

Table I. Administrative data sources on adult learning, summary descriptions

Survey No.	Title	Geographic coverage	Contractor	Provider of data	Frequency of data collection	Year of latest data collection
1	Funding Statistic Summary description: data on employment promotions (subsidy cases)	Austria		Administrative Bodies	monthly	2009
2	Central Insurance Register maintained by the Main Association of Austrian Social Security Institutions Summary description: This register stores social security data from the most important Austrian social security institutions and a copy is delivered each month to Statistics Austria.	Austria	Main Association of Austrian Social Security Institutions	Administrative Bodies	continuously	2009
3	Verband A-sterreichischer Volkshochschulen (VA-V)-Statistik Summary description: (no response given)	Austria		Public Sector (Adult Learning Institutions)		
4	Labour Market Database maintained by the Austrian Public Employment Service and the Federal Ministry Summary description: database of persons registered at the Austrian Public Employment Service	Austria	Austrian Public Employment Service and Federal Ministry of Labour, Social Affairs and Consumer Protection	Administrative Bodies	continuously	2009
5	School Statistics Summary description: provides micro data on each pupil in Austria with respect to different background variables. As data are collected from all types of schools, it is possible to analyse data only from schools for working people.	Austria	Ministry of Education, Ministry of Agriculture	Public Sector (Adult Learning Institutions and Adult Learning Providers) and other non-profit Adult Learning Institutions	every 3 months	2008
6	Statistics of the Austrian Adult Education Conference Summary description: the KEBÄ-Statistics is provided by institutionalized Austrian adult-education centres (those who are organized in the KEBÄ-). The statistics represent the major adult-education institutions working (also) in public interest. Data provided: number of employees, courses, participations, course-units.	Austria	for the KEBÄ—Organisations themselves, Ministries,	Public Sector (Adult Learning Providers), Voluntary Sector (Adult Learning Institutions) and Other Non-profit Adult Learning Institutions	once a year	2008
7	Statistics of the Austrian Adult Education Centres (Volkshochschulen) Summary description: the statistic material gives in combination with the data on the structure of Austrian Adult Education Centres (http://www.adulteducation.at/de/struktur/strukturanalyse/), which offers data on employment structures etc. a full statistical picture of the Austrian Adult Education Centres	Austria	for the Centres themselves and for everyone who is interested	Public Sector (Adult Learning Providers)	once a year	2008
8	Statistics on applied sciences programmes Summary description: data on students and graduation at higher vocational programmes. Programmes have the educational mandate to provide a practice-based vocational education at a higher-education level. A number of programmes are characterised by the fact that the schedule of the degree programme, the curricula, the teaching concept and also the entrance procedure are tailored to the needs and wants of gainfully employed persons.	Austria	Ministry of science and research	Public Sector (Adult Learning Institutions and Adult Learning Providers)	every 6 months	2008
9	ETNIC Statistical Service Summary description: Figures about schools, staff, study options, age distribution and diplomas of students in social promotion; information about distance education, the French Community of Belgium.	Belgium (French-speaking community)	Education Administration and the Enterprise for New Technologies and Education (ETNIC, or Enterprise)	Distance learning	once a year	2008
10	Statistics on social advancement education Summary description: statistics on adults participating in social promotion education (basic education)	Belgium (French-speaking community)	Education Administration and the Enterprise for New Technologies and Education (ETNIC, or Enterprise)	Programmes providing social promotion education and vocational training	once a year	2008
11	Survey of the workforce Summary description: this is part of a broader survey of indicators related to the economy, including data on qualifications and employment.	Belgium (French-speaking community)	Wallonian Institute of statistical evaluation and forecasting - IWEPS, Institut wallon de l'Évaluation	Information on organisations providing these data not readily available	once a year	2008
12	Data base financial provisions Summary description: data concern the financial resources invested in education and training by the Ministry or Education and Training.	Belgium (Flemish community)	Ministry of Education and Training	Public sector and government dependent private sector	Actual information	2009
13	Database on financial information concerning educational staff Summary description: the database includes financial information concerning the payments to educational staff as far as these staff members are paid by the Ministry for Education and Training.	Belgium (Flemish community)	Ministry of Education and Training	Wages are generated on the basis of the characteristics of the educational staff and their assignment.	Continuous	2009
14	Database on institutions and participants in Adult Education and Basic Adult Education Summary description: the database on institutions contains identification information (e.g. name, address, sites). The database also contains information on the organized type of education (e.g. modules, courses). The database on participants contains a limited number of participant characteristics.	Belgium (Flemish community)	Ministry of Education & Training	Centres for Adult Education & Centres for Adult Basic Education (all publicly financed/subsidized)	Centres send information on participants on a daily basis; information on institutions is sent once a year. Data are reported for reference periods.	2009
15	Database Tertiary Education Summary description: the database contains a record for every enrolment of a student in the Flemish tertiary education system.	Belgium Flemish	Ministry of Education and Training	Institutions for Tertiary Education	Data are collected in real-time.	2009
16	Database with Personal File for Educational Staff Summary description: the database contains all relevant information for people working in the educational institutions (schools, centres for pupil guidance) as far as these staff members are paid by the Ministry for Education and Training. The main goal of the database is the correct payment of the educational staff.	Belgium (Flemish community)	Ministry of Education and Training	Educational institutions	Continuous registration	2009
17	Mao database of BIS (distance learning) Summary description: identification data of courses, tutors and students following distance learning (BIS)	Belgium (Flemish community)	Ministry of Education and Training	Private persons	Every day	2009
18	Policy Information System Summary description: database contains information about students, types of courses and funding; all related to courses organised by Syntra Vlaanderen.	Belgium (Flemish community)	Ministry of Education & Ministry of Labour	Public Sector: Adult Learning Institutions and Adult Learning Providers	Both monthly and yearly, depending on the underlying source	2009
19	Aggregate information of student registers Summary description: student registers - individual data	Czech Republic	Ministry of Education, Youth and Sports	Public and private universities	once a year	2009
20	Data collection based on School Act and University Act Summary description: annual data collection on pupils and students in formal education.	Czech Republic	Ministry of Education, Youth and Sports	Public and private schools and universities	once a year	2009
21	Database of providers of accredited programmes of further education Summary description: list of accredited providers of further education. A certificate from accredited provider has a better value on the labour market.	Czech Republic	Ministry of Education, Youth and Sports	Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), and other Non-profit Adult Learning Institutions	annually, but not sure	2008
22	Database of providers of teachers professional development courses Summary description: providers and courses which are included in this database have an accreditation from Ministry of Education, Youth and Sports.	Czech Republic	Ministry of Education, Youth and Sports	Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), Other Non-profit Adult Learning Institutions, and Administrative Bodies	continuously, but not sure	2009
23	School register of pupils and students Summary description: register of pupils and student at ISCED levels 0-5. Individual data.	Czech Republic	Ministry of Education, Youth and Sports	Public and private schools at ISCED levels 0-5	once a year	2009
24	Attainment Register Summary description: the purpose of The Attainment Register is to give an overall statistical description of the educational level of the population at any given time. The core educational data was first collected in 1974. For the oldest section of the Danish population, the educational data are still extracted from the population and housing census 1970. Information about the education of immigrants was first collected in 1999. From this time and onwards, information has been continuously collected. The Attainment Register make use of several administrative registers. The primary source is data from the educational institutions assembled in a register called the Integrated Student Register. The data contained in this register is individually based educational information. The educational information collected in this register stems only from full-time educational programs. Another secondary register contains information on part time educational programs or courses. From this register, only complete educational programs (or set of assembled courses) at the same level of qualification as the full-time educational programs are used in the register on highest level of education completed. Other sources to educational attainment are the population and housing census from 1970 (used for educational qualifications achieved before 1974) and the immigrant census	Denmark		Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), Other Non-profit Adult Learning Institutions, and Administrative Bodies	other	
	Adult education and continuing training	Denmark		Public Sector (Adult Learning Institutions)	once a year	

