lot, ..... 1  to some extent ..... 2  or not at all? ..... 3  Don't know ..... 9</p> <p>47f. <b>And did it improve your self confidence:</b></p> <p>a lot, ..... 1  to some extent ..... 2  or not at all? ..... 3  Don't know ..... 9</p> <p>47g. <b>Did the course have other effects not mentioned here?</b></p> <p>Yes ..... 1  No ..... 2 → Q48  Don't know ..... 9 → Q48</p> <p>47x. <b>Please specify what the 'other effects' were?</b></p> <p>_____</p>	
<p>48. <b>Choose one of the following alternatives as the primary reason for having participated in this course related to your work or occupation.</b></p> <p>You had to participate to cope with your evolving tasks at work ..... 1  Your employer obliged you to participate ..... 2  You wanted a new occupation ..... 3  You wanted to learn new things and develop yourself and your skills ..... 4  Due to unemployment or the threat of it ..... 5  You plan to set up your own business ..... 6  You wanted to advance in your career ..... 7  Other reason ..... 8  Don't know ..... 97</p> <p>48x. <b>Please specify what the 'other reason' was?</b></p> <p>_____</p>	<p>} → Q49  } → Q49</p>
<p>49. <b>On whose initiative did you participate in this course? Did you go primarily:</b></p> <p>on your own initiative ..... 1  on your employer's initiative ..... 2  on labour authorities' initiative ..... 3  or a trade union's initiative ..... 4  or did the initiative come from elsewhere? ..... 5  Don't know ..... 9</p>	

**INTENTIONS TO PARTICIPATE IN TRAINING**

50. EVERYBODY:  
**Are you planning to participate in training or courses provided by some of the organisations/course organisers mentioned above in the next 12 months?**

\_\_\_\_\_

*SKIP 9: IF Q50 = 33 → Q51, OTHERS → SKIP 10*

51. **What are you planning to study abroad? Give the contents of the studies by using the alternatives on the card.**

\_\_\_\_\_

*SKIP 10: CONSCRIPTS AND STUDENTS WITH NO WORK EXPERIENCE → Q57  
 OTHERS WITH NO WORK EXPERIENCE → Q53*

**EFFECTS OF ALL JOB OR OCCUPATION RELATED TRAINING**

52. EVERYBODY WITH WORK EXPERIENCE:  
**How many times do you estimate you have participated in occupation or job-related courses or training after entering the working life:**

- never, ..... 0 → Q53
- once, ..... 1
- 2 - 3, ..... 2
- 4 - 10 ..... 3
- or over 10 times? ..... 4
- Don't know ..... 9 → Q53

**Next I would like to ask you to estimate how the training that you participated in has aided or affected your work in general.**

52a. **Have the courses helped you in getting better pay?**

- Yes ..... 1
- No ..... 2
- Don't know ..... 9

52b. **Have the courses helped you in getting new tasks at work?**

- Yes ..... 1
- No ..... 2
- Don't know ..... 9

<p>52c. <b>Have you as a result of the training been promoted to more demanding tasks?</b></p> <p>Yes ..... 1  No ..... 2  Don't know ..... 9</p> <p>52d. <b>Have you as a result of your studies changed your place of work or your occupation?</b></p> <p>Yes ..... 1  No ..... 2  Don't know ..... 9</p> <p>52e. <b>Have you as a result of the courses you have attended been able to keep your job?</b></p> <p>Yes ..... 1  No ..... 2  Don't know ..... 9</p> <p>52f. <b>Have the courses and studies helped in getting a permanent job?</b></p> <p>Yes ..... 1  No ..... 2  Don't know ..... 9</p> <p>52g. <b>Have these studies had any other effect?</b></p> <p>Yes ..... 1  No ..... 2 → <b>SKIP 11</b>  Don't know ..... 9 → <b>SKIP 11</b></p> <p>52x. <b>Please specify what the 'other effect' has been?</b></p> <p>_____</p>	
<p><b>SKIP 11: STUDENTS → Q57</b></p>	
<p><b>OBSTACLES TO EDUCATION AND TRAINING</b></p> <p>53. EVERYBODY EXCEPT STUDENTS:  <b>To what extent do the following reasons make it difficult for or prevent you in your present phase in life to participate in courses or studies on your own free-time and at your own expense?</b></p> <p>ANSWER ALTERNATIVES IN QUESTION 53:</p> <p>A lot ..... 1  To some extent ..... 2  Not at all ..... 3  Don't know ..... 9</p>	

