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PREFACE

This is the first survey on lifelong learning in Cyprus. It was conducted as part of the household based Labour Force Survey of 2003. It is contributing to the first collective attempt that was made by the European Community to measure the participation of the population in lifelong learning activities. The need of information regarding the participation in lifelong learning activities stemmed from the strategic goal that the European Council set at the Lisbon summit in 2000, which is, *‘to become the most competitive and dynamic knowledge-based society in the world, capable of sustained economic growth with more and better jobs and greater social cohesion’*. It was concluded that lifelong learning is a way of ensuring transition towards a knowledge society and is a key element in developing and promoting a skilled, trained and adaptable workforce. Moreover, the EU Council referring to lifelong learning, stresses that ‘‘Education and training are an indispensable means for promoting social cohesion, active citizenship, personal and professional fulfilment, adaptability and employability’’ and that lifelong learning must cover learning from the pre-school age to that of post-retirement.

The results of the survey refer to the participation of the population of Cyprus aged 15 and over in formal education, non-formal education or informal learning activities. The participation is analysed by type of activity, sex, age group, educational attainment level, employment status and occupation. Also, participation by field of study in these activities is presented as well as the teaching hours received.

This report was prepared by Mrs Demetra Costa of the Education Statistics Unit under the guidance of Mrs Ioanna Chappa, Senior Statistics Officer.

Appreciation is also extended to Ms Eleni Christodoulidou, who was in charge of the Labour Force Survey.

P.Philipides
Director
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September, 2005

ABSTRACT

The survey covered the population in the Government controlled part of Cyprus aged 15 years and over excluding conscripts and students studying abroad. The survey was conducted during April-June 2003 and the reference period was 12 months prior to the interview.

The main findings of the survey are summarized as follows:

Of the population aged 15 and over:

- 26,4% were participating in education or training (formal or in non-formal education).
- 11,1% was participating in formal education.
- 21,6% was participating in non-formal education.
- 26,2% used at least one method of informal learning.
- Female participation in non-formal education (22,5%) is higher than male participation (20,5%).
- Male participation in informal learning activities (28,7%) is higher than female participation (24,0%).
- Those with tertiary level as their highest educational attainment have much higher participation rates in non-formal education (43,3%) and in informal learning activities (64,3%).
- 68,9% of those in the ages 15-19 participate in non-formal education.
- The highest participation in informal learning activities is among those in the age groups 20-29 and 30-39 with 37,4% and 36,6% respectively.
- The participation in non-formal education and in informal learning activities is highest among the employed population, with 24,7% and 33,6% respectively.
- Among the employed population the 'Professionals' have the highest participation in non-formal education (57,0%) and in informal learning activities (78,3%).

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SURVEY DESCRIPTION

Coverage

The survey covered only the areas controlled by the Government of the Republic of Cyprus, and the resident population is comprised of persons who usually reside in Cyprus or intend to stay in Cyprus for at least 12 months. It excludes Cypriot students studying abroad and foreigners who work in embassies or diplomatic missions in Cyprus. The survey covers only private households, and therefore conscripts are also excluded.

Methodology

Sampling

The sampling scheme was a stratified two-stage probability sampling of dwelling units. The variables used for stratification are the districts and the urban/rural areas within each district. The final sample of the Labour Survey was 3.630 households with 10.779 persons of which 8.589 were aged 15 years and over and were interviewed for the lifelong learning ad hoc module.

Data collection method

Data were collected with face-to-face interviews, by 15 enumerators using CAPI (Computer Assisted Personal Interviewing).

Response rate

The response rate before substitution was 98,9%.

Weighting procedures

The results are weighted *a posteriori* to the population in each district by sex and five-year age groups. No urban/rural weighting is carried out.

Definitions and terms used

Lifelong learning: Refers to all learning activities undertaken throughout the life of an individual, with the aim of improving knowledge, skills and competences, within a personal, civic, social or employment related context. This particularly addresses formal and non formal education and training activities, as well as informal learning.

Formal education: Refers to the learning activities that take place within the regular educational system. This system includes the educational institutions, public and private (schools, colleges, university) that offer organized and systematic education which lead to the certification of diplomas recognized by the Ministry of Education and Culture.

Non-formal education: Refers to the learning activities which take place outside the regular educational system but are organized and involve teaching. These can be of short or long duration and usually the participant should enroll in order to participate. These activities could be in the form of courses, seminars, conferences, private lessons, adult education programmes, apprenticeship schemes and many more.

Informal learning activities: Refer to the self-taught learning activities which are not part of a taught activity or programme of studies. There is no teacher, school or institution directly involved. The methods of informal learning examined in this survey are the following:

1. Self studying by making use of printed materials (e.g. professional books, magazines and the like)
2. Computer based learning/training; online internet based web education.
3. Studying by making use of educational broadcasting or offline computer based (audio or videotapes)
4. Visiting facilities aimed at transmitting educational content (library, learning centres, etc)

Education or training: Refers to the participation in formal education or in non-formal education. This is usually referred to as the lifelong learning (LLL) indicator.

ANALYSIS OF SURVEY RESULTS

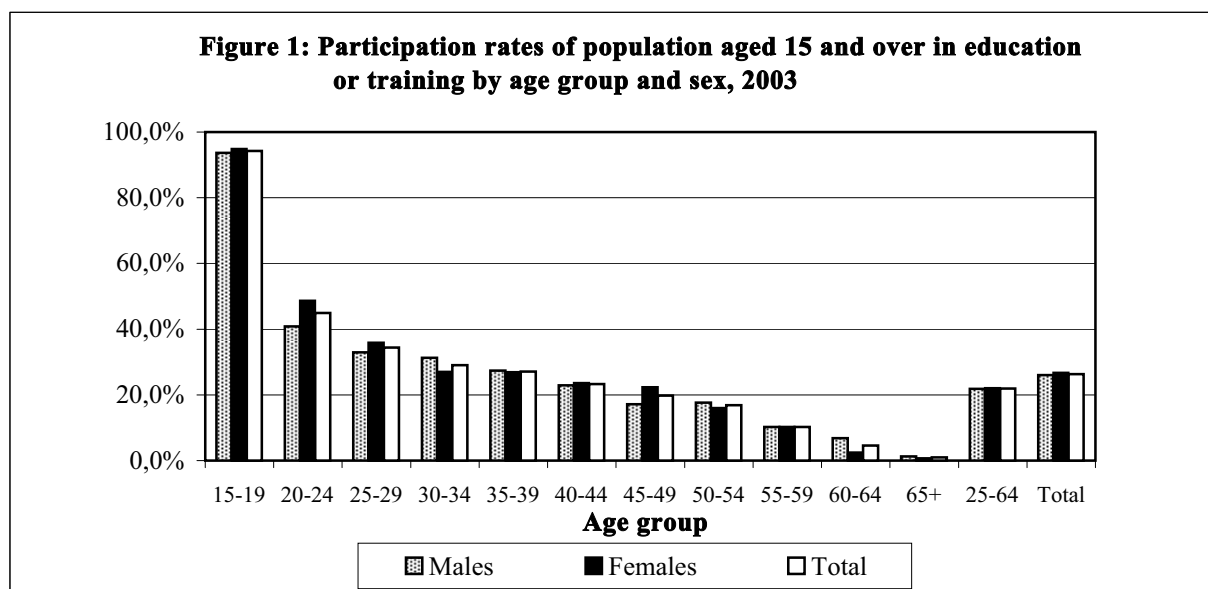
**1. PARTICIPATION IN EDUCATION OR TRAINING
(Lifelong learning (LLL) indicator)**

During the 12 months prior to the survey, 26,4% of the population aged 15 and over was participating in education or training (formal or non-formal education). Table 1 indicates that a great share of this percentage is due to the school age population, and if the ages 25-64 are looked at, then the percentage drops to 21,9%. The participation rates drop abruptly from ages 15-19 to 20-24, from 94,3% to 44,9% and this is expected due to the high participation in formal education until the age of 18. The participation rates from ages 25 onwards drop gradually by age, and from 34,4% for the 25-29 year olds it drops to 4,6% for the 60-64 year olds.

Table 1: Participation rates of population aged 15 and over in education or training by age group and sex, 2003

Age group	Males	Females	Total
15-19	93,7	94,8	94,3
20-24	40,8	48,7	44,9
25-29	32,9	35,8	34,4
30-34	31,3	27,0	29,0
35-39	27,4	26,9	27,1
40-44	22,9	23,6	23,3
45-49	17,1	22,4	19,8
50-54	17,7	16,0	16,8
55-59	10,2	10,2	10,2
60-64	6,8	2,5	4,6
65+	1,3	0,7	1,0
25-64	21,9	22,0	21,9
Total	26,0	26,7	26,4

As can be seen in Figure 1, overall female participation is slightly higher than male participation, and only in their twenties and late forties this difference is more noticeable.



2. COMPARISON BETWEEN ALL THREE TYPES OF LIFELONG LEARNING ACTIVITIES

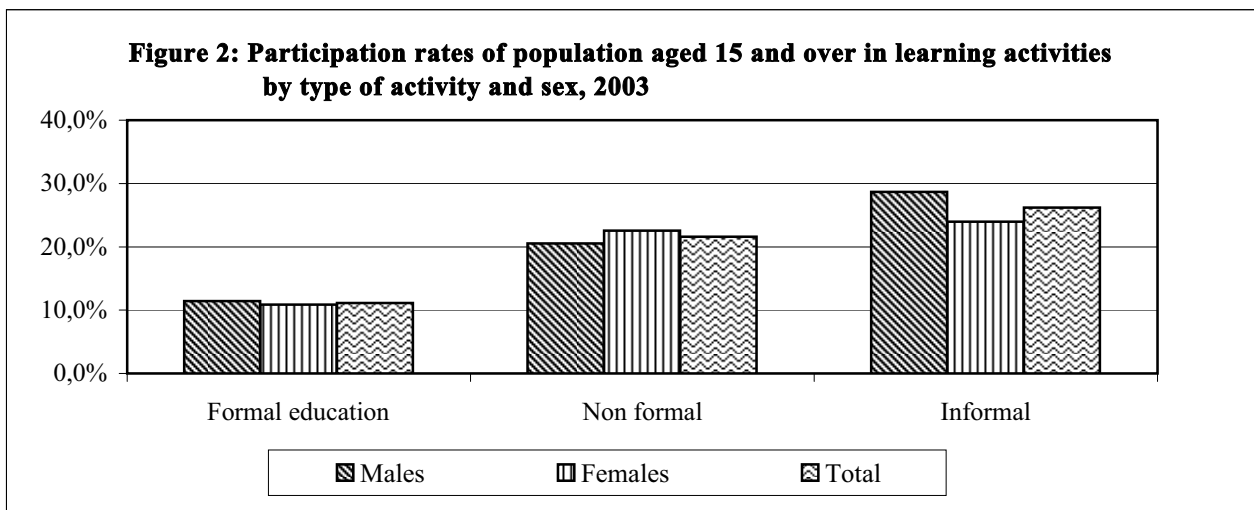
The participation in formal education of the population 15 and over was 11,1% whereas in non-formal education was 21,6%. Looking at the informal learning activities, 26,2% of the population used at least one method of informal learning. The most popular method was the self studying using 'Printed Materials' with 19,4% using this method, second in popularity was the 'Computer Based Online Learning' with 13,6% using this method, third in rank was the method 'Educational Broadcasting or Offline Computer' with 11,1% and last in use was the method of learning of 'Visiting Facilities' with 5,0%.

Table 2: Participation rates of population aged 15 and over in learning activities by type of activity and sex, 2003

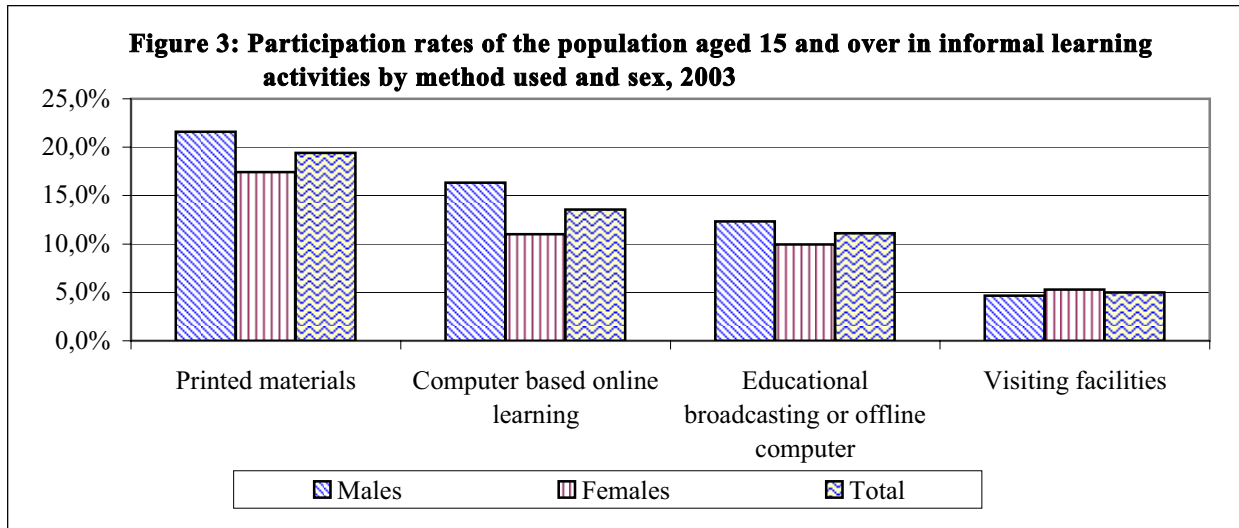
Type of learning activity	%		
	Males	Females	Total
Formal education	11,4	10,9	11,1
Non-formal education	20,5	22,5	21,6
<u>Informal learning</u>			
Use of at least one method	28,7	24	26,2
1. Printed materials	21,6	17,4	19,4
2. Computer based online learning	16,3	11	13,6
3. Educational broadcasting or offline computer	12,4	10	11,1
4. Visiting facilities	4,6	5,3	5,0

2.1 By sex

In formal education the male participation is slightly higher (by 0,5%) than female participation, whereas in non-formal education female participation is higher by 2,0%. On the other hand, as shown in Figure 2, the participation in informal learning activities is higher for males by 4,7%.

