

# Task force report on adult education survey



EUROPEAN  
COMMISSION



THEME  
Population  
and social  
conditions



The views expressed in this document are the author's and do not necessarily reflect the opinion of the European Commission.

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## PREFACE

Adult education is today recognised as an essential enabler of economic growth and social development within the rapidly evolving knowledge based society and economy of the European Union. This is particularly so in the context of an ageing labour force and internationalisation of activities.

Adult learning is one of the key components of the Lisbon strategy. It is a major factor for the improvement of human capital of citizens after leaving initial education and is therefore a key element of both Employment, and Education and Training policies.

Consequently, the EU requires the collection of broader and higher quality statistical data on adult learning, in order to inform policy making, policy monitoring and benchmarking activities at the international and European level. Recent reviews of available data at the national level carried out for Eurostat, confirm that national initiatives, where they exist, are not at this time harmonised at the EU level.

Eurostat undertook in 2000, in parallel to the Lisbon Strategy issued by the Council, to operationalise the concepts needed to achieve a harmonisation of statistics on lifelong learning. Two task forces the task force on measuring lifelong learning (2000-2001), later succeeded by the task force on the Adult Education Survey (2002-2004), were created with the active involvement of EU countries, as well as non-EU countries (Switzerland, Canada) and international organisations (OECD, Unesco Institute for Statistics, International Labour Office) having experience and interest in the field.

The present report is the final contribution of the second task force, whose objectives were to explore the feasibility and the requirements for launching an EU Adult Education Survey.

This report has been presented and endorsed by the group of Directors of Social Statistics in September 2004. On this occasion, a large majority of EU member states were in favour of launching a first adult education survey in 2005-2007.

This important achievement could not have been achieved without the high quality work performed by the successive task forces. Eurostat wishes to express its gratitude to the delegates who participated to this debate.

Luxembourg, 15 February 2005

Michel Glaude

Director

Single Market, Employment and Social statistics

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## EXECUTIVE SUMMARY

The Task Force on Adult Education Survey (TF AES) has been created at the request of the Directors of Social Statistics of the European Union with the mandate to reflect on the development of a harmonised reporting system on education of adults from the perspective of the individual which could take the form of a specific survey. The TF AES continued the work of the Eurostat Task Force on measuring lifelong learning (TF MLLL) which had produced its report in February 2001. The TF MLLL has already proposed the contents of a European Union Adult Education Survey. It should include demographic and socio-economic information on the *individuals* and their (self-reported) skills, on their *participation in cultural, social and civic activities*, on their *participation in learning activities* and on the *characteristics of learning activities* in which the individual person has participated. This information should cover all types of learning activities (formal, non-formal and informal) according to the European Union definition of lifelong learning. Additional central recommendations were to cover all adults over 16 years of age, have only face-to-face interviews and do not accept proxy answers.

Of course this only constituted a "statistical wish list" which is an interpretation of the broad "political wish list" for information on lifelong learning. Numerous practical problems need to be tackled before the EU Member States can implement a survey covering these issues. Methodological developments are needed, as for example the development of an international classification of learning activities which will also include non-formal and informal activities. Decisions need to be made on the survey specifications taking into account cost and other feasibility considerations (e.g. target population, desired regional breakdown) as well as priorities in terms of information required for policy making.

The objective for Eurostat through the TF AES was to develop a proposal that would be feasible for EU countries, making maximum use of the experience that exists at national and international level. The enthusiastic participation of both countries and organisations in the work of the TF AES contributed to the attainment of this objective to the extent that this was possible in the short period of one year over which this work has been carried out. Recommendations on survey specifications and contents were proposed while key definitions, concepts and classifications have been developed or refined although the classification on learning activities developed in the framework of the TF AES needs to be tested and further methodological work is needed on important areas like obstacles and guidance. The exact planning of the next steps for the implementation of the AES though will only be possible after the European Statistical System (ESS) actors, i.e. the European Commission (Eurostat, but also user Directorates-General) and the statistical bodies of the EU Member States, take firm decisions on the future of the survey.

The Adult Education Survey is seen as a major integration tool and an important instrument towards a coherent and comprehensive European Statistical Information System on Education and Learning that is the ultimate goal for education and training statistics:

- For countries that already have a national adult education survey but also for countries that are planning to hold such surveys in the near future, endorsing the AES will contribute to covering their very pressing need for reliable international comparisons with as many countries as possible in Europe and beyond, in the globalised knowledge society.

- For countries aiming for an integrated system based on combination of different sources, the AES will be a very useful tool for validating their initial estimates, while in the future they may be in a position to provide the information requested by the AES using their integrated system.
- For countries that have neither a national AES nor concrete plans for such a survey or an integrated system for covering the demand for statistical information on lifelong learning, the AES will be an opportunity to develop this part of their statistical system. An international contribution in this field could also help advance common research efforts, finding new ways of measuring, developing indicators etc.

For the ESS, the AES will be one of the pillars of an information system on adult education and learning. Moreover it will also be used to improve the quality of statistics on education and learning collected through different major existing ESS household surveys like the CLFS (Community Labour Force Survey) or the EU SILC (Statistics on Income and Living Conditions).

Therefore the overall value of an AES is significant, both at the national level for countries found at different stages of development of statistics on lifelong learning, and at the European level, for ESS sources and tools.

Eurostat would like to express its gratitude to the members of the Task Force but especially to the members of the Task Groups and to their co-ordinators who have made the completion of this work possible.

# 1. BACKGROUND

## 1.1. LIFELONG LEARNING IN THE EUROPEAN UNION

Lifelong learning and the contribution of education and training to the well being and the prosperity of people have been issues for the European Union countries since the 80s. However most of the relevant discussions and activities at the international level did not take place in the framework of EU institutions but as part of the national activities in international organisations like UNESCO or OECD. One of the major events which have been taken into account in the development of the work on Adult Education and Learning was the Fifth International Conference on Adult Education (CONFINTEA V - Hamburg, July 14-18, 1997)<sup>1</sup>..

EU policy on education and training is based on Articles 149 and 150 of the EC Treaty<sup>2</sup>. Both the Leonardo da Vinci action programme in the area of vocational training and the Socrates action programme in the area of education adopted on this basis in 1995, made reference to education and training of adults. The issue of lifelong learning however came to the centre of the European political debate when the EU declared 1996 the "European year of Lifelong Learning". In this context the Council, i.e. the body representing the will of the EU governments, adopted in its conclusions a strategy for lifelong learning, specifying a number of key principles. In November 1997, the heads of state and governments of the EU, meeting in the extraordinary European Council of Luxembourg dedicated to employment, have introduced increased employability and ability for adaptation through training as priority issues within guidelines for the improvement of the employment situation in the EU. Lifelong learning has since then become a horizontal objective of the European employment strategy.

The Lisbon European Council in March 2000 was the turning point for the development of lifelong learning policy in the EU. The Council has set the strategic objective for the European Union to become the world's most dynamic knowledge-based economy. Lifelong learning for everyone is included in the conclusions among the key elements to achieve this objective.

The Lisbon conclusions were confirmed by the European Council in Feira in June 2000, which invited the Member States, the Council and the Commission to identify coherent strategies and practical measures to promote lifelong learning, and to make it accessible to all. It also reiterated the need to promote the involvement of social partners and to harness the full potential of public and private financing. One year later the Stockholm European Council has re-affirmed the Lisbon and Feira conclusions. The importance of lifelong learning for the EU social model was also stressed in the framework of the EU social policy agenda<sup>3</sup> adopted by the Nice European Council in December 2000.

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<sup>1</sup> <http://www.unesco.org/education/uie/confintea/>

<sup>2</sup> EUR-Lex: - The portal to European Union law: <http://europa.eu.int/eur-lex/en/index.html>

<sup>3</sup> Social Policy Agenda:

[http://europa.eu.int/comm/employment\\_social/social\\_policy\\_agenda/social\\_pol\\_ag\\_en.html](http://europa.eu.int/comm/employment_social/social_policy_agenda/social_pol_ag_en.html)

Following the request of the European Council, the European Commission has produced a consultation document called "Memorandum of lifelong learning" and submitted it to EU Member States and candidate countries asking for feedback. In all, some 3,000 individual submissions were sent to the Commission, the Member States, the EEA countries and the candidate countries, to European institutions and bodies representing civil society, and to the social partners. Some 12,000 citizens participated in meetings and conferences organised as part of the process. Its outcome was the release in November 2001 of the European Commission Communication "Making a European area of lifelong learning a reality" which establishes lifelong learning as one of the guiding principles for education and training. A Commission Staff Working Paper on "Best practice and indicators" has also been produced as an accompanying document<sup>4</sup>. The second part of this document focuses on the indicators that could be used for monitoring progress towards responding to the key issues identified by the Communication.

One of the main contributions of the Communication is that it has widened the EU definition of lifelong learning used so far, by enlarging its scope to cover aspects, which are not directly related to employment. Lifelong learning is now defined as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective."

The Communication is one of the two basic documents for policy on lifelong learning at the EU level. The other one is the report on the "future objectives of the education and training systems"<sup>5</sup>, for the next ten years, which was adopted in February 2001 by the Council of Education Ministers. The detailed work programme for the follow-up of the "Objectives" report, adopted by the Council of Education Ministers in February 2002<sup>6</sup>, constitutes an important step in taking on the commitment to modernise and improve the quality of the education and training systems of the Member States. The activities for the follow-up of this report are in the centre of the policy developments for education and training systems in a lifelong learning context for the achievement of the Lisbon strategic objective.

In March 2002, the Barcelona European Council requested that a Resolution concerning lifelong learning be adopted before the Seville European Council (2002). This request reflected its conviction that lifelong learning constitutes a priority domain of the Lisbon strategy. The resolution should take into account the European employment strategy. In June 2002 the Council of Ministers adopted its resolution on lifelong learning which constitutes henceforth the political basis of lifelong learning policy in the EU.<sup>7</sup>

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<sup>4</sup> The site of the Commission Communication on lifelong learning:  
[http://europa.eu.int/comm/education/policies/lll/life/index\\_en.html](http://europa.eu.int/comm/education/policies/lll/life/index_en.html)

<sup>5</sup> <http://register.consilium.eu.int/pdf/en/01/st05/05980en1.pdf>

<sup>6</sup> Detailed work programme for the follow-up of the "objectives" report:  
[http://forum.europa.eu.int/Public/irc/dsis/edtc/library?l=/public/information\\_policy/education\\_training/objectives\\_education](http://forum.europa.eu.int/Public/irc/dsis/edtc/library?l=/public/information_policy/education_training/objectives_education)

<sup>7</sup> Council Resolution on lifelong learning:  
[http://europa.eu.int/smartapi/cgi/sga\\_doc?smartapi!celexapi!prod!CELEXnumdoc&lg=EN&numdoc=32002G0709\(01\)&model=guichett](http://europa.eu.int/smartapi/cgi/sga_doc?smartapi!celexapi!prod!CELEXnumdoc&lg=EN&numdoc=32002G0709(01)&model=guichett)



Anticipating this increasing demand for information on adult education and learning, Eurostat launched a Task Force on the issue of measuring lifelong learning (TF MLLL). The Eurostat TF MLLL focused on the operationalisation of the concept of lifelong learning in statistical terms. The TF MLLL produced its final report on measuring lifelong learning in February 2001. The conclusions and recommendations of this report were confirmed in a seminar on MLLL organised by the European Advisory Committee on Statistical Information in the Economic and Social Spheres (CEIES), the European Commission (Eurostat and the Directorate-General for Education and Culture) and ISTAT (the statistical office of Italy) in June 2001 in Parma, Italy<sup>8</sup>.

The clear message was that it is important to improve the national and international knowledge base and the statistical infrastructure of adult education and learning and to develop a standardised adult education and learning data collection.

On this basis, Eurostat proposed to the Directors of Social Statistics from EU countries, in April 2002, a comprehensive system of Adult Education "Statistics" based on two pillars: the CVTS and the planned Adult Education Survey<sup>9</sup>. Following the recommendation of the EU Directors of Social Statistics, Eurostat created a Task Force for the development of the Adult Education Survey (TF AES). According to its mandate (Annex 2), the TF AES should assist Eurostat in exploring the feasibility and the requirements for launching an EU Adult Education Survey within the broader framework of the development of Education and Training Statistics. The definition of the survey subject and the way to approach it was the main focus of this work.

To support a knowledgeable discussion on Measuring lifelong learning Eurostat has created a web site where reference to all information available on the subject is made public<sup>10</sup>. This site/forum includes information on national Adult Education Surveys, relevant classifications and other relevant material organised on the basis of the annexes to the TFMLLL report. The interim and final results of the work of the TF AES will also be made available on the same site.