Survey No.	Title	Geographic coverage	Contractor	Provider of data	Frequency of data collection	Year of latest data collection
25	Summary description: the statistics describe the Danish populations participation in adult education and continuing training which means formal out-of-office courses/programs which are financed, planned and controlled by a public provider.					
	Register of Educational Institutions	Denmark		Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), and other Non-profit Adult Learning Institutions	don't know	
26	Summary description: the register of educational institutions contains information on approximately 4,000 educational institutions. These are institutions that receive grants from or have an agreement with a governmental					
	Education and training in educational enterprises 1996	Finland	Ministry of Education	Public Sector (Adult Learning Providers)	Once made examination	1997
27	Summary description: the survey covered all enterprises in 1996 with education and training as the principal activity. The survey describes the structure of these enterprises but also the training activities they offer. The variables are participants, hours taught, adult education type etc. A postal inquiry was sent to all educational enterprises in May 1997.					
	Educational institutions' adult education	Finland	Ministry of Education, Statistics Finland	Public Sector (Adult Learning Institutions)	once a year	2008
28	Summary description: Statistics Finland collects from educational institutions the amount of the students attending their adult education and training programmes and courses by the type of education, teaching hours and the gender of the participant.					
	Report on Education/Training and Employment	France	Centre for studies and research on qualifications	Administrative Bodies and Data provided by employers (public, private and independent)	every 4 months/trimesters	2009
29	Summary description: the Bilan Formation Emploi (BFE) was initiated in the early 1970s. It was initially focused on youth leaving initial education and transitioning to work. More recently it has included data on lifelong learning/continuing education. It includes data on qualifications earned, including Validation of Prior Learning					
	Survey of enterprise finance of continue education	France	Centre for studies and research on qualifications	Enterprises (data are provided according to the economic sector; no break-out regarding public, private or non-profit sector is provided)	once a year	2008
30	Summary description: initiated in 1971, this is the longest existing data source on continuing education in France. It provides data on level at which enterprises are financing continuing education (since 1993, all enterprises with 10 or more employees have been required to devote 1.5% of the level of salaries toward continuing education.					
	Official Publication of the Federal Agency for Labour	Germany	For the agency itself, Ministries, Public	Administrative Bodies	once a year	2008
31	Summary description: it is the annual report of the federal agency of labour. It contains unemployment rates and measures against unemployment. One is further education.					
	Development and Current Situation of the Adult Education in Greece	Greece	Ministry of Education, General Secretariat for LLL	Public Sector (Adult Learning Institutions)	don't know	2008
32	Summary description: this is a National Report concerning the Adult Education in Greece. Its main issues are: 1. Lows and Funding 2. Educational Programs 3. Accreditation 4. Participation (statistics) - Special Social Groups 5. Evaluation of the Learning Outcomes 6. Adult trainers (qualifications, salaries, HEI providing Adult Education) 7. Research, Innovations, Good Practices 8. Literacy					
	FAS Annual Report and Financial Statements 2008	Ireland	Department of Enterprise, Trade and Employment	Public Sector (Adult Learning Institutions)	once a year	2007
33	Summary description: FAS (National Training Authority) throughput data for 2007					
	Department of Education and Science: Further Education statistical returns	Ireland	Department of Education and Science	Public Sector (Adult Learning Institutions) and Voluntary Sector (Adult Learning Institutions)	once a year	2009
34	Summary description: annual returns to Department of Education and Science from local adult education providers					
	Providers (only providers receiving public funds)	Liechtenstein	Department of Statistic	Voluntary Sector (Adult Learning Institutions) and Other Non-profit Adult Learning Institutions	once a year	2008
35	Summary description: the Adult Education Liechtenstein is responsible for the distribution of public funds to the providers in Liechtenstein. In a performance agreement it is noted that they have to deliver the data in minimum: number of courses, lectures, participants.					
	Management System of Adult Education Courses	Luxemburg	Ministry of Education	Adult Learning Institutions for the Public and Voluntary Sector, and Administrative Bodies	daily	2009
36	Summary description: centralized management of adult courses (most evening courses) under the patronage of the ministry of education. The data base contains information about learners, teachers, organisations and courses costs. Please note: 1) all information about completions or progression are not included in this file. 2) all language courses organized by commercial private organisations as well as all courses not under the patronage of the ministry of education are not included in this file 3) all data about higher education are not included in this file and must be asked at the ministry for higher education (Mme Dominique Faber tel: +352-24786612)					
	Database of providers of adult education the municipalities	Norway	Ministry of education and research	Public Sector (Adult Learning Institutions and Adult Learning Providers) and Voluntary Sector (Adult Learning Institutions)	updated regularly	2009
37	Summary description: Vox-monitor is a database of providers of adult education the municipalities. It contains contact information and may be used to distributed information and surveys to the municipalities.					
	Municipality-State-Reporting	Norway	Ministry of education and research	Public Sector (Adult Learning Institutions) and Voluntary Sector (Adult Learning Institutions)	once a year	2008
38	Summary description: KOSTRA is administered by Statistics Norway. The data collection includes most of the municipal and county municipal activities, including economy, schools, health, culture, the environment, social services, public housing, technical services and transport and communication. The figures focus on the priorities, the productivity and the coverage of needs, using a vast number of key indicators. Data is available from 1999-2008, but may differ depending on the variable of interest.					
	National Introduction Register	Norway	Ministry of labour and social inclusion	Public Sector (Adult Learning Institutions)	once a year	2009
39	Summary description: The entitlement and obligation of immigrants to receive instruction in Norwegian language and social studies were made statutory on 1 September 2005. The data source provides information on the individuals that are enrolled in this introductory programme.					
	National Introduction Register	Norway	Ministry of labour and social inclusion	Public Sector (Adult Learning Institutions)	once a year	2009
40	Summary description: The National Introduction Register is a database that covers individuals that have an entitlement and/or obligation to receive instruction in Norwegian language and social studies according to the Introduction Act.					
	Norwegian Language Test	Norway	Ministry of education and research	Public Sector (Adult Learning Institutions)	Language tests three times per year, but full data updates yearly.	2009
41	Summary description: This data source provides information on the participation and outcome of Norwegian language tests for immigrants.					
	Norwegian Universities and Colleges Admission Service (NUCAS) data base	Norway	Ministry of education and research	Public Sector (Adult Learning Institutions)	once a year	2009
42	Summary description: The Norwegian Universities and Colleges Admission Service, NUCAS (Samordna optak) coordinates the admission to regular undergraduate studies at all the universities, university colleges, state colleges, and some private colleges in Norway. The NUCAS admission system is primarily for Norwegian citizens and others with a permanent or renewable residence permit. In order to be eligible for admission, applicants must document their proficiency in Norwegian. NUCAS contains informations of adults admitted to universities and colleges based on validation of prior learning.					
	Statbank for adult learning	Norway	Norwegian Directorate for Education and Training, Ministry of education and research, Directorate of	Public Sector (Adult Learning Institutions and Adult Learning Providers)	The frequency varies depending on the data source	2009
43	Summary description: The Statbank for adult learning is a collection of summary tables and graphical illustrations for several Norwegian data sources with information relating to adult learning.					
	The data base for the programme for Basic Competence in Working Life	Norway	Ministry of education and research	Public Sector (Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), other Non-profit Adult Learning Institutions, and Private companies	continuously	2009
44	Summary description: The data base for The programme for Basic Competence in Working Life which is administered by Vox. The data base includes information of all institutions that have received funding through the programme, the courses offered and information on the course participants.					
	Upper secondary information system	Norway	Each of Norway's 19 counties collects this data	Public Sector (Adult Learning Institutions)	once a year	2008
45	Summary description: VIGO is the information system used for all students, including adults, in the upper secondary education.					
	Validation of prior learning	Norway	Ministry of education and research	Public Sector (Adult Learning Institutions). Also private sector by the counties	continuously	2009
46	Collected in each of Norway's 19 counties, however a few counties use another system for collecting these data.					
	Education and Training Supply Information and Management System	Portugal	Ministry of Education and Ministry of Labour	New Opportunities Centres(promoted by all types of the above mentioned organizations) and training suppliers	permanently because it is an online data base	
47	Summary description: (no response given)					
	Annual statistical report on continuing (non-formal) education providers (short: Continuing education)	Slovenia	Ministry of Education and Sports and other users	Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), Other Non-profit Adult Learning Institutions, and driving schools, libraries, social welfare centres, societies, associations, chambers, etc.	once a year	2008
48	Summary description: The statistical report on continuing education providers encompasses data on vocational training, further vocational training and vocational training specialisation programs and general education programs with which participants do not obtain a higher level of formal education, data on participants in these programs, persons in paid employment, equipment, premises and financial resources. Observation units are all organisations providing adult education and other business subjects providing continuing education.					
	Monitoring of the implementation of the Resolution on the Adult Education Master plan until 2010	Slovenia	Ministry of Education and Sport and Ministry of Labour, Family and Social Affairs	Public Sector: Adult Learning Institutions and Adult Learning Providers; Voluntary Sector (Adult Learning Institutions); and other Non-profit Adult Learning Institutions	every two years	2008
49	Summary description: This is a collection of data related to the Adult Education Master Plan and its annual AE programmes defining activities according to three priority areas (formal education, vocational E&T, general education and learning) as well as infrastructural activities, their financing as well as some demographic data on participants. It enables the comparison between planned and actually realised figures.					