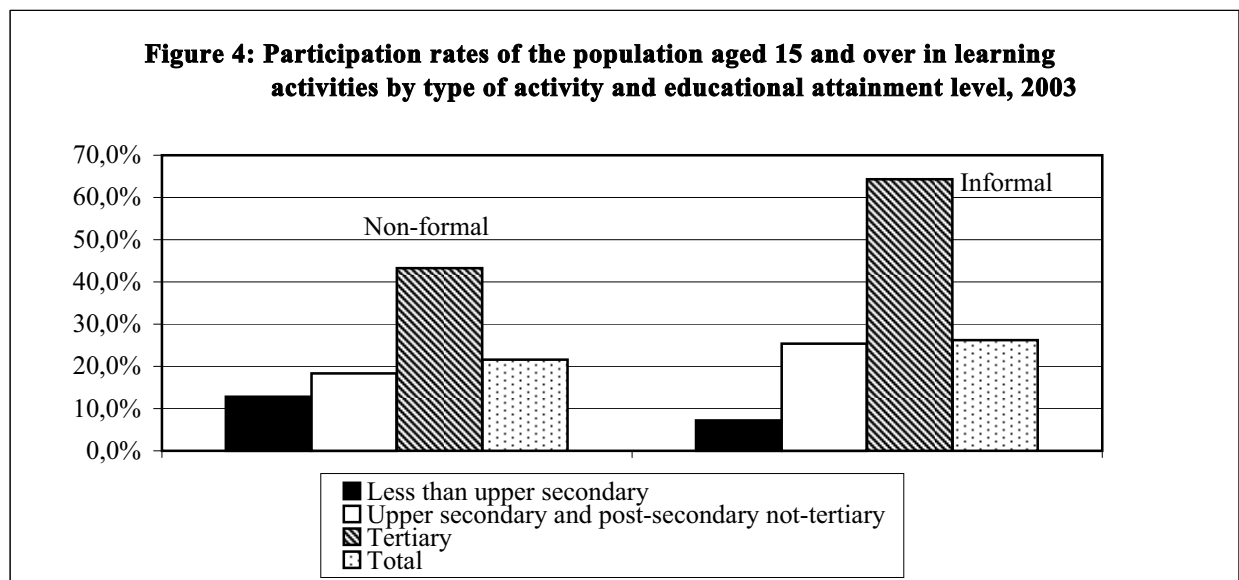


As can be seen in Figure 3 the use of methods of informal learning is higher for males in all methods except for the 'Visiting Facilities' method, which although overall attracts the lowest participation, females use this method by 0,7% more than males. The greatest difference in the use of a method of informal learning is observed in the 'Computer Based Online Learning' method, where 16,3% of the males make use of this method compared to 11,0% of the females.



2.2 By educational attainment level

The participation rates of the population aged 15 and over, in non-formal education increase with the level of educational attainment. The difference is most remarkable, as shown in Figure 4, between those having tertiary level as their highest educational attainment (43,3%) and the others.



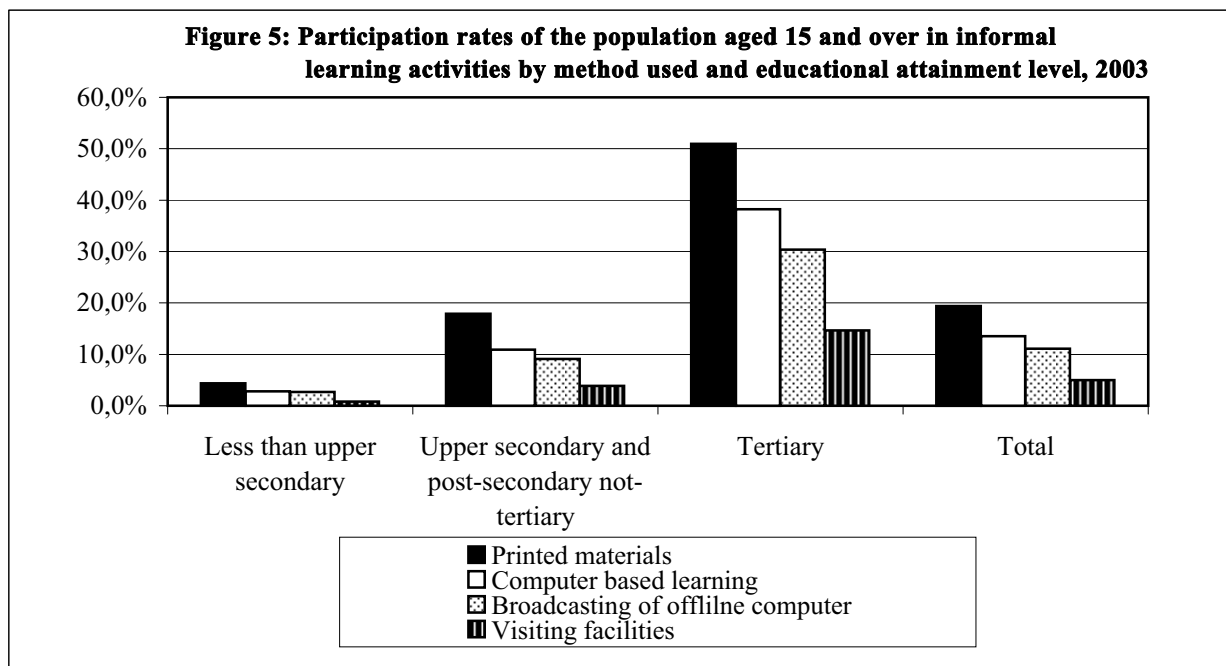
Those with less than upper secondary qualifications participate with 12,8% and those with upper secondary and post secondary non-tertiary level qualifications with 18,3%.

The same and even sharper trend applies in the participation in informal learning activities. The highest rate of making use of at least one method is among those with tertiary level qualifications (64,3%) and the lowest among those with less than upper secondary level (7,2%).

Table 3: Participation rates of population aged 15 and over in learning activities by type of activity and educational attainment level, 2003

Type of learning activity	%			
	Less than upper secondary	Upper secondary and post-secondary not-tertiary	Tertiary	Total
Formal education	13,7	9,7	8,1	11,1
Non-formal education	12,8	18,3	43,3	21,6
<u>Informal learning</u>				
Use of at least one method	7,2	25,4	64,3	26,2
1. Printed materials	4,4	17,9	51,0	19,4
2. Computer based online learning	2,8	10,9	38,2	13,6
3. Educational broadcasting or offline computer	2,7	9,1	30,4	11,1
4. Visiting facilities	0,8	3,9	14,7	5,0

Looking at the different methods used for informal learning, at all levels of educational attainment, the most popular method was that of self studying using ‘Printed Materials’. As can be seen in Figure 5, the pattern of popularity among the different methods is similar in all levels of educational attainment.



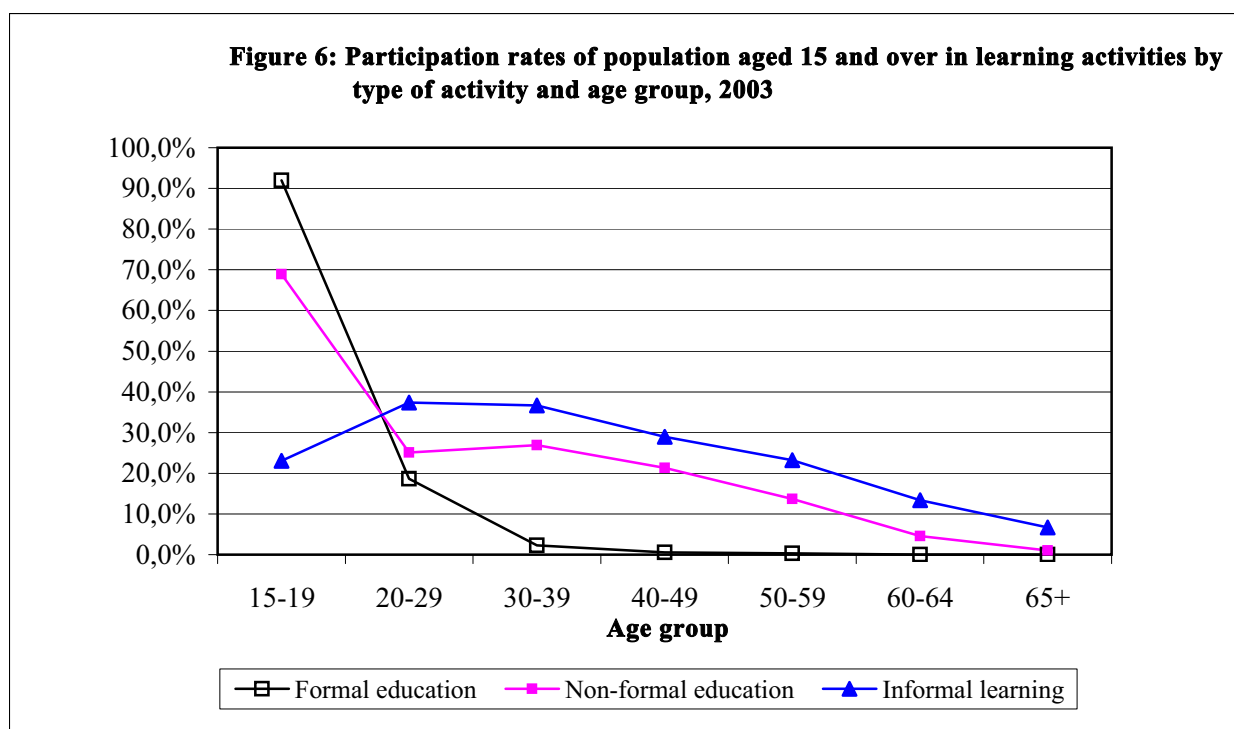
2.3 By age group

As shown in Figure 6, the participation of the young ages 15-19 is high both in formal education (92,0%) and non-formal education (68,9%), while the use of methods of informal learning is much lower (23,1%).

