

Marianne Dæhlen and Torgeir Nyen

Lifelong learning in Norwegian working life

Results from The Learning Conditions Monitor
2003–2008



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Preface

The Learning Conditions Monitor is an annual survey of the conditions for learning and skills development among adults, with particular emphasis on working life. The Monitor is carried out as a supplement to the Labour Force Surveys. An exception was made in 2007 when a shorter version of the Monitor was conducted in the Norwegian part of the Adult Education Survey run under the auspices of Eurostat. The Monitor has been based on a large representative sample of people of working age.

This is the sixth year that the Learning Conditions Monitor has been carried out. It provides the opportunity to study the development of the main indicators for lifelong learning in the period 2003–2008 for the population and employed people as a whole, as well as for different labour market groups. The data from 2008 have also been used to study the relationship between the participation of different groups in lifelong learning.

Fafo has been responsible for the design of the Monitor and for the analyses that are presented in the report. Data were collected by Statistics Norway. We would like to thank the Ministry of Education and Research for providing financial support for the work involved.

Development in the main indicators for lifelong learning from 2003 to 2008

- The conditions for lifelong learning show a high degree of stability in the period 2003 to 2008.
- In the age group 22 to 66, the proportion participating in formal further education has increased slightly from 6 per cent to 8 per cent of the population.
- Throughout this time, approximately half of employed people in the age group 22 to 66 participated in courses and other training during a twelve-month period. The decline in courses and training observed from 2003 to 2006 has been reversed, and in 2008 the participation rate was 54 per cent, i.e. 3 percentage points lower than in 2003, the best year.
- For the period as a whole there has been a steady growth in the number of employees with learning-intensive work. This increase now appears to have stagnated, and the proportion of those with learning-intensive work is just over 60 per cent.
- Gender differences in the various forms of learning have been stable in the period 2003 to 2008. Women participate somewhat more in formal further education and courses, while a larger proportion of men say their work is learning-intensive. The higher participation of women in education and training is primarily due to the fact that they work in sectors with particularly high participation in training.
- The declining trend in course participation by the oldest employees has shown an upturn. In 2008 a total of 46 per cent participated, i.e. 2 percentage points lower than in 2003 and 2004.
- There has been a modest improvement in learning conditions during this period for those with the lowest level of education. Almost 7 per cent of those with only basic schooling (primary and lower secondary) in the age group 22 to 59 participated in formal further education in 2008. In 2003 this proportion was 2 percentage points.
- Sector variations in the differences in participation have been stable in the period. Public sector employees, and particularly those in the state sector, participate more than employees in the private sector in formal further education, as well as in courses and other training. The state sector also has a higher proportion of employees with learning-intensive work than both the local government sector and the private sector.
- The development in lifelong learning has been almost parallel for both full-time and part-time employees for the period as a whole.
- Development over time shows a somewhat varying pattern for the different industries. For employees in sectors in industry and trade, course participation has been in decline from 2003 to 2008. In sectors such as teaching/education and public administration, in the health and social services, and in finance and insurance and other services, the previous declining trend in course participation up to 2005 seems to have been reversed in 2007 and 2008.

Individual variations or special features of the job

- Variations in educational level explain many of the differences in the conditions for lifelong learning, also when other aspects are taken into account.
- There are greater gender differences between those with a lower educational level than those with higher education. Gender differences in learning-intensive work are greatest among employees with primary and lower secondary education and upper secondary level. While approximately half the men with primary and lower secondary education said they were in learning-intensive work in 2008, only 42 per cent of the women with this level of education stated the same. For employees with upper secondary education, 61 per cent of the men and 53 per cent of the women said they have learning-intensive work. The differences are smaller among employees with higher education.
- Women with a low level of education who do not feel that they are in learning-intensive work are often part-time employees.
- Participation in various forms of learning activities increases up to the age of 40. However, the correlation between age and participation in various forms of lifelong learning seems primarily to apply to those with upper secondary and short higher education.
- Participation also varies with educational level when learning requirements at the workplace are taken into account. Even though educational level is an independent explanation of participation in courses, employees with high learning requirements participate more than those with low learning requirements. Learning requirements at work can thus reduce the differences in course participation between educational levels.
- The differences between the central government, local government and private sectors are maintained when learning requirements at work are taken into account. For participation in courses and training, it seems reasonable to conclude that the differences between the sectors are a consequence of the different traditions for training.

Chapter 1

Introduction

What is lifelong learning?

Lifelong learning encompasses training and the acquisition of knowledge that human beings experience during their lifetime. The concept has its roots in the early twentieth century, but it was particularly in the post-war period that the idea of lifelong learning was put forward. Lifelong learning, or lifelong education, basically comprised different forms of adult education. However, when the OECD drew attention to lifelong learning in 1996, the concept was given new content. Lifelong learning was then defined as all purposeful learning activity from cradle to grave (Norwegian Official Report NOU 2003¹). Norway was in the forefront with regard to putting lifelong learning on the agenda, and at the beginning of the nineties the Norwegian Confederation of Trade Unions served as a major proponent of this. This work resulted in the government's Competence Reform,² which was aimed at enhancing individual skills as well as competence at the workplace and in society in general. In Report no. 42 (1997–1998) (St.meld. nr 42 1997: 982)³ to the Storting (the Norwegian parliament) on this reform, the term lifelong learning is used for all organised and non-organised learning throughout life and encompasses formal education as well as informal learning through work and other activities.

The so-called Lisbon strategy, adopted by EU member state leaders in 2000, is often quoted as being important for the concept of lifelong learning.

Here lifelong learning is defined as a major tool for achieving the goal of making Europe the world's most competitive and knowledge-based economy by 2010. A number of social objectives are also highlighted in this context. In other words, prioritising lifelong learning is viewed as a means of value creation and of levelling out social differences. In addition, emphasis is placed on the importance of the individual's personal development through lifelong learning and learning that promotes inclusion in working life.

This report investigates lifelong learning among employees in Norway. It includes an examination of the extent to which employees participate in different forms of training – both within and outside the education system. The report is divided into two: firstly we examine the development of lifelong learning over time. Based on annual data collections from 2003 to 2008 we present overviews of various forms of lifelong learning such as formal further education, courses and other training, and learning at work. In this part of the report we show the development over time for various groups, for example divided according to gender, age and educational level. Secondly, using data for 2008 we examine more closely the correlation between different groups' participation in lifelong learning. Our questions include whether the varying rate of participation in lifelong learning is due to individual characteristics such as age, education and gender, or whether variations in participation between the groups should primarily be related to the different features of the occupations.

¹ *I første rekke. Forsterket kvalitet i en grunnopplæring for alle* (First priority: greater quality in one basic education for all), Official Norwegian Report NOU 2003:16.

² Skule, S., M. Stuart and T. Nyen (2002): Training and development in Norway, in *International Journal of Training and Development*, vol. 6 (4), pp. 263–276. Nyen, T. and S. Skule (2005): Livslang læring i norsk arbeidsliv (Lifelong learning in Norwegian working life), in *Utdanning 2005*, Statistics Norway, pp.143–167.

³ <http://www.regjeringen.no/nb/dep/kd/dok/regpubl/stmeld/19971998/Stmeld-nr-42-1997-98-.html?id=191798>

Data, variables and method

The data are from the Learning Conditions Monitor. The Monitor was established in 2003 and has since been conducted annually as a supplement to Statistic Norway's Labour Force Survey. An exception was made in 2007 when a shorter version of the Monitor was incorporated into the Norwegian part of the European survey on adult learning (the Adult Education Survey carried out under the auspices of Eurostat). Fafo has previously written reports based on the data for the years 2003 to 2006. Results from 2007 are available from Statistics Norway.⁴ This is the first report which, drawing on the Learning Conditions Monitor, aims at studying the development of lifelong learning over a five- to six-year period.

The data collections were undertaken among a representative sample of people from the age of 16 up to and including 74. The size of the sample varies between 8,000 and 18,000 for different questions. However, in 2007 the sample was drawn from people from the age of 22 up to and including 66, with the size of the sample being just over 3,000.

In the analyses of participation in non-formal and informal learning (i.e. the proportion in learning-intensive work and the proportion participating in courses and other training), the analyses encompass employed persons from the age of 22 up to and including 66. People who were not in employment are also included in the analyses of participation in formal further education in order to cover employees who for shorter or longer periods left working life to undertake education. In the overview of the development of formal further education from 2003 to 2008 (Figure 2.1, page 12), the proportion has been calculated according to the selection in the age group 22 to 66. This is in line with earlier analyses of

these data. For the remaining analyses, however, we have chosen not to include the oldest participants, and the analyses are therefore based on all those from the age of 22 up to and including 59.

Formal further education encompasses all state education that provides formal qualifications and that is taken by the following groups:

1. Employees, job-seekers and students in the age group 35 to 59.
2. Employees aged 22–35 who define their main activity as work (rather than studying) and who have worked for at least one whole year.
3. Students aged 22–35 who have taken a break of at least two years from the education process prior to the present course of education, and who have been employed or registered as unemployed in this period.
4. Unemployed persons who have in general worked or sought work during the two years prior to the commenced education.

Courses and other training cover all forms of training activity that do not provide formal qualifications, including seminars and other activities that have learning as a main objective.

Learning-intensive work is a subjective measure of the scope of informal learning in daily work. Work is defined as learning-intensive if:

1. The job requires workers to continually learn something new or to master new things.
2. The daily work provides good opportunities for acquiring the knowledge and skills needed.