Survey No.	Title	Geographic coverage	Contractor	Provider of data	Frequency of data collection	Year of latest data collection
50	Survey on adult education provision in Slovenia Summary description: The survey annually provides data on adult education providers and programmes available in the country. It is available via internet to the widest public (to inform them about learning possibilities) as well as to practitioners (for information and guidance purposes) and policy makers (for informed decision-making). Education providers' participation in the survey is voluntary.	Slovenia	both above ministries and other users	Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), Other Non-profit Adult Learning Institutions, Administrative Bodies, and other non-educational institutions	once a year	2009
51	Inspection of CCAA Summary description:	Spain		Public Sector (Adult Learning Providers)	every 3 months	2009
52	Statistics of non-university education Summary description: This statistical operation is part of the National Statistical Plan and annually provides information on the educational role of public and private schools, human resources, characteristics of students enrolled and the academic performance of all general education non-university, Regime Special and Adult Education.	Spain		Public Sector (Adult Learning Institutions and Adult Learning Providers)	once a year	2007
53	Statistics on Folk High Schools Summary description: All Folk High Schools are obliged to report their activities to get access to government funding.	Sweden	Folkbildnings	Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), and other Non-profit Adult Learning Institutions	every 6 months	2009
54	Study organisations Summary description: Data are collected on type of courses/activities, number of participants, etc.	Sweden		Public Sector (Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), and Other Non-profit Adult Learning Institutions	once a year	2009
55	Swedish for immigrants Summary description: Registered participants in Swedish for Immigrants. Tuition is organised at four levels. Students are registered and paid a small compensation to encourage participation. http://www.skolverket.se/sb/d/1728	Sweden	Skolverket	Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), other Non-profit Adult Learning Institutions, and all authorised education providers	once a year	2009
56	Swedish official statistics Summary description: Data about general adult education which corresponds to primary and secondary education. Data about Swedish for immigrants. All data contains information about learners and their results, teachers and costs for education.	Sweden	Ministry of Education	Public Sector (Adult Learning Institutions)	every 6 months	2009
57	Non-formal Education Statistics, 2005-2006, 2006-2007 Summary description: The data is part of the National Education Statistics prepared by Ministry of Education. Data is gathered through using administrative registration data of Ministry of Education.	Turkey	Ministry of Education	Public Sector (Adult Learning Institutions)	once a year	2007
58	Students in further education colleges Summary description: (no response given)	UK (Scotland)	Scottish funding Council	Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), and other Non-profit Adult Learning Institutions	once a year	2008
59	Staff and student performance indicators for further education colleges in Scotland Summary description: In 2003, the Council published the first annual volume of student and staff performance indicators for further education colleges in Scotland. These are now published as an annual series, and work continues to refine the indicators reported to ensure relevance and (where possible) comparability between colleges. The indicators cover areas such as student retention and achievement, staff qualifications, student satisfaction and outcomes of HME inspection. Indicators are reported at sector and individual college level. Primarily administrative, but also includes data from a longitudinal survey of student satisfaction.	UK (Scotland)	Scottish funding Council	Public Sector (Adult Learning Institutions), Public Sector (Adult Learning Providers), and Voluntary Sector (Adult Learning Institutions)	once a year	2008
60	Lifelong Learning Wales Record Summary description: The Lifelong Learning Wales Record, or LLWR, is a comprehensive post-16 learning database that tracks the progress of individual learners as they train towards and acquire skills and qualifications. It holds a wide range of data in respect of each learner, including: a unique learner identifier; personal details; learning previously undertaken; qualifications and awards attained; progress with current post-16 learning; destination upon completion; and current employment status. In addition to the management of the Council's WBL programme, since the 2003/2004 academic year it has also used the LLWR to record the learning data of all students training at further education institutions.	UK (England/Wales)	National Council for Education and Training for Wales	Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), and other Non-profit Adult Learning Institutions	once a year	2008
61	Individualised Learner Record (ILR) Summary description: The Individualised Learner Record (ILR) is a collection of data about learners and their learning that is requested from learning providers in the FE system. The data collected is used by organisations in the FE system to ensure that public money is being spent in line with government targets for quality and value-for-money, for future planning, and to make the case for the sector in seeking further funding. Data are submitted by all providers that receive funding from the Learning and Skills Council and are submitted for the academic year, 1st August-31 July	UK (England/Wales)	Learning and Skills Council, England	Public Sector (Adult Learning Institutions and Adult Learning Providers), Voluntary Sector (Adult Learning Institutions), and other Non-profit Adult Learning Institutions	once a year	2009
62	Staff Individualised Record (SIR) Summary description: Source collects data on all staff employed in publicly-funded Further Education college provision during the previous teaching year. Full records are supplied for all staff employed for at least 15 hours over the course of that year. Agency staff are not included on provider returns, but are submitted via the employing agency. Dataset for 2008/09 contains data in 32 fields.	UK (England/Wales)	Relevant government depts; data collection and analysis managed by LLUK	Public Sector (Adult Learning Institutions)	once a year	2009
63	Further education statistical record Summary description: Individual-level records are returned annually by all 17 colleges on each student enrolled on 1 November, in order to provide a picture of the further education student population, and enrolment trends. Results are presented in a statistical press release.	UK (Northern Ireland)	Department for employment and learning	Public Sector (Adult Learning Institutions)	once a year	2002
64	Higher Education Statistics Agency Summary description: The HESA data source holds information on students at UK Higher Education Institutions.	UK (Northern Ireland)		Higher Education Institutions		
65	Northern Ireland College Information System Summary description:	UK (Northern Ireland)		Public Sector (Adult Learning Institutions) and Higher Education Institutions	3 times a year (NICIS) & annually (HESA)	2009

25	DK	Adult education and continuing training	ü						ü			
26	DK	Register of Educational Institutions										
27	FI	Education and training in educational enterprises 1996	ü						ü			
28	FI	Educational institutions' adult education	ü			ü			ü			
29	FR	Report on Education/Training and Employment	ü	ü								
30	FR	Survey of enterprise finance of continue education	ü									
31	DE	Official Publication of the Federal Agency for Labour	ü									
32	EL	Development and current situation of adult education in Greece	ü	ü		ü		ü	ü	ü	ü	
33	IE	FAS Annual Report and Financial Statements 2007	ü						ü		ü	
34	IE	Department of Education and Science: Further Education statistical returns	ü	ü			ü	ü	ü	ü	ü	ü
35	LI	Providers (only providers receiving public funds)	ü			ü		ü				
36	LU	Management system of adult education courses	ü		ü		ü		ü			
37	NO	Database of providers of adult education the municipalities	ü			ü			ü	ü		
38	NO	Municipality-State-Reporting	ü			ü						
39 or 40	NO	National Introduction Register	ü								ü	
41	NO	Norwegian Language Test	ü	ü			ü		ü			
42	NO	Norwegian Universities and Colleges Admission Service (NUCAS) data base	ü									
43	NO	Statbank for adult learning	ü	ü		ü						
44	NO	The data base for The programme for Basic Competence in Working Life	ü			ü			ü			
45	NO	Upper secondary information system	ü									
46	NO	Validation of prior learning	ü	ü		ü						ü
47	PT	Education and Training Supply Information and Management System	ü	ü			ü	ü	ü	ü	ü	
48	SI	Annual statistical report on continuing (non-formal) education providers	ü	ü	ü	ü			ü			
49	SI	Monitoring of the implementation of the Resolution on the Adult Education Master plan until 2010	ü			ü					ü	
50	SI	Survey on adult education provision in Slovenia			ü	ü			ü			
51	ES	Technical inspection services of the 17 autonomous communities			ü							

52	ES	Statistics of non-university education	ü	ü	ü							
53	SE	Statistics on Folk High Schools	ü				ü		ü			
54	SE	Study organisations	ü						ü			
55	SE	Swedish for immigrants	ü	ü			ü		ü			
56	SE	Swedish official statistics	ü		ü	ü	ü	ü	ü			
57	TK	Non-formal Education Statistics, 2005-2006, 2006-2007	ü									
58	Uksc	Students in further education colleges	ü	ü								
59	Uksc	Staff and student performance indicators for further education colleges in Scotland	ü	ü	ü	ü	ü	ü		ü		ü
60	UKwa	Lifelong Learning Wales Record	ü	ü		ü	ü	ü				ü
61	UKen	Individualised Learner Record (ILR)	ü	ü		ü	ü	ü	ü			
63	UKen	Staff Individualised Record (SIR)			ü			ü				
63	UKni	Further education statistical record	ü									
64	UKni	Higher Education Statistics Agency	ü		ü	ü						ü
65	UKni	Northern Ireland College Information System, Higher Education Statistics Agency	ü	ü		ü	ü		ü	ü	ü	

Note (1) Respondents were asked, 'In which of the following ways does this source add to your country's data on adult learning.' The possible options (multi-code) were:

- By providing data on participation in adult learning
- By providing data on progress and/or achievement in education and training
- By providing data on instructor characteristics (e.g. socio-demographic characteristics; professional qualifications; salary levels)
- By providing data on the financing of adult learning
- By providing data on performance benchmarks (e.g. course completion rates)
- By providing data for quality assurance purposes (e.g. internal and/or external evaluations)
- By providing data on subjects offered
- By providing data to help identify good practice
- By providing data on policy implementation
- By providing data on the impact

Table III. Contribution of administrative data sources to national data on adult learning, national overview

Country	Number of administrative data sources	Participation in AL data	Progress achievement in AL data	AL Instructor data	Financing data	AL performance data	Quality assurance	AL Offer	Good practice	AL policy data	Impacts of AL
AT	7	7	4	0	1	1	0	1	1	2	2
Befr	3	3	0	1	0	0	0	0	0	0	0
Benl	7	4	4	4	4	3	2	3	1	5	1
CZ	5	3	2	0	0	0	0	2	0	0	0
DK	3	1	0	0	0	0	0	1	0	0	0
FI	2	2	0	0	1	0	0	2	0	0	0
FR	2	2	1	0	0	0	0	0	0	0	0
DE	1	1	0	0	0	0	0	0	0	0	0
EL	1	1	1	0	1	0	1	1	1	1	0
IE	2	2	1	0	0	1	1	2	1	2	1
LI	1	1	0	0	1	0	1	0	0	0	0
LU	1	1	0	1	0	1	0	1	0	0	0
NO	9	9	3	0	5	1	0	3	1	1	1
PT	1	1	1	0	0	1	1	1	1	1	0
SI	3	2	1	2	3	0	0	2	0	1	0
ES	2	1	1	2	0	0	0	0	0	0	0
SE	4	4	1	1	1	3	1	4	0	0	0
TR	1	1	0	0	0	0	0	0	0	0	0
UKsc	2	2	2	1	1	1	1	0	1	0	1
UKen	2	1	1	1	1	1	1	2	1	0	0
UKwa	1	1	1	0	1	1	1	0	0	0	1
Ukni	3	3	1	1	2	1	0	1	1	1	1
Total	63	53	25	14	22	15	11	25	8	14	8

Table IV. Coverage of national administrative data sources, by source and data domain

Data source No.	Country	Title of data source	Learners	Instructors	Institutions	Financing	Curricula/ programmes	Learner participation	Teaching, assessment and guidance	Learner attainment	Potential impacts on earnings	Potential impacts on employment
1	AT	AMS-Funding statistics	ü									
2	AT	Central Insurance Register maintained by the Main Association of Austrian Social Security Institution	ü			ü						ü
4	AT	Labour Market Database maintained by the Austrian Public Employment Service and the Federal Ministry	ü			ü						ü
5	AT	School statistics	ü		ü			ü		ü		
6	AT	Statistics of the Austrian Adult Education Conference		ü	ü			ü				
7	AT	Statistics of the Austrian Adult Education Centres (Volkshochschulen)	ü	ü	ü			ü	ü			
8	AT	Statistics on applied sciences programmes	ü					ü		ü		
9	BE Fr	ETNIC Statistical Service					ü	ü				
10	BE Fr	Statistics on social advancement education	ü		ü		ü	ü				
11	BE Fr	Survey of the workforce	ü					ü				
12	BE FI	Database of financial provisions				ü						
13	BE FI	Database on financial information concerning educational staff		ü								
14	BE FI	Database on institutions and participants in Adult Education and Basic Adult Education	ü		ü		ü	ü		ü		
15	BE FI	Database Tertiary Education	ü		ü		ü	ü		ü		
16	BE FI	Database with Personal File for Educational Staff		ü								
17	BE FI	Mao database of BIS (distance learning)	ü	ü				ü	ü	ü		
18	BE FI	Policy Information System	ü	ü	ü	ü	ü	ü	ü	ü		ü
19	CZ	Aggregate information of student registers	ü									
20	CZ	Data collection based on School Act and University Act	ü	ü	ü			ü				