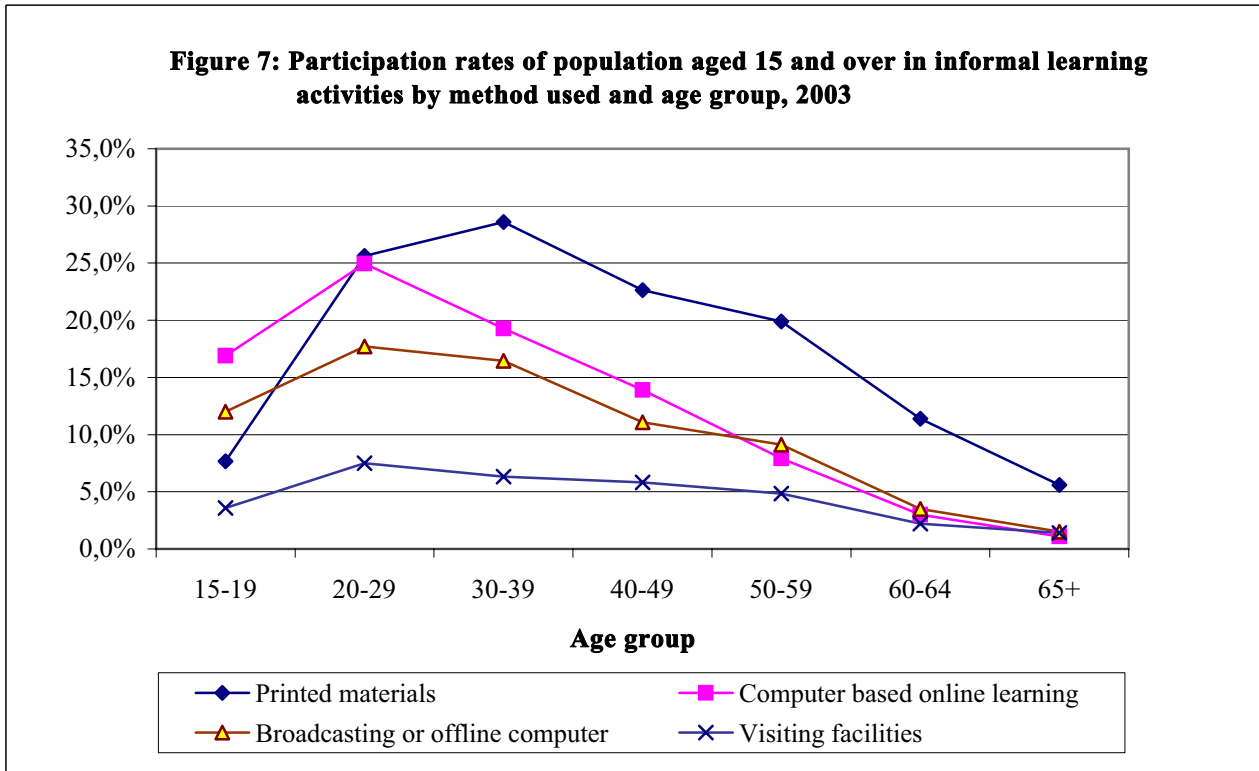
Table 4: Participation rates of population aged 15 and over in learning activities by type of activity and age group, 2003

Type of learning activity	%								
	15-19	20-29	30-39	40-49	50-59	60-64	65+	25-64	Total
Formal education	92,0	18,7	2,3	0,5	0,3	0,0	0,0	2,1	11,1
Non-formal education	68,9	25,1	26,9	21,3	13,7	4,6	1,0	20,7	21,6
<u>Informal learning activities</u>									
Use of at least one method	23,1	37,4	36,6	28,9	23,2	13,4	6,7	30,3	26,2
1. Printed materials	7,7	25,6	28,6	22,6	19,9	11,4	5,6	23,8	19,4
2. Computer based online learning	16,9	25,0	19,3	13,9	7,9	3,0	1,1	15,0	13,6
3. Educational broadcasting or offline computer	12,0	17,7	16,5	11,1	9,1	3,5	1,5	12,7	11,1
4. Visiting facilities	3,6	7,5	6,3	5,8	4,8	2,2	1,4	5,7	5,0

As it is expected, the drop in participation rates in formal education is very steep from ages 15-19 to 20-29, and as from ages 40-49 it approaches negligible participation (0,5%). The participation in non-formal education and in informal learning, follow the same trend along the age panel from ages 20 and over, but the participation in informal learning being higher than that in non-formal education.



The highest rates of participation in non-formal education is reached at the ages 30-39 while the highest rate for informal learning is reached at the younger age of 20-29.



When looking at the different methods used for informal learning, the picture is very different for the youngest age group. As can be seen in Figure 7, the 15-19 year olds as compared with the 20-59 year olds have overall lower participation rates and also different preferences. First in their preference is the use of ‘Computer Based Learning’ method (16,9%) and second is the method of using ‘Broadcasting or Offline Computer’ (12,0%) , while the rest two methods, ‘Printed Materials’ and ‘Visiting Facilities’ are less popular, with participation rates 7,7% and 3,6% respectively.

The rest of the age groups act similarly as far as the order of preference of the methods used is concerned. The method of using ‘Printed Materials’ is used at most from the 30-39 year olds with 28,6% of them using it while the method of ‘Computer Based Learning’ is mostly used by the 20-29 year olds with 25,0% . The method of using ‘Educational Broadcasting or Offline Computer’ and the method of ‘Visiting Facilities’ is mostly used again by the 20-29 year olds with 17,7% and 7,5% respectively.

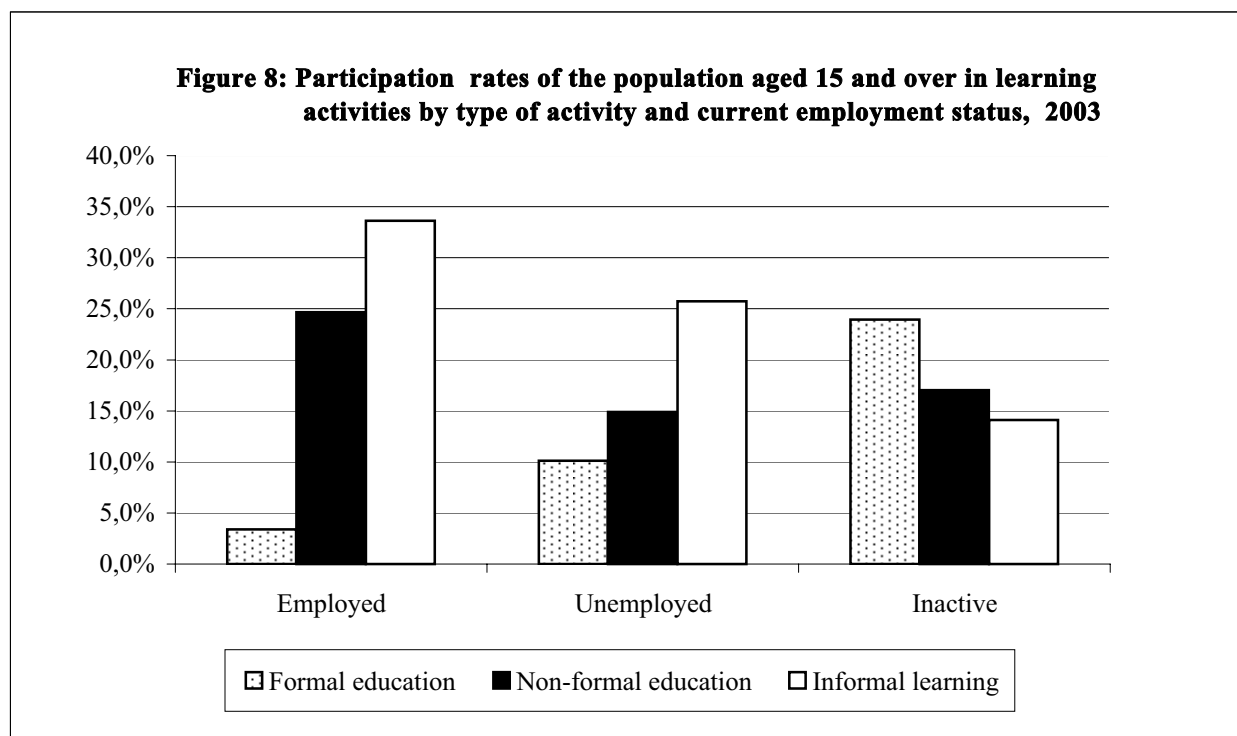
2.4 By Current employment status

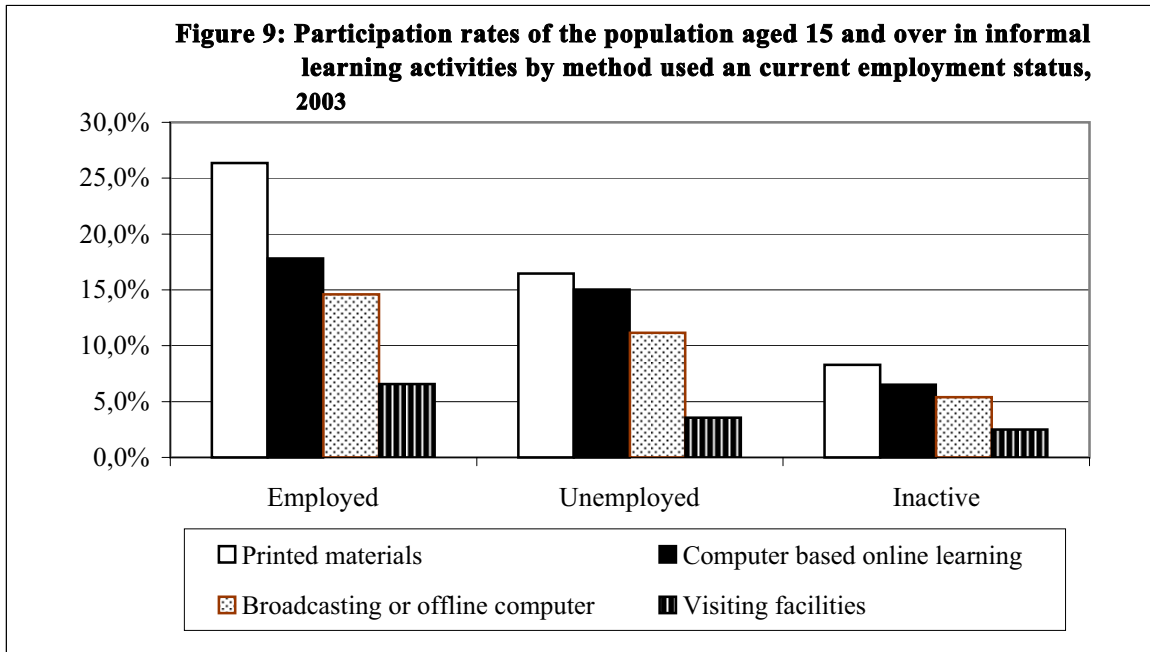
The participation of the currently employed persons in non-formal education during the previous 12 months is much higher than the participation of the currently unemployed and inactive population. They participate with 24,7% whereas the inactive population (which includes the pupils/students aged 15 and over) comes second in participation with 17,0%. The lowest participation rate is by the unemployed with 14,9%.

Table 5: Participation rates of the population aged 15 and over in learning activities by type of activity and current employment status, 2003

Type of learning activity	%			
	Employed	Unemployed	Inactive	Total
Formal education	3,4	10,1	23,9	11,1
Non-formal education	24,7	14,9	17,0	21,6
<u>Informal learning</u>				
Use of at least one method	33,6	25,7	14,1	26,2
1. Printed materials	26,3	16,5	8,3	19,4
2. Computer based online learning	17,8	15,0	6,5	13,6
3. Educational broadcasting or offline computer	14,6	11,2	5,4	11,1
4. Visiting facilities	6,6	3,6	2,5	5,0

As can be seen from Figure 8, the currently employed and unemployed have higher participation rates in informal learning activities than in non-formal education. The use of at least one method of informal learning is 33,6% for the employed, that is 8,9% higher than their participation in non-formal education. The unemployed use at least one method of informal learning with 25,7%, that is 10,8% higher, whereas for the inactive the opposite applies, that is, a higher participation in non-formal education than in informal learning.





The order of preference of the four different methods examined here, as shown in Figure 9, is the same for the employed, unemployed and inactive population. However, they differ in magnitude, with the employed having in all four methods higher percentages in use, especially in the method of ‘Printed Materials’, where the employed use this method with 26,3%, the unemployed with 16,5% and the inactive with only 8,3%. There is no marked difference in the use of the ‘Computer Based Online Learning’ method and the ‘Educational Broadcasting or Offline Computer’ method between the employed or unemployed. However, the inactive population use these two methods much less than the other two groups. Although the method of ‘Visiting Facilities’ is the least used by all three, the employed use this method much more than the others, namely with 6,6%, whereas the unemployed and the inactive use it with 3,6% and 2,5% respectively.

2.5 By occupation

Among the employed population, the ‘Professionals’ have the highest participation in non-formal education with 57,0% followed closely by the ‘Legislators & Managers’ with 55,0%, whereas the lowest participation is noticed by the ‘Elementary workers’ with 4,5%.

Considering the participation in informal learning activities, and as can be seen in Figure 10, it is always higher than the participation in non-formal education for all occupation groups. The ‘Professionals’ exhibit a very high participation with 78,3% which is 10,6% higher than the participation of the ‘Legislators & Managers’. The lowest participation is again by the ‘Elementary workers’ with 7,7%.