<p>53a. Does the lack of interest make it difficult for you to participate? .....</p> <p>53b. And what about fatigue? .....</p> <p>53c. Do you believe training is of no benefit at all to you? .....</p> <p>53d. Do you think the quality of training or education is generally poor? .....</p> <p>53e. Hobbies? .....</p> <p>53f. Little basic education? .....</p> <p>53g. Fear of failure? .....</p> <p>53h. Difficult or irregular working hours? .....</p> <p>53i. Or do financial reasons make it difficult for you to participate in training on your own free-time and at your own expense? .....</p> <p>53j. Reasons related to child care? .....</p> <p>53k. Or other family reasons? .....</p> <p>53l. Reasons related to health or age? .....</p> <p>53m. Lack of information on study opportunities? .....</p> <p>53n. Lack of suitable educational opportunities? .....</p> <p>53o. Location of educational facilities and transportation problems? .....</p> <p>53p. And does any other obstacle or difficulty make it hard for you to participate? .....</p> <p>53x. Please specify what the 'other obstacles' are? _____</p>	<p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p> <p>1 2 3 9</p>
<p>54. Which one of the reasons that you mentioned do you deem to be the main obstacle or difficulty to your participation?</p>	<p>_____</p>
<p><b>SKIP 12: OTHERS EXCEPT WAGE EARNERS → Q57</b></p>	
<p>55. WAGE EARNERS ONLY: To what extent do the following reasons make it difficult or prevent you in your present phase in life from participating in training offered by your employer during working hours:</p> <p>ANSWER ALTERNATIVES IN QUESTION 55:</p> <p>A lot ..... 1</p> <p>To some extent ..... 2</p> <p>Not at all ..... 3</p> <p>Don't know ..... 9</p>	

55a. Does the lack of interest make it difficult to participate? .....	1 2 3 9
55b. Do you believe training is of no benefit at all to you? .....	1 2 3 9
55c. Do you think the quality of education and training or teaching is generally poor? .....	1 2 3 9
55d. Fear of failure? .....	1 2 3 9
55e. Busy at work? .....	1 2 3 9
55f. Employer does not value training enough? .....	1 2 3 9
55g. Lack of information on educational opportunities? .....	1 2 3 9
55h. Suitable training is not available? .....	1 2 3 9
55i. Access to interesting training is difficult? .....	1 2 3 9
55j. Your employer does not organise training or send you to training elsewhere? .....	1 2 3 9
55k. Or does some other obstacle or difficulty make it hard for you to participate? .....	1 2 3 9
55x. Please specify what the 'other obstacle' is?  _____	
56. Which one of these reasons do you deem to be the main obstacle or difficulty?	_____
57. EVERYBODY: <b>Have you been able to obtain information on educational opportunities for adults when necessary:</b>  adequately, ..... fairly adequately, ..... quite little ..... or far too little? ..... Has not needed the information ..... Don't know .....	1 2 3 4 5 9
<b>COMPUTER SKILLS</b>	
58. <b>Have you used a computer at work, for studying, at home or otherwise in your free-time?</b>  Yes ..... No ..... Don't know .....	1 2 → Q62 9 → Q62

<p>59. EVERYBODY WHO HAS USED A COMPUTER:  <b>When did you last use a computer?</b></p> <p>Today ..... 1          Yesterday ..... 2          A couple of days ago ..... 3          A week ago ..... 4          A couple of weeks ago ..... 5          About a month ago ..... 6          2 - 3 months ago ..... 7          4 - 6 months ago ..... 8          Over six months ago but less than a year ago ..... 9          About a year ago ..... 10          Over a year ago ..... 11</p>	<p>1 2 3 4 5 6 7 8 9 10 11 } → Q62</p>
<p>60. EVERYBODY WHO HAS USED A COMPUTER IN THE PAST SIX MONTHS:  <b>How often do you use a computer for the following purposes:</b></p> <p>ANSWER ALTERNATIVES IN QUESTION 60:</p> <p>Daily ..... 1          Several days a week ..... 2          Once, a few times a week ..... 3          A few times a month ..... 4          Less often ..... 5          Never ..... 6</p> <p>60a. <b>For searching information or services from the information networks (Internet, surfing)?</b> ..... 1 2 3 4 5 6</p> <p>60b. <b>For reading online magazines?</b> ..... 1 2 3 4 5 6</p> <p>60c. <b>For text editing?</b> ..... 1 2 3 4 5 6</p> <p>60d. <b>For drawing pictures with graphics programs?</b> ..... 1 2 3 4 5 6</p> <p>60e. <b>For electronic mail?</b> ..... 1 2 3 4 5 6</p> <p>60f. <b>For programming?</b> ..... 1 2 3 4 5 6</p> <p>60g. <b>For accounts, spreadsheets or statistical analyses?</b> ..... 1 2 3 4 5 6</p> <p>60h. <b>For paying bills?</b> ..... 1 2 3 4 5 6</p> <p>60i. <b>For buying and selling services?</b> ..... 1 2 3 4 5 6</p> <p>60j. <b>For games?</b> ..... 1 2 3 4 5 6</p> <p>60k. <b>For newsgroups or following them on network forums (notice boards, newsgroups)?</b> ..... 1 2 3 4 5 6</p> <p>60l. <b>For something else?</b> ..... 1 2 3 4 5 6</p> <p>60x. <b>Please tell in more detail for what other purposes you use a computer?</b></p> <p>_____</p>	

61. **Reply on the basis of the following alternatives. How important have the following been to you in learning to use a computer:**

ANSWER ALTERNATIVES IN QUESTION 61:

- Very important ..... 1
- Fairly important ..... 2
- Not of much importance ..... 3
- Not at all important ..... 4