## **1.2. EUROPEAN UNION STATISTICAL INFORMATION SYSTEM ON EDUCATION AND LEARNING (ESIS/EL)**

A comprehensive proposal for the development of statistics on adult education and learning built around an Adult Education Survey and the Continuing Vocational Training Survey was presented to the DSS in April 2002. This would constitute the basis for an improved coverage of lifelong education and learning activities by the European Statistical System, built around 3 sources:

- an administrative data collections on the regular education and training systems, where information is collected from educational institutions covering also adult students, i.e. the Education data collections, including the joint UOE questionnaire (UNESCO Institute for Statistics-OECD-Eurostat)

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<sup>8</sup> Parma seminar on measuring lifelong learning, June 2001:

[http://forum.europa.eu.int/Public/irc/dsis/ceies/library?l=/seminars\\_11\\_to\\_20/measuring\\_lifelong](http://forum.europa.eu.int/Public/irc/dsis/ceies/library?l=/seminars_11_to_20/measuring_lifelong)

<sup>9</sup> Proposal to the DSS:

[http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/measuring\\_lifelong/education\\_survey](http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/measuring_lifelong/education_survey)

<sup>10</sup> Eurostat site on Measuring lifelong learning:

[http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/measuring\\_lifelong](http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/measuring_lifelong)

- an enterprise survey specialised on vocational training in enterprises, where information is collected from the enterprises themselves, i.e. the Eurostat Continuing Vocational Training Survey (CVTS); the statistics and indicators produced from CVTS within a coherent and comprehensive framework focused on education and learning, cover needs that can't be obtained from other enterprise surveys having different policy focus/survey subjects.
- a household survey on the participation of adults in education and learning, where information is collected from the individual (potential learner), i.e. the proposed Adult Education Survey; the statistics and indicators to be produced from the AES within a coherent and comprehensive framework focused on education and learning, would cover needs that cannot be addressed through other household surveys having an employment (LFS), income and living conditions (EU-SILC) or other policy focus/survey subject.

The table below<sup>11</sup> indicates the different existing ESS sources that are currently used to collect information on participation in lifelong learning. Other international sources, which are not part of the ESS, are not included but experience from them has already been used in the discussions up to now; this exchange of information and co-operation at the international level will continue in the future. However it should be underlined that there is no source at the international level that corresponds to what is intended to be measured through the proposed AES. More information on these and other surveys can be found in the TFMLLL report and the MLLL site.

**Table 1: Existing ESS sources on measuring lifelong learning**

<b>Method/ Source</b>	<b>Contents/ scope</b>	<b>Type/ Target Group/ Frequency</b>	<b>Strengths<sup>12</sup></b>	<b>Weaknesses</b>
Data collections on education systems (joint UOE (UNESCO-OECD-Eurostat) data collection and EU specific data collections)	Participation in education at country and NUTS2 level (students enrolled, entrants, repeaters, graduates, personnel, finance) mainly in formal education; Formal education	Administrative data collection ; All ages  Annual	International comparable information on participation, completion, expenditure and types of resources dedicated to education; covers mainly public providers; outcomes in terms of graduates; includes data on the years of age of the participants	Aggregated information; Not included: vocational training at the work place, non-formal education and informal learning  No legal basis
European Labour Force Survey (LFS);	Participation in different kinds of education and training;	Household Survey; 15+  Quarterly	Intends to cover the whole resident population; Reference to a	Participation measured over the 4 weeks preceding the survey; informal

<sup>11</sup> Adapted from Walter Hörner (DESTATIS), CEIES Seminar on MLLL (Parma, June 2001)

<sup>12</sup> Strengths and weaknesses with respect to monitoring lifelong learning

Method/ Source	Contents/ scope	Type/ Target Group/ Frequency	Strengths <sup>12</sup>	Weaknesses
standard questions	Educational attainment as a proxy for skills; link with employment status and background variables		particular survey week;  Legal basis	learning not covered; high percentage of proxy answers in some countries; Labour market oriented research
European Labour Force Survey (LFS); Ad hoc module 2003	Participation in different kinds of education and training; Educational attainment as a proxy for skills; link with employment status and background variables;; ad-hoc module on lifelong learning in 2003	Household Survey; 15+  One-off (2003)	Intends to cover the whole resident population ; Refers to a particular survey week in spring;  Legal basis	limited number of questions; high percentage of proxy answers in some countries; Labour market oriented research
Continuing Vocational Training Survey;	Participation in continuing vocational training in enterprises; costs and financing of training; type of activity, inside vs. outside training, sex	Enterprise survey; Employed adults  Every 5 years	Includes parts of self-directed learning (at the work place); certification; Harmonised methods and questionnaire;  Legal basis (from 2006 on)	Data collected only from employers; covers only employed persons in most sectors and in enterprises having 10 or more employees; outcome in terms of occupational skills; No age breakdown
European Statistics on Income and Living Conditions (EU-SILC)	Educational attainment; Participation in education	Annual Household survey; 15+  Annual	Information collected from the individual; linked to working and living conditions	Covers only parts of relevant activities ; only limited number of questions on participation;
Time Use Surveys	Time dedicated to different activities, including education and learning; socio-economic	Time Use Survey (household); 10+  Every 10 years	Data on participation in learning (time volume) that is comparable across activities as well as across countries; no aggregation	No information on financing/expenditure and on output/success; Very heavy and costly exercise ; Frequency;

Method/ Source	Contents/ scope	Type/ Target Group/ Frequency	Strengths <sup>12</sup>	Weaknesses
	characteristics of participants (especially age structure)		problem;	No Legal basis

The DSS invited Eurostat to create a Task Force to examine the issues related to the Adult Education Survey. The TF AES should build on the work done so far as well as on relevant national and international experience. The target was to have the AES in the field in 2005 or 2006.

As far as existing ESS statistical tools are concerned, the AES would also be used to improve the quality of statistics on education and learning collected through different major household surveys in the area of social statistics:

**LFS:** The information collected through the LFS on educational attainment and participation in education would be validated by a survey where no proxies would be allowed and the definition of the variables would be improved.

**EU-SILC:** Statistics on Income and Living Conditions will benefit in the same way as Labour Force Statistics. An additional benefit for both sources will be that the definitions used in their potential ad hoc modules related to education and learning will have much more robust definitions validated through empirical evidence coming from the EU AES.

**Time Use Survey:** Participation in education and learning and cultural activities is information that will be more and more requested as an indication of investment in the personal development of the person in the knowledge society. The classification of activities used in the TUS could be improved using the lists developed. If the "black box" of working time is opened so that learning during paid working hours (which roughly corresponds to learning organised and sponsored by the employers) can be taken into account, then the TUS can become a major instrument of measuring personal investment in time in building personal human capital.

### 1.3. ORGANISATION OF WORK OF THE TF AES

The TF AES was created in October 2002 and was given the following tasks:

- Task 1: Define the **objectives** of the survey (policy request)
- Task 2: Define the **general frame** of the survey (survey subject and scope and positioning in the European System of Social Surveys)
- Task 3: Evaluation of existing **classifications**, standards etc and advice on the development of new ones if necessary
- Task 4: Survey **Description**
- Task 5: **Legal basis** for the AES

The mandate of the Task Force is available as Annex 2.

A limited number of countries have been selected based on 4 criteria: experience with a national AES; steps taken recently towards the establishment of a reporting system including the education of adults; experience in the field of covering education of adults through household surveys; and particular interest expressed for an EU AES). International organizations and agencies active in the field were also invited to participate. The members of the TFAES are presented in Annex 1.

The TF AES met 4 times between December 2002 and October 2003. Italy, France, Finland and UK kindly offered to host these meetings and organise national presentations. Each country's presentation included: the current state of the national system of surveying adult education and learning, and the positioning of an EU AES in a future national system of surveying adult education and learning. A **Circa web** site has been created for communication outside the regular meetings<sup>13</sup>.

In its first meeting in Rome the TF AES agreed on the mandate and decided on a sharing of tasks. Two task groups were created: Task 3 Group led by Germany (Mr Rainer Wilhelm) and Task 4 Group led by Finland (Ms Irja Blomqvist). The members of these Task Groups are also included in Annex 1. DG Education and Culture was responsible for task 1 and Eurostat for task 2. The full area of work for the TF AES as well as the specifications for each of the tasks were described on the basis of an organising framework which is included as annex 7.

From the beginning we decided **not to elaborate on Task 5** (legal basis) at this stage, but rather to focus on the development of the technical aspects of the survey, which would then be used for the technical content of the legal basis. The Task Force proposed to start with the AES under a gentlemen's agreement, as was the case for CVTS and other European surveys, while developing in parallel the legal basis. This would result in a much more robust legal basis as it will be based on experience in the field.

The discussions on task 4 were structured on the basis of a discussion grid developed for this purpose. This initial grid is reflected in the way the presentation of the contents of the AES are structured in the present report.

Some additional important activities that are useful for the AES were carried out by the Members of the TF AES:

- The Task 3 Group was the steering group for a Eurostat project on the development of a **classification of learning activities**, the key concepts of which are presented under the relevant section of this report.
- Statistics Sweden has also conducted a **survey of national adult education surveys** based on a questionnaire, as part of Task 4. Technical description and material on practically all national AES surveys which were known to the members of the TF AES and the members of the Eurostat Education and Training Statistics Working Group.

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<sup>13</sup> [http://forum.europa.eu.int/Members/irc/dsis/edtcsl/library?l=/working\\_groups/aes\\_tf](http://forum.europa.eu.int/Members/irc/dsis/edtcsl/library?l=/working_groups/aes_tf)

## 2. OBJECTIVES OF THE ADULT EDUCATION SURVEY – POLICY NEEDS

The need to improve available information on participation of adults in education and learning has been frequently confirmed in the past few years. In the framework of the “Education and Training 2010”<sup>14</sup> process which covers the contribution of the Education and Training Systems to the Lisbon Process, the Council adopted in May 2002 a Reference Level of European Average Performance (Benchmark) for lifelong learning with the following phrases:

*“In a knowledge society individuals must update and complement their knowledge, competencies and skills throughout life to maximise their personal development and to maintain and improve their position in the labour market.*

*– Therefore, by 2010, the European Union average level of participation in Lifelong Learning, should be at least 12.5% of the adult working age population (25-64 age group).”*

The footnote to the benchmark included the following explicit request to the TF AES:

*“Percentage of population aged 25-64 participating in education and training in 4 weeks prior to the survey –Source Eurostat; Labour Force Survey. A Eurostat taskforce is currently undertaking work on a new Adult Education Survey that would yield a better measure of participation.”*

In the beginning of the work of the TF AES, representatives of the Commission DG Education and Culture have analysed the policy needs with the intention to define the policy framework, and the related information needs, according to which the Adult Education Survey should be carried out, as a contribution to an integrated European Statistical Information System on education and learning.

The paper (included as Annex 4) is based mainly on the Commission Communication “Making a European area of lifelong learning a reality”, Brussels 2001, COM (2001) 678, and on the detailed work programme for the follow up of the “Objectives in education and training systems in Europe”, adopted by the Council on 12 February 2002.

Other key documents in education and training have been taken into account in areas which are to be considered complementary to those included in the texts and processes quoted above. The structure of this document reflects the structure adopted in the Commission Communication on lifelong learning as this was instrumental to a change of perspective, putting the learner in the centre of the learning process, and proposed the following priorities for action: Valuing learning, Information, guidance and counselling, Investing time and money in learning, Bringing learning and learners closer together, Basic skills and Innovative pedagogy. The AES-related information needs are grouped under each heading. The priorities set in the framework of the detailed work programme which are more explicitly related to lifelong learning are indicated under the same headings.

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<sup>14</sup> [http://europa.eu.int/comm/education/policies/2010/et\\_2010\\_en.html](http://europa.eu.int/comm/education/policies/2010/et_2010_en.html)

However the interest in lifelong learning is not only limited to the education and training policy as it is an issue cutting across many important areas like employment, human capital and competitiveness, social inclusion and active ageing or even active citizenship and cultural policy. Participation in lifelong learning is one of the structural indicators identified by the European Council to monitor progress towards the achievement of the strategic goal set by the European Union “*to become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion*”<sup>15</sup>.

The debate in the TF AES focussed on the information that it would be feasible to provide to policy users through the AES in order to cover their information needs, based on the national and international experience as well as on concepts and ideas developed in the framework of the TF AES.

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<sup>15</sup> Conclusions of the Lisbon European Council, March 2000

### 3. SURVEY SUBJECT AND OUTPUT

The main survey subject is:

#### **Participation of adults in education and learning**

The main dependent variable of the AES is participation in education and learning. In order to monitor lifelong learning, policy makers need information on the learners, but also on the non-learners. Therefore the first objective of the survey is to be able to distinguish between learners and non-learners. Participation in any kind of learning activity needs to be taken into account, including informal learning activities, but also including participation of adults in formal education and training. Random activities where no intention to learn exists prior to the activity (and are therefore difficult to observe) are not covered by the survey. Although a key objective of getting internationally comparable data is to report certain single estimates (like participation rates) for different countries, it is equally or even more important for the AES to supply sufficient information to describe and compare patterns and relationships between different factors in various countries.

Some of the questions that this survey aims to answer include:

- Who are the learners (the objective is to identify 3 main groups of learners: only in formal or/and non-formal education; combining participation in formal or/and non formal education with informal learning activities; only in informal learning activities)? Who are the non-learners?
- To what extent and in which way do different population groups find it necessary to study and how willing are they to participate in education and learning?
- How do learners participate in non-formal education and informal learning activities?
- How much time do they invest in formal and non-formal education?
- What are the characteristics of the education and learning activities where they participate?
- What is the impact (outcomes) of participation in education and learning activities on the individual labour market situation, status, career and citizenship?
- What are the reasons for potential learners (including both non-learners and learners who would like to participate more) not participating in education and learning?
- How are potential learners informed about the offer?
- By whom are the learners financially supported?
- What proportion of education and learning is provided by employers?