Education is divided into four levels: primary and lower secondary, upper secondary, short higher education (programmes of education lasting up to four years) and long higher education (program-

⁴ <http://www.ssb.no/vis/emner/04/02/50/vol/art-2007-01-07-01.html>

<http://www.ssb.no/vis/magasinet/analyse/art-2008-11-12-01.html>

mes of education lasting more than four years). For the years 2003–2007 this applies to commenced education, while completed education is measured in 2008. The results for the different educational levels are therefore not totally comparable for these two periods. Industrial groups have been classified in line with NACE. The division between full-time and part-time work is made at 37 hours (agreed/normal working hours) with the exception of occupations where the agreed working time for full-time

work is less than 37 hours. We also examine differences in lifelong learning between private, local government and central government employees. Unfortunately we do not have access to information on sector affiliations for 2007. The figures in these analyses are therefore shown with a break in the time sequence.

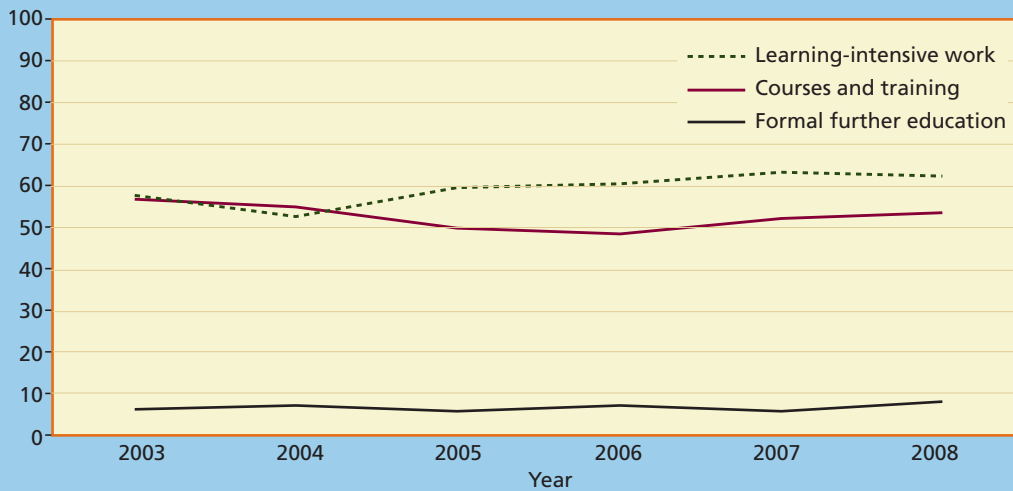
The results are shown in figures based on cross-table analyses.

Chapter 2

Development in the main indicators 2003–2008

A new rise in participation in courses

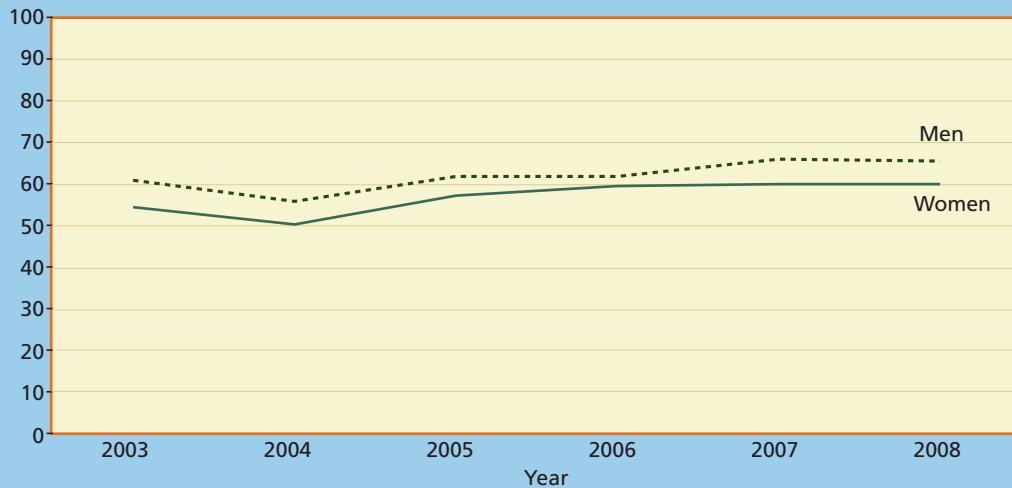
Figure 2.1 Proportion of employees who have participated in courses and training and who have learning-intensive work, and the proportion of the population who have participated in formal further education (persons aged 22–66)



- The declining trend in courses and training activities up to 2006 has been reversed. In 2008, 54 per cent said that they had participated in courses/training in recent months, i.e. 5 percentage points more than in 2006 when participation was at its lowest.
- There has been a steady but weak increase from 2003 to 2008 in the proportion of those with learning-intensive work. The decline in 2004 is due to methodological factors and does not therefore reflect the actual situation.
- The proportion participating in formal further education remains stable. From 2003 to 2008, 6 per cent to 8 per cent of the population in the age group 22 to 66 participated in formal further education. The participation for 2008 was 8.2 per cent.
- Despite the increasing attention directed towards facilitating lifelong learning – both within and outside the education system – no increase has been observed in participation in education and training from 2003 to 2008. The strong demand in the Norwegian economy has most likely contributed to making it more difficult for enterprises and employees to set aside time for competence development.

Stable gender differences in different forms of learning from 2003 to 2008

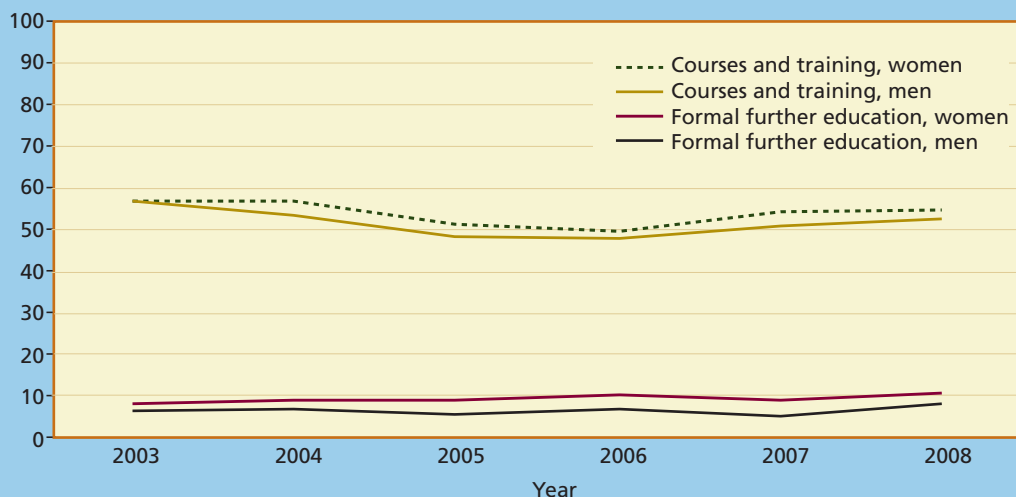
Figure 2.2 Proportion of women and men who have learning-intensive work (employees aged 22–66)



- The period as a whole shows a rising trend in the proportion of those who agree that their work to a large extent demands new knowledge and that it provides opportunities for acquiring the necessary knowledge and skills (learning-intensive work). The results show that this trend has risen among both women and men since 2003.⁵ In 2008, 60 per cent of the women regarded their work as learning-intensive. This figure is somewhat higher among the men, where the proportion is almost 66 per cent.
- The differences between women and men have remained stable in the period (5 percentage points higher among the men in almost the entire period).
- The gender differences in learning-intensive work are maintained even when the fact that women and men work in different industries and sectors is taken into account. However, analyses show that gender differences in learning-intensive work vary with educational level (see Chapter 3).

⁵ The decline in 2004 is presumably mostly due to the data collection method for that year (Nyen 2005: 18).

Figure 2.3 Proportion of women and men who have participated in courses and training and in formal further education during the past twelve months. Courses and training among employees (aged 22–66). Formal further education in the population (aged 22–59)



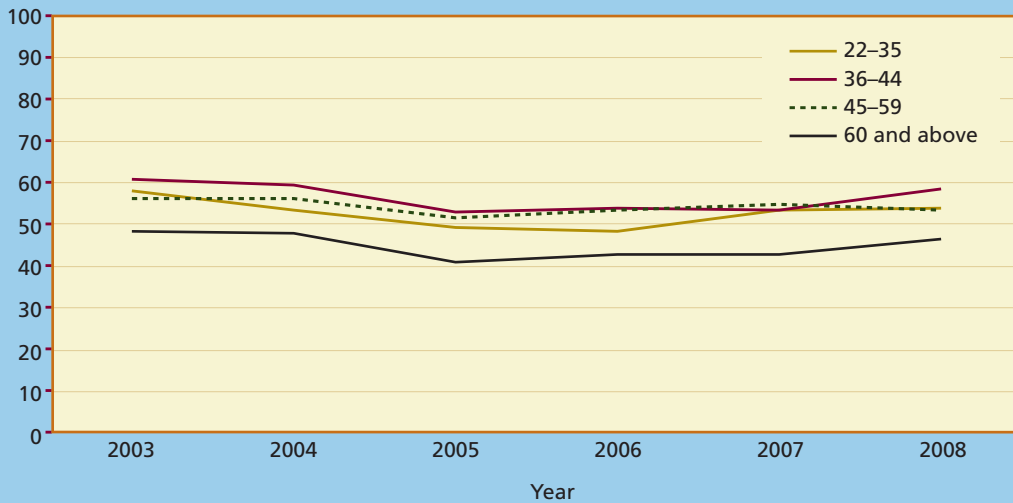
■ The growing development in courses and training in 2007 appears to have continued in 2008, with the trend being equal for women and men. Since 2006, when the proportion participating was at its lowest, the increase in participation has been 5 percentage points for both women and men – from 48 to 53 per cent for men, and from 50 to 55 per cent for women.