- 61a. **School, studying and training in general?** ..... 1 2 3 4
- 61b. **Special computer courses?** ..... 1 2 3 4
- 61c. **Experts' support?** ..... 1 2 3 4
- 61d. **Support of co-workers, friends or family members?** ..... 1 2 3 4
- 61e. **Self-study through trial and error?** ..... 1 2 3 4
- 61f. **Self-study by using manuals or study packages or other instructions?** ..... 1 2 3 4

**FOREIGN LANGUAGE SKILLS**

62. EVERYBODY:  
**What foreign languages do you know?**

- None ..... 0 → **SKIP 13**
- Finnish ..... 11
- Swedish ..... 12
- Other Scandinavian languages ..... 13
- English ..... 14
- German ..... 15
- French ..... 16
- Russian ..... 17
- Spanish ..... 18
- Italian ..... 19
- Estonian ..... 20
- Arabic ..... 21
- Hebrew ..... 22
- Greek ..... 23
- Portuguese ..... 24
- Hungarian ..... 25
- Other, please specify ..... 26
- Don't know ..... 97 → **SKIP 13**

62x. Write the respondent's answer to 'other language' here:

\_\_\_\_\_

<p>63. EVERYBODY WHO KNOWS AT LEAST ONE FOREIGN LANGUAGE (ASK OF EVERY LANGUAGE):  <b>Choose which alternative on the card best describes your knowledge of the language. How well do you know the language?</b></p> <p>I can understand and use the most common everyday expressions ..... 1  I can understand and use the language in relation to familiar things and situations ..... 2  I can understand the essential of clear language and produce simple text and describe experiences and events ..... 3  I can understand the main ideas of complex language and communicate fairly fluently ..... 4  I can understand a wide range of demanding texts and use the language flexibly ..... 5  I can understand virtually everything and master the language almost completely ..... 6  Don't know ..... 9</p>	
<p><b>SKIP 13:</b> STUDENTS WITH WORK EXPERIENCE → Q66  STUDENTS WITHOUT WORK EXPERIENCE → Q67</p>	
<p><b>SELF-DIRECTED STUDIES</b></p> <p>64. EVERYBODY EXCEPT STUDENTS:  <b>New knowledge and skills can be obtained at work or on leisure time by other means than courses and training too. Have you in the past 12 months studied some new subject independently or together with friends or acquaintances or co-workers for a total of at least 20 hours?</b></p> <p>Yes ..... 1  No ..... 2 → <b>SKIP 14</b>  Don't know ..... 9 → <b>SKIP 14</b></p>	
<p>65. <b>Did you study in this way:</b></p> <p>on your free-time ..... 1  or during working hours ..... 2 → <b>Q65b</b>  or both on free-time and working hours? ..... 3</p> <p>65a. <b>What subjects did you study like this on your free-time?</b></p> <p>_____</p> <p>65b. <b>What subjects did you study like this during your working hours?</b></p> <p>_____</p>	
<p><b>SKIP 14:</b> PENSIONERS → Q97</p>	

<b>WORK CONDITIONS AND INCOME INFORMATION</b>		
66. EVERYBODY WITH WORK EXPERIENCE EXCEPT PENSIONERS: <b>How many full-time employers have you had in the past 5 years?</b>		_____
67. EVERYBODY EXCEPT PENSIONERS: <b>Have you been unemployed in the past 5 years?</b> IF YES: <b>How many times?</b>  UNEMPLOYED: <b>How many times have you been unemployed in the past 5 years?</b>	Have not been unemployed ..... 0 → <b>SKIP 15</b> Once ..... 1 Twice ..... 2 Three times ..... 3 More than three times? ..... 4 Not in working life in 5 years ..... 7 → <b>SKIP 15</b> Don't know ..... 9 → <b>SKIP 15</b>	
68. <b>How many months in all have you been unemployed in the past 5 years?</b>		_____
<b>SKIP 15:</b> WAGE EARNERS, ENTREPRENEURS AND ASSISTING FAMILY MEMBERS → <b>Q73</b> , CONSCRIPTS, STUDENTS, HOME-MAKERS, OTHERS → <b>Q95</b> , STUDENTS WITHOUT WORK EXPERIENCE → <b>Q97</b>		
69. UNEMPLOYED ONLY: <b>How many months has your present period of unemployment lasted?</b>		_____
70. <b>What do you believe to be the main reason for your unemployment?</b>	Dismissal, layoff or business closure ..... 1 Fixed-term contract ended ..... 2 Personal reasons (e.g. health reasons, wanted to end that job, etc.) ..... 3 Entering working life for the first time, e.g. having just qualified for an occupation ..... 4 Other reason ..... 5 Don't know ..... 9 → <b>Q71</b>	} → <b>Q71</b> } → <b>Q71</b> } → <b>Q71</b> } → <b>Q71</b>
70x. Write the respondent's 'other reason' here:  _____		