The survey will also cover three areas which are important in themselves but also seem relevant for understanding key aspects of participation in education and learning. These are ICT<sup>16</sup> and foreign language skills and participation in cultural and social activities and the objective is to be in a position to answer the following questions:

- To what extent does the population use/have foreign language skills? Which are the characteristics of those who do not use /have such skills? Is there a relation to participation in learning activities?
- To what extent does the population use/have ICT skills? What do they use them for? What are the characteristics of those who do not use /have such skills?

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<sup>16</sup> Information and Communication Technologies



- To what extent does the population have access to cultural activities? What are the participation levels for some of these cultural activities? Which are the characteristics of those who do not participate?
- To what extent does the population participate in social activities? Which are the characteristics of those who do not participate?

The AES is designed as a household survey. Therefore it will not be able to answer fully some of the questions relating to lifelong learning provision. For example:

- What kind of educational programmes or learning activities are available for adults? Where? When? For whom?
- Who are the organisers/providers/sellers/buyers of educational programmes and learning activities?
- What is the cost of lifelong learning for the different stakeholders (state, employer, social sector, individual)?

The center of the AES is the “adult” learner. Although participation of adults in formal education is also included in the survey subject, it is proposed to identify adult learners for the survey as persons **who have left initial education**. From the individual point of view, this may mean any education that the person participates in before a break of sufficient duration. The experience from the implementation of this concept in the 2000 LFS ad hoc module on transition from school to working life should be taken into account. However students in initial education should not be excluded from the target population and sufficient information should be collected for identifying them.

The final decisions on the contents of the survey and its sample size, which are closely related to its cost may allow for further interesting cross tabs of variables or on the other hand, may reduce the number of indicators that can be produced.

## 4. A SURVEY OF SURVEYS

In the framework of the TF AES Statistics Sweden (Ms Ann-Charlott Larsson, supported by Mr Lennart Forssén) has conducted a **survey of national adult education surveys** based on a questionnaire, as part of Task 4. Technical description and material have been collected on practically all national AES identified by the members of the TF AES and by the members of the Eurostat Education and Training Statistics Working Group on the following countries: Canada, Estonia, Finland, Flemish Belgium, France, Germany, Sweden, Switzerland, England and Wales, USA. The survey has collected information on Survey objectives, Target population, Survey design, Sample design, reliability of statistics (Non-response and measurement problems) as well as on the content in the surveys. The results of this survey are included in the present report as annex 5.

The “survey of surveys” has shown that that in some cases there was no national experience that could be used (e.g. on the concept of learning activities), in other cases all existing national experience argued for the inclusion of a variable or the adoption of a method in the AES (e.g. whether the reason for participation in an activity is job-related or personal), while in a few cases several national surveys may have tried to provide answers to a key question (e.g. obstacles to learning), but no country seems to have managed to do so in a satisfactory way yielding policy relevant results.

The national experience from these surveys, including both their successes and their failures, were taken into account in the discussions both on concepts and definitions and on the AES survey methodology and contents.

## 5. CONCEPTS AND DEFINITIONS

### 5.1. TF AES GLOSSARY - THE NEED TO SPEAK A COMMON LANGUAGE

The novelty of the subject and the different understanding of terms in different national and survey contexts imposed the development of a glossary for the work of the TF AES. The objective was to facilitate communication during the discussions in the TF AES by defining a common language based on the diverse definitions that exist in the broad area of lifelong learning. This glossary was neither intended to replace all the existing lists of terms or glossaries developed in the different project or processes at the EU or other levels, nor to become one more glossary to be used only for the process of the development of an adult education survey. It was more the development of a common language allowing participants in the work of the TF AES to communicate, while providing bridges to other existing terminologies that are widely used or have been developed in the past<sup>17</sup>.

The glossary clarifies that the term "*Adult Education Survey*" is used as a convention for the work of the TF AES. It is used to denote a "lifelong learning survey", as was the proposal of the Eurostat Task Force on measuring lifelong learning. Even if it is limited to a certain definition of "adults" it will still be a survey on the "participation of adults in learning". "Adult education" as understood in the term "AES" is by no means restricted to the ISCED97 definition of adult education, which is restricted to "organised" learning. The definitions of the key terms "formal education", "non-formal education" and "informal learning" included in the glossary were the working definitions for the TF AES. More precise definitions, including criteria for distinguishing the different categories of learning activities, are currently being developed in the framework of the project for the development of the Classification of Learning Activities and will replace the TF AES concepts once they are adopted. Some of these key concepts developed in this framework are presented in the next section.

### 5.2. CLASSIFICATIONS FOR LIFELONG LEARNING

The Task 3 Group<sup>18</sup> of the TF AES had the task of developing the taxonomies and classifications that would be necessary for implementing the AES. It produced a list of classifications that would need to be developed and made a proposal on their possible contents. These classifications are included in annex 6.

The key classification needed when discussing learning is a **classification of learning activities**. The TF AES and especially the Task 3 Group has significantly contributed to the steering of a parallel Eurostat project on the development of an international statistical classification of learning activities (CLA). This project tried to identify existing work at the national and international level relevant for this area. After collecting all the available information and confirming that there was no conceptual framework sufficiently developed

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<sup>17</sup> Glossaries included in following documents were used: ISCED, UNESCO 1997 - Communication from the Commission: Making a European Area of Lifelong Learning a Reality, European Commission, 2001 - Harmonised List of Learning Activities, Cedefop 2002 - Glossary of technical terms in education, training and labour market research in Europe, Cedefop working document, 2002 - Manual for Better Training Statistics, Conceptual, Measurement and Survey Issues, OECD, 1999.

<sup>18</sup> Task 3 Group was co-ordinated by Mr Rainer Wilhelm (DESTATIS, Germany). The following persons/organisations have participated in the work of Task 3 Group: Peter Vallely (UK), Scott Murray (Canada), Eliane Clifit-Minot (European Commission), Anne-France Mossoux (CEDEFOP), Jean-Luc Heller (OECD), Nyi-Nyi Thang and Doug Lynd (UIS), Christian Wingerter (DESTATIS). The facilitator for Eurostat was Mr Spyidon Pilos.

that could be directly used as the Classification of Learning Activities, a series of concepts and definitions were developed in the framework of this project to be used as the conceptual basis for the statistical description of lifelong learning. The draft classification proposed is consistent with the concepts and definitions used in the ISCED classification and it has used the results of a preparatory CEDEFOP project on the development of a “Harmonised list of learning activities (HALLA)” as well as the initial feedback from the implementation of the 2003 LFS ad hoc module on lifelong learning. Some of the key concepts developed during the CLA project are presented below. However they need to be further tested and refined before they are adopted as a proposal of an international classification that Eurostat would make to the international statistical community.

**Lifelong Learning** is defined as encompassing “*all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences, within a personal, civic, social and or employment related perspective.*”<sup>19</sup>

**Learning Activities** are defined as “*any activities of an individual organised with the intention to improve his/her knowledge, skills and competence*”. The two fundamental criteria to distinguish learning activities from non-learning activities for their statistical processing care that (a) the act must be intentional (as opposed to random learning), so the act has the predetermined purpose to learn and (b) the act must be organised to achieve this purpose in some way, including being self organised; therefore it typically involves the transfer of information (messages, ideas, knowledge, strategies). *Intentional learning* is defined as “*a deliberate search for knowledge, skills, competences or attitudes of lasting value*”. The intention of learning formulated before starting the activity, by the learner or by another individual is the crucial criterion. In practice, intentional learning will always involve an organised action and a subject to learn. *Organised learning* is defined as “*planned in a pattern or sequence with explicit or implicit aims. It involves a providing agent (person or persons or body) which sets up the learning environment and a method of teaching through which the communication is organised. The method typically involves a person who is engaged in communicating or releasing knowledge and skills with a view to bringing about learning, but it can also be indirect/inanimate e.g. a piece of computer software, a film, or a tape, etc.*”<sup>20</sup>

Learning Activities are made up of one or more Single Learning Activities. A **Single Learning Activity** is defined as being “*characterised by unity of method and subject*”. This means that each time there is a change in method of learning or subject of learning you have a different single learning activity. Thus *the Single Learning Activity is the basic theoretical building block of the Classification of Learning Activities with which all learning activities can be captured and described.* Figure 1 illustrates this.

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<sup>19</sup> Definition of the Communication from the Commission “Making a European Area of Lifelong Learning a Reality”, 2001a. The European Employment strategy definition of LLL reads: “*all purposeful learning activities, whether formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills and competences.*”

<sup>20</sup> Adapted from ISCED 1997, paragraph 10, page 4

**Figure 1: Single Learning Activities**

S U B J E C T S	S7							
	S6					SLA		
	S5							
	S4			SLA		SLA		
	S3							
	S2			SLA				
	S1							
			M1	M2	M3	M4	M5	M6
		METHODS						

The **Subject** (or field) is what the individual learns. The ISCED Fields of Education<sup>21</sup> and the Eurostat manual on “Fields of Education and Training<sup>22</sup>” should be adopted where possible, keeping in mind that further work is needed in detailing the fields, especially for subjects like personal development and working life. The decision of subject or field of study made before starting the activity will differentiate Single Learning Activities.

**The Method is defined here as “the organisational frame used to learn or to teach (i.e. acquire or transmit ideas, information, knowledge, skills and competences).”**

Several Single Learning Activities can be grouped together. The groupings and aggregation of Single Learning Activities according to common characteristics make up the classes and sub-classes of the CLA. There are 2 key groupings that have been defined:

A **Course** is defined as “a planned set of single learning activities in a particular range of subject-matters offered by one provider”<sup>23</sup>. It can involve several methods of studying a main subject. In Figure 1 this would be represented with several SLA/cells on the same row (subject).

A **Programme** is defined “on the basis of their educational content as “an array or sequence of education activities, which are organised to accomplish a predetermined objective or a specified set of educational tasks”<sup>24</sup>. It follows that a “Programme” is combination of several courses used to study several subjects. In figure 1 this would be represented with a grouping of different rows (courses).

The grid presented in Figure 1 can be used in this way to produce a “Learning map” for the individual where all his/her learning activities will be included, decomposed at the lowest level of detail, i.e. in Single Learning Activities.

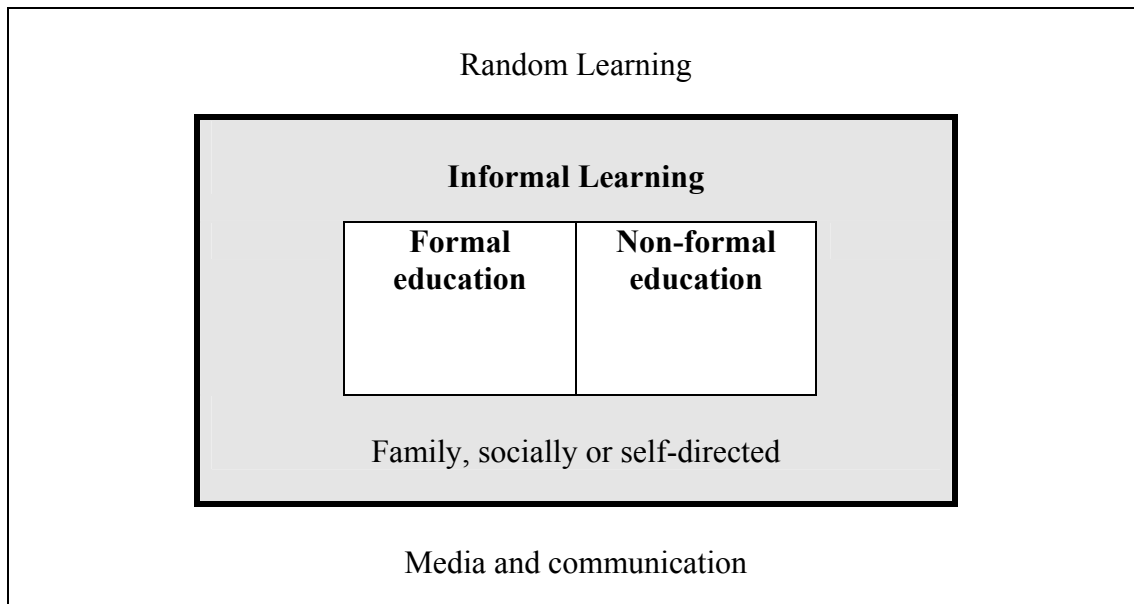
<sup>21</sup> ISCED 97 pages 35 to 39.

<sup>22</sup> Eurostat, December 1999.

<sup>23</sup> Adapted from the definition of courses for formal education, ISCED 97 glossary page 41: “A course for this purpose is taken to be a planned series of learning experiences in a particular range of subject-matters or skills offered by a sponsoring agency and undertaken by one or more students”. Another definition is that presented in HALLA (page 36): “A series of lectures or lessons in a particular subject typically leading to certification or at least to a confirmation of participation” (source: based on the New Oxford Dictionary, 1998)

<sup>24</sup> Adapted from ISCED 97, paragraph 17, page 5.