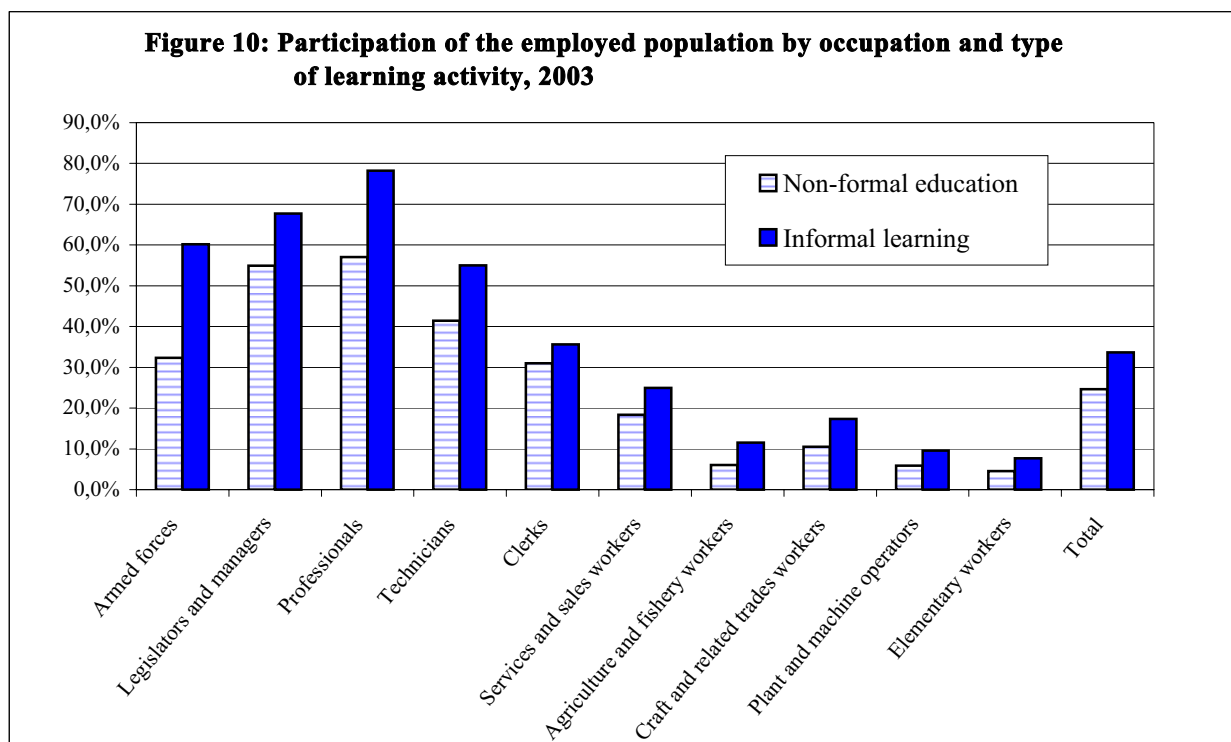


Table 6: Participation of the employed population by occupation and type of learning activity, 2003

Occupation	Non-formal education	Informal learning
Armed forces	32,3	60,2
Legislators and managers	55,0	67,7
Professionals	57,0	78,3
Technicians	41,4	55,0
Clerks	31,0	35,6
Services and sales workers	18,4	24,9
Agriculture and fishery workers	6,0	11,5
Craft and related trades workers	10,5	17,3
Plant and machine operators	5,9	9,6
Elementary workers	4,5	7,7
Total	24,7	33,6

3. POPULATION IN FORMAL EDUCATION

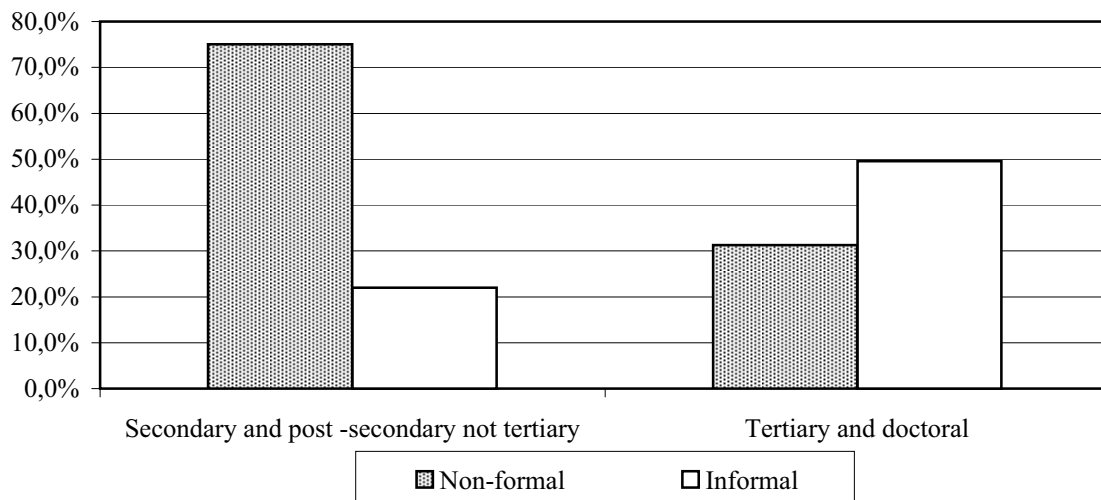
The population aged 15 and over who are in formal education have high participation in lifelong learning activities. It is very striking but not unexpected that of the pupils aged 15 and over and in secondary or post-secondary not tertiary levels, 75,1% participate in non-formal education. This reflects the well-known situation that prevails mainly among the school pupils of upper secondary level, where the majority receive private lessons outside the formal education system in order to be prepared for the entrance examinations of the universities. On the other hand, the students in tertiary education, although not as high as the other group, exhibit also a high rate, with 31,3% participating in non-formal education.

Table 7: Participation rates of the population who are in formal education and aged 15 and over in non-formal education and in informal learning activities by level of formal education and type of activity, 2003

Type of learning activity	%		
	Secondary and post -secondary not tertiary	Tertiary and doctoral	Total
Non-formal education	75,1	31,3	57,4
<u>Informal learning</u>			
Use of at least one method	22,0	49,6	33,2
1. Printed materials	7,2	28,8	15,9
2. Computer based online learning	15,7	41,3	26,0
3. Educational broadcasting or offline computer	11,5	27,7	18,1
4. Visiting facilities	3,4	13,8	7,6

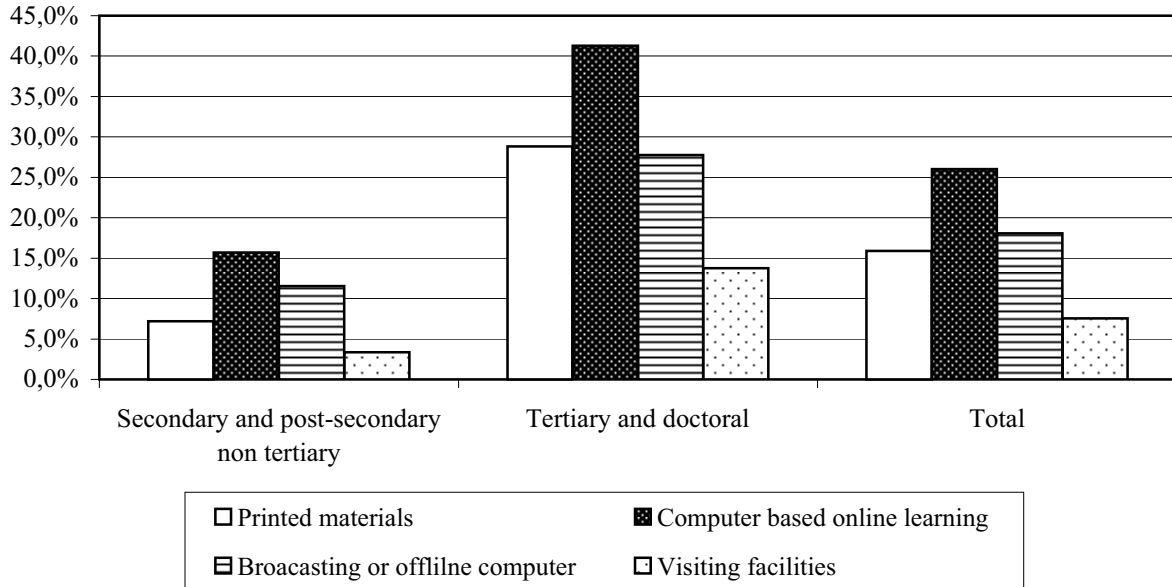
The use of informal learning methods among the population in formal education is 33,2%, which is higher compared to the total of 26,2%, as shown earlier in Table 2. The students in tertiary education make use of at least one method of informal learning with the high percentage of 49,6%, while the students in secondary education with 22,0%.

Figure 11: Participation rates of population who are in formal education an aged 15 over in non-formal education and in informal learning activities by level of formal education an type of activity, 2003



As can be seen in Figure 12, the method used by the majority in these two groups is the 'Computer Based Online Learning'. Tertiary students use this method with 41,3%, compared to 15,7% of the secondary level students.

Figure 12: Participation rates of population who are in formal education and aged 15 and over in informal learning activities by level of formal education method of informal learning and sex, 2003



3.1 By field of study and sex

In the secondary education 47,3% of the students follow the general programmes. This is due to the system of the public general schools, that provide the unified lyceum, a programme that a student has a variety of subjects to choose from, without strictly forming a specific direction. Therefore, little remains to see about the field preferences. However, looking at the field of engineering, manufacturing and construction, which are subjects, offered at the public vocational/technical schools, the difference among the sexes is noticeable. These subjects are more popular among the male students (16,1%) than among the females (1,7%).

While assessing the results for the tertiary students, it is worth noting that the tertiary students that study abroad (they account for more than 50% of the total tertiary students) are not included in the survey. The fields of study in Cyprus are limited and these results do not illustrate the overall picture of the field preferences of the tertiary students of Cyprus but rather the preferences of the students who study in Cyprus.

The most popular subjects among the tertiary students in Cyprus are in the field of 'Social Sciences, Business and Law', with 41,4% of the students following these subjects in this field. The field 'Teacher Training and Education Science' attracts 15,2% of the tertiary students and is very popular among the female students with 24,2% of them following these subjects compared to only 5,5% of the male students.

On the other hand the field of 'Computer Science and Engineering, Manufacturing and Construction' are mainly followed by males with 11,0% and 13,4% respectively, while females follow these fields with only 1,4% and 1,2% respectively.

Table 8: Distribution of fields of studies of persons participating in formal education by level and sex, 2003

Field of education	%		
	Males	Females	Total
<u>Secondary and post-secondary not-tertiary</u>			
General programmes/unified lyceum	43,3	51,2	47,3
Teacher training and education science	0,0	0,4	0,2
Humanities, languages and arts	3,7	17,5	10,7
Foreign languages	0,4	2,0	1,2
Social sciences, business and law	17,5	15,5	16,5
Science, mathematics and computing	15,5	8,6	12,0
Computer use	0,4	0,0	0,2
Engineering, manufacturing and construction	16,1	1,7	8,7
Services	3,2	3,2	3,2
Total	100,0	100,0	100,0
<u>Tertiary and doctoral</u>			
Teacher training and education science	5,5	24,2	15,2
Humanities, languages and arts	5,3	11,9	8,7
Foreign languages	2,7	4,4	3,6
Social sciences, business and law	45,2	37,8	41,4
Science, mathematics and computing	1,3	0,0	0,6
Life science	0,0	1,8	0,9
Physical science	0,0	0,5	0,2
Mathematics and statistics	3,4	2,4	2,9
Computer science	11,0	1,4	6,0
Engineering, manufacturing and construction	13,4	1,2	7,1
Agriculture and veterinary	1,2	0,0	0,6
Health and welfare	3,0	8,9	6,0
Services	8,1	5,5	6,8
Total	100,0	100,0	100,0

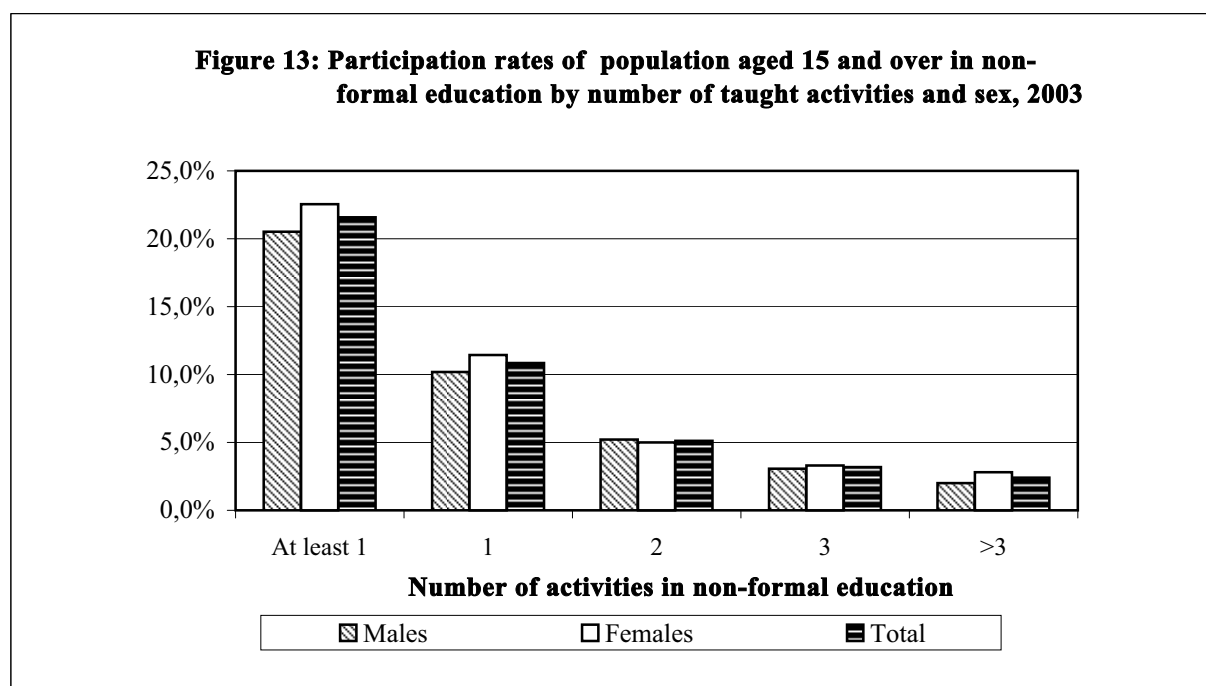
4. PARTICIPATION IN NON-FORMAL EDUCATION

The population aged 15 and over participating in non-formal education were asked the number of activities that they have participated in during the previous 12 months. As seen previously (part 2), the overall participation in at least one such activity was 21,6%, with the female participation being a little higher with 22,5% and the males with 20,5%. Table 9 shows that the highest participation is in ‘one activity’ with 10,8% of the population having participated in only one such activity during the previous 12 months.