■ For women in the age group 22 to 59, participation in formal further education rose from 8 per cent to just over 10 per cent in the period. For men the participation has varied from a low of 5 per cent in 2007 to 8 per cent in 2008. In the entire period women have thus used the education system more than men – primarily because women are to a greater extent employed in sectors of working life in which it is common to take further education, for example in teaching/education and in the health and social services (Bråthen, Nyen and Hagen 2007).⁶

⁶ Bråthen, Nyen and Hagen (2007), *Livslang læring i norsk arbeidsliv. Fordeling, omfang og finansiering. Resultater fra Lærevilkårsmonitoren 2006 (Lifelong learning in Norwegian working life. Distribution, scope and financing. Results from the Learning Conditions Monitor 2006)*, Fafo report 2007:04.

Increase in participation in courses and training among the oldest employees

Figure 2.4 Proportion in courses and training during the past twelve months (employees aged 22–66)

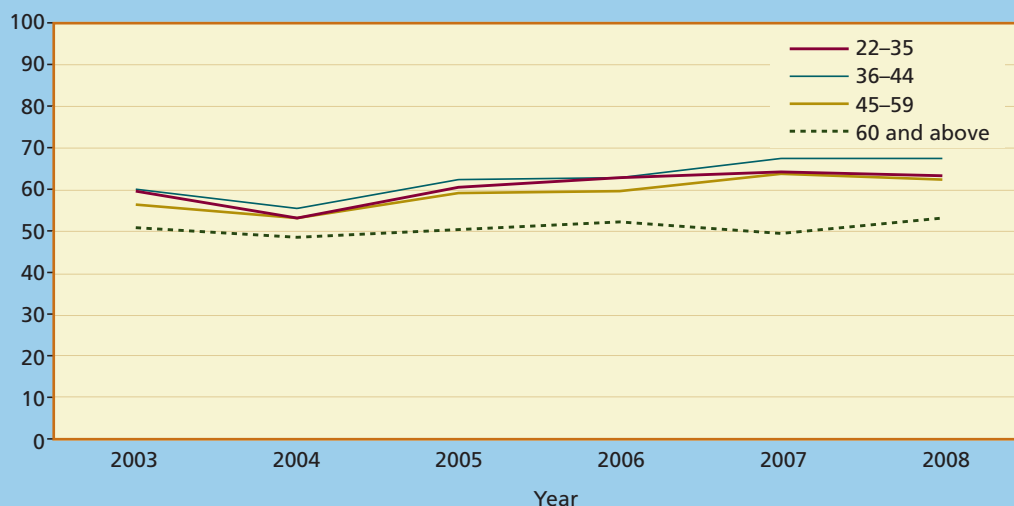


■ The declining trend in course participation among the oldest employees has been reversed. In 2008, 46 per cent stated they had participated in courses and training during the past year, i.e. approximately the same level as in 2003 and

2004 when the proportion was 48 per cent.⁷ One explanation may be that a greater need for labour in the period led to more courses and training for the oldest employees.

⁷ An error occurred in the data collection for the oldest employees in 2006. In the figure the information on participation in courses and training in 2006 by those aged 60–66 has therefore been calculated on the basis of the development in the age group 55 to 59. The same relative ratio between the two age groups as that in 2005 has been assumed.

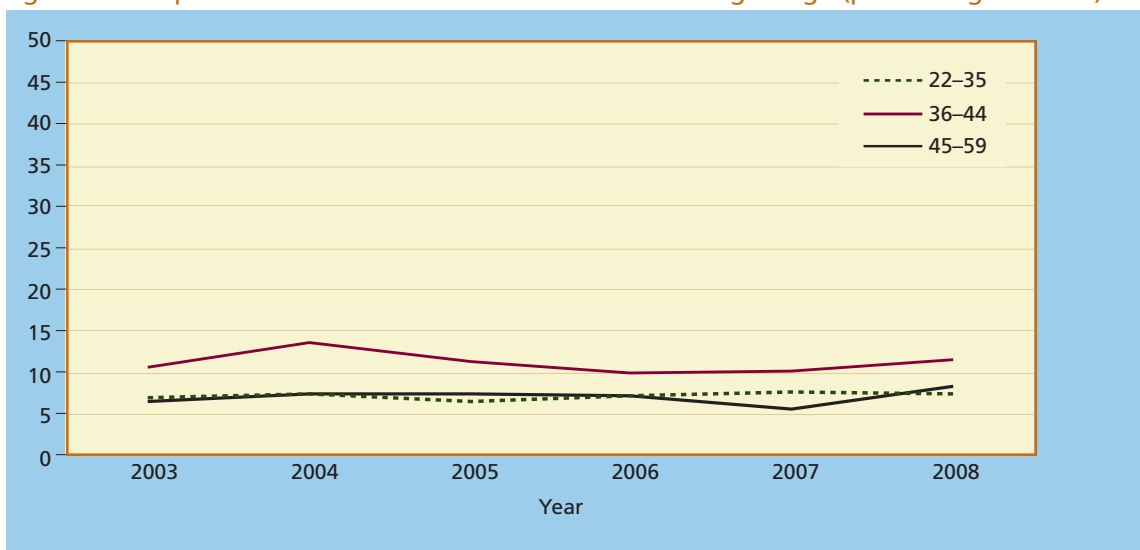
Figure 2.5 Proportion with learning-intensive work according to age (employees aged 22–66)



■ With the exception of employees in the oldest age category (60 and above), an increasing tendency to experience work as learning-intensive can be observed. The proportion of those with learning-

intensive work is highest among employees aged 36–44 (almost 68 per cent in 2008 compared with 60 per cent in 2003).⁸

Figure 2.6 Proportion in formal further education according to age (persons aged 22–59)



■ Participation in formal further education is highest in the age group 36 to 44 in the entire period with the proportion being highest in 2004 (13.5 per

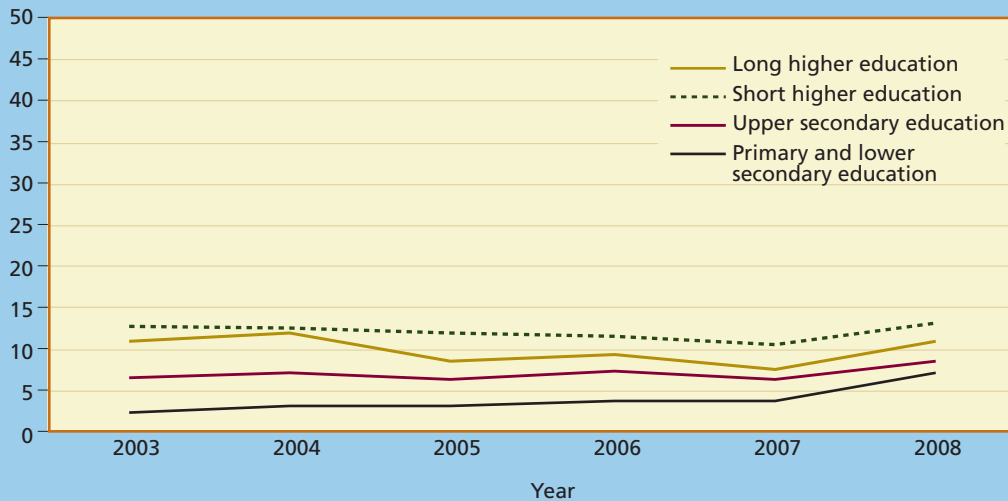
cent). For the other years it has been approximately 10 per cent, and in 2008 it was 11 per cent.⁹ The other age groups remain stable at 7–8 per cent.

⁸ See footnote 5 for the decline in 2004.

⁹ The oldest age group (60 and above) were not asked about participation in formal further education, and the proportion for these employees is therefore not shown.

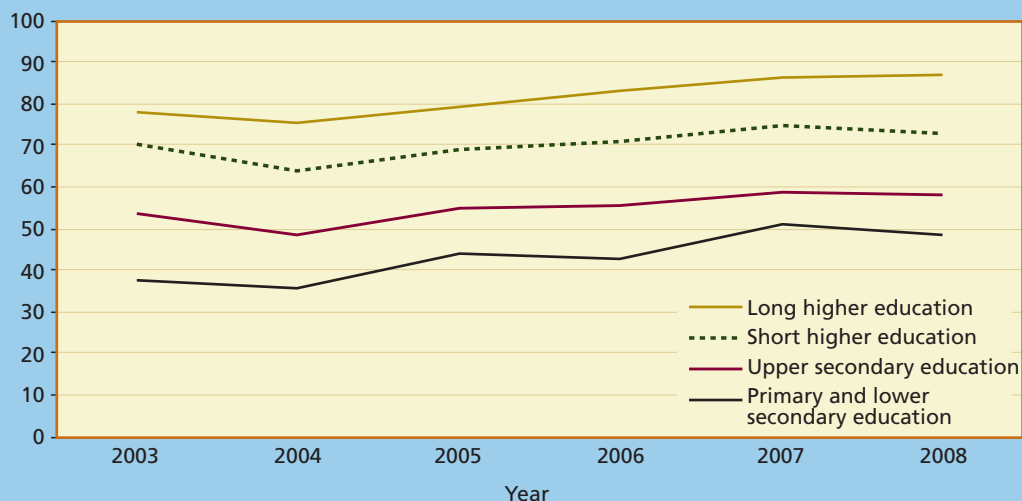
Better learning conditions for those with the lowest level of education

Figure 2.7 Proportion in formal further education according to level of education (persons aged 22–59)



- Figure 2.7 shows that there has been an increase in the number of those undertaking further education from 2007 to 2008, among both those with a low and those with a high level of education. The long-term trend for 2003–2008 shows a cautious but increasing tendency to undertake formal further education among those with primary and lower secondary education and those with upper secondary education, while among employees with higher education the level is about the same in 2008 as it was in 2003.
- Almost 7 per cent of employees aged 22–59 educated at primary and lower secondary level participated in formal further education in 2008. In 2003 this proportion was 2 per cent.
- Employees with short higher education still participate most. In 2008, 13 per cent of this group participated, while the participation was 8 per cent and 11 per cent respectively among employees with upper secondary education and those with long higher education. Among those with only primary and lower secondary education participation was 7 per cent.