21	CZ	Database of providers of accredited programmes of further education			ü							
22	CZ	Database of providers of teachers professional development courses			ü		ü					
23	CZ	School register of pupils and students	ü									
24	DK	Attainment Register	ü						ü			
25	DK	Adult education and continuing training	ü		ü		ü	ü				
26	DK	Register of Educational Institutions			ü							
27	FI	Education and training in educational enterprises 1996	ü		ü		ü	ü				
28	FI	Educational institutions' adult education	ü		ü	ü	ü	ü				
29	FR	Report on Education/Training and Employment	ü					ü		ü		
30	FR	Survey of enterprise finance of continue education	ü			ü		ü				
31	DE	Official Publication of the Federal Agency for Labour				ü						
32	EL	Development and current situation of adult education in Greece	ü	ü	ü	ü	ü	ü	ü			
33	IE	FAS Annual Report and Financial Statements 2007	ü				ü	ü				
34	IE	Department of Education and Science: Further Education statistical returns	ü	ü			ü	ü	ü	ü	ü	
35	LI	Providers (only providers receiving public funds)			ü	ü						
36	LU	Management system of adult education courses	ü	ü	ü		ü	ü				
37	NO	Database of providers of adult education the municipalities	ü		ü							
38	NO	Municipality-State-Reporting	ü	ü	ü	ü		ü		ü		
39 or 40	NO	National Introduction Register	ü				ü	ü		ü		
41	NO	Norwegian Language Test	ü		ü		ü	ü		ü		
42	NO	Norwegian Universities and Colleges Admission Service (NUCAS) data base	ü		ü		ü			ü		
43	NO	Statbank for adult learning	ü		ü		ü	ü		ü		
44	NO	The data base for The programme for Basic Competence in Working Life	ü		ü	ü	ü	ü				

45	NO	Upper secondary information system	ü					ü		ü		
46	NO	Validation of prior learning	ü					ü		ü		
47	PT	Education and Training Supply Information and Management System	ü		ü			ü	ü	ü	ü	
48	SI	Annual statistical report on continuing (non-formal) education providers	ü	ü	ü	ü	ü	ü		ü		
49	SI	Monitoring of the implementation of the Resolution on the Adult Education Master plan until 2010	ü		ü	ü		ü				
50	SI	Survey on adult education provision in Slovenia			ü		ü					
51	ES	Technical inspection services of the 17 autonomous communities	ü	ü	ü	ü	ü	ü	ü	ü	ü	
52	ES	Statistics of non-university education	ü	ü				ü		ü		
53	SE	Statistics on Folk High Schools	ü			ü		ü				
54	SE	Study organisations	ü			ü		ü				
55	SE	Swedish for immigrants	ü			ü		ü		ü		
56	SE	Swedish official statistics	ü	ü	ü		ü			ü		
57	TK	Non-formal Education Statistics, 2005-2006, 2006-2007	ü	ü	ü							
58	UKsc	Students in further education colleges	ü		ü			ü		ü		
59	UKsc	Staff and student performance indicators for further education colleges in Scotland	ü	ü	ü			ü		ü		ü
60	UKwa	Lifelong Learning Wales Record	ü			ü		ü		ü		
61	UKen	Individualised Learner Record (ILR)	ü		ü	ü	ü	ü		ü		ü
63	UKen	Staff Individualised Record (SIR)		ü								
63	Ukni	Further education statistical record	ü		ü			ü				
64	Ukni	Higher Education Statistics Agency	ü	ü		ü						ü
65	Ukni	Northern Ireland College Information System	ü			ü	ü	ü		ü		

Table V. Coverage of national administrative data sources, national overview

Country	Number of administrative data sources	Learners	Instructors	Institutions	Financing	Curricula/ programmes	Learner participation	Teaching, assessment and guidance	Learner attainment	Potential impacts on earnings	Potential impacts on employment
AT	8	6	2	3	1	0	5	1	3	0	2
BEfr	3	2	0	1	0	2	3	0	0	0	0
Benl	7	4	4	3	2	3	4	2	4	0	1
CZ	5	3	1	3	0	1	1	0	0	0	0
DK	3	2	0	2	0	1	1	0	1	0	0
FI	2	2	0	2	1	2	2	0	0	0	0
FR	2	2	0	0	1	0	2	0	1	0	0
DE	1	0	0	0	1	0	0	0	0	0	0
EL	1	1	1	1	1	1	1	1	1	0	0
IE	2	2	1	0	0	2	2	1	1	1	0
LI	1	0	0	1	1	0	0	0	0	0	0
LU	1	1	1	1	0	1	1	0	0	0	0
NO	10	10	1	6	2	6	6	0	7	0	0
PT	1	1	0	1	0	1	1	1	1	0	0
SI	3	2	1	3	2	2	2	0	1	0	0
ES	2	2	2	1	1	1	2	1	2	1	0
SE	4	4	1	1	3	1	3	0	2	0	0
TR	1	1	1	1	0	0	0	0	0	0	0
UKsc	2	2	2	2	2	1	2	0	2	0	1
UKen	2	1	1	1	1	1	1	0	1	0	1
UKwa	1	1	0	0	1	0	1	0	1	0	0
UKni	3	3	1	1	2	1	2	0	1	0	1
Total	65	52	20	34	22	27	42	7	28	2	6

Table VI. Survey/census data sources on adult learning, summary descriptions

Survey No.	Survey Title	Geographic coverage	Contractor	Type	Sample	Years Data Collected (for longitudinal surveys)	When data was collected (cross-sectional surveys)
1	Continuous Training in SMEs Summary description: Survey of 221 SMEs in March 2008	Austria	Federal Ministry of Economy and Labour	cross-sectional survey	Firms/employers and/or employer representatives		2008
2	2007 Survey of Adult Literacy in the French-speaking Community of Belgium Summary description: Annual survey of providers of adult literacy programmes in French-speaking Belgium. The survey includes data on the learners collected by the institutions, although the learners themselves are not part of the survey sample.	Belgium (French-speaking community)	Lire et Ecrire/Reading and Writing, Belgium	Longitudinal Survey	Adults in the general population and Adult Learning Institutions	2008	
3	2007 Survey on adult literacy in the French-Belgian community Summary description: Annual survey of schools for social promotion in the French-speaking community of Belgium	Belgium (French-speaking community)	Lire et Ecrire/Reading and Writing, Belgium	Longitudinal Survey	Adult learning institutions	2008	
4	Survey Socio-cultural changes in the Flemish region and in Brussels Summary description: The survey is a tool to follow-up systematically changes in attitudes, opinions, behaviours of the Flemish people. General attitudes and opinions as well as attitudes and opinions towards policy of Flemish government are surveyed.	Belgium (Flemish community)	Flemish Government for policy preparation and evaluation; scientific research	cross-sectional survey	Adults in the general population		2008
5	Statistics of Education-Statistical Service of Cyprus Summary description: Collection of data on enrolments in Adult Education centres through questionnaires sent to the centres each academic year.	Cyprus	Statistical Service of Cyprus	cross-sectional survey	Adult learning institutions		2008
6	Population Census Summary description: Complete population census, data are available every 10 years.	Czech Republic	Czech Statistical Office	census	Adults in the general population	2001	
7	Quick Surveys Summary description: Quick surveys are surveys with small number of questions which are focused on some aspect of education, educational system etc. Two of this surveys (2/2006 and 2/2007) are related with further education of teachers and trainers, one (2/2008) is focused on adult education.	Czech Republic	Institute for Information on Education	cross-sectional survey	Adult learning institutions		2008
8	Main Indicators on adult education and training at private suppliers Summary description: The purpose of the statistics is to create an up-to-date overview of the scale and development of adult education and training among private organisers of training courses. Half-yearly reports from private suppliers based on short questionnaires adapted for the different types of suppliers. Four different questionnaires, all designed to follow the typology used by the supplier and the types of courses offered, are used to enable a comparison between different types of private suppliers. The statistics provide information about numbers of participants, numbers of participating men and women, the participants' affiliation with the labour market, calculated numbers of full-year students and finally, wage costs attached to the courses.	Denmark		Longitudinal Survey	Adult learning institutions		
9	Lifelong Learning 2007 Summary description: Data collected is about adults 25-64 participation in formal education during the last 12 month prior the survey and in more detail about participation in lifelong learning during the last 4 month prior the study. Study has been repeated in 2008 and 2009 using the same questionnaire.	Estonia	Ministry of education and research	cross-sectional survey	Adults in the general population		2007
10	Finnish Adult Education Survey 1995 Summary description: National predecessor of EU Adult Education Survey. The data for AES -95, 2000 and EU AES in Finland have been collected using same basic concepts and aiming to same basic indicators. So there is a time-series (although having single measuring points in time) -80, -90, -95, -00 and -06. Also the International Adult Literacy Survey (OECD) produces data with same basic concepts and that data has also been used in comparisons.	Finland	For Ministry of Education, and Ministry of Labour and Statistics Finland	cross-sectional survey	Adults in the general population		1995
11	Finnish Adult Education Survey 2000 Summary description: The survey produces data for policy making including information on adults' participation in education and training, studying, willingness to study, IÁ need for studying and obstacles to participation. Please, look at the description of Finnish AES 1995, too.	Finland	Ministry of Education, Statistics Finland	cross-sectional survey	Adults in the general population		2000
12	Survey of Continuing Education for 2006 Summary description: This survey is a complement to France's Employment Survey. It has been administered twice: in 2000 and 2006. 17,656 respondents aged 15 to 65 years old who had finished their initial studies were interviewed about the training they had participated in over the previous 12 months.	France	National institute for statistics and economic studies (INSEE); Centre for the study and research of	Longitudinal Survey	Employees	2006 & 2000	
13	Survey of education/training and professional qualifications 2003	France	National Institute for Statistics and Economic Studies, Directorate for Demographic and Social Stati	Longitudinal Survey	Adults in the general population		2003