Education and learning can be classified into four broad categories: Formal education<sup>25</sup> (F), Non-Formal education (NF), Informal learning (INF) and random/incidental learning. This conceptual structure is presented in figure 2<sup>26</sup>.



**Figure 2: Scope of education and learning**

Based on the definition of learning activities, random learning is excluded from statistical observation, and therefore from the scope of the CLA and the AES, because it is not intentional. The thick black borderline delineates this scope. The definitions currently used for the 3 remaining broad categories are the following<sup>27</sup>:

**Formal Education** is defined as “...*education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous “ladder” of full-time education for children and young people, generally beginning at age of five to seven and continuing up to 20 or 25 years old. In some countries, the upper parts of this “ladder” are organised programmes of joint part-time employment and part-time participation in the regular school and university system: such programmes have come to be known as the “dual system” or equivalent terms in these countries.*”

**Non Formal Education** is defined as “*any organised and sustained educational activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out of school children, life-skills, work-skills, and general culture. Non formal education programmes do not necessarily follow the “ladder” system, and may have a differing duration.*”

<sup>25</sup> Education meaning by convention education and training.

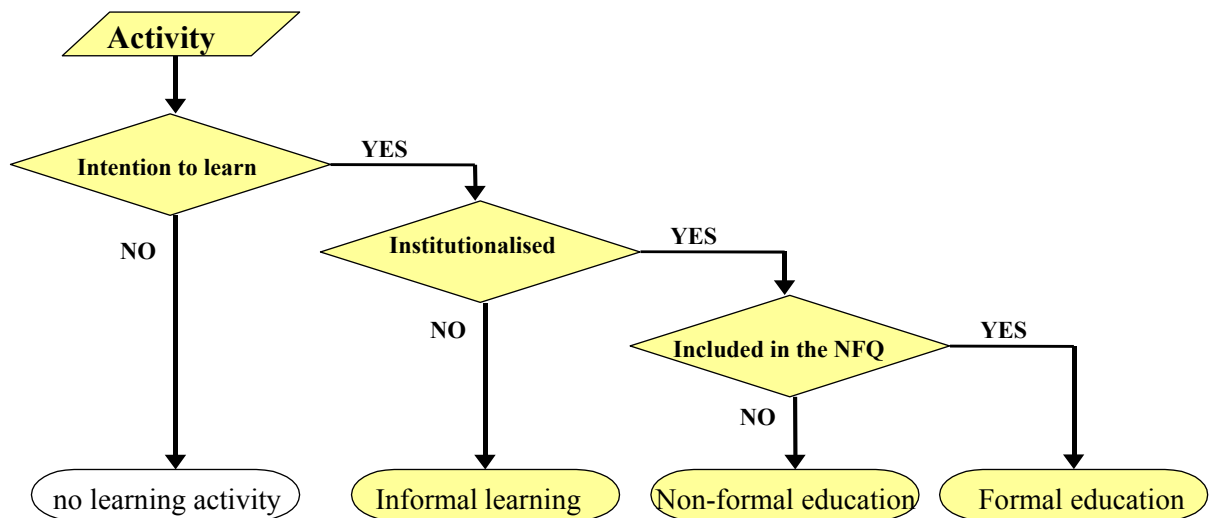
<sup>26</sup> UNESCO, 1996: Manual for statistics on non-formal education.

<sup>27</sup> The definitions given are compiled on the basis of the UNESCO ISCED97 document, the Report of the Eurostat TF MLLL and the UNESCO Manual for Non Formal Education.

**Informal Learning** is defined as “...intentional, but it is less organised and less structured and may include for example learning events (activities) that occur in the family, in the work place, and in the daily life of every person, on a self-directed, family-directed or socially directed basis.

The Classification of Learning activities tried to operationalise these concepts by proposing simple, clear and understandable criteria which should be used when taking a decision on the allocation of education and learning activities according to the 3 broad categories. The relevant decision making flow chart is presented in Figure 3.

**Figure 3: Allocation of education and learning activities according to the 3 broad categories**



Some new concepts have been introduced for this purpose summarising several criteria used in the past<sup>28</sup>. The two key concepts are the following:

- Learning activities are **institutionalised** when there is “an organisation providing structured arrangements including a student-teacher-relationship especially designed for education and learning”. Institutionalised learning activities happen when there is a providing agency/body responsible for: determining the teaching / learning method, scheduling of the learning, admission requirements, and location of the learning/teaching facility etc. Informal learning activities are not institutionalised.
- The **National Framework of Qualifications (NFQ)** is defined as “the single, nationally and internationally accepted entity, through which all learning achievements may be measured and related to each other in a coherent way and which define the relationship between all education and training awards”. The NFQ could take the form of a regulatory document which stipulates the qualifications and their relative positions in a hierarchy of learning achievements as well as the bodies that provide or deliver these qualifications (awarding bodies). An institutionalised learning activity (i.e. education in the broader sense) is formal when its completion leads to a learning achievement that is possible to position within the National Framework of Qualification (NFQ).

<sup>28</sup> See Report of the Eurostat TF MLLL, p. 11

The operational feasibility of all the concepts and definitions presented briefly in this section will need to be validated through tests before implementing them in the AES and proposing them as an international classification of learning activities. The broad categories are roughly similar to what has already been implemented in the 2003 LFS ad hoc module on lifelong learning as well as in the questions on education and learning included in the standard LFS starting in 2003. This has been done on the basis of explanatory notes reflecting the development of the concepts at the time of the finalisation of the variable list (middle of 2002). The results of this implementation will provide valuable input for the improvement of the CLA.



## 6. GENERAL OUTLINE FOR EU ADULT EDUCATION SURVEY

### 6.1. SURVEY SPECIFICATIONS

<b>Main survey subject</b>	Participation of adults in education and learning
<b>Survey type</b>	Household survey (microdata collected)
<b>Survey technique</b>	Face to face interviews - No proxy answers CAPI interviews recommended
<b>Sampling unit</b>	Individual
<b>Age limits</b>	25-64 (not in collective households) Member States can widen this age band but should report results outside these limits separately.
<b>Regional breakdown</b>	The survey should allow at least for a breakdown of results between <i>urban</i> and <i>rural</i> areas.
<b>Survey period</b>	Central year <b>2006</b> Countries can implement it in 2005, 2006 or 2007
<b>Reference period</b>	Past 12 months
<b>Questionnaire</b>	A <b>common EU outline questionnaire</b> should be provided. The <b>translation of the questionnaire</b> to the national language must be done with utmost care. The outline questionnaire should be <b>organised in modules</b> . It should include mandatory questions (core AES) and optional questions. (see under “survey contents”) Member States can include additional variables provided there is no influence for the core AES variables
<b>Sample size, stratification</b>	The calculation of sample sizes by countries should be based on <b>precision requirements</b> . A <b>stratified sample</b> of individuals, at least according to age and gender should be used.
<b>Measurement error</b>	<b>Pre-testing/piloting:</b> A pre-test of the questionnaire should be carried out by participating countries. Eurostat encourages Member States with a common language to co-operate in pre-testing. In case a pre-test is not possible due to time or other constraints, cognitive testing methods should be used instead. A common <b>outline training manual</b> , common <b>interviewer instructions</b> as well as a <b>common informatics framework</b> (including codebook and checking rules) for data capture and processing should be developed

## 6.2. SURVEY CONTENTS

Taking for granted the centrality of learner in the debate over lifelong learning, we are proposing a discussion framework presenting the full range of information needs on lifelong learning, covering its multiple aspects. This framework was based on the list of variables proposed for the EU Adult Education Survey by the TF MLLL. Its rows correspond to the sets of variables and its columns to formal education, non-formal education and informal learning, so as to cover the whole range of intentional learning activities within the scope of the lifelong learning.

The survey should be designed by modules built around a basic/core set of key variables related to learning activities. This **core set of variables** should be delivered in the same way by all participating countries. This approach will have the advantage that those countries, which cannot implement the AES as a full survey according to the timeline proposed in the conclusions, might insert the core module into other, already established data collections, ensuring at least some comparability. This makes it possible to test the feasibility of the questions in a given country and language.

The entire survey is structured in modules based on the description of the discussion grid. The discussions in the TF AES have demonstrated the need to adapt the proposed structure of the discussion grid and the resulting modules. Module A has been split into module AA covering background information on the respondent and module AB covering self-reported skills.

The **common** modules used in the AES questionnaire are:

<b>Module AA:</b>	background information of the individual
<b>Module AB:</b>	self-reported computer and language skills
<b>Module B:</b>	participation in cultural and social activities
<b>Module C:</b>	participation in education and learning in general
<b>Module D:</b>	characteristics of learning activities

All these modules will be organised to make up an interview with: (a) compulsory questions used to collect the core set of variables, (b) optional questions and (c) possible national questions, as there must be room also for nationally important variables reflecting diverse national policy interests, which should not be included as part of the international questionnaire.

The tables below summarize the variables to be included in the AES following the approach of the discussion grid. Variables marked **C** are core variables that are proposed to be implemented already in the first AES. Variables marked **C\*** are core variables which the TF AES has proposed to explore further before including them in the survey; therefore it will most probably not be possible to include them in the first AES. Variables marked **OPT** are optional variables which are considered relevant for the survey but will not be included in the core AES.

## Module AA - Background information

Two types of variables are distinguished for module AA: time-invariant demographic and social variables and time-varying background variables. The *time-invariant demographic and social variables* may be considered stable over time. Some of the time-invariant variables, which refer both to the current situation and to the situation at the beginning of the reference period, should be collected for all respondents before starting with the remaining modules. In case a vehicle survey is used for the AES, it is recommended that this can provide most of the core AES variables of module AA so as to yield policy relevant results.

Variable	Status (End of reference period)	Status (beginning of reference period)
Demographic background (AA1)		
<i>a. Sex</i>	<i>C</i>	<i>(invariant)</i>
<i>b. Age</i>	<i>C</i>	<i>(invariant)</i>
<i>c. Migration</i>	<i>OPT</i>	<i>(invariant)</i>
Educational profile (AA2)		
<i>a. Educational attainment</i>	<i>C</i>	-
<i>b. Field of this education</i>	<i>C</i>	-
Social profile (AA3)		
<i>Educational attainment of both parents</i>	<i>C*</i>	<i>(invariant)</i>
Health status (AA4)	<i>OPT</i>	
Information on the household (AA5)		
<i>a. Members of the household</i>	<i>C</i>	<i>OPT</i>
<i>b. Regional background</i>	<i>C</i>	<i>OPT</i>
Situation in the Labour Market (AA6) (current: AA6Z, at the beginning of reference period AA6A)		
<i>a. Main labour status</i>	<i>C</i>	<i>OPT</i>
if employed then		
<i>b. economic activity of the local_unit</i>	<i>C*</i>	<i>C*</i>
<i>c. Size of the local unit</i>	<i>C*</i>	<i>C*</i>
<i>d. professional status</i>	<i>C</i>	<i>C</i>
<i>e. type of contract</i>	<i>C</i>	<i>C</i>
<i>f. occupation</i>	<i>C</i>	<i>C</i>
<i>g. length of employment with the firm</i>	<i>C</i>	-
<i>h. working time</i>	<i>C</i>	<i>C</i>
<i>i. occurrence of atypical work</i>	<i>C</i>	<i>C</i>
Impact of adult learning (AA7)	<i>OPT</i>	-
Income (AA8)	<i>C*</i>	<i>OPT</i>

### Module AB - Self-reported skills

The use of skills will be collected as an indication for the existence of the skills.

Variable	Core?
<b>ICT skills (AB1)</b>	
<i>type of use</i>	<i>C</i>
<i>frequency of use</i>	<i>C</i>
<i>Purpose</i>	<i>OPT</i>
<b>Language skills (AB2)</b>	
<i>Mother tongue</i>	<i>C</i>
<i>languages used</i>	<i>C</i>
<i>frequency of use</i>	<i>C</i>
<i>Purpose</i>	<i>OPT</i>
<i>level (self assessment)</i>	<i>OPT</i>

### Module B – Social and cultural participation

Variable	Core?
<b>Participation in Cultural activities (B1)</b>	
<i>Visiting cultural events of institutions (frequency)</i>	<i>C</i>
<i>practice of cultural activities</i>	<i>C</i>
<b>social participation (B2)</b>	<i>C*</i>

### Module C – Participation in education and learning access

These variables describe the participation of the individual in education and learning.