Figure 2.8 Proportion with learning-intensive work according to level of education (employees aged 22–66)



■ The rising trend in learning-intensive work applies to employees with different levels of education. There has been a positive development in all groups in the period 2003–2008.¹⁰ Thus the trend showing an increase in the proportion of those with learning-intensive work also applies among those with the lowest level of education.¹¹

■ The differences between the educational groups are reasonably stable even though an increasing proportion in all groups experience work as learning-intensive. In 2008, 49 per cent of those with only primary and lower secondary

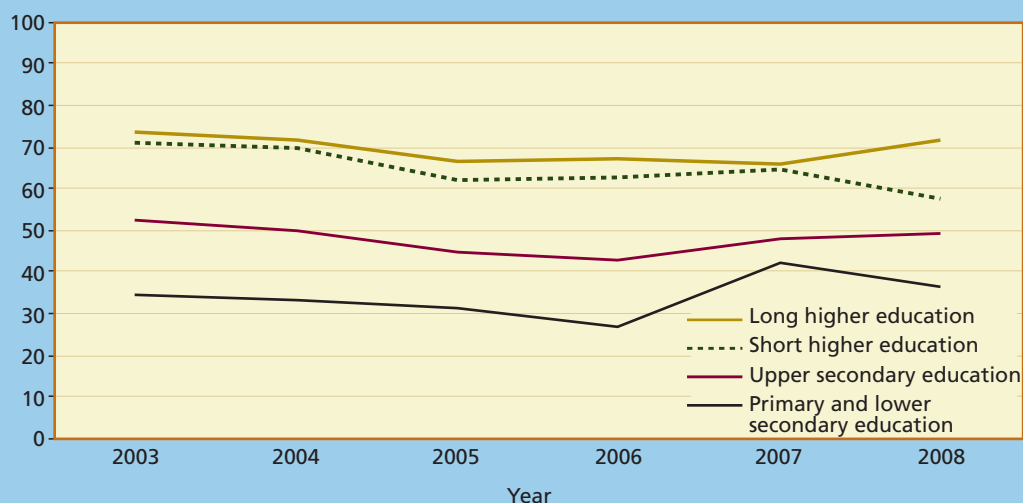
education said their work was learning-intensive compared with 38 per cent in 2003. Nonetheless, this proportion is considerably lower than the proportion in groups with upper secondary and higher education, particularly when compared to employees with long higher education where 87 per cent said they were in learning-intensive work in 2008.

■ The year 2007 stands out for those with higher education. Nonetheless it is worth emphasising the long-term trend since the data collection method was different in 2007 from that in the other years (cf. Chapter 1).

¹⁰ See footnote 5 for 2004.

¹¹ The break in the trend in 2006–2008 can be due to methodological factors, cf. Introduction: information on educational groups.

Figure 2.9 Proportion in courses and training according to level of education (employees aged 22–66)



- The declining trend for participation in courses and training in the period 2003–2006 appears to have reversed. This positive development particularly applies to the group with primary and lower secondary education. The year 2007 stands out, but for the entire period employees with higher education participated more in courses and training than others.¹²
- However, over time we can observe a levelling out between employees with upper secondary education and those with short higher education. Those with short higher education constitute the only group that shows a declining trend in participation in courses and training (with the exception of a slight rise in 2007).
- As has been shown in previous surveys, the grounds for why those with high education participate most in various forms of learning activities are complex. One key explanation is that highly educated people work in occupations and industries in which further education and courses and training are important. However, even when comparing those with a high level of education and those with a low level within the same industry, highly-educated employees participate more than others (Nyen 2004, Bråthen, Nyen and Hagen 2007).¹³ The correlation between the various levels of education, gender, age and learning activity will be examined more closely later in this report, cf. Chapter 3.

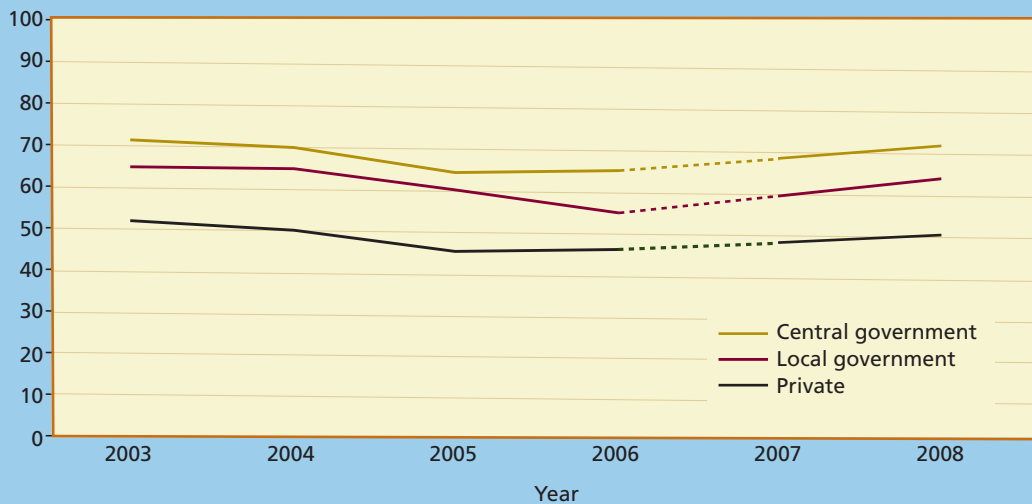
¹² See footnote 11.

¹³ Nyen (2004), *Utvikling av lærevilkår i norsk arbeidsliv fra 2003 til 2004. Resultater fra Lærevilkårsmonitoren 2004* (Development of learning conditions in Norwegian working life from 2003 to 2004. Results from the Learning Conditions Monitor 2004), Fafo report 458.

Bråthen, Nyen and Hagen (2007), *Livslang læring i norsk arbeidsliv. Fordeling, omfang og finansiering. Resultater fra Lærevilkårsmonitoren 2006* (Lifelong learning in Norwegian working life. Distribution, scope and financing. Results from the Learning Conditions Monitor 2006), Fafo report 2007:04.

Employees in the public sector participate more often in training than those in the private sector

Figure 2.10 Proportion in courses and training according to sector affiliation (employees aged 22–66)

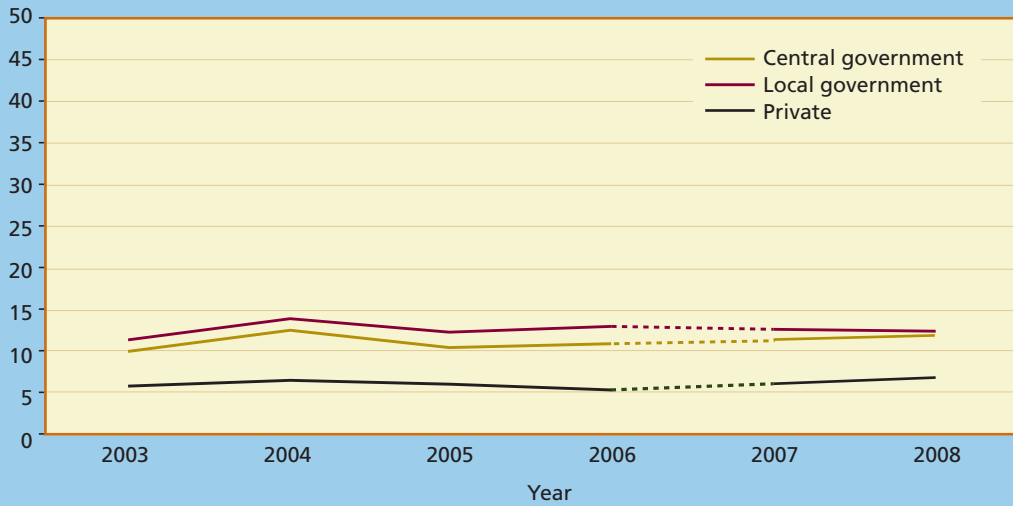


■ Just under half of all employees in the private sector participated in courses and training in 2008. The proportion for those in local government and central government is 61 and 66 per

cent respectively. The decline in participation in courses and training appears to have been reversed for all the groups, with the development being most obvious in the public sector.¹⁴

¹⁴ There is a lack of information on this sector for 2007. This also applies to figure 2.11 and 2.12.