Table 9: Participation rates of population aged 15 and over in non-formal education by number of activities and sex, 2003

Number of activities in non-formal education	%		
	Males	Females	Total
0	79,5	77,5	78,4
At least 1	20,5	22,5	21,6
1	10,2	11,4	10,8
2	5,2	5,0	5,1
3	3,1	3,3	3,2
>3	2,0	2,8	2,4
Total	100,0	100,0	100,0

As shown in Figure 13, participation in more than three activities is the lowest, with 2,4% where females have a 0,8% more participation (2,8%) than males (2,0%).

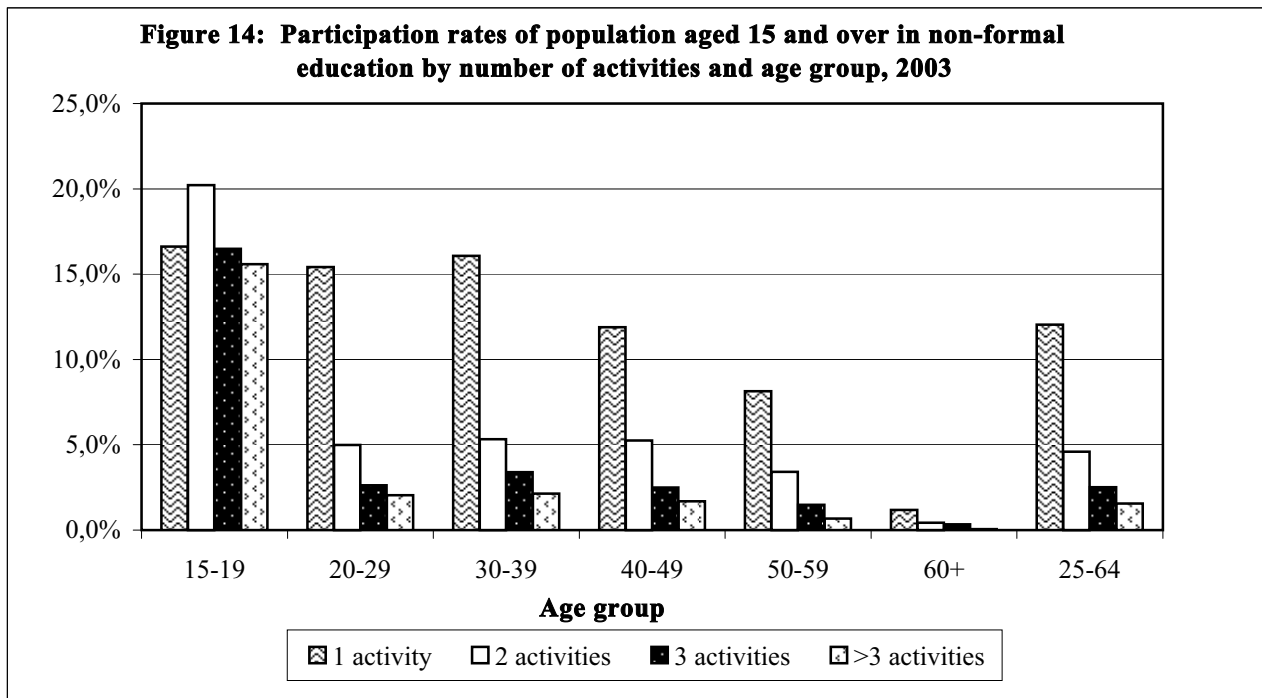


4.1 By age group

Examining the number of non-formal education in which the population participated by age group, it is very clear that the young ages of 15-19, as explained previously, exhibit a very different picture from the other age groups. This can be seen clearly in Figure 14, where they have high participation rates in all number of activities, with the highest rate of 20,2% in participation in two activities. The participation rates of the other age groups decline steeply with the number of activities. Looking at the adult age group of 25-64, where 12,0% of them participate in one activity, their participation in two activities drops to 4,6%, 2,5% in three activities and 1,6% in 3 or more activities.

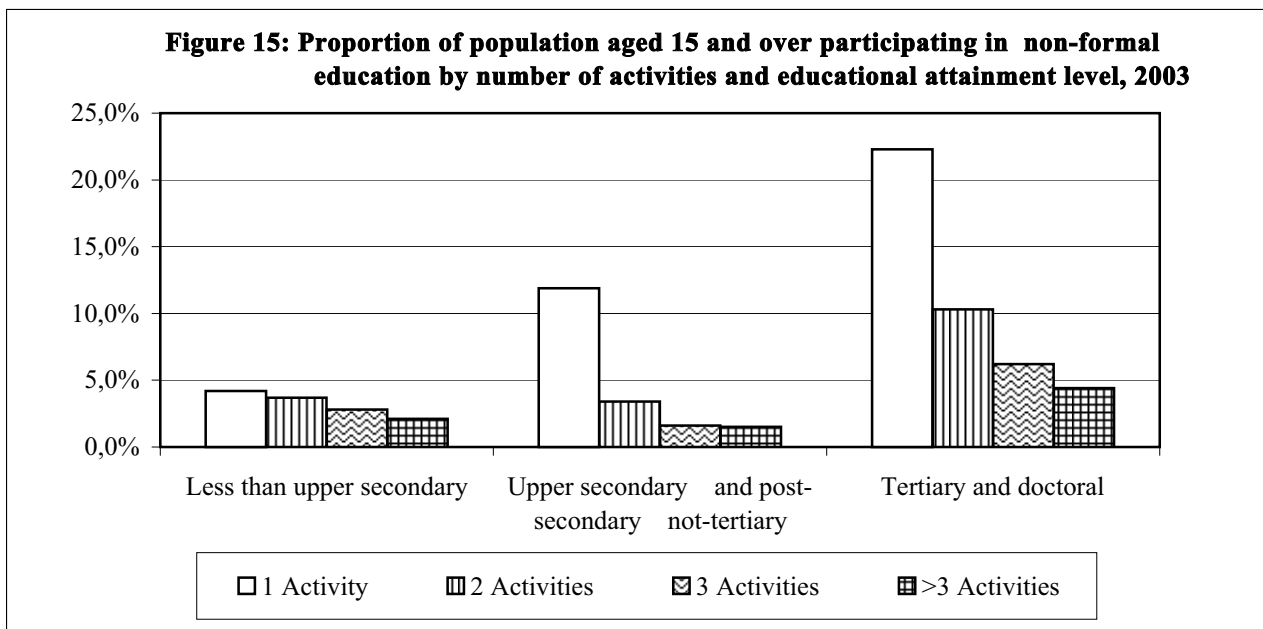
Table 10: Participation rates of population aged 15 and over in non-formal education by number of activities, age group and sex, 2003

Age group	Sex	Number of activities in non-formal education						%
		0 Activities	At least 1	1 Activity	2 Activities	3 Activities	>3 Activities	
15-19	Males	33,9	66,1	16,2	23,1	15,8	11,0	
	Females	28,7	71,3	17,0	17,7	17,1	19,5	
	Total	31,1	68,9	16,6	20,2	16,5	15,6	
20-29	Males	79,9	20,1	12,0	4,6	2,4	1,1	
	Females	70,3	29,7	18,6	5,4	2,8	2,9	
	Total	74,9	25,1	15,4	5,0	2,6	2,0	
30-39	Males	72,4	27,6	16,2	5,5	3,2	2,7	
	Females	73,7	26,3	15,9	5,2	3,6	1,6	
	Total	73,1	26,9	16,1	5,3	3,4	2,1	
40-49	Males	80,3	19,7	11,1	4,4	2,6	1,7	
	Females	77,1	22,9	12,7	6,1	2,4	1,7	
	Total	78,7	21,3	11,9	5,3	2,5	1,7	
50-59	Males	85,9	14,1	8,0	3,6	1,4	1,1	
	Females	86,7	13,3	8,3	3,2	1,6	0,3	
	Total	86,3	13,7	8,1	3,4	1,5	0,7	
60+	Males	97,1	2,9	1,7	0,8	0,4	0,0	
	Females	98,8	1,2	0,7	0,1	0,3	0,1	
	Total	98,0	2,0	1,2	0,4	0,3	0,0	
25-64	Males	79,9	20,1	11,6	4,6	2,4	1,7	
	Females	78,7	21,3	12,5	4,6	2,7	1,5	
	Total	79,3	20,7	12,0	4,6	2,5	1,6	
Total	Males	79,5	20,5	10,2	5,2	3,1	2,0	
	Females	77,5	22,5	11,4	5,0	3,3	2,8	
	Total	78,4	21,6	10,8	5,1	3,2	2,4	



4.2 By educational attainment

As was seen earlier, the group of the population with the highest participation in non-formal education are those with tertiary/doctoral qualifications (43,3%) and with the lowest participation those with less than upper secondary qualifications (12,8%). Looking now at how many such activities the population is participating, it is again observed (Figure 15) that the population with tertiary /doctoral qualifications has the highest participation rates in all number of activities.



They participate in one activity with 22,3%, that is by 10,4% more than those with only upper secondary qualifications and 18,1% more than those with less than upper secondary qualifications.

Although the population with less than upper secondary qualifications overall participate less in such activities, they have slightly higher participation in two, three and three or more activities than those with upper secondary qualifications. This may be explained by the fact that this group includes also the pupils in formal education and as explained before they have high participation in non-formal education.

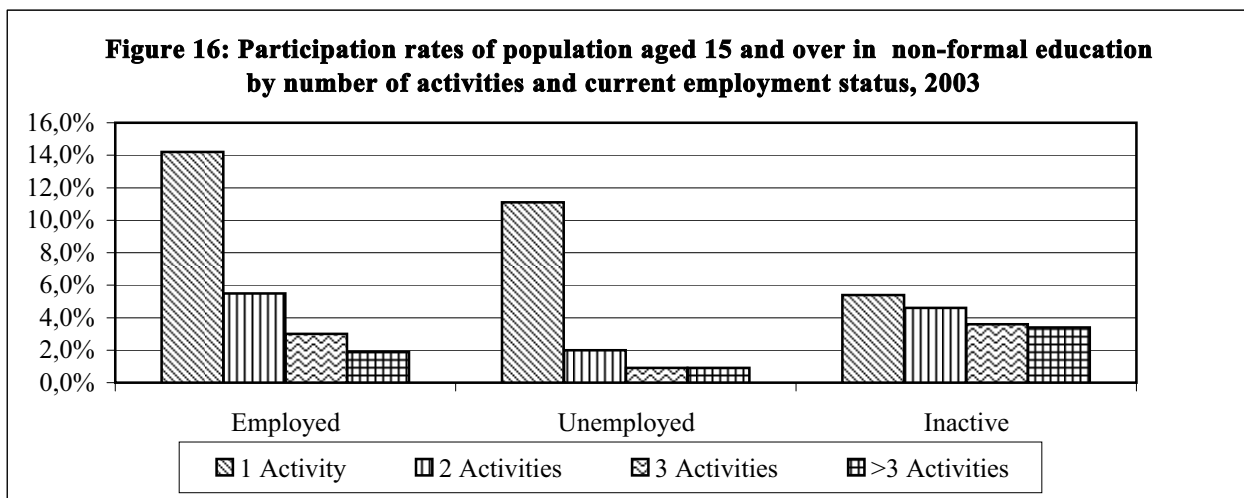
Table 11: Participation rates of population aged 15 and over in non-formal education by number of activities, educational attainment level and sex, 2003

Educational attainment	Sex	Number of activities in non-formal education					
		0 Activities	At least 1	1 Activity	2 Activities	3 Activities	>3 Activities
Less than upper secondary	Males	87,1	12,9	4,2	4,5	2,6	1,6
	Females	87,3	12,7	4,3	3,0	2,9	2,5
	Total	87,2	12,8	4,2	3,7	2,8	2,1
Upper secondary and post-secondary not-tertiary	Males	83,0	17,0	11,1	3,6	1,3	1,1
	Females	80,4	19,6	12,6	3,3	1,9	1,8
	Total	81,7	18,3	11,9	3,4	1,6	1,5
Tertiary and doctoral	Males	61,7	38,3	19,3	8,7	6,2	4,1
	Females	51,6	48,4	25,4	12,0	6,3	4,8
	Total	56,7	43,3	22,3	10,3	6,2	4,4
Total	Males	79,5	20,5	10,2	5,2	3,1	2,0
	Females	77,5	22,5	11,4	5,0	3,3	2,8
	Total	78,4	21,6	10,8	5,1	3,2	2,4

4.3 By current employment status

Of the employed population, 14,2% participate in one activity, 5,5% in two activities, 3,0% in three activities and 1,9% in more than three activities. Comparing these with the other two groups, the employed have higher participation rates in the one and two activities group, whereas in the three and in the more than three activities, the inactive population has the highest participation rates. This can be explained by the fact that many of the inactive population are pupils and this is the group of the population that participate the most in such activities.