Survey No.	Survey Title	Geographic coverage	Contractor	Type	Sample	Years Data Collected (for longitudinal surveys)	When data was collected (cross-sectional surveys)
	Summary description: The survey is focused on training and mobility. It studies the evolution and award of diplomas, the effectiveness of the education system, cultural and socio-economic mobility resulting from success in initial and professional education. It also provides analysis of the impact of continuing education on professional and social mobility and salary/remuneration. The survey has been conducted 6 times: in 1964, 1970, 1977, 1985, 1993 and 2003. The survey was targeted to Individuals in households between ages of 18 and 65. There were 39, 312 respondents.						
14	National Report on the Development and State of the Art of Adult Learning and Education in Republic	FYROM	Ministry of Education and Science of the Republic of Macedonia	cross-sectional survey	Adult learners enrolled in formal or non-formal learning programmes and Adult learning institutions		2008
	Summary description: The report about the achievements in the adult education and learning in the Republic of Macedonia for the period of 1997-2007 has been prepared by the expert Commission of the Government of the Republic of Macedonia which consisted of representatives from various institutions and organisations.						
15	The perspective and role of the non-governmental sector in the nonformal education in Republic of Macedonia	FYROM	Youth cultural Centre Bitola	cross-sectional survey			2009
	Summary description: No response given						
16	Weiterbildungsstatistik im Verbund	Germany	adult learning institutions, research centre	Longitudinal Survey	Adult learning institutions	2009 - 2002	
	Summary description: In this statistic data from five large organizations of general and political further training are summarized. The commented table contains numerous illustrations to legal form, personnel, financing and meeting profiles of the continuing and further training organizations involved and is annually published free of charge as PDF document.						
17	Adult and continuing monitor	Germany	Professional public, science, politic	Longitudinal Survey	Adult learning institutions	2009 - 2007	2009
	Summary description: The data is collected once a year. Each year an additional topic is being survey, e.g. personnel in 2007						
18	Distance Learning	Germany	Research centre	cross-sectional survey	Adult learning institutions		
	Summary description: Provides Information about age and gender of students, course subjects.						
19	German Micro-census	Germany	The results of the Microcensus are an essential information source for Parliament, government, admin	census	Adults in the general population	2009 - 1996	
	Summary description: The microcensus provides official representative statistics of the population and the labour market in Germany. The Labour Force Survey of the European Union (EU Labour Force Survey) forms an integral part of the microcensus. Since 1957 - in the new Lander (including Berlin-East) since 1991 - the microcensus has supplied statistical information in a detailed subject-related and regional breakdown on the population structure, the economic and social situation of the population, families, consensual unions and households, on employment, job search education/training and continuing education/training, the housing situation and health. The purpose of the microcensus is to provide benchmark and structural data at regular and short intervals on the above-mentioned topics and their development, thereby bridging the data gap between two population censuses. The design of the microcensus as a multi-topic survey abolishes the need for a considerable number of single-topic surveys.						
20	German Socio-Economic Panel	Germany	Data are available to social science researchers in Germany and abroad.	Longitudinal Survey	Adults in the general population	2009 - 1996	
	Summary description: The German Socio-Economic Panel Study (SOEP) is a wide-ranging representative longitudinal study of private households, located at the German Institute for Economic Research, DIW Berlin. It is a household based study which started in 1984 and which reinterviews adult household members annually by the fieldwork organization TNS Infratest Sozialforschung. Additional samples have been taken of East Germans (from 1990, coincident with reunification) and immigrants (in 1994) as well as in 1998, 2000, 2002 and 2006. In 2007, there will be about 12,000 households, and more than 20,000 adult persons sampled.						
21	IAB establishment panel	Germany	Institute for Employment Research (IAB).	Longitudinal Survey		2008 - 1996	
	Summary description: The IAB Establishment Panel is a representative employer survey of employment parameters at individual establishments. Near to 16,000 establishments from all branches of the economy and of all sizes are surveyed annually and nationwide from the end of June until October. The survey is carried out orally by way of personal interviews conducted by TNS Infratest Sozialforschung, Munich, on behalf of the Institute for Employment Research (IAB). This representative survey of establishments covers a wide range of questions on a great many topics related to employment policy that are examined in various research projects. The standard annual programme of questions is complemented by topics of current interest. The IAB Establishment Panel has been in existence in western Germany since 1993 and in the east since 1996. As a comprehensive longitudinal data set, it forms the basis for research into the demand side of the labour market. The data provided by establishments is intended to help the placement and advisory services of the Federal Employment Agency orientate their activities more closely to the realities experienced within the establishments themselves. The analyses also provide the basis for the decision-making processes of politicians, management/labour representatives, and various associations.						
22	Monitor of adult and continuing education	Germany	Professional Public, Politics, providers, science	Longitudinal Survey	Adult learning institutions	2009 - 2007	
	Summary description: The survey contains a set of standard questions that are posed yearly. In addition to this there are questions about a yearly changing topic, e.g. personnel in adult education (2008)						
23	Reporting System on Adult Education	Germany	TNS Infratest in cooperation with the Institut für Entwicklungplanung und Strukturforshung (resea	cross-sectional survey	Adults in the general population		2008
	Summary description: representative survey, realised every three years since 1979 (until 2003) supplemented by administrative statistics and the results of other surveys, since 2007 combined with the European AES						

Survey No.	Survey Title	Geographic coverage	Contractor	Type	Sample	Years Data Collected (for longitudinal surveys)	When data was collected (cross-sectional surveys)
24	Statistics on Adult Learning Centres Summary description: yearly survey on institutions, staff, funding and classes offered by adult learning centres all over Germany	Germany	It's a collaboration between our institute and the umbrella organisation of the German adult learning	Longitudinal Survey	Adult learning institutions	2008 - 1996	
25	Student Record System and First Destination of Graduates Summary description: The census is conducted twice annually at the beginning and end of each academic year. It includes academic data such as discipline and award, biographical data such as age, nationality, and gender, and optional socio-economic data. The survey of graduates is conducted nine months after graduation and looks current situation (further study, in employment, unemployed, or other) and for employed respondents it looks at place of employment, relevance of higher education course taken to employment, starting salary, etc.	Ireland	Ministry of Education	census		2009 - 2004	
26	Quarterly National Household Survey Lifelong Learning Second Quarter 2003 Summary description: Quarterly National Household Survey relating to lifelong learning conducted in second quarter 2003 by the CSO	Ireland	Central Statistics Office	cross-sectional survey	Adults in the general population		2003
27	Continuing Vocational Training Survey 2005 Summary description: Survey of CVT in Enterprises 2005	Ireland	Central Statistics Office	cross-sectional survey	Employees		2005
28	Employee Skills, Training and Job Vacancies Survey 2006 Summary description: survey of employee skills, training and job vacancies in enterprises in 2006	Ireland	Central Statistics Office	cross-sectional survey	Employees		2006
29	Participation of adults in formative activities Summary description: The information presented today are drawn from Citizens and Leisure held in May 2006 and concern the participation of adults in training activities including formal and non formal education and the use for self. The sample includes 24mila families for a total of about 54mila individuals. The main objective of the module on adult participation in training activities is to highlight not only those who continue to learn and form during the course of their lives but also those excluded and not participating in any training activities. For this reason, have been taken into account all types of participation in training activities organized and structured to include activities such as courses of study (formal education) and training (non-formal education) but also self-managed activities such as self-study (informal learning) provided that the activity was conducted with the intention of learning. It is possible, however, learning random (random learning) is so difficult to measure because it is beyond the scope of this survey.	Italy		cross-sectional survey	Adults in the general population		2006
30	Adult education and lifelong learning Summary description: Census of the adult and evening education centres in Malta.	Malta		Longitudinal Survey	Adult learners enrolled in formal or non-formal learning programmes and Adult learning institutions	2005 & 2004	
31	monitor-post-initial education Summary description: In the monitor working adults (at least 8 hours a week) between 16 and 65 are questioned whether they participated in education during the past 12 months.	Netherlands		Longitudinal Survey	Adults in the general population	2006 & 2000 - 1999	
32	OSA Labour Supply panel Summary description: The supply panel targets the (potential) labour force in the Netherlands. The sample population is selected from the total number of households in the Netherlands. Subsequently, all the members of the households in the sample that can be regarded as (potential) members of the labour force are interviewed. To guarantee continuity, households that have been involved in previous surveys are eligible for participation in subsequent surveys. It is to be expected, however, that the number of respondents will decrease over the years, due to a decrease in the overall response rate. In order to limit this potential problem to some extent, respondents who are unwilling or unable to take part in future surveys are replaced by newly selected respondents. These are selected on the basis of characteristics of non-responding households (that is gender, age, size of the household and region).	Netherlands		Longitudinal Survey	Adults in the general population	2008	
33	OSA- labour demand questionnaire Summary description: The OSA Labour Demand Panel is designed to allow more insight into the nature and size of demand for labour by organizations, as well as more particular factors concerning the demand for labour at establishment level. The organizations are asked for detailed information concerning their product, production processes, the technologies used, their personnel, personnel policy and diverse financial and economic indicators. The panel is based on a longitudinal design. This requires a minimum of change in the questions as well as the establishments taking part in the panel, so that as many as possible remain. By using the same questions, the situation on the labour market for 2007/2008 can be compared with the situation in 1989 through 2006.	Netherlands		Longitudinal Survey	Firms/employers and/or employer representatives	2009 - 2008	
34	A survey of participation, interest and obstacles for training among adults with only primary or low Summary description: No response given	Norway	Ministry of education and research	cross-sectional survey	Adults from specific population and Adult Learning Institutions (adults with only primary or lower secondary education)		2009
35	A survey of the digital competence in the Norwegian adult population Summary description: No response given	Norway	Ministry of education and research	cross-sectional survey	Adults in the general population and Adult Learning Institutions		2007
36	Alike and different: A survey of basic skills among adult immigrants in Oslo. Summary description: A survey of basic skills among adult immigrants in Oslo. The study focuses on the immigrants own perception of skill.	Norway	Ministry of education and research	cross-sectional survey	Adults from specific population (adult immigrants in Oslo)		2006
37	National Education Database Summary description: No response given	Norway	Ministry of education and research	census		2008 - 1996	