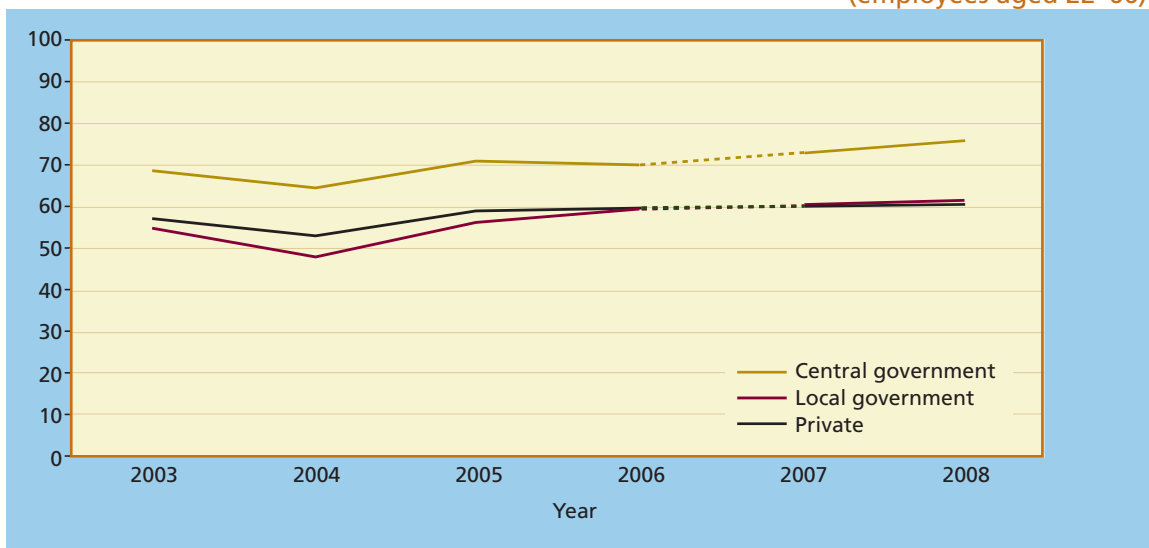
Figure 2.11 Proportion in formal further education according to sector affiliation (persons aged 22–59)



■ The proportion participating in formal further education varies somewhat, but over time it is relatively stable in all sectors. In 2008, 12 per cent of central government employees partici-

pated, while the figure was 10 per cent in 2003. Changes in the proportion of participation for employees in the private and local government sectors have been insignificant in this period.

Figure 2.12 Proportion who have learning-intensive work according to sector affiliation (employees aged 22–66)



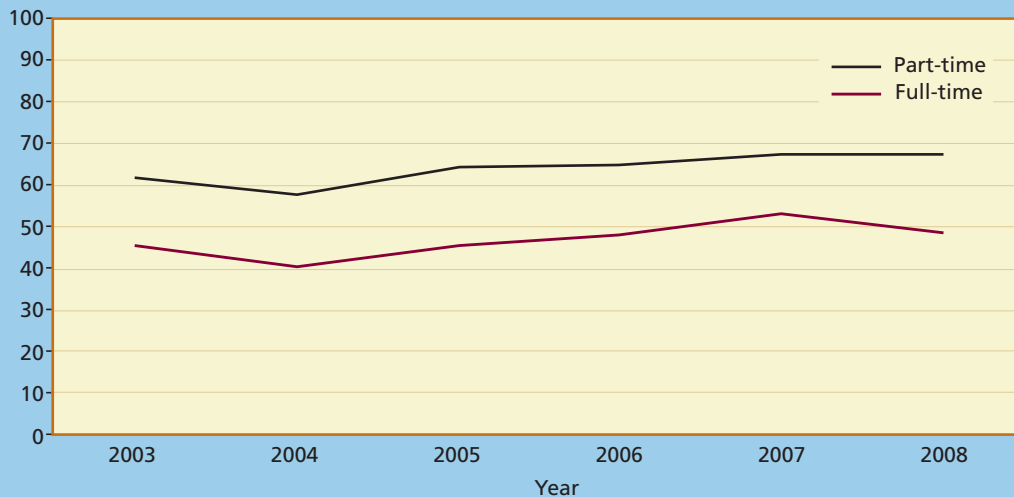
■ Central government employees state more often than those in the private or local government

sectors that their work is learning-intensive, a tendency that is maintained throughout the entire period.¹⁵

¹⁵ See footnote 5 for the decline in 2004.

Higher participation in learning-intensive work and courses among full-time employees

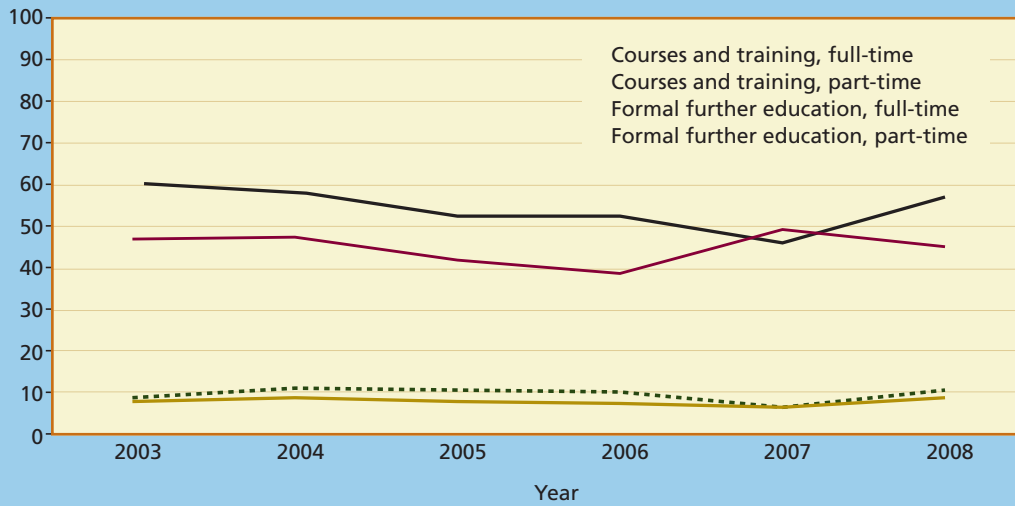
Figure 2.13 Proportion of part- and full-time employees who have learning-intensive work (employees aged 22–66)



- An increasing proportion of both full-time and part-time employees experienced their work as learning-intensive in the period. Although the results show the same development for both groups from 2003 to 2007, there was a weak declining trend in 2008 among part-time employees.
- The proportion of part-time employees who regard their work as learning-intensive varied from 45 per cent in 2003 to 49 per cent in 2008. The proportion of those with learning-intensive work among full-time employees for these two years is 62 per cent and 68 per cent respectively.¹⁶

¹⁶ See footnote 5 for 2004.

Figure 2.14 Proportion of part-time and full-time employees who have participated in courses and training and in formal further education. Courses and training among employees (persons aged 22–66). Formal further education in the population (persons aged 22–59)

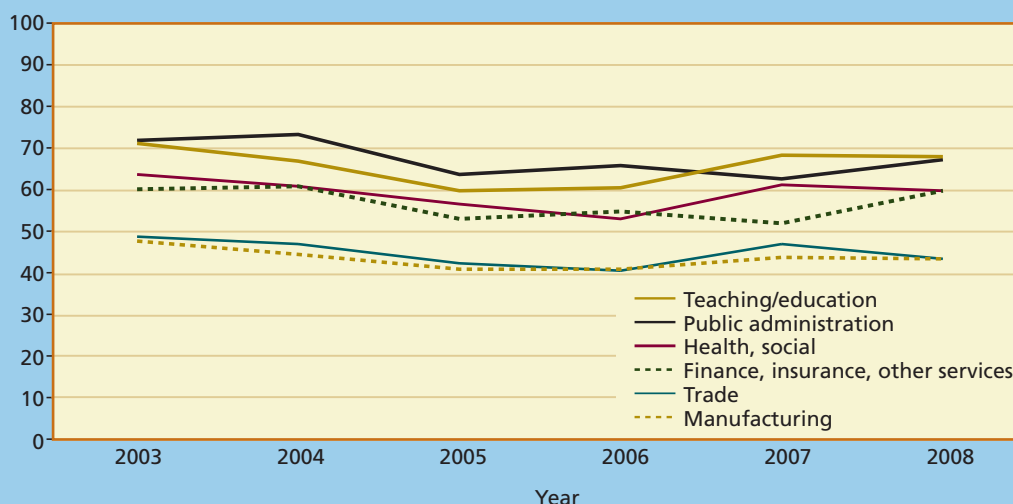


■ The year 2007 stands out to some extent, but if the long-term trend is considered, the development in formal further education for both full-time and part-time employees remained paral-

lel in the period. The same applies for formal further education, with the proportion being 1 to 2 percentage points higher for part-time employees than for full-time employees.

Differences in participation in various industries

Figure 2.15 Proportion who have participated in courses and training in six industries (employees aged 22–60)



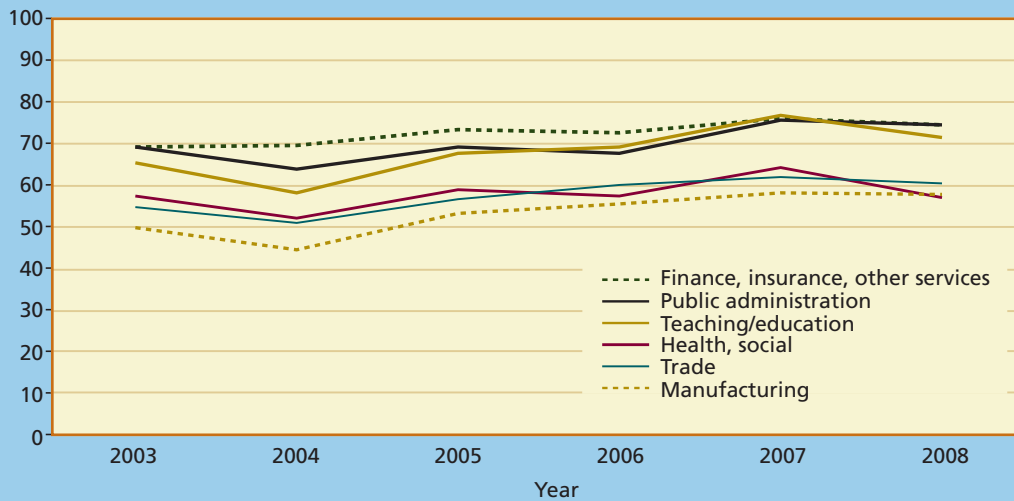
■ Differences in learning conditions have been shown to vary with factors such as gender, sector, and full-time/part-time work. Central government and local government enterprises still stand out, with higher participation in all forms of learning. High participation is particularly found among employees in public administration, health and social services, and in the education sector. These sectors are characterised by a large proportion of women and also to some extent by a large proportion of part-time workers. Figure 2.15 compares participation between industries that have varying proportions of women and/or part-time employees. Three of these industries

are typical of the public sector, while the others are more often located in the private sector.