<p>71. <b>Which of the following best describes your financial situation:</b></p> <p>No financial problems ..... 1  Minor financial problems ..... 2  Fairly big financial problems ..... 3  Major financial problems ..... 4  Don't know ..... 9</p>	
<p>72. <b>What is your own average gross income (before taxes) a month at the moment?</b></p> <p>No income at all ..... 0  FIM 2 000 or less ..... 1  FIM 2 001 - 4 000 ..... 2  FIM 4 001 - 6 000 ..... 3  FIM 6 001 - 8 000 ..... 4  FIM 8 001 - 10 000 ..... 5  FIM 10 001 - 12 000 ..... 6  FIM 12 001 - 14 000 ..... 7  FIM 14 001 - 16 000 ..... 8  FIM 16 001 - 18 000 ..... 9  FIM 18 001 - 20 000 ..... 10  FIM 20 001 - 22 000 ..... 11  FIM 22 001 - 24 000 ..... 12  FIM 24 001 - 26 000 ..... 13  Over FIM 26 000 ..... 14  Does not wish to answer ..... 15  Don't know ..... 97</p>	
<p><b>SKIP 16:</b> <i>UNEMPLOYED WAGE EARNERS (Q5 = 1) → Q80</i>  <i>OTHER UNEMPLOYED PERSONS WITH WORK EXPERIENCE → Q87</i>  <i>OTHER UNEMPLOYED PERSONS WITH NO WORK EXPERIENCE → Q93</i></p>	
<p>73. <b>WAGE EARNERS, ENTREPRENEURS AND ASSISTING FAMILY MEMBERS:</b>  <b>What is your average monthly income from your main job before taxes?</b>  This includes shift work, seniority premiums and equivalent, but not overtime compensations.</p> <p>No income at all ..... 0  FIM 2 000 or less ..... 1  FIM 2 001 - 4 000 ..... 2  FIM 4 001 - 6 000 ..... 3  FIM 6 001 - 8 000 ..... 4  FIM 8 001 - 10 000 ..... 5  FIM 10 001 - 12 000 ..... 6  FIM 12 001 - 14 000 ..... 7  FIM 14 001 - 16 000 ..... 8  FIM 16 001 - 18 000 ..... 9  FIM 18 001 - 20 000 ..... 10  FIM 20 001 - 22 000 ..... 11  FIM 22 001 - 24 000 ..... 12  FIM 24 001 - 26 000 ..... 13  Over FIM 26 000 ..... 14  Does not wish to answer ..... 15  Don't know ..... 97</p>	

<p>74. WAGE EARNERS:  <b>How many years have you been in your present workplace?</b></p> <p>ENTREPRENEURS AND ASSISTING FAMILY MEMBERS:  <b>How many years have you managed this enterprise?</b></p> <p>– Refers to the enterprise in the case of entrepreneurs, refers to the farm or similar establishment in the case of agricultural entrepreneurs. – Applies to uninterrupted employment that also includes maternity leave, layoffs, etc.</p>	<p>_____</p>
<p>75. WAGE EARNERS, ENTREPRENEURS AND ASSISTING FAMILY MEMBERS:  <b>How many years have you been in the present position in your present workplace? ”... or on your farm or worked there?”</b></p>	<p>_____</p>
<p><b>SKIP 17:</b> <i>ENTREPRENEURS AND ASSISTING FAMILY MEMBERS WITH WORK EXPERIENCE → Q87, ENTREPRENEURS AND ASSISTING FAMILY MEMBERS WITH NO WORK EXPERIENCE → Q90</i></p>	
<p><b>CHANGES AND UNCERTAINTY AT WORK</b></p>	
<p>76a. WAGE EARNERS ONLY:  <b>How likely do you think it that in the next 2 years you will change occupation?</b></p> <p>Very likely ..... 1          Quite likely ..... 2          Quite unlikely ..... 3          Very unlikely ..... 4          Don't know ..... 9</p>	
<p>76b. <b>How likely do you think it that in the next 2 years you will change employer?</b></p> <p>Very likely ..... 1          Quite likely ..... 2          Quite unlikely ..... 3          Very unlikely ..... 4          Don't know ..... 9</p>	
<p>76c. <b>Or that you change to different tasks with your present employer in the next 2 years?</b></p> <p>Very likely ..... 1          Quite likely ..... 2          Quite unlikely ..... 3          Very unlikely ..... 4          Don't know ..... 9</p>	

<p>77. <b>Next I would like to ask you some questions about the factors of uncertainty relating to your job.</b></p> <p>77a. <b>To what extent are you faced with a threat of being unemployed or laid off?</b></p> <p style="padding-left: 40px;">To great extent..... 1          To some extent ..... 2          Not at all ..... 3          Don't know ..... 9</p> <p>77b. <b>Or the threat of being moved to other tasks against your own wishes?</b></p> <p style="padding-left: 40px;">To great extent..... 1          To some extent ..... 2          Not at all ..... 3          Don't know ..... 9</p> <p>77c. <b>Any other factors of uncertainty?</b></p> <p style="padding-left: 40px;">A lot ..... 1          Some ..... 2          Not at all ..... 3 → Q78          Don't know ..... 9 → Q78</p> <p>77x. <b>Please specify what these other factors of uncertainty are?</b></p> <p>_____</p>	
<p>78. <b>How likely do you think it that your present job will change significantly for example in methods or equipment in the next 5 years? In your opinion is the change:</b></p> <p style="padding-left: 40px;">very likely, ..... 1          quite likely, ..... 2          quite unlikely ..... 3          or very unlikely? ..... 4 } → Q80          Don't know ..... 9</p>	
<p>79. <b>Do you consider this change primarily:</b></p> <p style="padding-left: 40px;">a challenge ..... 1          or as a cause of uncertainty? ..... 2          Don't know ..... 9</p>	