Survey No.	Survey Title	Geographic coverage	Contractor	Type	Sample	Years Data Collected (for longitudinal surveys)	When data was collected (cross-sectional surveys)
38	Primary and lower secondary information system Summary description: The data source includes information on adult learners in primary/lower secondary education. The source includes information on Norwegian language and social studies for adult immigrants. Included in the definition of participant in Norwegian language instruction are immigrants with an entitlement and/or an obligation to receive Norwegian language instruction.	Norway	Ministry of education and research	census	Adults in the general population, Adult Learning Institutions, and Adult learning instructors and/or adult learning programme managers	2008 - 2002	
39	Statbank Norway Summary description: Statbank Norway's is a large data source covering many areas. As the current data source we list it as a source for adult education associations and distance learning.	Norway	Ministry of education and research	census	Adults in the general population and Adult Learning Institutions	2008 - 2000	
40	The Learning Conditions Monitor Summary description: 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.	Norway	Ministry of education and research	Longitudinal Survey		2009 - 2002	
41	The Vox-barometer for the population: The population's request for training, education and guidance Summary description: The Vox barometer for the population is a series of surveys conducted by Vox, directed towards a representative sample of the adult population of Norway. A new sample is drawn for each survey. The set of questions asked is different in each survey, but there are certain questions relating to the participation and interest in formal and non-formal training that are included in all the surveys.	Norway	Ministry of education and research	Longitudinal Survey	Adults in the general population and Adult Learning Institutions	2009 - 2003	
42	Vox Barometer: Skills and recruitment in Norwegian firms Summary description: The Vox barometer is a series of surveys conducted in a representative sample of Norwegian firms. A new sample is drawn in each survey. The focus of each survey have varied over the years, but there are certain questions relating to participation and attitudes towards formal and informal learning in the workplace and during working hours that have been fixed.	Norway	Ministry of education and research	Longitudinal Survey	Firms/employers and/or employer representatives (Norwegian firms represented by the firm leader or a person responsible for training)	2009 - 2003	
43	Graduates First Job Survey Summary description: National sample [over 20000 household] of those who graduated from school [from lower vocational to higher education graduates] between the year 1998 and 2005. Most of the questions concerned transition to work and first job. One of the modules of the questionnaire pertain the further education after graduation. Survey was paid by European Social Fund, Human Resources Development.	Poland	Ministry of Labour and Social Policy	cross-sectional survey	Adults from specific population (those who completed their education in the years 1998- 2005)		2007
44	Record of the further /adult learning Dalv (MS SR) 1-01 Summary description: Collection of data on institutions providing adult learning in the Slovak Republic - about 30 indicators on learning instructors, funding, participants and study programmes	Slovakia	Ministry of Education	Longitudinal Survey	Adult learning institutions	2008 - 1997	
45	Household expenditure on education. Pilot module of the household budget survey 2007 Summary description: The objective of this pilot Module associated with the Household Budget Survey (HBS) is to study expenditure on education by households during 2007, in relation both to goods and services acquired at educational centres, and to the cost incurred outside them albeit for educational purposes. It thereby also makes it possible to estimate the average investment per student, which undertaking studies at different educational levels entails for households. Households to be interviewed for this pilot module were selected from among those which, using the HBS, had stated that either they were incurring a cost in relation to education, or they had a member of school age. The effective sample was 3,299 households. These were contacted between March 2007 and March 2008, approximately one month after concluding their collaboration with the HBS. Since it involved a sample based on a limited sample size, information can only be provided at a national level.	Spain		cross-sectional survey	Adults from specific population (Households to be interviewed for this pilot module were selected from among those which, using the HBS, had stated that either they were incurring a cost in relation to education, or they had a member of school age)		2007
46	Survey on the transition from education/training to labour market insertion 2005 Summary description: To monitor the educational paths followed by each of the groups under study from when the corresponding academic qualification is obtained / Obligatory Secondary Education is left or a course (TIP plan) or programme (ET-CO) is undertaken up until the time of the interview. 2. To obtain the labour paths followed by the groups under study during the same period. 3. To analyse in depth the characteristics of jobs found and adaptation to training received. 4. To study periods of unemployment or inactivity experienced by individuals once they have left the education system, paying special attention to training undertaken during these periods. 5. To understand the motivation of students in terms of the studies taken, their expectations in relation to the labour market, their adaptation to the la-bour market and training received, their professional career and an assess-ment of work in their essential development as people.	Spain		cross-sectional survey	Adults from specific population (people who finished their non-university studies in the 2000-01 academic year or who left obligatory)		2005
47	Register of students in education supervised by the National Agency for Education Summary description: All participants registered by course. The data source is also administrative.	Sweden	Skolverket	census	Adult learners enrolled in formal or non-formal learning programmes	2009 - 1996	
48	Staff training survey Summary description: Survey of individuals, LFS module, with questions about participation in staff training the latest 6 months. Conducted every two years with reference to the first 6 months of the year. Earlier the survey was conducted annually for both semesters. Population : Employed.	Sweden	Statistics Sweden	cross-sectional survey	Employees		2008

Survey No.	Survey Title	Geographic coverage	Contractor	Type	Sample	Years Data Collected (for longitudinal surveys)	When data was collected (cross-sectional surveys)
49	University and university college's database Summary description: Universities and university colleges report annually data for all students, on individual level, to Statistics Sweden for statistical purposes.	Sweden	Governmental bill	census	Adults from specific population (All university and university colleges students)	2009 - 1996	
50	University and university college's database Summary description: Universities and university colleges report annually data for all students, on individual level, to Statistics Sweden for statistical purposes.	Sweden	Governmental bill	census	Adult learning institutions	2009 - 1996	
51	National adult learning survey Summary description: The National Adult Learning Survey (NALS) series was established by the Department for Education and Employment in 1997 and prior to the 2005 survey covered England and Wales only. In 2005, for the first time, 993 Computer Assisted Personal Interviews were conducted in Scotland, with a randomly selected sample of adults aged 16 and over.	UK (Scotland)	Scottish Executive (Now the Scottish Government)	cross-sectional survey	Adults in the general population		2005
52	Scottish Employers Skills Survey 2009 Summary description: Futureskills Scotland undertakes a large-scale survey of Scottish employers every other year. The 2008 survey covered 6,300 employers and results are representative for Scotland as a whole. The survey covers business challenges, recruitment, skill shortages, skill gaps and training activity.	UK (Scotland)	Futureskills Scotland	Longitudinal Survey	Firms/employers and/or employer representatives	2008	
53	Skills for Life Survey: a national needs and impact survey of literacy, numeracy and ICT skills Summary description: This report is based on data from the 2003 Skills for Life survey, which measured the literacy and numeracy skills of 8,730 adults in England. The report looks at the relationship between an adult's skills, their participation in basic skills courses, and their earnings and participation in the labour market. The report focuses on adults targeted by the Skills for Life policy by excluding those holding tertiary level qualifications.	UK (England/Wales)	Department for education and skills	cross-sectional survey			2002
54	The Teacher Study: the impact of the Skills for Life strategy on teachers Summary description: A 3 wave quantitative longitudinal survey of teachers of Skills for Life subjects working in a range of FE settings in England. Linked to a parallel study on Skills for Life learners taught by these teachers.	UK (England/Wales)	Department of Education and Skills	Longitudinal Survey	Adult learning instructors and/or adult learning programme managers	2007 - 2004	
55	1970 British Cohort Study (BCS70) Summary description: The 1970 British Cohort Study (BCS70) is a continuing, multi-disciplinary longitudinal study which takes as its subjects all those living in England, Scotland and Wales who were born in one particular week in April 1970. Since 1970 there have been six attempts to gather information from the whole cohort, as the chart below shows. With each successive attempt, the scope of enquiry has broadened from a strictly medical focus at birth, to encompass physical and educational development at the age of five, physical, educational and social development at the ages of ten and sixteen, and then to include economic development and other wider factors at 26, 29 and 34 years.	UK (England/Wales)	Centre for longitudinal studies, Institute of Education, London	Longitudinal Survey		2008, 2004, 2000, 1996	
56	National Child Development Study (NCDS) Summary description: The National Child Development Study (NCDS) is a continuing, multi-disciplinary longitudinal study which takes as its subjects all the people born in one week in England, Scotland and Wales in one week in March 1958. following the initial birth survey in 1958, there have to date been seven attempts to trace all members of the birth cohort in order to monitor their physical, educational, social and economic development.	UK (England/Wales)	Centre for longitudinal studies	Longitudinal Survey		2004 & 2000	
57	Progress study: NRDC learner study. The impact of the Skills for Life strategy on adult literacy, la Summary description: The NRDC Learner Study took place between 2003 and 2006 with an overall aim of providing evidence for government to refresh and take forward the Skills for Life strategy. It provides robust evidence in the form of statistical data and qualitative insight into how the Skills for Life strategy has impacted on learners. It also sheds light on the impact of the strategy in relation to each of the principal stakeholders and contexts of Skills for Life. To assess how much progress learners were making under Skills for Life we recruited a sample of 1649 learners on ALLN courses; each learner was tested before and after their courses. Using information from these tests we were able to assess their progress in numeracy, reading or writing during the course of academic years 2004/05 and 2005/06. All learners had been taught by (a subset of) the teachers who were the subject of our Teacher Study.	UK (England/Wales)	NRDC, Department for education and skills	cross-sectional survey	Adult learners enrolled in formal or non-formal learning programmes		2006
58	Evaluation of the impact of Skills for Life Learning: longitudinal survey of adult learners on colle Summary description: evaluation of the impact of participation in a literacy or a numeracy course at a college for a qualification. The analysis covers those aged 19 and over and was launched at an early stage in the skills for life initiative, when the courses themselves and their curriculum were relatively new. It examines the impact of participation on a range of economic, personal and social outcomes, and describes course benefits as perceived by the participants.	UK (England/Wales)	Department of business industry and skills	Longitudinal Survey	Adult learners enrolled in formal or non-formal learning programmes	2006 - 2003	
59	LLUK Snapshot survey of the Skills for Life teaching workforce Summary description: The aim of this survey was to obtain sufficient data on the Skills for Life workforce in order to underpin a workforce development strategy for the sector. Paper-based questionnaires were sent to all providers delivering Skills for Life provision in the year 2004/5. There was a 20% response rate, and respondents accounted for more than 40% of the volume of Skills for Life provision. The survey provided information on the size of the teaching workforce, sociodemographic information, qualifications, employment patterns. Data from this representative but not in-depth survey have not been used on their own. Instead, they were combined with data gathered through the less representative but much more in-depth NRDC Teacher Study. By combining these two sources of data, researchers have generated a representative, in-depth picture of the Skills for Life teaching workforce.	UK (England/Wales)	Lifelong Learning UK	cross-sectional survey	Adult learning institutions		2006
60	British household panel survey Summary description: The BHPS is carried out by ISER at the University of Essex. The main objective of the survey is to further understanding of social and economic change at the individual and household level in Britain (the UK from Wave 11 onwards), to identify, model and forecast such changes, their causes and consequences in relation to a range of socio-economic variables. The BHPS provides information on household organisation, employment, accommodation, tenancy, income and wealth, housing, health, socio-economic values, residential mobility, marital and relationship history, social support, and individual and household demographics. The BHPS was designed as an annual survey of each adult (16+) member of a nationally representative sample of more than 5,000 households, making a total of approximately 10,000 individual interviews. The same individuals will be re-interviewed in successive waves and, if they split-off from original households, all adult members of their new households will also be interviewed. Children are interviewed once they reach the age of 16; there is also a special survey of 11-15 year old household members from Wave Four (1994) onwards. Thus the sample should remain broadly representative of the population of Britain as it changes.	UK (England/Wales)	ISER at the University of Essex	Longitudinal Survey		2009 - 1996	