■ Development over time shows a somewhat varying pattern. The declining tendency of employees in sectors within manufacturing and trade to participate in course and training activities is not completely counteracted by the rise after 2006. The previous declining trend in the other industries appears to have been reversed, and in 2008 it is at more or less the same level as it was in 2003. Teaching/education has caught up with public administration, and these industries were highest in 2008.¹⁷

¹⁷ The deviations from the trend in 2007 can be due to the fact that the data collection method was different in that year, cf. Chapter 1.

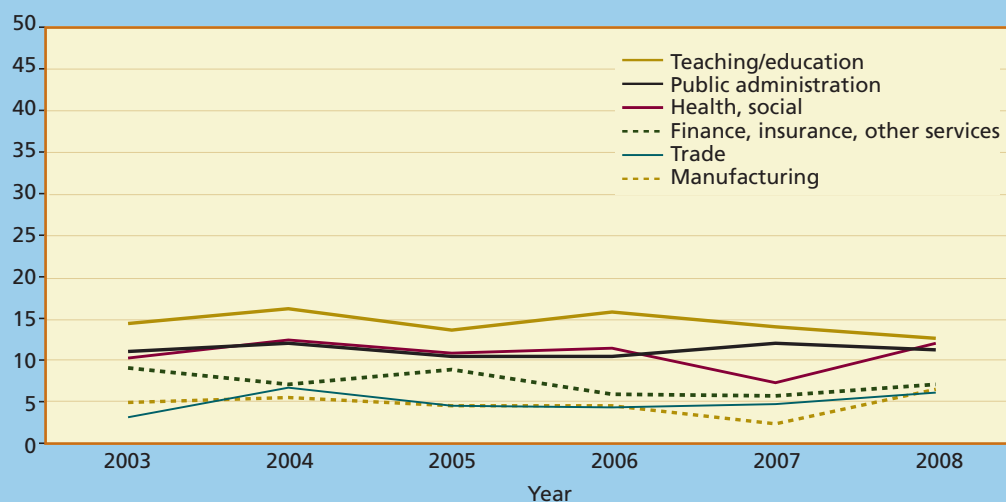
Figure 2.16 Proportion who have learning-intensive work in six industries (employees aged 22–66)



■ A comparison of the 2008 figures with the data from 2003 indicates that the increase in learning-intensive work appears to have been greatest among employees in manufacturing. In trade the development is somewhat varied, and in 2008 a total of 57 per cent stated that

they were in learning-intensive work, i.e. the same proportion as that in 2003. Trade is the only industry that does not show an increase in the proportion of those with learning-intensive work. The other industries have all experienced a varying degree of increase in the period.

Figure 2.17 Proportion participating in formal further education in six industries (persons aged 22–59)



■ Participation in formal further education has increased most among employees in trade, i.e. from 3 per cent to 6 per cent from 2003 to 2008. The development has also been positive

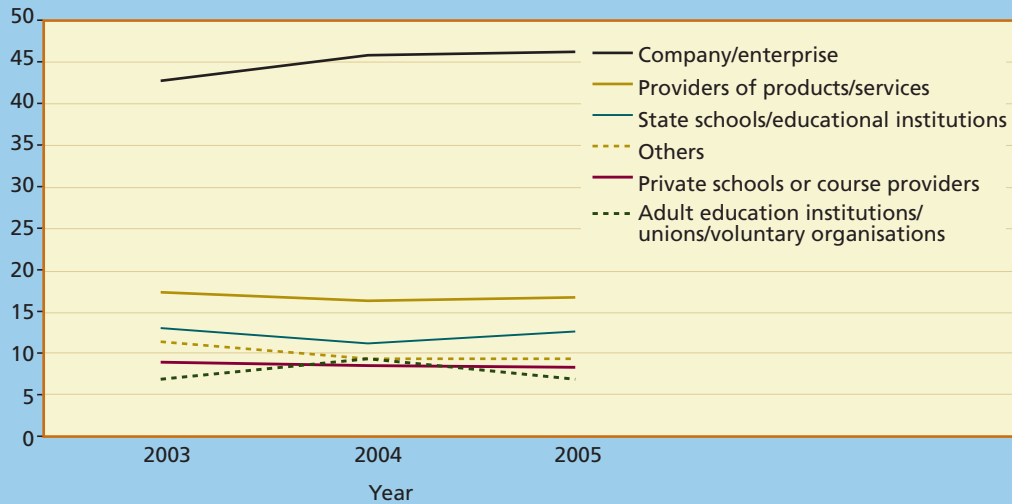
for employees in health and social services and in manufacturing, while the other industries have shown only small changes (approximately 1 percentage point).

Table 2.1 Proportion in learning activities during the past year according to industry in 2008 (employees aged 22–66, aged 22–59 for formal further education)

	Learning-intensive work	Courses and training	Formal further education
Primary industries	48.5	39.1	3.4
Oil and gas, electrical power and mining	72.1	63.9	6.3
Manufacturing	57.9	43.6	6.8
Building and construction	62.5	45.3	6.3
Trade	57.0	43.5	5.9
Hotels and restaurants	46.4	34.4	5.1
Transport and communication	53.8	43.2	6.3
Finance, insurance and other services	74.5	60.1	7.3
Public administration	74.6	67.6	12.2
Teaching/education	71.5	68.1	13.4
Health and social services etc.	60.4	60.1	12.3
Average	63.0	54.0	8.9
Total	8326	8326	7512

Weak increase in in-house training

Figure 2.18 Proportion in training according to supplier (employees aged 22–66)*



* We do not have comparable information on suppliers of training for 2006, 2007 and 2008.

- Companies/enterprises account for most of the training in Norwegian working life, with their role being strengthened somewhat in the period 2003 to 2005.
- The use of other training options was stable in the period 2003 to 2005. Among external suppliers it is most common to procure training from providers of products or services.

Chapter 3

Individual variations,
or special features of the job?

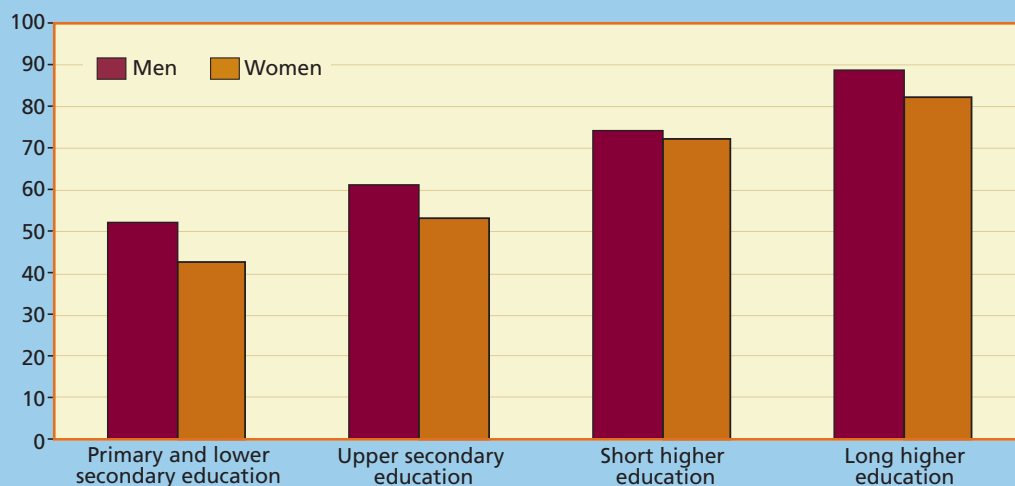
Different rates of participation: individual characteristics or special features of the job?

■ As we have seen, the rate of participation varies between women and men, young and old, and between the highly educated and those with little education. In addition there are differences in participation according to industry, sector and full-time/part-time work. These differences have to a large extent been stable in the period 2003–2008. The objective of this chapter is to examine the differences in participation in more detail. Using the data from 2008 as a basis, we will study the importance that individual characteristics such as gender, age and level of education have for participation in the various forms of training. Is it true that regardless of their educational level men learn through work to a greater extent than women? On the other

hand a considerable amount of research shows that job-related differences between women and men «disappear» or are at least reduced when women and men with the same education or occupation are compared. Is it true that special features of the job (for example full-time/part-time work) can help to explain gender differences in participation? The question can also be raised as to whether differences in participation between age groups and educational groups can be explained to a greater extent by the different features of the job an employee holds. This will also be examined.