**TRADE UNION MEMBERSHIP, FOLLOWING OF PROFESSIONAL LITERATURE**
**80. WAGE EARNERS AND UNEMPLOYED WAGE EARNERS:**

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

- |   |   |         |
|---|---|---------|
| Does not belong to a union .....  | 0 | → Q82a  |
| SAK (Central Organisation of Finnish Trade Unions) .....                    | 1 | } → Q81 |
| STTK (Confederation of Salaried Employees in Finland) .....                 | 2 |         |
| Akava (Confederation of Unions for Academic Professionals in Finland) ..... | 3 |         |
| Knows the name of the union, but not that of the Central Organisation ..... | 4 |         |
| Belongs to an unemployment fund only .....                                  | 5 | → Q82a  |
| Some other union or organisation or doesn't know .....                      | 6 |         |

**80a. Please specify what the 'other union' is?**

\_\_\_\_\_

**ANSWER ALTERNATIVES IN QUESTIONS 81 – 83:**

- |                  |   |
|------------------|---|
| Yes .....        | 1 |
| No .....         | 2 |
| Don't know ..... | 9 |

**81. Do you currently hold or have you held position of trust in your trade union or local department? .....**

	1	2	9
--	---	---	---

**82. Many different trade publications are published in our country. Do you regularly follow:**

**82a. Trade union publications (published by a trade union or central organisation)? .....**

	1	2	9
--	---	---	---

**82b. Other professional publications in your field? .....**

	1	2	9
--	---	---	---

**82c. Professional literature in your field? .....**

	1	2	9
--	---	---	---

**SKIP 18: IF ALL REPLIES IN Q82 ARE NO = 2 OR DK = 9 → SKIP 19**

**83. How do you obtain these publications:**

**83a. Do you receive them as a membership benefit? .....**

	1	2	9
--	---	---	---

**83b. By acquiring them yourself? .....**

	1	2	9
--	---	---	---

**83c. Your employer acquires them for your use? .....**

	1	2	9
--	---	---	---

**83d. By borrowing them from the library? .....**

	1	2	9
--	---	---	---

<p>83e. <b>By borrowing them from friends or co-workers?</b> .....</p> <p>83f. <b>By other means?</b> .....</p> <p>83x. <b>Please describe what other means you use to obtain these publications?</b></p> <p>_____</p>	<p>1 2 9</p> <p>1 2 9</p>
<p><b>SKIP 19:</b> UNEMPLOYED WAGE EARNERS WITH WORK EXPERIENCE → Q87  UNEMPLOYED WAGE EARNERS WITH NO WORK EXPERIENCE → Q93</p>	
<p><b>WORKING HOURS</b></p> <p>84. WAGE EARNERS ONLY:  <b>I will list different types of working hours. Which of the following best describes your present working hours:</b></p> <p>regular day work, .....  regular evening work, .....  regular night work, .....  regular morning work, .....  two-shift work .....  or three-shift work (5-shift work)? .....  Other type of working hours .....</p> <p>84x. <b>Please specify the type of working hours they are?</b></p> <p>_____</p>	<p>1 }  2 } → Q85  3 }  4 }  5 }  6 }  7 }</p>
<p><b>LEARNING AND SKILLS AT WORK</b></p> <p>85. <b>How long do you think it would take for a new employee with the necessary basic training to learn your work tasks on the whole:</b></p> <p>a few hours, .....  a few days, .....  a few weeks, .....  a few months, .....  1-2 years .....  or over 2 years? .....  Don't know .....</p>	<p>1  2  3  4  5  6  9</p>
<p>ANSWER ALTERNATIVES IN QUESTION 86:</p> <p>Yes ..... 1  No ..... 2  Don't know ..... 9</p>	