Variable	Core?
<b>Incidence of participation in education and learning (C1)</b>	
<i>Participation in formal education</i>	<i>C</i>
<i>Participation in non-formal education</i>	<i>C</i>
<i>Participation in informal learning</i>	<i>C</i>
<b>Time spent in education and learning (C2)</b>	
<i>Volume of taught hours</i>	<i>C</i>
<i>Volume of taught hours during working time</i>	<i>C</i>
<i>Volume of informal learning</i>	<i>OPT</i>
<b>Perceived personal demand (C3)</b>	<i>C*</i>
<b>Access/obstacles/barriers/equity (C4)</b>	
<i>Perceived obstacles/barriers</i>	<i>C*</i>
<i>Transparency of learning offer (information and advice/guidance)</i>	<i>C*</i>

## Module D – Characteristics of learning activities

These variables describe each learning activity in which the individual has participated in. The table presents a summary view of characteristics for each learning activity which are different for each broad category/type (formal education, non-formal education, informal learning). It is based on the assumption that information will be collected on all activities. However a common selection method for the activities to be described in detail should be agreed for respondent who report more than a maximum number of activities<sup>29</sup>.

Characteristic	Formal education	Non formal education	Informal learning
<b>Content (D1)</b>			
<i>a. Type</i>	<i>C</i>	<i>C</i>	<i>C</i>
<i>b. Level (according to ISCED)</i>	<i>C</i>		
<i>c. Subject/Field (based on ISCED)</i>	<i>C</i>	<i>C</i>	<i>C</i>
<b>D2 Recognition of learning outcomes</b>		<b>C*</b>	<b>OPT</b>
<b>D3 Time</b>			
<i>a. Taught hours (during the ref. period)</i>	<i>C</i>	<i>C</i>	
<i>b. Taught hours that are working hours</i>		<i>C</i>	
<i>c. Volume of non-taught learning</i>	<i>OPT</i>	<i>OPT</i>	<i>OPT</i>
<b>D4 Providers</b>		<b>C</b>	
<b>D5 Subjective Evaluation</b>			
<i>a. Perceived motive – short</i>		<i>C</i>	<i>C</i>
<i>b. Perceived motive – extended</i>		<i>OPT</i>	
<i>c. Satisfaction</i>		<i>OPT</i>	
<i>d. Benefits (e. g. Use of skills)</i>		<i>C</i>	
<b>D6 Direct costs for the learner</b>		<b>C*</b>	
<b>D7 Method</b>			<b>C</b>

<sup>29</sup> In the 2003 LFS ad hoc module on lifelong learning, the last 3 non-formal activities were described.

## 7. SURVEY METHODOLOGY

Task 4 group<sup>30</sup> reflected on the methodology and the contents of the survey. This section focuses on general questions concerning the target population, sampling principles and data collection procedures while the next section focuses on the core content of the study with its rationale.

### 7.1. DEFINITION OF THE POPULATION

The objective of the AES requires the production of information on adult education and learning in a very broad sense. This means that the survey should cover the population as a whole and not concentrate on the labour force only. In the discussions several lower age limits have been proposed (16, 18, 19 or 25 years of age) as well as upper age limits (64, 69, 74). In the youngest age groups there are many persons participating in initial education and training and in the oldest age groups the amount of those participating in adult education and learning is quite small. The demand for data on older age groups is related to the link between learning of seniors and its impact on health and social engagement which has become an issue of political debate in many countries.

The final recommendation is to focus on the **working age population, i.e. 25-64 year-olds**. This has clearly been based on practical considerations as this is the age group common for most potential policy users of the AES information. This would be the core sample which all participating countries should use. If a country wishes to widen the age bands it should report results outside agreed limits separately.

Residents of institutions (like old people's homes, prisons etc) are excluded. Enough information should be collected to identify students in initial education.

### 7.2. REFERENCE PERIOD

It has been widely agreed that the AES should produce annual estimates, and that is why it is recommended that the reference period for reporting participation in learning activities should be **12 months**, which could either be the last 12 months or the previous calendar year.

A shorter reference period could lead to a better recall of learning activities but there are serious disadvantages to such a solution as most respondents would probably not have participated in any activity over this period, limiting the analytical potential of the data, while the results would be strongly influenced by seasonal effects.

However, it has been proposed to further examine the possibility of using shorter reference periods for specific cases (e.g. for informal learning activities) and longer reference periods for collecting some basic information so as to improve the dynamics of the data.

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<sup>30</sup> Task 4 Group was co-ordinated by Ms Irja Blomqvist (Finland). The following persons/organisations have participated in the work of Task Group 4: Anna Borkowsky (Switzerland), Steve Leman (UK), Scott Murray (Canada), Denise Livesley (UIS), Aira Velmaa (Estonia), Pierre Biscourp (France), Adolfo Morrone (Italy), Lennart Forssén (Sweden), Ann-Charlott Larsson (Sweden). The facilitator for Eurostat was Ms Katja Nestler.

In the surveys on education and learning, over-reporting is easily generated to provide socially desirable replies. It has been argued that the use of a longer reference period than 12 months would give the respondent the opportunity to report some learning activity and thus reduce the risk of over-reporting.

### 7.3. METHOD OF DATA COLLECTION

With a dedicated survey it will be possible to cover more of the variables known or suspected to be correlated to participating in education and learning. The proposal is to use the **same data collection method** in all countries in order to avoid possible method effects on comparability of the results.

**Face-to-face interviews** should be used as this would produce better data on participation in education and learning (and related issues) than other data collection methods. The content of the survey is too broad and difficult to approach in a telephone interview while visual support such as show cards in face-to-face interviews would help in answering complex questions. On the other hand, the duration of the interview is not so critical in face-to-face interviews.

**No proxy interviews** should be accepted in adult education or learning surveys.

**Computer Assisted Personal Interviews (CAPI)** should be used where possible. Computer assisted interviewing can involve collection of information with multiple response pathways, while it makes it easier to use complex flows and built-in edits and checking rules.

The use of computer assistance may require more time to plan and execute than traditional paper-and-pencil methods. However the post-interview time at the national level would be significantly shortened.

### 7.4. SAMPLING DESIGN

The final sampling unit should be the individual. The survey should be based on a probability sample from which results representative of the population at agreed age ranges could be derived. The recommendation is to use a **stratified sample of individuals, at least according to age and gender**.

Each participating country should design its sample selection according to what is most efficient to that country.

However, the proportion and criteria of allowed under-coverage should be decided beforehand. It should also be clarified whether the survey should be carried out in all national languages.

### 7.5. SAMPLE SIZE

As budgets are limited, the design of study involves making trade-offs along various dimensions. Larger samples make it possible to analyse sub-groups in depth but every interview increases the cost of the survey.

The sample size should take into account the coverage of specific groups which would be the targets for analysis, like for example unemployed persons on various levels of educational attainment or gender or age. The proportion of those sub-groups in the population should be taken into account. However, as it is difficult to take into account the possible non-response rates in different countries in advance, a target of received responses (completed questionnaires) could be set.

The calculation of sample sizes should be based on precision requirements. On this basis countries should decide on sample design and calculate the sample sizes in order to receive estimates with sufficient quality. The recommended sample size can only be defined after the final decision on the exact policy needs to be covered and on the funding possibilities for the AES has been taken.

## 7.6. QUESTIONNAIRE

TF AES recommends a **common EU outline questionnaire** as the basis in AES. The **translation of the questionnaire** to the national language must be done with utmost care, making sure that the concepts and definitions used are kept through the translation. The procedures for checking the national questionnaires for harmonisation across language versions, should be agreed beforehand.

The outline questionnaire should be **organised in modules**. It should include two kinds of questions:

- mandatory questions, which all countries are required to include (core AES); and
- optional questions, which are recommended but not required.

In addition, countries are permitted to add national questions to the questionnaire if they can assure that these will not cause too much additional burden on respondents and increase risk for higher non-response rates.

## 7.7. MEASUREMENT ERRORS

Measurement errors can be reduced by ensuring that the questions are easily understood and that interviewing is done in a consistent standardised manner. Therefore **testing and piloting of the questionnaire** should be conducted in as many countries as possible. Cognitive research methods such as focus groups (8-10 persons) and qualitative interviews can be used (even in countries which cannot do piloting because of time or other constraints) for better understanding of the ways respondents comprehend survey instructions and questions, recall requested information, and how the word and question order can affect responses. In this context, an agreement is necessary on the kind of cognitive, pre-testing and piloting methods to be used for the development of the outline and national questionnaires.

Another key element affecting the quality of the data is the fieldwork. Each country should strive to get experienced high quality interviewers. It is suggested, that a **common outline training manual** and **common interviewer instructions** are developed.



Countries should collect and submit **micro data** to Eurostat. Eurostat should provide a **common informatics framework**, which would include the *codebook* but also common *checking rules*. The use of common checking rules by all countries for the will significantly reduce measurement errors in the estimates and therefore improve the comparability between countries. In the case of a CAPI data collection, it should be possible for countries to use the checking rules during interviews make and so have correct and complete data at the source of the information, i.e. during the interview. In this way the processing time is further reduced.

## 8. DESCRIPTION OF THE SURVEY CONTENTS

### 8.1 BACKGROUND INFORMATION (MODULE AA)

The purpose of background information on the individual is to form different subgroups of population and to understand who attends adult education and how participants and non-participants differ according to their characteristics. The intent is also to find out whether there are population groups that appear to be more disadvantaged with respect to education and learning.

Earlier surveys have shown that gender, age, educational background, income and labour market situation have an impact on individuals training behaviour. Learning history and experiences of education and training influence personal motivation and training plans. Measures usually include the level of education attained and the number of years of formal schooling. In addition to these, societal background and family situation affect propensity to learn. Social background can be measured by using information on parents' level of education and occupation and family situation by using information on the number of members of the household (including children) and their age.

The variables proposed to be used in the AES survey for the description of the social and demographic background are mostly selected from the Labour Force Survey. This is convenient since the hard work of normalization of these variables across countries can be avoided, given that most countries are working with these definitions already. An additional argument for this approach is to harmonise the concepts at a national level and in the interviewers' work.

In the list, two types of variables are distinguished: time-invariant demographic and social variables and time-varying background variables.

The *time-invariant demographic and social variables* may be considered stable over time. The variables proposed are: sex, age, migration, length of stay in the country of residence and mother tongue. The variables "highest educational attainment" of the respondent and "educational attainment of parents" are also included in this part for simplicity, although it is clear that these may change over time. Time-invariant variables do not depend on the structure of the interrogation of the survey. They can therefore be used, without ambiguity, to provide participation figures by sex, age, etc.

The following **Demographic background (AA1)** variables should be included:

*Sex and Age* are basic demographic variables.

**Migration** can be included as optional variable. Country of birth, ethnic, religious and cultural differences are variables that may have an influence on participation rates in education and training. However, according to the experience of some countries there is a problem in making suitable classifications and also in analysis, as the sample size does not allow drawing conclusions. Moreover the group "not born in this Member State" is a quite heterogeneous group as it consists of people from other countries with similar cultural backgrounds to those born in this Member State, as well as people with completely different cultural backgrounds.

The **Educational profile (AA2)** includes the variables *Highest level of education or training successfully completed* and the variable *Field of this education* collected according to ISCED levels and fields used in the LFS. By highest educational attainment, the highest educational degree obtained at the time of the interview is meant. It has also been proposed to collect information on school failure, i.e. formal education programs started but not completed and possibly the reasons for this. However this proposal has not been thoroughly discussed by the TFAES.

**Social profile (AA3)** corresponds to the variable *Educational attainment of both parents*. It has also been suggested that the variable “parental educational achievement” should make a distinction between respondents coming from “a background close to education” from those coming from “a background far from education” possible. However it has often been argued that this is a very complicated variable to collect in a household survey. The respondents might not be able to recall the educational attainment of their parents in detail. To get valid information can be even more difficult because the degree a parent obtained several decades ago might not be easy to translate into a degree of the contemporary educational system of a country. The same is true for respondents whose parents obtained their degrees abroad. Further developmental work is necessary to ensure valid answers for this variable.

**Health status (AA4)** can be an important obstacle to access to education and learning. The optional variables to be used are those of the minimum health module included in the EU-SILC: *General health* (Very good/Good/Fair/Bad/Very bad), *Suffer from any chronic (long-standing) illness or condition* (Yes/No) and *Limitation in activities people usually do because of health problems for at least the last 6 months* (very limited/limited/not limited).

The rest of the background variables are *time-varying variables*. The first goal of the survey is to provide figures of participation in training over a period of 12 months. Variables such as type of household, degree of urbanization, number of children, income, labour status, or occupation may be different at the time of the survey from what they were at the beginning of the reference period. It could be argued that time varying variables could be used to assess the impact of various forms of learning on individual outcomes, such as employment (although some returns may not be observable within the reference period of 12 months). To observe an individual change it would be necessary to measure time-varying characteristics also at the beginning of the reference period. The burden for the interview would not be increased as far as information would only be collected on current characteristics and the respondents would be asked whether their situation was the same at the beginning of the reference period.

Some basic **information on the household (AA5)** should be collected which would include variables on the *members of the household* (Number of individuals in the household in age groups: 0-6, 7-15, 16-18, 19+ and Number of dependent individuals (other than children) as well as on the *regional background* (at least making the distinction between rural and urban areas). Possible variables could be the “distance from urban centers” or “degree of urbanization” or “city size”. Information on NUTS 2 level could also be important but it would only be possible to use it in analysis if the size of the AES sample allows for this. However no matter which of the above variables is chosen, it would not be necessary to ask the respondent questions on regional background as most statistical systems would be able to add a range of regional variables linked to information on the place of residence of the respondent.