Survey No.	Survey Title	Geographic coverage	Contractor	Type	Sample	Years Data Collected (for longitudinal surveys)	When data was collected (cross-sectional surveys)
61	Workplace Employment Relations Survey Summary description: The 2004 Workplace Employment Relations Survey (WERS 2004) is the fifth in a series of surveys that aims to provide a nationally representative account of the state of employment relations and working life inside British workplaces. The purpose of each survey in the series has been to provide large-scale, systematic and dispassionate evidence about numerous aspects of employment relations across almost every sector of the economy in Britain . WERS 2004 contained both a cross-section and a panel element . Around 2,300 workplaces, 1,000 employee representatives and 22,500 employees took part in the 2004 Cross-section Survey. Around 950 surviving workplaces participated in the 1998-2004 Panel Survey. The central focus of the survey series has been the formal and structured relations that take place between management and employees at the workplace, although this focus softened somewhat in WERS 1998. Principal topics covered in WERS 2004 include: Workforce composition Management of personnel and employment relations Recruitment and training Workplace flexibility and the organisation of work Consultation and information Employee representation Payment systems and pay determination Grievance, disciplinary and dispute procedures Equal opportunities, work-life balance Workplace performance Employee attitudes to work . The 1998-2004 Panel Survey in WERS 2004 returns	UK (England/Wales)	Department of trade and industry	cross-sectional survey			2004
62	Institute for learning membership survey Summary description: The Institute for learning is a membership organisation for teachers, trainers, student teachers and assessors in the further education and skills sector. 6324 members completed the survey, which was primarily focused on questions about Institute for learning membership.	UK (England/Wales)	Institute for learning	cross-sectional survey	Adult learning instructors and/or adult learning programme managers		2009
63	National learner satisfaction survey Summary description: The National Learner Satisfaction Survey (NLSS) is the largest survey of post-16 learners ever undertaken in England, covering FE, work-based learning and PCDL. This survey provides insight into learners' satisfaction with the quality and impacts of the learning and training the LSC funds. Includes interviews conducted with learners with a disability and/or with learning difficulties within the further education (FE) system.	UK (England/Wales)	Learning and skills Council	Longitudinal Survey	Adult learners enrolled in formal or non-formal learning programmes	2009 & 2007	
64	National Adult Learning Survey Summary description: The National Adult Learning Survey is commissioned by the Department for Education and Skills (as was) to monitor the effectiveness of its adult learning policies and progress in meeting the National Learning Targets for adult participation.	UK (England/Wales)	Department for Education and Skills	cross-sectional survey			2005
65	National Employer Skills Survey (NESS) Summary description: The National Employers Skills Survey 2007 (NESS07) provides detailed information on the incidence, extent and nature of skills problems facing employers, in terms of both recruitment and skill gaps within their existing workforce. It also explores employers' activities and expenditure in relation to training.	UK (England/Wales)	Learning and Skills Council (LSC), in partnership with DBIS and the Sector Skills Development Agency	cross-sectional survey	Firms/employers and/or employer representatives		2007
66	NIACE adult participation in learning survey Summary description: The current questions and definition of learning were first adopted within the NIACE adult participation in learning survey in 1996. Annual surveys to document adult participation in learning in the UK have been undertaken annually since 1999. The surveys covers around 5,000 adults aged 17+ across the UK. Using a broad definition of learning, respondents are asked about participation in learning during the previous three years.	UK (England/Wales)	NIACE, The National Institute of Adult Continuing Education	cross-sectional survey			2009
67	Northern Ireland skills monitoring survey Summary description: The Northern Ireland Skills Monitoring Survey was designed to provide a comprehensive snapshot of the current skill needs of NI employers in the non-agricultural sectors. The Survey largely replicates the NI Skills Monitoring Survey 2002 and therefore we now have some useful comparisons over time. The survey provides an overview of issues connected with skill shortages, skill gaps and training, from an employer's perspective. Of particular interest are those areas where recruitment difficulties are related to external skill shortages and therefore subject to a skills solution.	UK (Northern Ireland)	Department for employment and learning	Longitudinal Survey	Firms/employers and/or employer representatives	2005 - 2002	

Table VII. Coverage of national survey data sources, national overview

Survey No.	Country	Title of survey/census	Learners/ non-learners	Instructors	Institutions	Financing	Curricula/ programmes	Learner participation	Learner attainment	Impacts of AL			
										Health	Social	Economic: individuals	Economic: firms
1	AT	Continuous Training in SMEs										ü	ü
2	Befr	2007 Survey of Adult Literacy in the French-speaking Community of Belgium	ü		ü			ü				ü	
3	BEfr	2007 Survey on adult literacy in the French-Belgian community		ü	ü		ü						
4	Benl	Survey Socio-cultural changes in the Flemish region and in Brussels	ü			ü		ü					
5	CY	Statistics of Education-Statistical Service of Cyprus			ü	ü	ü						
6	CZ	Population Census							ü			ü	
7	CZ	Quick Surveys			ü	ü	ü						
8	DK	Main Indicators on adult education and training at private suppliers	ü			ü							
9	EE	Lifelong Learning 2007	ü			ü		ü					
10	FI	Finnish Adult Education Survey 1995	ü			ü		ü	ü			ü	
11	FI	Finnish Adult Education Survey 2000	ü			ü		ü	ü			ü	
12	FR	Survey of Continuing Education for 2006	ü			ü		ü					
13	FR	Survey of education/training and professional qualifications 2003	ü			ü		ü	ü			ü	
14	FY	National Report on the Development and State of the Art of Adult Learning and Education in the Republic	ü	ü	ü	ü	ü	ü					
15	FY	The perspective and role of the non-governmental sector in the nonformal education in Republic of Macedonia	ü					ü					
16	DE	Weiterbildungsstatistik im Verbund	ü		ü	ü	ü						
17	DE	Adult and continuing monitor	ü		ü	ü							
18	DE	Distance learning	ü			l s		ü					
19	DE	German Micro-census	ü					ü	ü	ü	ü	ü	
20	DE	German Socio-Economic Panel	ü					ü	ü	ü	ü	ü	
21	DE	IAB establishment panel							ü			ü	ü
22	DE	Monitor of adult and continuing education	ü		ü	ü	ü						
23	DE	Reporting System on Adult Education	ü			ü		ü					