<p>86. <b>How were you taught your present work tasks?</b></p> <p>86a. <b>Did your employer offer you any orientation training ?</b> .....</p> <p>86b. <b>Did your immediate superior teach you where necessary?</b> .....</p> <p>86c. <b>Did your co-workers teach you where necessary?</b> .....</p> <p>86d. <b>Did you learn on your own?</b> .....</p> <p>86e. <b>Or was it by some other means?</b> .....</p> <p>86x. <b>Please specify what the ‘other means’ were for teaching you to do your job?</b></p> <p>_____</p>	<p>1 2 9</p> <p>1 2 9</p> <p>1 2 9</p> <p>1 2 9</p> <p>1 2 9</p>
<p>87. <b>WAGE EARNERS, ENTREPRENEURS, ASSISTING FAMILY MEMBERS AND UNEMPLOYED WITH WORK EXPERIENCE:</b>  <b>Changes in the working life can lead to situations where workers feel they have gaps in their knowledge and skills. Have you ever met with such a situation:</b></p> <p>often, .....</p> <p>quite often, .....</p> <p>sometimes .....</p> <p>or hardly ever? .....</p> <p>Don't know .....</p>	<p>1</p> <p>2</p> <p>3</p> <p>4 → <b>SKIP 20</b></p> <p>9 → <b>SKIP 20</b></p>
<p><b>ANSWER ALTERNATIVES IN QUESTIONS 87a – 87e:</b></p> <p>Yes ..... 1</p> <p>No ..... 2</p> <p>Don't know ..... 9</p> <p>87a. <b>In situations like this have you got help from your co-workers or specialists at your workplace?</b> .....</p> <p>87b. <b>And have specialists from outside your workplace helped you?</b> .....</p> <p>87c. <b>Or has training been of any help in changes in the working life?</b> .....</p> <p>87d. <b>Or has reading books and trade publications been of help?</b> .....</p> <p>87e. <b>And did you get any help in situations like this from elsewhere?</b> .....</p> <p>87x. <b>Please specify where the help came from?</b></p> <p>_____</p>	<p>1 2 9</p> <p>1 2 9</p> <p>1 2 9</p> <p>1 2 9</p> <p>1 2 9</p>

**SKIP 20: ENTREPRENEURS AND ASSISTING FAMILY MEMBERS WITH WORK EXPERIENCE → Q90, UNEMPLOYED WITH WORK EXPERIENCE → Q93**

ANSWER ALTERNATIVES IN QUESTION 88:

A lot .....	1
Quite a lot .....	2
To some extent .....	3
Not at all .....	4
Don't know .....	9

88a. WAGE EARNERS ONLY:

<b>To what extent does your present work enable you to learn new things? .....</b>	1	2	3	4	9
88b. <b>To use the knowledge and skills you already have? .....</b>	1	2	3	4	9
88c. <b>To choose your working methods and to develop them? .....</b>	1	2	3	4	9
88d. <b>To regulate your pace of work independently? .....</b>	1	2	3	4	9
88e. <b>To develop your talents and professional skills? .....</b>	1	2	3	4	9
88f. <b>Be given credit for work that has been done well? .....</b>	1	2	3	4	9
88g. <b>To feel that you are a respected member of your work community? .....</b>	1	2	3	4	9
88h. <b>To work together with others (in co-operation, in working groups, as a member of a team)? .....</b>	1	2	3	4	9
88i. <b>And to what extent do you have the chance to move from one type of job to another in your present workplace? .....</b>	1	2	3	4	9
88j. <b>To move to more demanding work as your experience increases? .....</b>	1	2	3	4	9
88k. <b>To what extent do you have say in the kind of training your employer arranges or supports at your present workplace? .....</b>	1	2	3	4	9

89. **Does your employer offer you (employer sponsors):**

good, .....	1
fair .....	2
or poor opportunities to receive training that increases your work skills or promotes your career? .....	3
Don't know .....	9

<p>90. WAGE EARNERS AND ENTREPRENEURS: <b>Which one of the alternatives below best describes your work skills:</b></p> <p>You need more training in order to carry out your tasks well ..... 1  Present tasks correspond well to your present skills ..... 2  Present tasks are too simple, you could  perform much more demanding tasks ..... 3  Don't know ..... 9</p>	
<p>91. <b>In your opinion do your tasks require:</b>  Basic training here means training leading to a qualification or degree  (both vocational and general education).</p> <p>less ..... 1  or more than your basic training qualifies you for ..... 2  or does the level required in your tasks  correspond to your basic training? ..... 3  Don't know ..... 9</p>	
<p>ANSWER ALTERNATIVES IN QUESTION 92:</p> <p>A lot ..... 1  Quite a lot ..... 2  To some extent ..... 3  Not at all ..... 4  Don't know ..... 9</p> <p>92a. WAGE EARNERS, ENTREPRENEURS AND ASSISTING FAMILY MEMBERS:  <b>To what extent are the knowledge and skills required in  your present work based on your basic training? .....</b> 1 2 3 4 9</p> <p>92b. <b>And to what extent are your skills based on additional  training in your occupation or work? .....</b> 1 2 3 4 9</p> <p>92c. <b>To what extent are your knowledge and skills based on work experience? .....</b> 1 2 3 4 9</p> <p>92d. <b>And to what extent are the skills required in your work based on  independent studying in connection with your work? .....</b> 1 2 3 4 9</p>	
<p>93. WAGE EARNERS, ENTREPRENEURS, ASSISTING  FAMILY MEMBERS AND UNEMPLOYED:  <b>What do you estimate to be your chances of advancing  in the working life in general? Are your chances:</b></p> <p>good, ..... 1  fair ..... 2  or quite poor? ..... 3  Don't know ..... 9</p>	