Greater gender differences among those with little education than among the highly educated

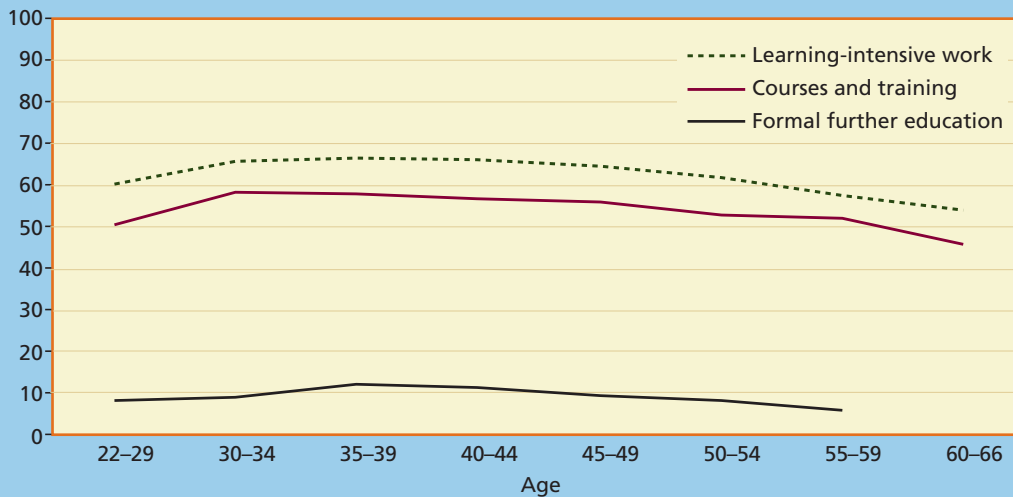
Figure 3.1 Proportion with learning-intensive work according to gender and educational level. Employees aged 22–66, 2008



- Gender differences in learning-intensive work are greatest among employees with education at primary and lower secondary level. While half the men with primary and lower secondary education experience having learning-intensive work, this proportion is 10 percentage points lower for women (42 per cent). Among the group with upper secondary education, 61 per cent of the men say that they have learning-intensive work compared with 53 per cent of the women.
- Gender differences in learning-intensive work are smaller in the other educational groups. Men with long higher education say more often than women that they have learning-intensive work (89 per cent and 83 per cent for men and women respectively). In the group with short higher education, just over 70 per cent of the employees state that they have learning-intensive work, and in this case the percentage difference between women and men is small and not statistically reliable.
- Analyses in the previous chapter showed that part-time employees score low with regard to having learning-intensive work. Working part-time appears to explain many of the gender differences in learning-intensive work among those with primary and lower secondary education. In other words, among those with a low level of education it is particularly women in part-time jobs who to only a small extent experience their work as learning-intensive.
- The differences between women and men shown by these analyses for participation in courses/training and for participation in formal further education are also small and not statistically reliable. In other words women participate to almost the same degree as men in training and education when they have the same level of education and percentage of work in the position. It is primarily the conditions for learning in daily work that are better for men than they are for women.
- Level of education thus means more than gender as an explanation of employees' learning conditions. However, with the exception of those with short higher education, men experience that they have learning-intensive work to a greater extent than women.

Increase in participation in different forms of learning activities up to the age 30–40

Figure 3.2 Proportion in different forms of learning according to age in 2008. Learning-intensive work and courses and training among employees aged 22–66. Formal further education for the population aged 22–59



- Participation in different forms of learning activities increases with age, and then falls. Up to the age of 30–34, the trend for learning-intensive work and for courses and training rises, and then declines slightly. Participation in formal further education is highest among the age group 35 to 39.
- The proportion with learning-intensive work is relatively high for those with higher education in most of the age groups (Figure 3.3). For the groups with primary and lower secondary education, the trend shows a declining proportion of those with learning-intensive work among the oldest. In other words there is a greater tendency for the oldest to retain learning-intensive work among the groups with higher education than among the groups with little education. The latter groups show a decline in the proportion with learning-intensive work in the age group 50 and above.
- Participation in courses and training remains stable at 70 per cent among employees with higher education (Figure 3.4) with the exception of the youngest. Participation also declines among the oldest employees (60 and above).
- In general, participation among employees with primary and lower secondary education decreases with age, while participation among employees with upper secondary education increases up to the age group 45 to 49, after which it falls.
- In other words age is also of little importance for training for those with high education. They continue to participate in training even when they pass the age of 50, while those with a lower level of education clearly participate to a lesser extent once they have passed the age of 50.

Figure 3.3 Proportion with learning-intensive work according to age and level of education (employees aged 22–66, 2008)

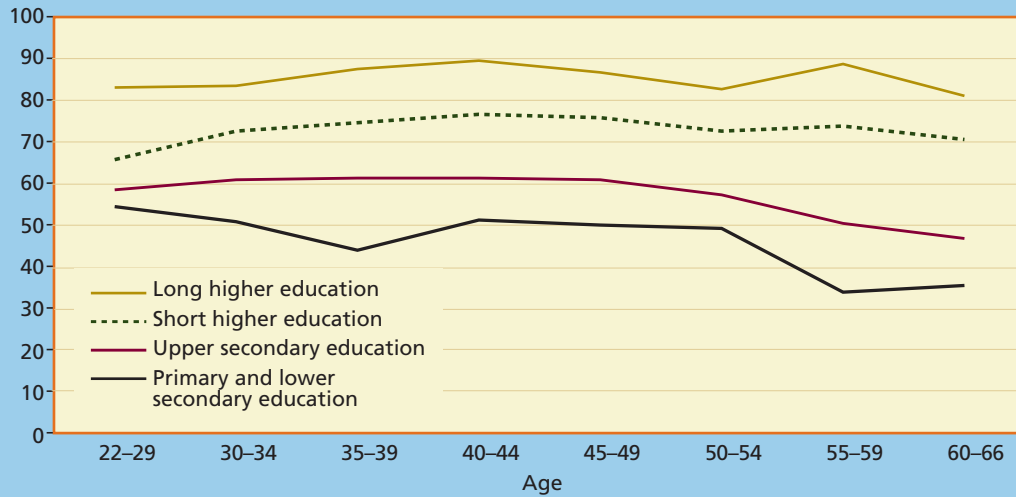
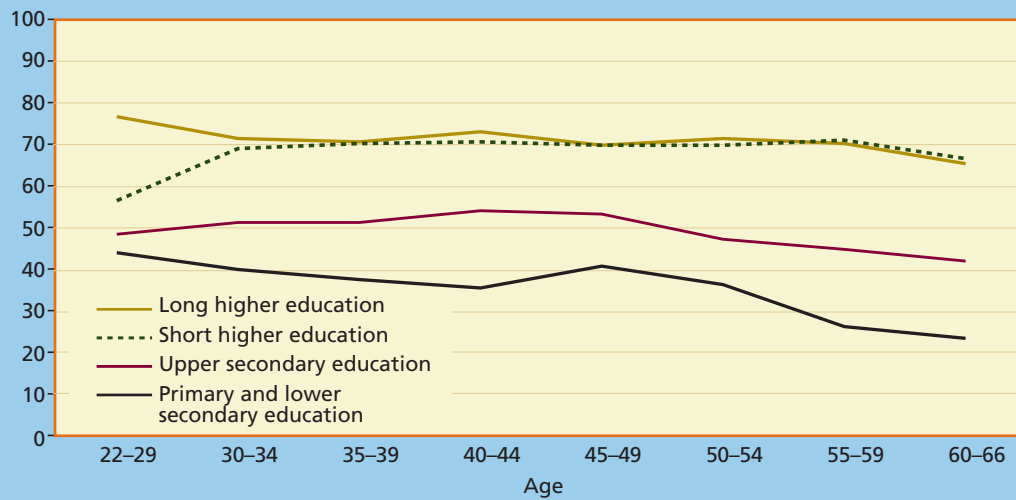
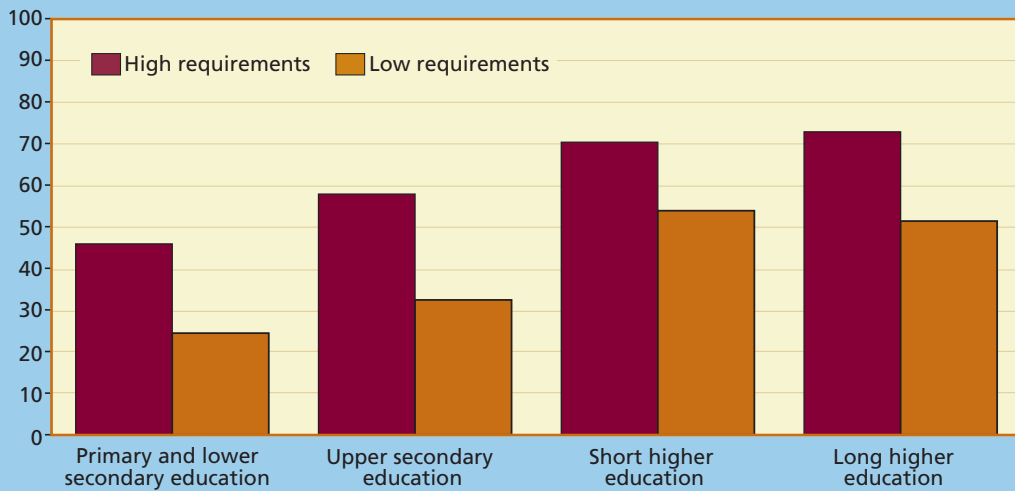


Figure 3.4 Proportion in courses and training (employees aged 22–66) and in formal further education (population aged 22–59) according to age and level of education, 2008



Substantial participation among those with little education when they encounter high learning requirements

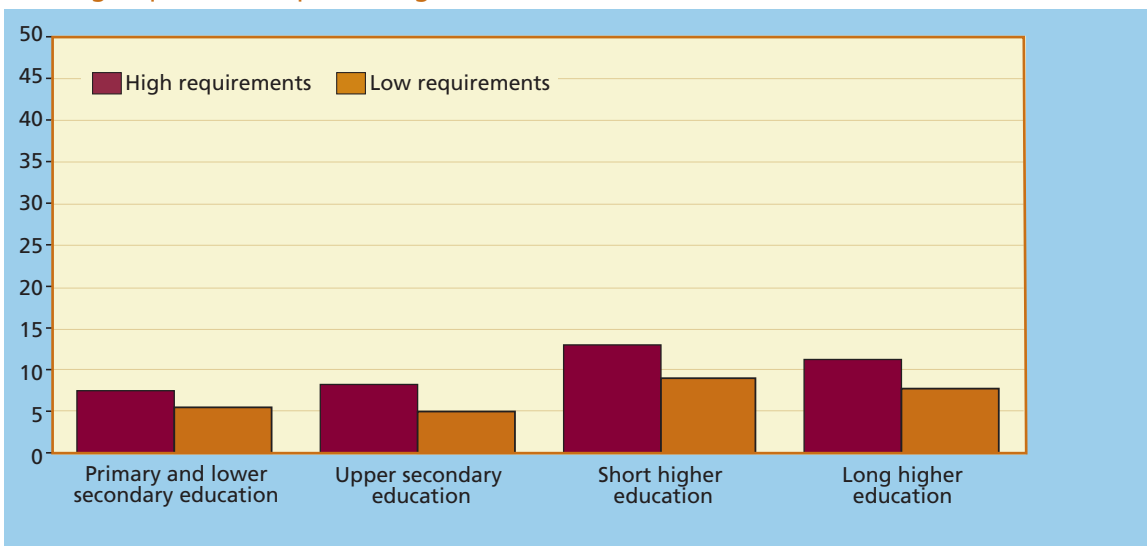
Figure 3.5 Proportion in courses and training according to level of education and learning requirements (employees aged 22–66, 2008)



Both learning requirements and level of education are important for participation in courses and training. Although those with little education participate least, participation in courses and training corresponds with high learning requirements. Those with a low level of education who find themselves in learning-demanding jobs

participate substantially and to some extent more than those with higher education who experience low learning requirements at work. Even though level of education is an independent explanation of participation in courses and training, high learning requirements can in other words lead to greater participation.