24	DE	Statistics on Adult Learning Centres	ü	ü	ü	ü	ü						
25	IE	Student Record System and First Destination of Graduates	ü			ü		ü		ü		ü	
26	IE	Quarterly National Household Survey Lifelong Learning Second Quarter 2003	ü					ü					
27	IE	Employee Skills, Training and Job Vacancies Survey 2006	ü			ü		ü					
29	IT	Participation of adults in formative activities	ü					ü					
30	MT	Adult education and lifelong learning	ü		ü			ü					
31	NL	Monitor-post-initial education	ü					ü					
32	NL	OSA Labour Supply panel	ü					ü		ü		ü	
33	NL	OSA- labour demand questionnaire						ü				ü	ü
34	NO	A survey of participation, interest and obstacles for training among adults with only primary or lower secondary education	ü				ü	ü	ü			ü	
35	NO	A survey of the digital competence in the Norwegian adult population	ü				ü	ü	ü				
36	NO	Alike and different: A survey of basic skills among adult immigrants in Oslo	ü					ü	ü				
37	NO	National Education Database	ü					ü					
38	NO	Primary and lower secondary information system	ü	ü	ü	ü	ü	ü					
39	NO	Statbank Norway	ü		ü		ü	ü	ü				
40	NO	The Learning Conditions Monitor	ü			ü		ü				ü	
41	NO	The Vox-barometer for the population: The population's request for training, education and guidance	ü		ü	ü	ü	ü	ü		ü	ü	
42	NO	Vox Barometer: Skills and recruitment in Norwegian firms	ü	ü	ü	ü	ü	ü	ü				
43	PL	Graduates First Job Survey	ü					ü	ü			ü	
44	SK	Record of further /adult learning	ü	ü	ü	ü	ü		ü				
45	ES	Household expenditure on education. Pilot module of the household budget survey 2007				ü							
46	ES	Survey on the transition from education/training to labour market insertion 2005	ü					ü	ü			ü	
47	SE	Register of students in education supervised by the National Agency for Education	ü					ü	ü				

Table VIII. Coverage of national survey data sources, national overview

Country	Title of survey/census	Learners/ non-learners	Instructors	Institutions	Financing	Curricula/programmes	Learner participation	Learner attainment	Impacts of AL				
									Health	Social	Economic: individuals	Economic: firms	
AT		1	0	0	0	0	0	0	0	0	1	1	
Befr		2	1	1	2	0	1	1	0	0	0	1	0
Benl		1	1	0	0	1	0	1	0	0	0	0	0
CY		1	0	0	1	1	1	0	0	0	0	0	0
CZ		2	0	0	1	1	1	0	1	0	0	1	0
DK		1	1	0	0	1	0	0	0	0	0	0	0
EE		1	1	0	0	1	0	1	0	0	0	0	0
FI		2	2	0	0	2	0	2	2	0	0	2	0
FR		2	2	0	0	2	0	2	1	0	0	1	0
FY		2	2	1	1	1	1	2	0	0	0	0	0
DE		9	8	1	4	5	3	4	3	2	2	3	1
IE		3	3	0	0	2	0	3	0	1	0	1	0
IT		1	1	0	0	0	0	1	0	0	0	0	0
MT		1	1	0	1	0	0	1	0	0	0	0	0
NL		3	2	0	0	0	0	3	0	1	0	2	1
NO		9	9	2	4	4	6	9	6	0	1	3	0
PL		1	1	0	0	0	0	1	1	0	0	1	0
SK		1	1	1	1	1	1	0	1	0	0	0	0
ES		2	1	0	0	1	0	1	1	0	0	1	0
SE		4	2	0	0	1	1	3	4	0	0	1	0
UK		1	1	0	0	1	0	1	0	1	1	1	0
UKen		8	4	3	0	1	0	4	2	2	1	2	0
UKsc		2	1	0	0	1	0	1	1	1	1	1	0
UKen & UKwa		2	2	0	0	0	0	2	0	0	0	2	0
UKen, UKsc & UKwa		3	2	0	0	0	0	3	2	2	2	2	0
Ukni		1	0	0	0	0	0	0	0	0	0	0	1
Total		66	49	9	15	27	15	46	25	10	8	26	4

Table IX. Contribution of survey/census data sources to national data on adult learning (1)

Survey No.	Country	Title of survey/census	Adult qualifications	Participation in AL	Skills levels assessed by instrument	Skills loss and gain	Skills gaps	Financing	Monitoring policy	Employment and wages	Health and well-being	Social participation and cohesion	Quality of providers	Quality of instructors
1	AT	Continuous Training in SMEs		ü										
2	Befr	2007 Survey of Adult Literacy in the French-speaking Community of Belgium							ü					
3	BEfr	2007 Survey on adult literacy in the French-Belgian community												
4	Benl	Survey Socio-cultural changes in the Flemish region and in Brussels		ü										
5	CY	Statistics of Education-Statistical Service of Cyprus	ü	ü				ü	ü					
6	CZ	Population Census	ü											
7	CZ	Quick Surveys											ü	ü
8	DK	Main Indicators on adult education and training at private suppliers		ü										
9	EE	Lifelong Learning 2007		ü										
10	FI	Finnish Adult Education Survey 1995	ü	ü		ü	ü	ü	ü	ü				
11	FI	Finnish Adult Education Survey 2000	ü	ü		ü	ü	ü	ü	ü				
12	FR	Survey of Continuing Education for 2006		ü				ü						
13	FR	Survey of education/training and professional qualifications 2003	ü	ü				ü		ü				
14	FY	National Report on the Development and State of the Art of Adult Learning and Education in the Republic	ü	ü				ü						
15	FY	The perspective and role of the non-governmental sector in the nonformal education in Republic of Macedonia		ü										
16	DE	Weiterbildungsstatistik im Verbund						ü						
17	DE	Adult and continuing monitor		ü				ü	ü					
18	DE	Distance learning		ü										
19	DE	German Micro-census	ü	ü						ü	ü	ü		
20	DE	German Socio-Economic Panel	ü	ü						ü	ü	ü		
21	DE	IAB establishment panel	ü	ü			ü			ü				
22	DE	Monitor of adult and continuing education						ü	ü					
23	DE	Reporting System on Adult Education		ü				ü						

Survey No.	Country	Title of survey/census	Adult qualifications	Participation in AL	Skills levels assessed by instrument	Skills loss and gain	Skills gaps	Financing	Monitoring policy	Employment and wages	Health and well-being	Social participation and cohesion	Quality of providers	Quality of instructors
24	DE	Statistics on Adult Learning Centres		ü				ü						
25	IE	Student Record System and First Destination of Graduates		ü			ü			ü	ü			
26	IE	Quarterly National Household Survey Lifelong Learning Second Quarter 2003	ü	ü					ü					
27	IE	Employee Skills, Training and Job Vacancies Survey 2006		ü			ü	ü	ü					
29	IT	Participation of adults in formative activities		ü										
30	MT	Adult education and lifelong learning		ü										
31	NL	Monitor-post-initial education		ü				ü						
32	NL	OSA Labour Supply panel		ü			ü			ü				
33	NL	OSA- labour demand questionnaire												
34	NO	A survey of participation, interest and obstacles for training among adults with only primary or lower secondary education												
35	NO	A survey of the digital competence in the Norwegian adult population												
36	NO	Alike and different: A survey of basic skills among adult immigrants in Oslo												
37	NO	National Education Database												
38	NO	Primary and lower secondary information system												
39	NO	Statbank Norway												
40	NO	The Learning Conditions Monitor	ü	ü			ü	ü						
41	NO	The Vox-barometer for the population: The population's request for training, education and guidance	ü	ü			ü	ü		ü				
42	NO	Vox Barometer: Skills and recruitment in Norwegian firms	ü	ü			ü	ü						
43	PL	Graduates First Job Survey	ü						ü	ü				
44	SK	Record of further /adult learning	ü	ü				ü	ü					
45	ES	Household expenditure on education. Pilot module of the household budget survey 2007						ü						
46	ES	Survey on the transition from education/training to labour market insertion 2005		ü		ü				ü				

Table X. Contribution of survey/census data sources to national data on adult learning, national overview

Country	Number of surveys / censuses	Adult qualifications	Participation in AL	Skills levels assessed by instrument	Skills loss and gain	Skills gaps	Financing	Monitoring policy	Employment and wages	Health and well-being	Social participation and cohesion	Quality of providers	Quality of Instructors
AT	1	0	1	0	0	0	0	0	0	0	0	0	0
BEfr	2	0	0	0	0	0	0	0	1	0	0	0	0
Benl	1	0	1	0	0	0	0	0	0	0	0	0	0
CY	1	1	1	0	0	0	1	1	0	0	0	0	0
CZ	2	1	0	0	0	0	0	0	0	0	0	1	1
DK	1	0	1	0	0	0	0	0	0	0	0	0	0
EE	1	0	1	0	0	0	0	0	0	0	0	0	0
FI	2	2	2	0	2	2	2	2	2	2	0	0	0
FR	2	1	2	0	0	0	2	0	0	1	0	0	0
FY	2	1	2	0	0	0	1	0	0	0	0	0	0
DE	9	3	7	0	0	1	5	2	2	3	2	2	0
EL	1	1	1	0	0	0	1	1	1	0	1	1	0
IE	4	1	4	0	0	3	2	3	2	2	1	0	0
IT	1	0	1	0	0	0	0	0	0	0	0	0	0
MT	1	0	1	0	0	0	0	0	0	0	0	0	0
NL	3	0	2	0	0	1	1	0	0	1	0	0	0
NO	9	3	3	0	0	3	3	3	0	1	0	0	0
PL	1	1	0	0	0	0	0	0	1	1	0	0	0
SK	1	1	1	0	0	0	1	1	1	0	0	0	0
ES	2	0	1	0	1	0	1	0	0	1	0	0	0
SE	4	2	4	0	0	0	1	0	0	1	0	0	0
UK	1	1	1	0	0	0	1	0	0	1	1	1	0
UKen	8	1	1	1	1	1	1	1	3	2	1	1	5
UKen & UKwa	2	1	2	0	0	0	1	2	2	1	0	0	0
UKsc	2	1	1	0	0	1	0	0	0	0	0	0	0
Ukni	1	0	0	0	0	0	0	0	0	0	0	0	0
Total	65	22	41	1	4	12	24	17	17	6	5	6	4