<p>94. <b>Do you think you have good, fair or poor chances of getting a new job corresponding to your training and skills?</b></p> <p>Good ..... 1          Fair ..... 2          Poor ..... 3          Don't know ..... 9</p>	
<p><b>NEED FOR AND WILLINGNESS TO PARTICIPATE IN TRAINING</b></p>	
<p>95. EVERYBODY EXCEPT PENSIONERS AND STUDENTS WITHOUT WORK EXPERIENCE:  <b>Do you think you would currently need more training to develop your work skills or advance your career?</b></p> <p>Yes ..... 1          No ..... 2 → <b>SKIP 21</b>          Don't know ..... 9 → <b>SKIP 21</b></p> <p>95a. <b>Please evaluate what kind of training you need by using the alternatives on the card?</b></p> <p>_____</p>	
<p><b>SKIP 21:</b> <i>CONSCRIPTS, STUDENTS (WITH WORK EXPERIENCE), HOME-MAKERS AND THE GROUP 'OTHERS' → Q97</i></p>	
<p>ANSWER ALTERNATIVES IN QUESTION 96:</p> <p>A lot ..... 1          To some extent ..... 2          Not at all ..... 3          Don't know ..... 9</p> <p>96a. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED:  <b>How much do you think that further training would help you in getting a new job? Would it help a lot, to some extent, or not at all? .....</b></p> <p>96b. <b>And would further training be of help in advancing in your career? .....</b></p>	<p>1 2 3 9</p> <p>1 2 3 9</p>
<p><b>SKIP 22:</b> <i>UNEMPLOYED → Q97</i></p>	
<p>96c. WAGE EARNERS AND ENTREPRENEURS:  <b>Would further training be of help in your being able to keep your job? Would it help a lot, to some extent, or not at all? .....</b></p> <p>96d. <b>And in carrying out your duties/tasks? .....</b></p>	<p>1 2 3 9</p> <p>1 2 3 9</p>



98j. <b>For self-development?</b> .....	1 2 3 9
98k. <b>The desire for change?</b> .....	1 2 3 9
98l. <b>The desire to meet new people?</b> .....	1 2 3 9
98m. <b>Because your co-workers or friends are participating?</b> .....	1 2 3 9
98n. <b>For the esteem that comes with the training?</b> .....	1 2 3 9
98o. <b>And is there any other reason for your wanting to study?</b> .....	1 2 3 9
98x. <b>Please specify what the other reasons are?</b>  _____	
99. <b>Which of the above is/would be the primary reason for obtaining training (in the next few years)?</b>	_____
100. <b>In the next two years do you intend to participate in training that will last for at least a year and qualify for a degree or certificate?</b>  Yes ..... 1 Maybe ..... 2 Do not intend to ..... 3 Don't know ..... 9	
101. <b>Next I shall ask about student grants that do not need to be paid back. How big a sum should such a grant be in your opinion so that you would be prepared to become a full-time student? Should the net sum be:</b>  1/4 of your current net income, ..... 1 1/2 of your current net income, ..... 2 3/4 of your current net income ..... 3 or at least the same as your current net income? ..... 4 Not interested/Would not start studying ..... 5 Respondent has no income ..... 6 Don't know ..... 9	
<b>SKIP 24: UNEMPLOYED → Q102b</b>	
<b>WILLINGNESS TO PROFESSIONAL MOBILITY</b>	
ANSWER ALTERNATIVES TO QUESTION 102:	
Yes ..... 1 No ..... 2 Don't know ..... 9	

102a. WAGE EARNERS AND ENTREPRENEURS: <b>If you were to become unemployed now, would you be willing to change occupation?</b> .....	1	2	9
102b. UNEMPLOYED ONLY: <b>Since you are unemployed at present, would you be willing to: Change occupation?</b> .....	1	2	9
102c. WAGE EARNERS, ENTREPRENEURS AND UNEMPLOYED: <b>Or to train for a new occupation?</b> .....	1	2	9
102d. <b>To obtain further training in your current occupation?</b> .....	1	2	9
102e. <b>And would you be willing to temporarily take up a job that does not correspond to your qualifications or occupational skills?</b> .....	1	2	9
102f. <b>Or to move to a different location in order to get a job?</b> .....	1	2	9
102g. <b>Or to move to a different location to get training?</b> .....	1	2	9
102h. <b>Or to move abroad to work?</b> .....	1	2	9
102i. WAGE EARNERS AND UNEMPLOYED: <b>And would you be willing to set up an enterprise of your own?</b> ENTREPRENEURS: <b>And would you be willing to set up a new enterprise?</b> .....	1	2	9
<b>IMPORTANCE OF MAIN AREAS OF LIFE</b>			
103. EVERYBODY EXCEPT PENSIONERS: <b>I will list some main areas of life which have a different meaning for different people. How important are these areas of life to you.</b>			
103a. <b>Is gainful employment very important, quite important, or not very important to you?</b>			
Very important .....	1		
Quite important .....	2		
Not very important .....	3		
Don't know .....	9		
103b. <b>What about the home and family life?</b>			
Very important .....	1		
Quite important .....	2		
Not very important .....	3		
Don't know .....	9		
103c. <b>Are leisure time activities very important, quite important or not very important to you?</b>			
Very important .....	1		
Quite important .....	2		
Not very important .....	3		
Don't know .....	9		