As far as the **current situation in the labour market (AA6Z)** is concerned the **main labour status** should be collected. The key categories would be employed, unemployed and not in the labour force, although a more detailed list of subcategories could also be used as in the LFS. The way to record possible combinations, such as “part-time job and tertiary studies” or “work contract including formal educational periods or studies” should also be addressed. This variable is essential. It could also be collected at the beginning of the reference period (AA6A) as it allows a first approach to the question of the permanency of the status. It would also be interesting to ask this question for each month of the 12 months preceding the interview in order to have a solid grasp on periods of unemployment and employment.

For the **employed persons** the employment in the main job should be described. The first two variables describe the workplace, i.e. the local unit in which the respondent works. These are the **economic activity of the local unit** (NACE coded 2 digits) and the **Size of the local unit** (in number of employees). Ideally this information would be collected for the enterprise itself but it seems practically impossible to get sufficiently reliable information on this variable through a household survey. Therefore these variables should be further explored.

The next variables concern the individual’s work situation. They are very important determinants of employer support in lifelong learning. If they are also collected for the beginning of the reference period (under AA6A), the stability of the work situation and its relation to participation in lifelong learning could be explored. These concern the main job and include the **professional status** (Self-employed, Employee, Family worker), the **type of contract** (permanent/unlimited duration, temporary/limited duration), the **occupation** (according to ISCO 88), the **length of employment with the firm** (year/month when the respondent started working for the firm or started being self-employed), **working time** (full-time, part-time) and **pattern of week** (night, weekend etc and if these are fixed by the contract – e.g. shift-work – or they are part of flexible time arrangements chosen by the employee).

As far as the **situation in the labour market at the beginning of the reference period (AA6A)** is concerned, one could collect information on the same variables as for current situation. Variables like **main labour status, professional status, type of contract, occupation, working time, occurrence of atypical work** could possibly be used for studying the determinants of selection (including self-selection) for various training schemes. The most effective way to do it could be to ask respondents whether their situation has changed since the start of the reference period (twelve months ago), only collecting initial information if this is the case. In case these variables are collected, then for respondents “having participated in education and learning” in the reference period and “changing situation”, a subjective question could also be asked (optional) after module D on whether their change in situation is a consequence of the training (**Impact of adult learning (AA7)**).

**Income (AA8)** from main job would certainly be a good variable to collect, but it might not be feasible in the AES. The experience from the survey of national AES has also shown that this is a problematic variable. Therefore, although it is clearly in the core information to be collected through the AES it should be further explored. A possibility would be to ask only for the total net income per month in categories (including income from different sources). For the AES it would be sufficient to have aggregate figures. The experience with the implementation of income variables in the ECHP and the EU-SILC survey should be taken into account.

The TF AES has also tried to identify the variables that are considered the most influential determinants of participation in lifelong learning. Other aspects were also proposed to be included in module AA. For example: the age of leaving education, the duration of studies, the diversity of experiences in education (general/vocational, different fields/ domains, previous episodes, bad or good in adult education, etc...), mobility during education and afterwards etc. Additionally, building on relevant research experience, it might include variables related to motivation, self-belief and attitudes towards school and learning in general where respondents would be asked to indicate how they feel about each item using a four-point scale: "strongly disagree", "disagree", "agree" and "strongly agree". However this will not be proposed for the first AES.

## **8.2 SELF-REPORTED SKILLS (MODULE AB)**

Lifelong learning policies seek to achieve wide development of the skills required for the knowledge society. The skills most often mentioned include skills of reading, writing and mathematics, as well as learning to learn, Information and Communication Technology (ICT) skills, foreign language skills, technological culture, entrepreneurship and social skills.

The AES is restricted to self-reporting only of ICT skills and language skills. Experience exists already from national adult education surveys on how to approach these issues in a standardised survey and on which self-reporting methods can give useful data.

The use of and familiarity with ICT is considered as the best proxy for **ICT skills** (AB1). Information on type of use (online, offline etc.), frequency of use and purpose should be collected. The questions to be proposed should take into account both national experience and other relevant activities in the field at the EU level and especially the module on e-learning and e-skills which are currently being developed for the Eurostat household survey on ICT usage.

**Language skills (AB2)** cover information on the mother tongue and information about the use of foreign languages: what languages are used, how often and to what extent the languages are used during either working time or leisure time. Optional questions could also be included on self-assessed level of language skills. The module to be developed would take into account relevant questions from national surveys and the earlier Eurobarometer surveys on foreign languages.

## **8.3 PARTICIPATION IN CULTURAL AND SOCIAL ACTIVITIES (MODULE B)**

Eurostat and the Member States created in 1997 a partnership (Leadership Group - LEG) on Culture Statistics which has released its final report in 2000<sup>31</sup>. In the framework of the LEG, a Task Force developed a complete questionnaire on participation in Cultural Activities. That questionnaire has already been implemented through two Eurobarometer surveys in 2001 in EU Member States, and in 2003 in the then candidate countries<sup>32</sup>. The Task Force continued after 2000 to work on the refinement and monitoring of implementation of the questionnaire and has submitted its draft final report to the Culture Statistics Working Group in March 2004.

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<sup>31</sup> <http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/culture>

<sup>32</sup> <http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/culture/eurobarometerssurveys>

The Working group agreed that the following questions would be proposed for *participation in cultural activities (B1)*:

1. *Visiting cultural events of institutions*: How many times did you visit some of the following (concerts, opera, theatres, dance performances, cinema, museums, galleries) during the past 12 months?
2. Do you *practice* some of the following cultural activities (play an instrument, compose music, sing, dance, act, have photography as a hobby, make video, draw, paint, carve or do other visual arts, write poems, short stories, fiction)?

It was also suggested that Reading books (How many books did you read during past 12 months?) and visiting library (How often did you visit library during past 12 months?) should also be included in the AES but as they seem to be on the borderline between cultural activities and methods for informal learning this issue needs to be given more thought. Also frequency of reading newspapers and watching television were mentioned as potential questions. However, it was agreed that these would not be included in the core AES at this stage.

It is suggested to include in core of the Adult Education Survey only those questions measuring the **incidence** and **frequency** of participation in cultural activities but not volume of participation.

The section on *social participation (B2)* could include some questions concerning participation in organisations and voluntary work. These variables on social (and civic) participation would measure the difficult area of social capital or even social participation and give information on the relationship between social activity and learning activity. The TF AES decided that this area should not be included in the 1<sup>st</sup> AES as there was no common framework between Member States and consequently the data already available would be quite different. As for cultural participation, harmonised definitions are essential to measure a phenomenon like social participation at a European level and therefore the TF AES recommends the further development of the methodology in this area<sup>33</sup>.

#### **8.4 PARTICIPATION IN EDUCATION AND LEARNING/ACCESS (MODULE C)**

The AES should cover all kinds of intentional learning of adults. The target is to get estimates on participation in formal and non-formal education and training but also rough estimates of informal learning. The main focus will be on the participation in non-formal education activities. All these types of education and learning will be used to group individuals and identify groups like, the non-learners, which are currently especially interesting for policy-makers.

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<sup>33</sup> Eurostat is currently working on a proposal of an ad hoc module on social participation (including cultural participation) to be included in the EU-SILC survey in 2006. The development of the module started in the beginning of 2004 and it is expected to be submitted to the Statistical Programme Committee in November 2004.

The AES should measure participation in each broad category of learning activity by **establishing a comprehensive list of all learning activities during the past 12 months**. The lists are established separately for each type of learning activity. This should make it possible to identify the following four types of learners:

- (1) Non-learners
- (2) Learners only in formal or/and non-formal education
- (3) Learners combining participation in formal or/and non formal education with informal learning activities
- (4) Learners only in informal learning activities

In addition to participation rates (incidence of participation) information is also required on the volume of education and learning: that is how much time is devoted to education and learning. In this area it seems to be more difficult, for practical reasons, to get comparable volume estimates concerning informal learning. An analysis made with the German Time Use Survey gives several hints how data on time volume can be collected in a reliable way for all kinds of education and learning.

When new skills are required by the labour market, the contribution of enterprise based training has become more and more apparent. This also means that more informal types of learning have become more usual at the workplace. Therefore it is necessary to know how many people are participating and how much in training for job-related reasons (but also for non-job-related reasons), and how many employees have the support of their employer to participate in training. This information could then be put next to information coming from the employers' side (enterprises) through the Continuing Vocational Training Survey (CVTS). In this way individual based data would bring a new perspective to the analysis that has been done by using data collected from enterprises or institutions.

In order to get annual estimates concerning participating in education and learning, the core questions have a reference period of the last 12 months. In addition to annual information, it would be helpful to get more data on recent past by also asking about the incidence of participation in formal and non-formal education during the last three years. This would give more dynamics to data and more possibilities to classify non-participants.

The data concerning the volume of formal and non-formal education and training should however be restricted to the past 12 months. The volume of informal learning, if collected, could be limited to a still shorter reference period.

The **incidence of participation in education and learning (C1)** includes the following elements:

*Participation in formal education (C1a)* for which it is necessary to identify and single out persons who were students in initial formal education during the past 12 months. Thus, persons who are or were students but not in initial formal education can be depicted separately. Information is then collected on the number of the formal education programs for persons not in initial formal education.

For *Participation in non-formal education (C1b)* the main type of learning activity is taking courses. The AES should establish a list of the non-formal programmes, courses and other activities that the respondent has taken part in during the last 12 months. In this context the case of workshops, seminars and conferences is rather special: these are activities, which the respondent may identify and remember relatively easily but the survey (and the interviewers) should emphasise that only those workshops, seminars and conferences that are learning activities (from the respondent's point of view) are to be included.

*Participation in informal learning (C1c)* should cover all intentional learning activities, which are not recognised in the national framework of qualifications and are not institutionalised, according to the classification of learning activities. Informal learning includes learning activities that occur: in the family, in the work place, or during leisure time, on a self-directed, family-directed, socially-directed or job-directed basis. Some researchers argue that informal learning is of growing importance for the knowledge society in the context of lifelong learning. Statisticians have generally been reluctant to capture informal learning activities for long reference periods or outside of a fairly restricted range of content. The AES should make it possible to establish a comprehensive list of the informal learning activities undertaken by the respondent in the past 12 months.

Information on time spent in education and learning (C2) should be treated differently for the three broad categories of learning activities. The volume of education or learning going on is used as a measure of the investment in human capital by individuals, the state, and employers (if combined with the information on providers and support). If the objective is to measure investment, it is preferable to limit the reference period for calculating the volume of education and learning to the survey reference period of 12 months. Theoretically the total volume would then include (a) taught hours in formal and non-formal activities, (b) other time spent on associated formal and non-formal education activities, and (c) the volume of independent informal learning activities during the reference period.

The usual method for estimating the volume of education and learning done by an individual is to ask for the volume of specific activities and then add them up. The TF AES recommends we should attempt to measure the total volume of learning hours during the reference period, but for the core restrict the measurement to taught hours in formal and non-formal education during the reference period.

The *Volume of taught hours during the reference period (C2a)* should only include the hours of instruction in the total time spent in taught learning, which means that traveling time and homework should be excluded. The *Volume of taught hours during working time (C2b)* should also be calculated and it would be used to estimate investment of enterprises in the training of workers. These variables would normally be derived through the aggregation of the corresponding volume collected for each activity under variables D3a and D3b and they would only need to be collected separately in case a respondent has had more activities than he or she is allowed to report in the questionnaire. Although *the volume of informal learning (C2c)* would be needed to measure full investment in time in lifelong learning, the variable can only be included as optional at this stage, as there does not seem to be a common agreed way for its measurement, which is considered particularly difficult in the context of a household survey.



The next section, Perceived personal demand (C3), includes people's intention to participate in training in the future, what kind of training they need and reasons why they think they need training. The policy need is to anticipate: the content of future education and learning, the motives for future education and learning (job-related or personal), the preferred time of training (during working hours or free time) and possible incentives for potential learning. Several surveys have tried different list of questions to cover these important issues, but found it particularly difficult to draw policy relevant conclusions. The TF AES agreed that these variables clearly belong to the core of the AES. However, since further exploration of the best methodology to produce policy relevant results is needed, it may not be possible to include all of them in the first AES.

The same can also be said concerning the issues of Access/obstacles/barriers/ equity (C4). These have been explored both in national and international surveys but the results have not been promising. Responses to the questions on obstacles have perhaps told more about the attitudes towards training and learning than about real obstacles which could be eliminated by specific political interventions. The policy-makers are interested to know what might make people take part in learning activities. The possible motives range from entirely extrinsic reasons such as legal requirements to deep personal interests.

The key variable under C4 is *Perceived obstacles/barriers (C4a)*. This should describe the factors that inhibit or prevent participation in education and learning. Although most of the policy focus is on obstacles to job-related training, obstacles to education and learning related for personal reasons should also be covered. Adult training surveys usually categorize barriers into four types:

- Institutional barriers (policies and practices hindering participation, for example entrance requirements, training fees, limited training offering)
- Situational barriers (related to a person's life situation, for example lack of time, health reasons)
- Dispositional and attitudinal barriers (person's attitude towards further training, lack of motivation)
- Informational barriers (lack of information about education and learning offers and benefits)

Obstacles can also be classified as financial and non-financial. The questions on obstacles should be asked to persons who have not participated in any training and to persons who have participated in training. They should also make it possible to distinguish between two different types of non-learners: those who do not want to participate and those persons who wanted to participate but for some reason did not. The priority is to study the obstacles perceived by potential participants (persons who are willing to learn). Questions on obstacles could also be combined with questions on perceived benefits or satisfaction with participation for learners.