Figure 16: Participation rates of population aged 15 and over in non-formal education by number of activities and current employment status, 2003



These results will be reinforced in the next part of this report where the average taught hours received will be looked at.

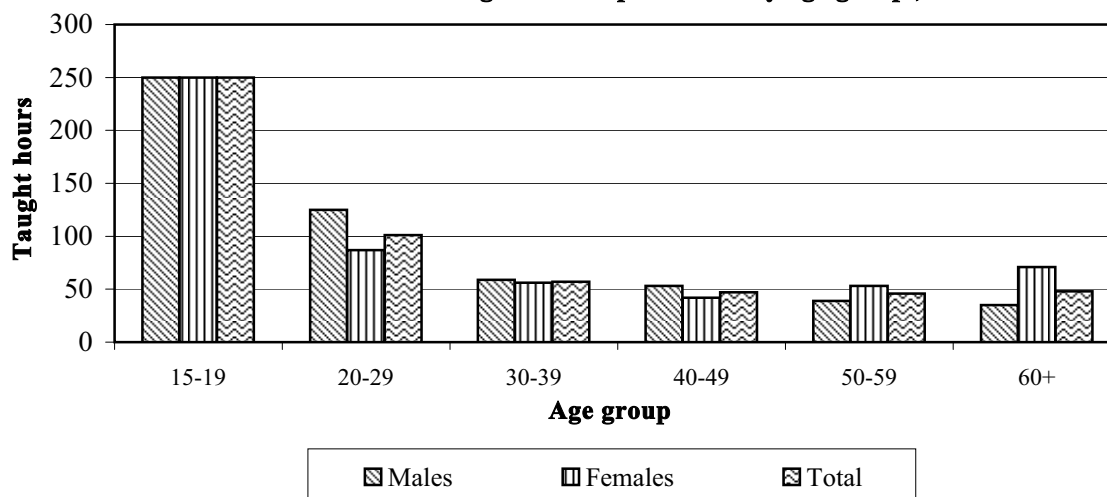
Table 12: Participation rates of population aged 15 and over in non-formal education by number of activities, current employment status and sex, 2003

Current employment status	Sex	Number of activities in non-formal education						%
		0 Activities	At least 1	1 Activity	2 Activities	3 Activities	>3 Activities	
Employed	Males	79,2	20,8	11,9	4,7	2,6	1,6	
	Females	70,6	29,4	16,9	6,6	3,6	2,3	
	Total	75,3	24,7	14,2	5,5	3,0	1,9	
Unemployed	Males	89,0	11,0	9,0	1,1	0,0	1,0	
	Females	81,2	18,8	13,1	3,0	1,9	0,8	
	Total	85,1	14,9	11,1	2,0	0,9	0,9	
Inactive	Males	79,4	20,6	5,7	7,0	4,7	3,3	
	Females	84,9	15,1	5,3	3,4	3,1	3,4	
	Total	83,0	17,0	5,4	4,6	3,6	3,4	
Total	Males	79,5	20,5	10,2	5,2	3,1	2,0	
	Females	77,5	22,5	11,4	5,0	3,3	2,8	
	Total	78,4	21,6	10,8	5,1	3,2	2,4	

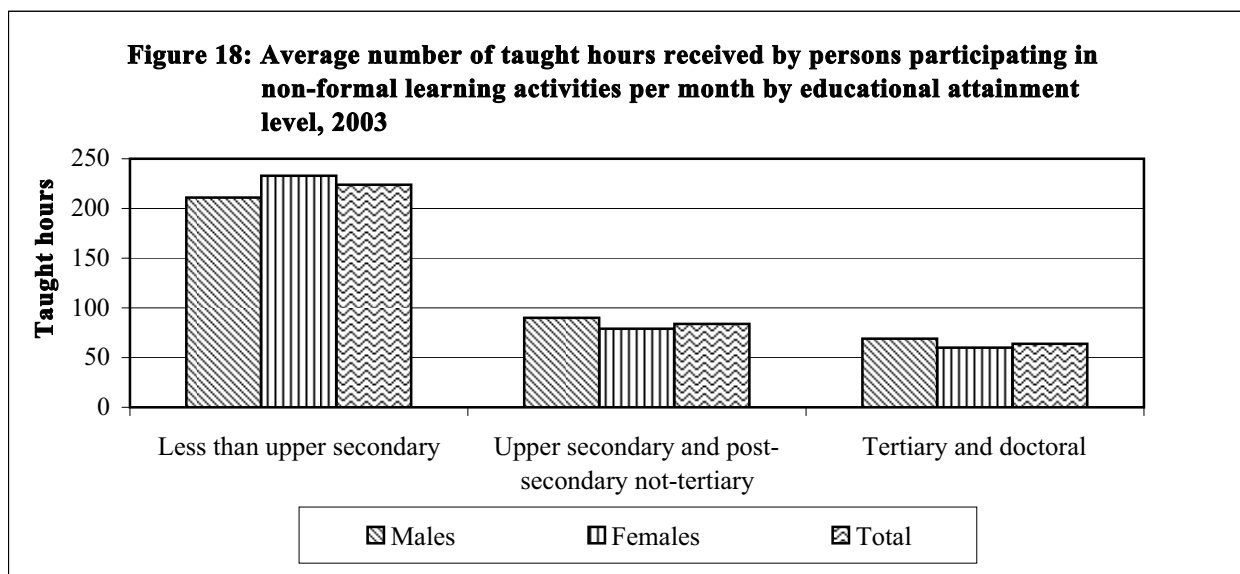
4.4 Average number of taught hours received in non-formal education

On average a person that was participating in non-formal education during the previous 12 months, received 116 taught hours (9,7 hours each month). As shown in Table 13, the greatest share is held again by the young people, namely those aged 15-19 who have consequently educational attainment ‘Less than Upper secondary’ (since the majority is still at school) and are ‘Inactive’ as far as employment status is concerned.

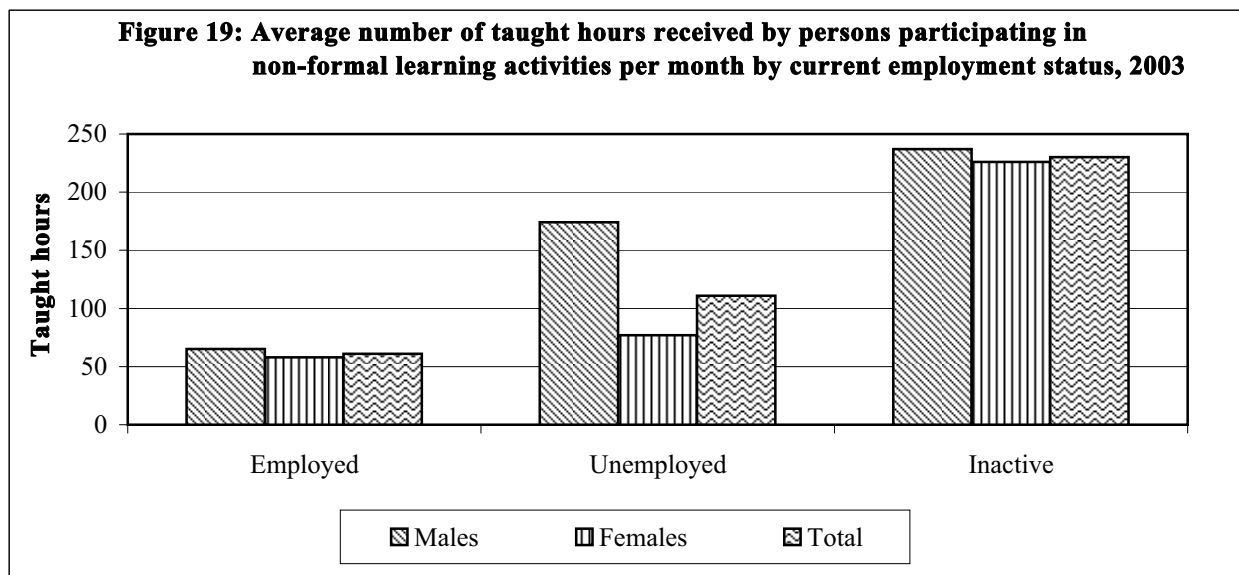
Figure 17: Average number of taught hours received by persons participating in non-formal learning activities per month by age group, 2003



On average the 15-19 year olds receive 250 taught hours (20,8 hours each month). The second highest average number of taught hours received is by the 20-29 year olds with 101 hours (8,4 hours each month) and then it drops to around 50 hours for the remaining age groups.



Combining these results with the previous, it is clear that although the population with tertiary qualifications has the highest participation rates in non-formal education, on average the duration of these activities are shorter than that of the activities the other groups participate in. On average they receive 64 taught hours and 43,3% of them participate in at least one such activity, while only 12,8% of those with 'Less than Upper Secondary' qualification participate in such activities with an average of 224 taught hours.



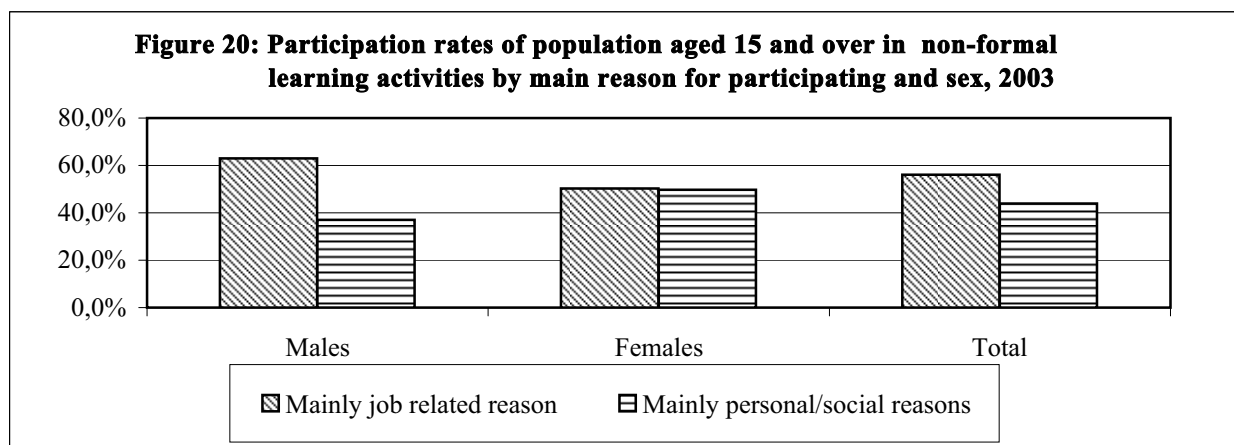
The largest difference by sex is observed among the unemployed, where males receive on average 174 taught hours and females 77 hours.

Table 13: Average number of taught hours received by persons participating in non-formal education during the previous 12 months by educational attainment level, age group, current employment status and sex, 2003

Educational attainment, age group and employment status	Average number of taught hours in non-formal education		
	Males	Females	Total
%			
<i>Educational attainment</i>			
Less than upper secondary	211	233	224
Upper secondary and post-secondary not-tertiary	90	79	84
Tertiary and doctoral	69	60	64
Total	117	116	116
<i>Age group</i>			
15-19	250	250	250
20-29	125	87	101
30-39	59	56	57
40-49	53	42	47
50-59	39	53	46
60+	35	71	48
Total	117	116	116
<i>Employment status</i>			
Employed	65	58	61
Unemployed	174	77	111
Inactive	237	226	230
Total	117	116	116

4.5 Main reason for participation in non-formal education

The main reason for participating in non-formal education was collected separately for each of the three most recent activities participated in. Here it is examined whether *at least one of the activities* was a job related one.