<p>104. <b>If you were to win the lottery or inherit a sum of money so big that you could live comfortably without doing work, what would you do?</b></p> <p>Would not be in any gainful employment, ..... 1          Would be in gainful employment only now and then, ..... 2          Would work, but on reduced hours ..... 3          Or would you work full-time (normal hours)? ..... 4          Don't know ..... 9</p>	
<p><b>SKIP 25: EVERYBODY EXCEPT STUDENTS → Q108</b></p>	
<p><b>STUDENTS' VIEWS ON THEIR FUTURE</b></p> <p>105. STUDENTS ONLY:  <b>What do you expect to be doing once you have finished your present studies? Please choose the most appropriate alternative.</b></p> <p>Will continue to study ..... 1          Will have a permanent job that corresponds to your qualifications ..... 2          Will have a temporary job that corresponds to your qualifications ..... 3          Will have a permanent job that does not correspond to your qualifications ..... 4          Will have a temporary job that does not correspond to your qualifications ..... 5          Will be unemployed ..... 6          Will stay at home to look after children or such like ..... 7          Will do your national service ..... 8          Will take a year's sabbatical ..... 9          Other, please specify ..... 10          Don't know ..... 97</p> <p>105x. <b>Please describe in more detail what the 'other' is that you expect to be doing?</b></p> <p>_____</p>	<p style="text-align: right;">             } → Q106              } → Q106         </p>
<p>106. <b>What do you think you will be doing in about seven years from when you finish your present studies?</b></p> <p>Will have a job that fully corresponds to your qualifications ..... 1          Will have a job that corresponds to some extent to your qualifications ..... 2          Will have a job in an entirely different field ..... 3          Will continue to study ..... 4          Will be doing something else, please specify ..... 5          Don't know ..... 9</p>	



108k. <b>Those who have been in the working life for a long time do not need adult education and training.</b> .....	1 2 3 4 5 9
108l. <b>Employees should be able to decide themselves if they want to participate in training or not.</b> .....	1 2 3 4 5 9
108m. <b>Society should finance/subsidise vocational adult education.</b> .....	1 2 3 4 5 9
108n. <b>Only those that have high qualifications succeed well in the working life.</b> .....	1 2 3 4 5 9
108o. <b>A degree proves you are skilled in your trade/occupation.</b> .....	1 2 3 4 5 9
108p. <b>Education gives you more self-confidence.</b> .....	1 2 3 4 5 9
108q. <b>Education is a basic foundation of welfare in Finland.</b> .....	1 2 3 4 5 9
<b>EVERYDAY LEARNING</b>	
109. <b>Several important things in life are listed in the card. Select from them five such areas on which you would like to develop most at the moment.</b> The items are ranked by the Finnish alphabetical order.	
Ability to judge .....	1
Acquisition of new experiences .....	2
Tolerance of uncertainty, adaptation to changes .....	3
Sensible consumption and management of finances .....	4
Taking care of personal relationships, consideration for others .....	5
Self-knowledge .....	6
Conversation and interaction skills .....	7
Acquisition and development of language skills .....	8
Ability to make selections and decisions .....	9
Spontaneity .....	10
Management of your time use.....	11
Construction of your values and world view .....	12
Familiarity with your cultural traditions .....	13
Taking care of your health .....	14
Problem-solving skills .....	15
Development of learning skills .....	16
Organisational skills .....	17
Tolerance and acceptance of differences .....	18
Responsibility for things, actions and people .....	19
Development of co-operation and group work skills .....	20
Attending to common causes .....	21
Extension of general knowledge and cultural understanding .....	22
Caring for the environment, appreciation of nature .....	23
110. <b>I will next ask you to evaluate your experiences of learning at different times of your life using this card with the same alternatives as above. Select from the card the three most important things you have learnt or assimilated:</b>	
110a. <b>at home in your childhood family?</b>	— — —
110b. <b>at school or in education leading to a vocational qualification or university degree?</b>	— — —

<p>110c. <b>in adult training and courses later in life?</b></p> <p>110d. <b>nowadays in your close personal relationships?</b></p> <p>110e. <b>at work or at your workplace?</b></p> <p>110f. <b>in your hobbies or other free-time activities (sports, cultural or other activities, positions of trust, organisation and voluntary activities, etc.)?</b></p> <p>110g. <b>by following the media (TV, radio or newspapers, or via information networks and the Internet)?</b></p> <p>110h. <b>when you have made consumption choices or decisions on consumption and use of various services?</b></p>	<p>___ ___ ___</p> <p>___ ___ ___</p> <p>___ ___ ___</p> <p>___ ___ ___</p> <p>___ ___ ___</p> <p>___ ___ ___</p>
<p>111. <b>Mention at most three such items of information, skills or things you would have wanted to learn but which you have not learnt for one reason or another.</b> They need not be mentioned in the card.</p>	<p>___ ___ ___</p>
<p><b><u>FINALLY</u></b></p> <p>112. <b>Finally, would you like to express any opinions on this interview or pass on any comments to researchers and to those responsible for education and training?</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	