The TF AES agreed that these variables clearly belong to the core of the AES but it may not be possible to include them in the first AES without further exploration of the best methodology to use in order to produce policy relevant results.

The second important element under C4 is *Transparency of education and learning offer (information and advice/guidance) (C4b)*. There is some national experience of asking questions on advice and guidance both linked to a specific training activity or linked to education and training in general. The policy request would be to cover the source of information/guidance used, the reasons for using guidance/counselling services (unemployment, new job opportunity), the frequency and use of the guidance structure, special guidance for minority ethnic or language groups, the benefits from guidance/counselling (social, economic, learning benefits), the level of satisfaction with guidance/counselling services offered, and probably reasons for not accessing information/advice.

Because of the growing interest in this issue, questions on the *knowledge and/or use of various sources* of information and guidance and on the level of *satisfaction* with them should be included in the core AES. However it may not be possible to include them in the first AES without further exploration of the best methodology to use in order to produce policy relevant results, as there is only limited national and international experience in the field.

## **8.5 CHARACTERISTICS OF EACH LEARNING ACTIVITY (MODULE D)**

As mentioned above, the characteristics should be asked in principle for all learning activities in which the respondent has participated. If the respondent reports too many activities, a suitable method for reducing the number of activities for which the characteristics are asked for must be defined. This is to reduce the response burden not only in terms of interview time but also in terms of tedium. The 2003 LFS ad hoc module on lifelong learning limited the number of non-formal activities which the respondent was asked to describe to the 3 most recent ones. The experience from the implementation of this selection procedure will need to be evaluated before making a recommendation for the AES.

**Content of activity (D1)** includes information on the type, level and field/subject of activity. The *type of activity (D1a)* corresponds to the broad category to which it belongs according to the classification of learning activities and will be known from establishing the comprehensive lists of all learning activities in which the respondent has participated. It also includes information on the *level of education (D1b)* (the level dimension in ISCED97<sup>34</sup>), which would be collected only for formal educational activities, since for most types of education outside the formal education system, the level dimension cannot be applied. For the collection of information on *subject/field (D1c)*, the TF AES recommends the development of a *comprehensive list of subjects* that would be compatible with the Eurostat manual on ISCED97 fields of education and training, but would make it possible to cover fully both job-related and non job-related learning. This list would be used both for non-formal education activities and informal learning activities. To establish this comprehensive list of subjects, a solution could be to propose a different list for each of the domains of life (work, family, leisure and social/civic society). The matrix that would be produced is shown in table 2<sup>35</sup>. However this method may be difficult to implement in practice as the non-work related domain can be seen as overlapping and difficult to distinguish. Whatever approach is adopted for the establishment of the comprehensive list this has to be internationally comparable and relevant. The subjects or subject areas should also be reconcilable with the classification used for the fields of education and training.

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<sup>34</sup>[http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/measuring\\_lifelong/classifications/isced97\\_levels](http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/measuring_lifelong/classifications/isced97_levels)

<sup>35</sup> This suggestion is copied from the “First Canadian Survey of Informal Learning” of D. Livingston. See link: <http://www.nall.ca>

**Table 2: Matrix for establishing a comprehensive list of learning activities in the four domains of life**

<b>Work (W)<sup>36</sup></b>	<b>Family (F)</b>	<b>Leisure (L)</b>	<b>Social/ civil society (S)</b>
W1 = Language learning	Subject area F1	Subject area L1	Subject area S1
W2 = Sales and Marketing	Subject area F2	Subject area L2	Subject area S2
W3 = Accounting, finance	Subject area F3	Subject area L3	Subject area S3
W4 = Management (including human resource management and quality management) and administration	Subject area F4	Subject area L4	Subject area S4
W5 = Office work	Subject area F5	Subject area L5	Subject area S5
W6 = Personal skills/development, working life (including company knowledge and introductory courses)	Subject area F6	Subject area L6	Subject area S6
W7 = Computer science/Computer use	Subject area F7	Subject area L7	Subject area S7
W8 = Engineering and manufacturing (Production techniques including, e.g. Operations and Maintenance of Automated Systems, Quality Control and Development of new materials and products)	Subject area F8	Subject area L8	Subject area S8
W9 = Environment protection, occupational health and safety, job and environment safety	Subject area F9	Subject area L9	Subject area S9
W10 = Services: personal, transport, security; e.g. including hotel, restaurant, travel and tourism	Subject area F10	Subject area L10	Subject area S10
W99 = Other learning subjects	F99 = Other	L99 = Other	S99 = Other

Although the field of education and training classification according to ISCED97 is a classification of subject matter taught in an educational program or separate courses it could be used also for non-formal education activities as it was the case in the 2003 LFS ad hoc module on lifelong learning. The results from the implementation of this custom list of fields for non-formal education in the ad hoc module will need to be evaluated. Moreover a different list of subjects, based again on the ISCED97 fields of education and training has been used in CVTS reflecting the most common subjects for training courses in enterprises. This is included in the first column of table 2 as related to “work”.

<sup>36</sup> The list is from CVTS2

Information on *recognition of learning outcomes (D2)* could be collected. For this purpose a typology for the certification/credential/diploma, attestation or qualification obtained at the end of a learning activity should be developed. Certification is also an issue on which the policies of countries vary greatly, international comparisons are therefore of great interest. However this variable cannot be included in the first AES. The TF AES<sup>37</sup> has proposed the following broad categories:

- formal qualification (e.g. diploma issued by a formal educational institution)
- non-formal certification (with qualified examination of learning outcomes)
- certificate for participation (no examination)
- no certification/no direct recognition

As far as the volume/ duration (D3) is concerned the information collected at activity level on *volume of taught hours during the reference period (D3a)* and on *taught hours that are paid working hours for the reference period (D3b)* will be aggregated to the variables C2a and C2b. This is core information to be collected through the AES. The measurement of the *volume of non-taught hours (D3c)* is only recommended as optional variable. The volume should be measured, if possible, for all the formal and non formal learning activities of the respondent. The 2003 LFS ad hoc module on lifelong learning respondents provided the total time spent in taught learning activities during the reference period if they have reported more than three taught activities. The implementation of these variables in the ad hoc module will need to be evaluated.

As far as the collection of information on *Providers (D4)* is concerned, a classification of training providers had been developed as part of the project “Classification of Training Provisions”<sup>38</sup> and has been used for the list of training providers implemented in CVTS2<sup>39</sup>. A proposal has been made by Task 3 Group which includes training providers under the concept of institutional setting (see annex 6). This information is important as there may be quite different institutional responses to the demand for learning expressed by adults as far as the role of the different potential actors (regular education system, employers, social agencies, market oriented providers etc) is concerned. The final list of providers to be used should be consistent with the categories used in CVTS.

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<sup>37</sup> Task 3 Group on classifications

<sup>38</sup> [http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/measuring\\_lifelong/classifications/classification\\_provision](http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/measuring_lifelong/classifications/classification_provision)

<sup>39</sup> [http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/continuing\\_vocational](http://forum.europa.eu.int/Public/irc/dsis/edtcslibrary?l=/public/continuing_vocational)

Information on the **subjective evaluation of activity (D5)** includes perceived motives, satisfaction and use of skills. The main distinction made is between job-related and personal/social reasons for participating in education and learning - called *Perceived motives - short (D5a)*. Education and learning activities may have a wide variety of objectives for the individual. There is a particular interest however in distinguishing and measuring participation in, and volume of, job-related learning activities. Therefore variable D5a should be included in the core AES. More detailed information could also be collected on each of the two broad objectives (job-related/personal) using the variable called *Perceived motive-extended (D5b)*. For this purpose the job-related reasons could be broken down into sub-categories like skill upgrading (to better meet the requirements of current job, to change job, to get a promotion, or to start own business) and retraining (for a different occupation, for finding a first or new job, for re-entering the labour market). In a similar way, personal/social reasons could be further subdivided into categories such as: acquiring or improving home/family skills, skills for hobby/leisure, or skills for social/civic participation. Variable D5b is optional. However if variable D5b is included in the core AES then variable D5a would be derived from it.

As far as **Satisfaction (D5c)** is concerned, the approach to adopt depends on what is considered as a useful answer, i.e. what would be the aspect that should satisfy the learner. The TF AES recommends the following categories of satisfaction: with the learning activity overall, with the skills improvement that resulted from it, with the teachers/trainers, and with the cost/benefit relationship. However the discussion has not been concluded. This variable would not be included in the core AES.

Moreover the **benefits** of participating in a learning activity can be measured by the **applicability/use of skills and knowledge acquired (D5d)**. It could be used as an indirect measure of the effectiveness of participation in education and learning, i.e. to assess the practical and immediate relevance of the learning activities, their use at work, in home and family, for leisure, in voluntary activities and in other aspects of daily life. This variable would be included in the core AES.

The issue of investment in human capital and lifelong learning is very important for the future of learning society in Europe. Although solid information on the cost sharing between different actors (source of financial support) and the effect of these different arrangements on access to education and learning would be highly desirable, a household survey has some limitations as a data gathering instrument for these questions. The AES cannot capture full investment in learning, as individuals hardly know what costs (direct and indirect) arise on the employer side or what are the full costs for a government supported course. What can be done is to collect more or less qualitative data on direct costs that are apparent to the individual<sup>40</sup>. There are two readily measurable factors: time invested during working time or outside of working time in order to determine whether the learning activity was totally, partially or not at all supported by an employer (see C2) and the source of financial support for direct costs such as: tuition fees, course materials, travel (public, employer, individual learner). Information could be collected through the AES only on the **direct costs for the learner (D6)**, i.e. on his/her expenses. This would be a core variable.

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<sup>40</sup> See “Manual for Better Training Statistics” for a discussion of types of costs and which are suitable for data collection via household surveys.

*Methods for informal learning (D7)* should also be collected as part of the core AES. The 2003 LFS ad hoc module on lifelong learning included a limited set of four methods for informal learning according to the following:

- Making use of printed material (professional books, magazines and the like)
- Computer based learning/training; online internet based web education
- Making use of educational broadcasts or offline computer based material
- Visiting facilities aimed at transmitting educational content (library, learning centre)

The TFAES recommends using a similar list to ask the respondents whether they used these methods in their informal learning activities. This list will need to be revised on the basis of the detailed categories of the Classification of Learning Activities.

## 9. RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE AES

The area of lifelong learning has been confirmed as one of the top priorities of the European Union for the coming years. The Adult Education Survey will be a central statistical tool for measuring lifelong learning and an important instrument towards a coherent and comprehensive European Statistical Information System that is the ultimate goal for education and learning statistics.

The policy request for the information to be collected through the AES is clear, as the European Council has confirmed the central role of lifelong learning for the achievement of the Lisbon goals, and policy departments at the European and national level confirm that one of the main information gaps is participation of adults in education and learning. The statistical world (at all levels) agrees that the AES is the most appropriate instrument and that there is little that has been done both at the national and the international level.

### 9.1 IMPLEMENTATION OF THE FIRST AES

The TF AES recommends (taking into account a comment made by the DSS) that the reference year for the survey will be **2006**, but allowing for **one year difference before or after** the reference year. This would give countries the option either to prepare the AES as a separate survey, or to integrate the core module in a national survey which would be appropriate in terms of technical specifications and planning.

This will result in 3 different (successive) reference years (2005, 2006, 2007). Given the interest and involvement of non-European countries in the process of development of the AES we can also expect to get comparable data from non-EU countries.

The TF AES made clear that the special, dedicated survey on adults in education and learning was still the best solution. A set of questions has been identified which focuses clearly on current and emerging policy needs and should form the core of this survey, i.e. the AES. However countries are given the possibility (although not recommended) to use a national vehicle survey for carrying this “core AES”. This decision should be taken at the national level based on the Eurostat recommendations to be developed in 2004 taking into account the final report of the TF AES.

### 9.2 WORK PROGRAMME FOR AES IN 2004

The main target for 2004 is the **development of the methodology** of the AES. The need for such a methodology in the European Union (of 15 or 25 Member States) and beyond has been underlined and it has been included in the work programme of Eurostat for 2004. However work in 2004 would now be separated from the implementation of a survey in 2005 and will include mainly methodological tasks.