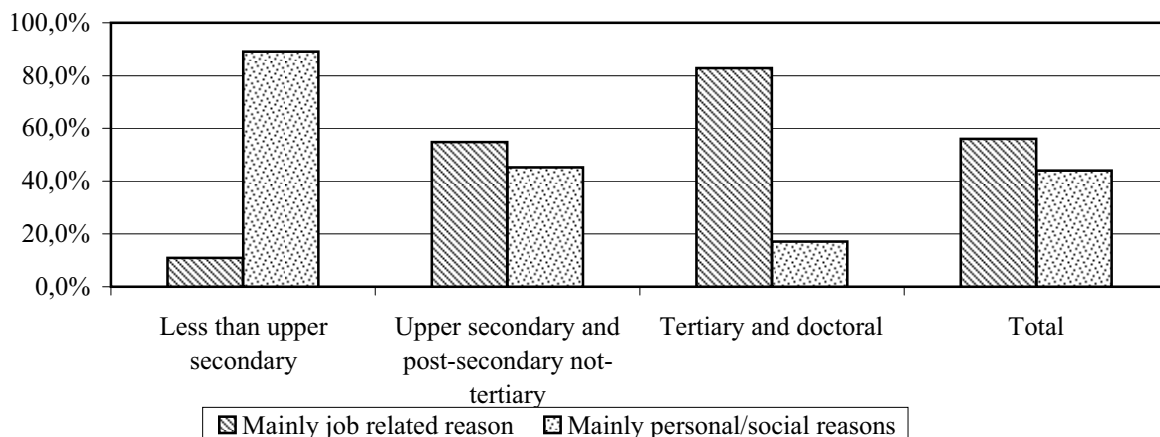


Overall, 56,0% of the participants in non-formal education participated mainly because of job related reasons. Looking at these results by sex (Figure 20), 63,0% of the males participated in

such activities with mainly a job related reason in at least one of the activities, while females with 50,3%.

Of the population with tertiary qualifications, as seen in Figure 21, 82,8% participate in at least one of the activities for that reason, while of those with upper secondary level qualifications, 54,8% participate for the same reason.

Figure 21: Participation rates of population aged 15 and over in non-formal learning activities by main reason for participating and educational attainment level, 2003



The population aged 15-19 participate mainly for personal/social reasons with 97,8%. As can be seen in Figure 22, the next age group of 20-29 has a job related main reason for participating in such activities, with 60,3%. This percentage keeps increasing for the next age groups and reaches its peak at the age groups 40-49 and 50-59 with 84,6%. It then drops to 50,6% for the older population aged 60 and over.

Figure 22: Participation rates of population aged 15 and over in non-formal education by main reason for participating and age group, 2003



The currently employed population participate in non-formal education for mainly job related reasons with 79,3%, while the unemployed with 18,9% and the inactive with only 3,2%.

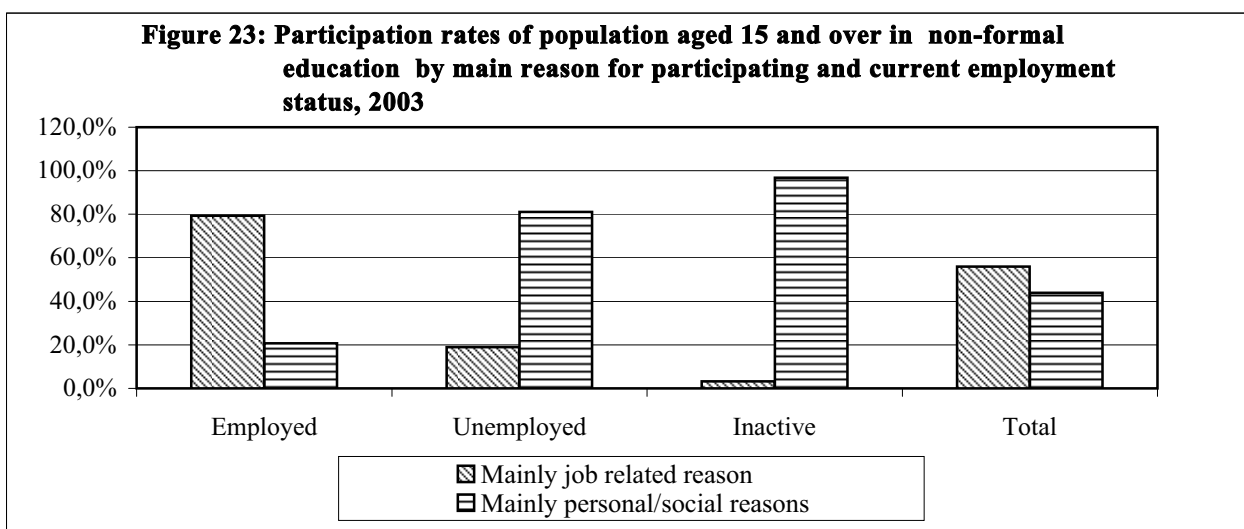
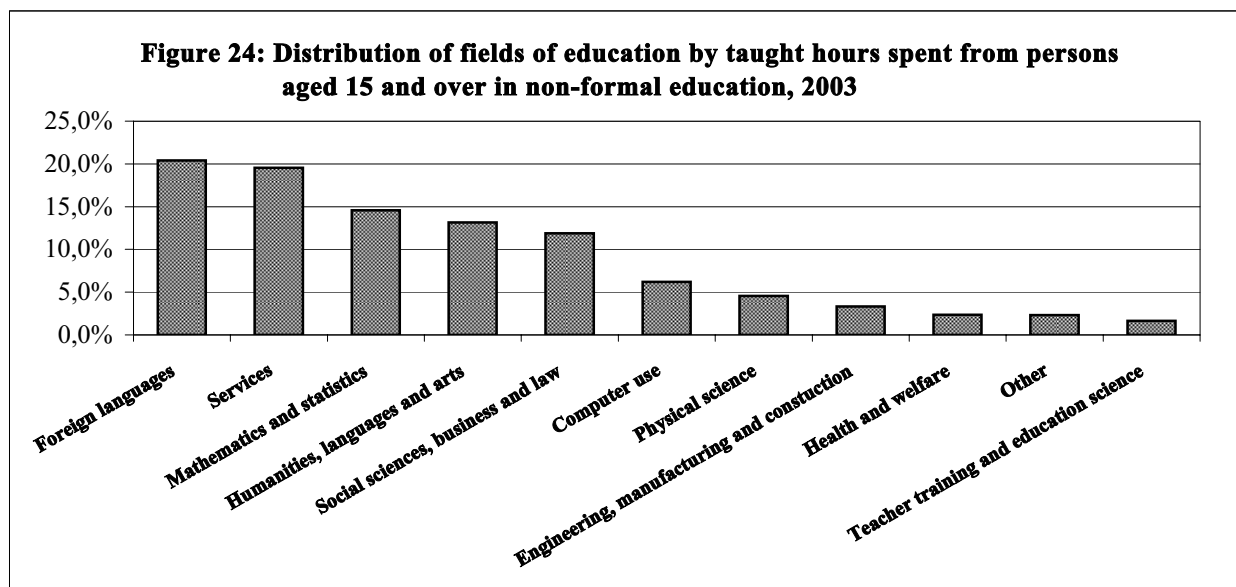


Table 14: Participation rates of population aged 15 and over in non-formal education by main reason for participating, sex, educational attainment level, age group and current employment status, 2003

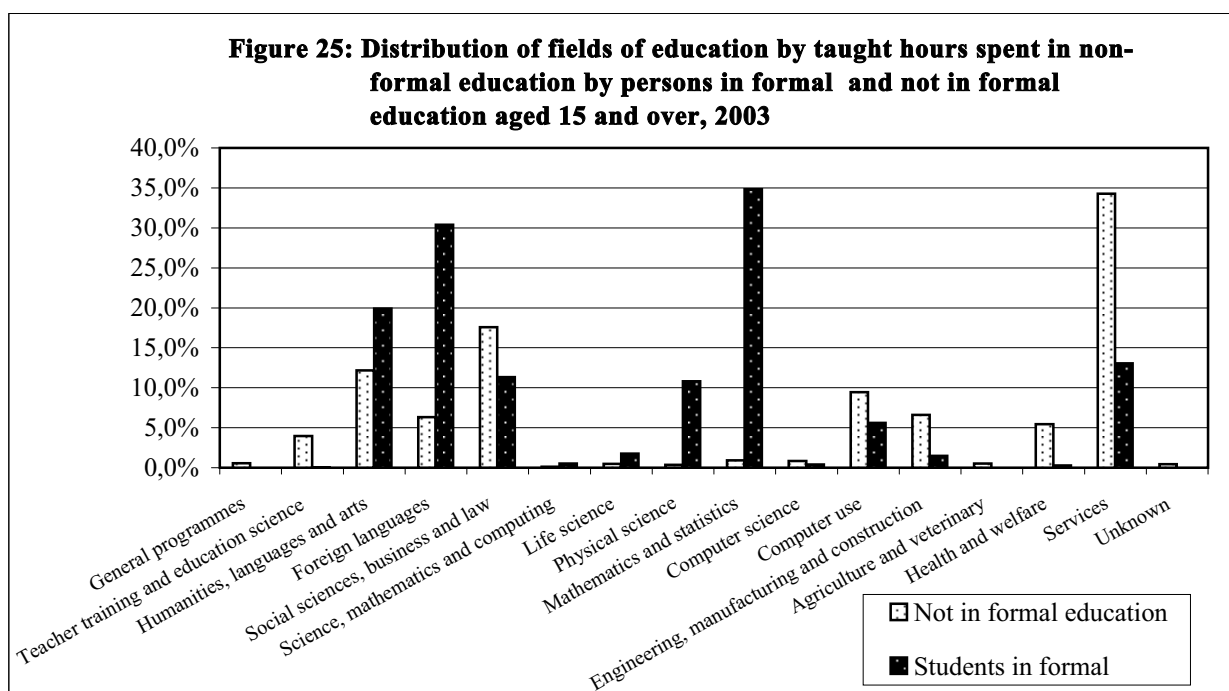
Sex, educational attainment, age group, and current employment status	%		
	Mainly job related reason	Mainly personal/social reasons	Total
Sex			
Males	63,0	37,0	100,0
Females	50,3	49,7	100,0
Total	56,0	44,0	100,0
Educational attainment			
Less than upper secondary	11,0	89,0	100,0
Upper secondary and post-secondary not-tertiary	54,8	45,2	100,0
Tertiary and doctoral	82,8	17,2	100,0
Total	56,0	44,0	100,0
Age group			
15-19	2,2	97,8	100,0
20-29	60,3	39,7	100,0
30-39	75,9	24,1	100,0
40-49	84,6	15,4	100,0
50-59	84,6	15,4	100,0
60+	50,6	49,4	100,0
Total	56,0	44,0	100,0
Current employment status			
Employed	79,3	20,7	100,0
Unemployed	18,9	81,1	100,0
Inactive	3,2	96,8	100,0
Total	56,0	44,0	100,0

4.6 Distribution of fields of education in non-formal education

The fields of 'Foreign languages' and 'Services', as can be seen in Figure 24, have the first places in the distribution of the fields of study by hours spend. Overall, the population spent 20,4% of the total taught hours for activities in the field of 'Foreign languages' and slightly less, 19,5% in the field of 'Services'.



This picture changes when the population is separated between those who are in formal education and those not in formal education. As can be seen in Figure 25 and Table 15, the students (those in formal education) spend 34,8% of their total taught hours in non-formal education in the field of 'Mathematics and Statistics'.



Second in this distribution is the field of 'Foreign languages' where 30,4% of the total taught hours is spent and third the field of 'Humanities, Languages and Arts' with 19,9 %.

As can be seen in Figure 25, the population not in formal education has a totally different distribution. They spend most of their total taught hours in the field of 'Services' with 34,3%. Second in place is the field of 'Social Sciences, Business and Law' with 17,6% and third the field of 'Humanities, Languages and Arts' with 12,2%.