Figure 3.6 Proportion in formal further education according to level of education and learning requirements (persons aged 22–59, 2008)

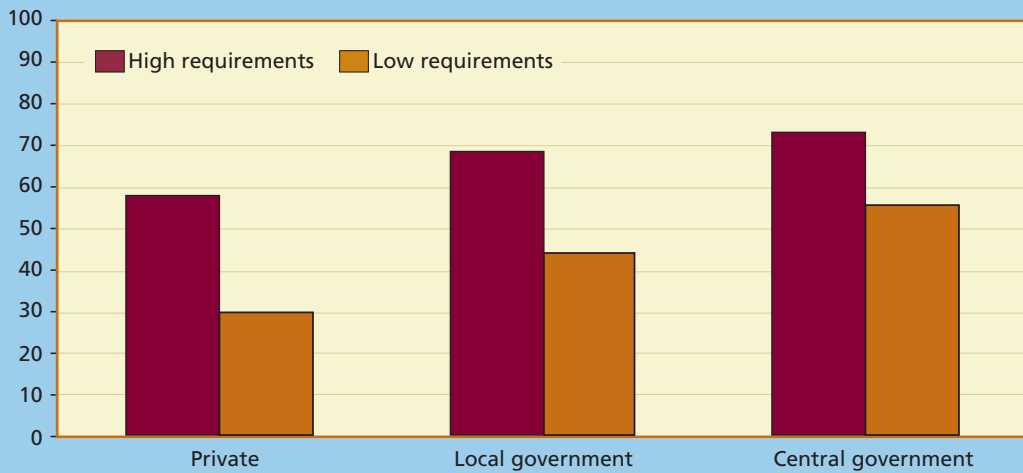


Level of education has independent significance for participation in formal further education. However, within the same level of education it

is those who state that they have high learning requirements at work who participate most.

Participation also varies with sector when learning requirements in the present job are taken into account

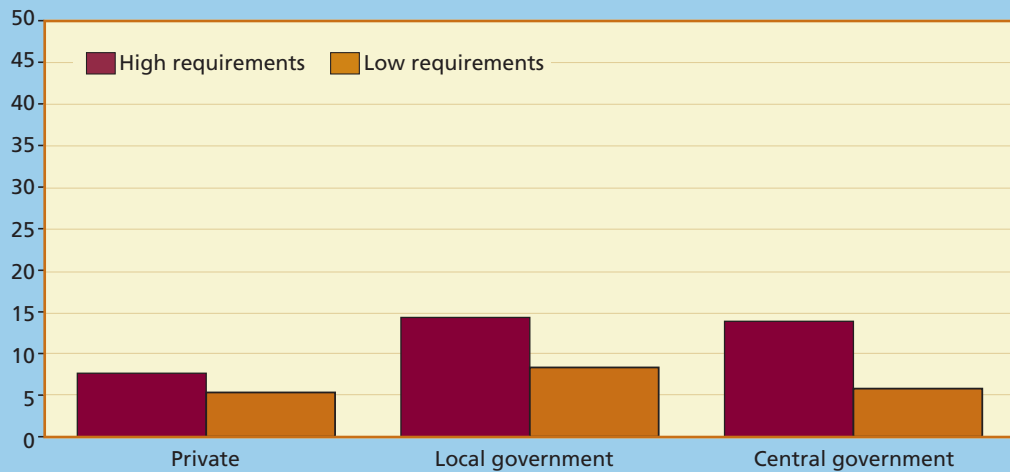
Figure 3.7 Proportion in courses and training according to sector and learning requirements (employees aged 22–66, 2008)



■ Both learning requirements and sector affect participation in courses and training. Employees in the state sector participate most, but employees with high learning requirements in both the private sector and the local government sector participate more than central government employees with low learning requirements. The difference in participation between those in local government and those in central government

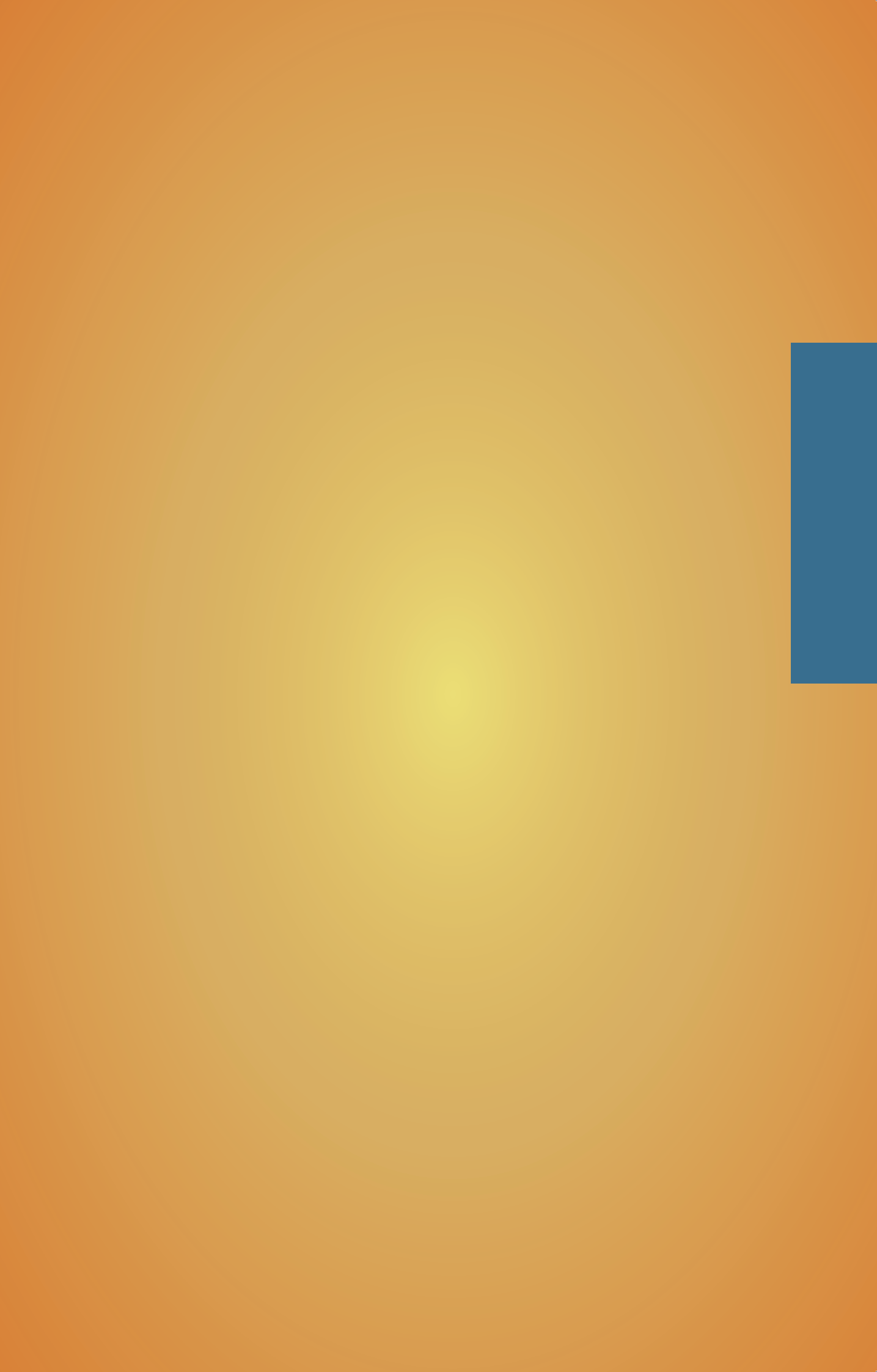
with high learning requirements is also insignificant. Although participation in courses and training according to sector depends on learning requirements at work, the large differences in participation between the sectors even when the learning requirements are the same are presumably also an expression of different traditions for training in the form of courses – particularly between the public and private sectors.

Figure 3.8 Proportion in formal further education according to sector and learning requirements (employees aged 22–59, 2008)



■ High learning requirements at work appear to increase participation in further education to a larger extent in the public sector than in the private sector. There are also clear sector differences in participation in formal further education among employees with high learning requirements, with the division in general being found between the private and the public sector. This may express the different features of

the occupational structure in the public and private sectors, where job mobility perhaps sets greater requirements for formal qualifications in the public sector. The differences between the sectors can also be an expression of different traditions for the use of further education as a form of learning – a fact that does not necessarily have its roots in the occupational structure or the nature of the work.





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P.O. Box 2947 Tøyen
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www.fafo.no/english

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