Table 15: Distribution of fields of education by taught hours spent in non-formal education by persons in formal education and not in formal education aged 15 and over in non-formal education, 2003

Field	%		
	Not in formal education	Students in formal education	Total
General programmes	0,5	0,0	0,2
Teacher training and education science	4,0	0,0	1,7
Humanities, languages and arts	12,2	19,9	13,2
Foreign languages	6,3	30,4	20,4
Social sciences, business and law	17,6	11,3	11,9
Science, mathematics and computing	0,1	0,5	0,3
Life science	0,5	1,8	0,9
Physical science	0,4	10,8	4,6
Mathematics and statistics	0,9	34,8	14,6
Computer science	0,9	0,4	0,5
Computer use	9,4	5,6	6,2
Engineering, manufacturing and construction	6,6	1,5	3,3
Agriculture and veterinary	0,5	0,0	0,2
Health and welfare	5,4	0,3	2,4
Services	34,3	13,1	19,5
Unknown	0,5	0,0	0,2
Total	100,0	100,0	100,0

APPENDIX 1

Classification Systems

CARD "FIELDS OF EDUCATION"	
Code	(International Standard Classification of Education, ISCED97, Fields of Education, UNESCO)
000	General Programs - only if there is no clear emphasis on a specific subject or a group of subjects i.e. which cannot be classified in the categories below (e.g. general studies of private secondary schools, Unified Lyceum)
100	Teacher training and Education science (primary & pre-primary school teachers, physical education teachers, pilot/car instructors etc)
200	Humanities and Arts (fine arts, music, performing arts, audiovisual production, fashion designers, graphic arts, decorators, religion, mother tongue, history, archaeology, philosophy)
222	Foreign languages
300	Social sciences, Business and Law (psychology, sociology, political sciences, economics, international relations, journalism, librarian, administration (business, public, hotel), marketing, advertising, accounting, banking, insurance, real estate, secretarial studies)
400	Science, Mathematics and Computing- Information technology (only if there is no distinction possible)
420	Life science (biology, biochemistry, environmental science)
440	Physical science (physics, chemistry, geology, geography)
460	Mathematics and Statistics
481	Computer science - Information technology (programming, computer technology, Management Information Systems (MIS))
482	Computer use
500	Engineering, manufacturing and construction (mechanical, electrical, ship, computer engineering, food processing, processing of industrial products, architecture, civil engineering, quantity surveyors, chemical engineering)
600	Agriculture, Forestry, Fishery and Veterinary
700	Health and Social services - Welfare (medicine, nursing, midwifery, dental studies, pharmacy, paramedical studies, child care and youth services, social work professionals, marriage-family counselling, career advising, child and baby care)
800	Services (chefs, waiters, barmen, tourism, sports instructors, domestic & housekeeping services, hair and beauty services, shipping and air transport services, pilots, environmental protection, police and military training, occupational health and safety)
900	Unknown

International Standard classification of occupations 1 and 2 digits (ISCO-88 (com))

MAJOR GROUP 0: ARMED FORCES

01 Armed forces

MAJOR GROUP 1: LEGISLATORS, SENIOR OFFICIALS AND MANAGERS

11 Legislators and senior officials

12 Corporate managers

13 Managers of small enterprises

MAJOR GROUP 2: PROFESSIONALS

21 Physical, mathematical and engineering science professionals

22 Life science and health professionals

23 Teaching professionals

24 Other professionals

MAJOR GROUP 3: TECHNICIANS AND ASSOCIATE PROFESSIONALS

31 Physical and engineering science associate professionals

32 Life science and health associate professionals

33 Teaching associate professionals

34 Other associate professionals

MAJOR GROUP 4: CLERKS

41 Office clerks

42 Customer services clerks

MAJOR GROUP 5: SERVICE WORKERS AND SHOP AND MARKET SALES WORKERS

51 Personal and protective services workers

52 Models, salespersons and demonstrators

MAJOR GROUP 6: SKILLED AGRICULTURAL AND FISHERY WORKERS

61 Skilled agricultural and fishery workers

MAJOR GROUP 7: CRAFT AND RELATED TRADES WORKERS

71 Extraction and building trades workers

72 Metal, machinery and related trades workers

73 Precision, handicraft, craft printing and related trades workers

74 Other craft and related trades workers

MAJOR GROUP 8: PLANT AND MACHINE OPERATORS AND ASSEMBLERS

81 Stationary plant and related operators

82 Machine operators and assemblers

83 Drivers and mobile plant operators

MAJOR GROUP 9: ELEMENTARY OCCUPATIONS

91 Sales and services elementary occupations

92 Agricultural, fishery and related labourers

93 Labourers in mining, construction, manufacturing and transport

APPENDIX 2

Survey Questionnaire

QUESTIONNAIRE , LABOUR FORCE SURVEY, AD HOC MODULE ON LIFELONG LEARNING, 2003

"LIFE LONG LEARNING" MODULE 2003											
								S/n of Questionnaire			
S/n	Questions - answers	Codes	Flow of Questions	S/n of household member							
TO BE COMPLETED FOR PERSONS AGED 15 YEARS OR MORE											
EDUCATIONAL ATTAINMENT LEVEL											
M1	What is the highest level of education or training that he/she successfully completed up to now?				C	C	C	C	C	C	
	Not completed primary school.....	00	→ M5								
	Primary school.....	11	} M4								
	Lower Secondary (first 3 grades).....	21									
	Apprenticeship programme or afternoon and evening classes of technical schools.....	22	} ↓								
	Upper Secondary, Technical or Vocational education.....	32									
	Post-secondary (not tertiary).....	43									
	Tertiary 2-3 years for specific occupation (HTI, HHIC etc.) or College 2-3 years.....	51									
	University or College 4 years (incl. Postgraduate degree).....	52									
	Doctorate (PhD).....	60									
M2	S/n of member	What school has he/she completed exactly and in which field of education?									
				C & M	C & M	C & M	C & M	C & M	C & M		
			↓								
M3	Field of the highest level of education or training that he/she successfully completed up to now				C & M	C & M	C & M	C & M	C & M	C & M	
	CODES AS SHOWN ON CARD "FIELDS OF EDUCATION"	000-900	↓								
M4	During which year has he/she successfully completed his/her highest level of education?				C	C	C	C	C	C	
	Year.....		↓								
PARTICIPATION IN REGULAR EDUCATION											
M5	During the previous 4 weeks was he/she a student or apprentice in REGULAR education in a school or college or university? (<i>apprenticeship programmes or afternoon and evening classes of technical schools are not included</i>)				C	C	C	C	C	C	
	YES.....	1	▶ M7								
	NO.....	2	▼								
M6	During the previous 12 months was he/she a student or apprentice in REGULAR education in a school or college or university? (<i>apprenticeship programmes or afternoon and evening classes of technical schools are not included</i>)				M	M	M	M	M	M	
	YES.....	1	▼								
	NO.....	2	▶ M10								
M7	What school was he/she going to or what was he/she attending?				C & M	C & M	C & M	C & M	C & M	C & M	
	Primary school	1	} M10								
	Lower secondary (first 3 grades)	2									
	Upper secondary (4th-6th or 7th form), Technical or Vocational school.....	3	} ↓								
	Post-secondary (not tertiary).....	4									
	Tertiary, College (2-4 years) or for specific occupation (HTI, HHIC etc.) or University (includ. Postgraduate degree).....	5									
	Doctorate (PhD)	6									

S/n	Questions - answers		Codes	Flow of Questions	S/n of household member					
					<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M8	S/n of member	What school was he/she attending exactly and in which field of education?								
					C & M	C & M	C & M	C & M	C & M	C & M
M9	Field of education he/she was attending									
	CODES AS SHOWN ON CARD "FIELDS OF EDUCATION"		000-900			C & M	C & M	C & M	C & M	C & M
PARTICIPATION IN COURSES, SEMINARS, CONFERENCES, PRIVATE LESSONS OUTSIDE THE REGULAR EDUCATION SYSTEM										
M10	During the previous 12 months did he/she attend any courses, seminars, conferences, or received private lessons OUTSIDE the regular education system? (<i>apprenticeship programmes or afternoon and evening classes of technical schools are included</i>). How many did he/she attend?									
	Yes, one	1	} M17a		M	M	M	M	M	M
Yes, two	2									
Yes, three	3									
Yes, four or more	4									
No	5									
No answer	6									
M11a	S/n of member	Description of the MOST RECENT taught activity (course, seminar, conference etc.)								
					M	M	M	M	M	M
M11b	Hours per week									
	Hours	01-25			M	M	M	M	M	M
M11c	Months per year									
	Months	00-12			M	M	M	M	M	M
M11d	If 0 months, weeks in 1 month									
	Weeks	1-3			M	M	M	M	M	M
M11e	Total number of taught hours (during the previous 12 months)									
	* Hours	0001-1200			M	M	M	M	M	M
M11f	Reason for participating (job related or personal/social)?									
	Mainly job related reason	1			M	M	M	M	M	M
M11g	Subject / content									
	CODES AS SHOWN ON CARD "FIELDS OF EDUCATION"		000-900			M	M	M	M	M
M11h	Did this taught learning take place during paid working hours, or outside paid working hours or did he/she have no job at that time?									
	Only during paid hours	1			M	M	M	M	M	M
	Mostly during paid hours	2								
	Mostly outside paid hours	3								
	Only outside paid hours	4								
	No job at that time	5								

* Not to be completed by the interviewers

S/n	Questions - answers	Codes	Flow of Questions	S/n of household member					
				<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M12a	S/n of member	Description of the SECOND most recent taught activity (course, seminar, conference etc.) <i>(If M10 = 2)</i>							
			↓	M	M	M	M	M	M
								
								
								
								
M12b	Hours per week			M	M	M	M	M	M
	Hours.....	01-25	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M12c	Months per year			M	M	M	M	M	M
	Months.....	00-12	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M12d	If 0 months, weeks in 1 month			M	M	M	M	M	M
	Weeks.....	1-3	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M12e	Total number of taught hours (during the previous 12 months)			M	M	M	M	M	M
	* Hours.....	0001-1200	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M12f	Reason for participating (job related or personal/social)?			M	M	M	M	M	M
	Mainly job related reason	1	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Mainly personal/social reason.....	2							
M12g	Subject / content			M	M	M	M	M	M
	CODES AS SHOWN ON CARD "FIELDS OF EDUCATION"	000-900	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M12h	Did this taught learning take place during paid working hours, or outside paid working hours or did he/she have no job at that time?			M	M	M	M	M	M
	Only during paid hours.....	1	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Mostly during paid hours.....	2							
	Mostly outside paid hours.....	3							
	Only outside paid hours.....	4							
	No job at that time.....	5							
M13a	S/n of member	Description of the THIRD most recent taught activity (course, seminar, conference etc.) <i>(If M10 = 3)</i>							
			↓	M	M	M	M	M	M
								
								
								
								
M13b	Hours per week			M	M	M	M	M	M
	Hours.....	01-25	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M13c	Months per year			M	M	M	M	M	M
	Months.....	00-12	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M13d	If 0 months, weeks in 1 month			M	M	M	M	M	M
	Weeks.....	1-3	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M13e	Total number of taught hours (during the previous 12 months)			M	M	M	M	M	M
	* Hours.....	0001-1200	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

* Not to be completed by the interviewers

S/n	Questions - answers	Codes	Flow of Questions	S/n of household member					
				<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M13f	Reason for participating (job related or personal/social)?			M	M	M	M	M	M
	Mainly job related reason.....	1	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Mainly personal/social reason.....	2		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M13g	Subject / content			M	M	M	M	M	M
	CODES AS SHOWN ON CARD "FIELDS OF EDUCATION"	000-900	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M13h	Did this taught learning take place during paid working hours, or outside paid working hours or did he/she have no job at that time?			M	M	M	M	M	M
	Only during paid hours.....	1	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Mostly during paid hours.....	2		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Mostly outside paid hours.....	3		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Only outside paid hours.....	4		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
No job at that time.....	5	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
M14a	If he/she has participated in more than 3 taught activities, state the total number of taught hours spent for THE REST of the activities (except for the three already mentioned) during the previous 12 months (courses, seminars, conferences or private lessons OUTSIDE the regular education system)			M	M	M	M	M	M
	Hours.....	0001-1200	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M14b	If he/she has participated in more than 3 taught activities, state the total number of taught hours spent for ALL the activities during the previous 12 months (courses, seminars, conferences or private lessons OUTSIDE the regular education system)			M	M	M	M	M	M
	* Hours.....	0001-1200	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M15	Did any of these courses, seminars, conferences or private lessons OUTSIDE the regular education system take place during the previous 4 weeks?			C	C	C	C	C	C
	YES.....	1	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
NO.....	2	▶M17a		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
M16	Number of taught hours for all activities that he/she participated in during the previous 4 weeks (courses, seminars, conferences or private lessons OUTSIDE the regular education system)			C	C	C	C	C	C
	Hours.....	001-100	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
PARTICIPATION IN INFORMAL LEARNING									
<i>Now we would like to ask if during the previous 12 months he/she used any of the following methods for NON-TAUGHT LEARNING (WITHOUT A TEACHER) with the purpose to improve his/her skills, which wasn't part of a taught activity or program of studies</i>									
M17a	Has he/she read professional books or professional magazines to improve his/her skills?			M	M	M	M	M	M
	NO.....	0	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	YES.....	1		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	No answer.....	2		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
M17b	Has he/she used the internet (online) to improve his/her skills?			M	M	M	M	M	M
	NO.....	0	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	YES.....	1		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	No answer.....	2		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
M17c	Has he/she used the computer (CD-ROMS or diskettes) or videotapes or cassettes or watched educational programs on TV to improve his/her skills?			M	M	M	M	M	M
	NO.....	0	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	YES.....	1		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	No answer.....	2		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
M17d	Has he/she used libraries or other learning centres to improve his/her skills?			M	M	M	M	M	M
	NO.....	0	↓	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	YES.....	1		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	No answer.....	2		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

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