Three main task areas have been identified:

- A. Development of the AES questionnaire
- B. Survey recommendations (specifications of AES and criteria for selection of carrier surveys)
- C. Classifications: finalisation and testing of classifications to be used in the AES



Several ways of co-operation which could be used to achieve these tasks have been discussed in the framework of the TF AES including:

1. creation of Task Groups (with 3-5 persons) for some tasks under the leadership of a country working together mainly by email and meeting only when necessary: the members of these groups should be nominated by the countries and the task should be explicitly included in their work programme at the national level as it will require intense work for some months.
2. creation of the Task Groups (with 3-5 persons) for some tasks which would work from a distance but would meet and work together for 2-3 weeks so that the members will be able to produce their deliverable at the end of their last meeting. Eurostat would finance these meetings
3. subsidies to the ESS for some of the tasks so that a national body can undertake the development of a task.
4. externalisation of some tasks to statistical experts if the ESS is not in a position to carry them out or if external expertise is necessary

The intention is to make the maximum use of expertise that exists in the European Statistical System through a co-operative approach, with appropriate support provided to the collaborating countries, while reducing to a minimum the additional burden for the participants.

In parallel, Eurostat will prepare an ex-ante evaluation (scoping document) to analyse not only the “value” of the AES in terms of providing the necessary information for policy making, but also its “added value” compared to existing sources or alternative methods of data collection. This document would go into much more detail on the practical considerations of the implementation of the AES than any of the work done to date (including the work done by the TF AES) and will be the basis for taking the final decision on a commitment by all sides both for the first implementation and for the establishment of the AES as a regular survey.

## **ANNEXES**

- Annex 1      Members of the TF AES and of its Task Groups
- Annex 2      Mandate of the TF AES
- Annex 3      Glossary
- Annex 4      Policy framework for the AES
- Annex 5      Survey of national AES
- Annex 6      Classifications for lifelong learning
- Annex 7      Reference material

Luxembourg, April 2004

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of the Task Force on the Adult Education Survey  
and of its Task Groups**

<b>Finland (Statistics Finland)</b>	Ms Irja Blomqvist Ms Helena Niemi Mr Hannu Virtanen
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<b>Canada (Statistics Canada)</b>	Mr Scott Murray
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Peter Vallely (UK), Scott Murray (Canada), Eliane Clifit-Minot (European Commission),  
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The facilitator for Eurostat was Mr Spyridon Pilos.

**Task 4 Group** was co-ordinated by Ms Irja Blomqvist (Finland).

The following persons/organisations have participated in the work of Task Group 4:  
Anna Borkowsky (Switzerland), Steve Leman (UK), Scott Murray (Canada), Denise Livesley  
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The facilitator for Eurostat was Ms Katja Nestler.

## Annex 2

### Eurostat Task Force on Adult Education Survey

#### MANDATE

##### 1. ORIGIN

Anticipating this increasing demand for statistics on lifelong learning, Eurostat has created the Task Force on measuring lifelong learning in February 2000<sup>1</sup>. The TFMLLL has proposed in its final report in March 2001 a strategy for tackling this issue, which has been endorsed by the Education and Training Statistics Working Group. The ultimate goal is the creation of an integrated European Statistical Information System on education and learning. A key element in such a system would be an EU- wide Adult Education Survey (AES). This argumentation had been presented in the document outlining a future Adult Education Survey that was submitted to the Directors of Social Statistics (DSS) in the beginning of June 2001. It has been confirmed afterwards at the 14<sup>th</sup> CEIES seminar on "Measuring lifelong learning", co-organised by DG Education and Culture, Eurostat and ISTAT in Parma, Italy on 21-22 June 2001<sup>2</sup>.

The Parma seminar was the last major event in a very broad consultation at the European level launched by the European Commission (DG Education and Culture and DG Employment), which resulted in a Commission Communication on "Making a European Area of Lifelong Learning a Reality"; the Communication was accompanied by a Commission Staff working paper on "Lifelong Learning Practice and Indicators"<sup>3</sup>. The latest policy decision that underlines the need for a coherent policy on lifelong learning is the Council Resolution of 27 June 2002 on lifelong learning<sup>4</sup>.

A comprehensive proposal for the development of statistics on adult education and training built around an Adult Education Survey and the Continuing Vocational Training Survey was presented to the DSS in April 2002. The DSS invited Eurostat to create a Task Force to examine the issues related to the Adult Education Survey. The TF AES should build on the work done so far. It should also take into account the experience from the development and the implementation of the ad hoc module on lifelong learning included in the 2003 Labour Force Survey as well as other national and international experience.

The target is to have the AES in the field in the **beginning of 2006**.

##### Specific objective(s)

The Task Force should assist Eurostat in exploring the feasibility and the requirements for launching an EU Adult Education Survey within the broader framework of the development

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<sup>1</sup> Public Eurostat site on Measuring lifelong learning:

[http://forum.europa.eu.int/Public/irc/dsis/edctcs/library?l=/education\\_statistics\\_1/public/measuring\\_lifelong&vm=detailed&sb=Title](http://forum.europa.eu.int/Public/irc/dsis/edctcs/library?l=/education_statistics_1/public/measuring_lifelong&vm=detailed&sb=Title)

<sup>2</sup> CEIES seminar web site:

[http://forum.europa.eu.int/Public/irc/dsis/ceies/library?l=/seminars/measuring\\_lifelong&vm=detailed&sb=Title](http://forum.europa.eu.int/Public/irc/dsis/ceies/library?l=/seminars/measuring_lifelong&vm=detailed&sb=Title)

<sup>3</sup> All relevant documentation is available at the DG Education and Culture address:

<http://europa.eu.int/comm/education/life/index.html>

<sup>4</sup> Official Journal of the EC C163/2002 of 9.7.2002, page 1

of Education and Training Statistics. The definition of the survey subject and the way to approach it will be the main focus of this work. This will be done through the execution of tasks 1-5 described below. These tasks are presented below in logical sequence. However they will have to run in parallel as the completion of one task is not necessary to launch the next one.

The TF AES will work closely with the Education and Training Statistics Working Group and its subgroups. Input will be expected also from other Commission groups (e.g. the DG Education and Culture Standing Group on Indicators or the Cultural Statistics TF on cultural participation).

## 2. REPRESENTATION

A limited number of EU countries have been selected based on the following criteria:

- 1) Experience with a national AES
- 2) Steps taken recently towards the establishment of a reporting system including the education of adults
- 3) Experience in the field of covering education of adults through household surveys
- 4) Particular interest expressed for an EU AES

One acceding country and 2 non-EU countries with long experience in the area have also been invited to participate. The TFAES comprises the following countries:

**Sweden, Finland, UK, Italy, France, Germany, Estonia, Switzerland and Canada**

Additionally the policy Directorate-Generals of the Commission leading the lifelong learning debate have been invited to participate (DG Education and Culture and DG Employment and Social Affairs). CEDEFOP, the EU agency that has the leading role in supporting the Commission in its lifelong learning strategy, will also be represented. At the international level the International Labour Office (ILO), the UNESCO Institute for Statistics (UIS) and the Organisation for the Economic Co-operation and Development (OECD) have also been invited to participate.

## 3. TASKS

The TF have the following tasks:

***Task 1: Define the objectives of the survey***

This refers mainly to the policy requests/user needs in the area of lifelong learning. The outcome should be a list of policy relevant indicators or area to cover with indicators. The survey under discussion is meant to be a household survey so the data and indicator requirements should be limited to what can be obtained through an interview with an individual in the context of a household survey.

***Task 2: Define the general frame of the survey***

This refers to the survey subject and to the positioning of the survey in the European System of Social Surveys. The definition of the survey subject has priority! This should be defined also with reference to other data sources

(UOE, CVTS, LFS, EU-SILC etc) focusing on the added value of an EU AES. Overlapping should be avoided or if not possible clearly defined (to be comparable/coherent). For the definition of the survey subject a decision should be taken for example on whether an age-limit is necessary and on whether and how education activities outside, after or parallel to, formal (initial) education (i.e. non-formal, informal activities) will be covered.

**Task 3: *Existing classifications, standards etc***

The existing classifications and standards should be revisited (including links to/overlapping with other surveys for the AES). Ongoing work on lifelong learning classifications will also be taken into account.

**Task 4: *Survey Description***

The work of the TF AES will provide the basic input for the in-depth methodological preparation work that will be carried out in 2004 when the decision on the form the survey will have been taken. That is why the survey characteristics will be described to a level detail that will be considered appropriate by the TF AES itself for preparing the in-depth methodological discussion that will follow after the completion of its work<sup>5</sup>. The overall form the AES should take as well as the definition of the variables that it is feasible to cover through it, keeping in mind the need to achieve a balance between burden both in terms of response load and resources and targets, will be among the main objectives for this task.

**Task 5: *Legal basis for the AES***

The need for a legal basis, i.e. a Council Regulation will be debated in the TF but also in other groups. The TF will focus mainly on the technical parts of this regulation.

The TF Members will share the tasks. For each task there will be a focal point that will coordinate the co-operation between meetings and the input of the rest of the Members of the TF.<sup>6</sup>

#### **4. DELIVERABLES**

- 1) A **final report** presenting the work of the TF AES and making proposals for the AES. Such a report should in principle include the following:
  - Conclusions on the issues mentioned under “Tasks”

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<sup>5</sup> The TF AES will decide to what extent it is necessary to go into detailed discussions or it can be limited to giving some recommendations for the development after the completion of its work on several methodological issues. These may include different issues: the use of proxies and registers, the method for selection of learning activities, the problems with remembering short learning activities during a long reference period, different methods for collection of data, sample design, on methods for estimation, treatment of under coverage and over coverage in the sample frame, recommendations on sample error, treatment of non-response etc.

<sup>6</sup> The concrete allocation of tasks is included in the conclusions of the 1<sup>st</sup> meeting of Task Force (Rome, 16 December 2002)

- Presentation of the systems of the countries involved in the TF AES (based on the presentations given during TF meetings) - as a starting point for an overview of systems, standards etc used in different countries which will be as complete as possible.

2) A **draft European Parliament Council regulation for the AES**. The need for a legal act for the AES will also be among the issues to be discussed by the TF and other groups as it has been mentioned under task 5. The DSS will be consulted towards *the end of 2003*. In case it is agreed that the most efficient way to proceed is through a legal act and not through gentlemen's agreement, a Council Regulation will be submitted to the SPC towards *the end of 2004*.

## 5. TIMETABLE

Four meetings will be held between December 2002 and December 2003 with the following agenda:

	Date	Host	Agenda	National Presentations
1	16.12.2002	Italy	Adoption of mandate Agreement on working methods	Italy
2	26-28.3.2003	France	First draft for task 1 Discussion and decision for task 2	France Germany UK
3	16-18.6.2003	Finland	Final draft for task 1 First draft and discussion on task 3 First draft and discussion on task 4	Finland Sweden Estonia
4	23-24.10.2003	UK	Discussion of final draft of the report on tasks 1-4 Presentation of draft legal basis	Initial results – conclusions from the 2003 LFS ad hoc module on LLL

In each meeting country presentations will be organised. For each country at least the following elements will be covered:

- the current state of the national system of surveying adult learning
- the positioning of an EU AES in a future national system of surveying adult learning

### Tools for communication outside meetings

A **Circa web** site will be used for communication outside the regular meetings. The address is:

[http://forum.europa.eu.int/Members/irc/dsis/edtc/library?l=/working\\_groups/aes\\_tf](http://forum.europa.eu.int/Members/irc/dsis/edtc/library?l=/working_groups/aes_tf)

Eurostat will also provide a “*monthly update bulletin*” on the work of the TF AES, which will be covering basically documents uploaded in the circa site and requests sent to countries with their deadlines.



## Annex 3

### Glossary of terms for adult learning used by the TF AES

#### 1. Background

The aim of this glossary was to facilitate communication during the discussions in the TF AES by defining a common language based on the diverse definitions that exist in the broad area of lifelong learning.

This glossary is neither intended to replace other existing lists of terms or glossaries developed in the different project or processes at the EU or other levels, nor to become one more glossary to be used only for the process of the development of an adult education survey. It represents more the development of a common language allowing participants in the work of the TF AES to communicate while providing bridges to other existing terminologies that are widely used or have been developed in the past.

#### 2. Reference documents used

The work done in the framework of the CEDEFOP project on the harmonised list of learning activities has been particularly useful for the establishment of this glossary. The following reference documents have been used:

Reference	Full title
ISCED 97	UNESCO. ISCED 1997 – International Standard Classification of Education, Paris, 1997.
Communication LLL	European Commission. Communication from the Commission: Making a European Area of Lifelong Learning a Reality, 2001a.
HaLLA	Harmonised List of Learning Activities, Cedefop 2002
Cedefop, 2002	Glossary of technical terms in education, training and labour market research in Europe, working document, 2002.
MBTS	OECD, Manual for Better Training Statistics, Conceptual, Measurement and Survey Issues, Paris, 1999.

#### 3. What does "adult education survey" mean? - A key term

The term "*Adult Education Survey*" is used as a convention for the work of the TF AES. It is used to denote a "lifelong learning survey", as was the proposal of the Eurostat Task Force on measuring lifelong learning. Even if it is limited to a certain definition of "adults" it will still be a survey on the "participation of adults in education and learning". "Adult education" as understood in the term "AES" is by no means restricted to the ISCED97 definition of adult education, which is restricted to "organised" learning. This point has been further discussed by the TF AES, especially in relation to the final name of the survey. However it was decided to will also be proposed.

#### 4. Two categories of terms

The terms included in the glossary are split between:

- **key terms** used for the definition of adult learning and learning activities (including a comment on the definitions chosen for the terms formal/non-formal/informal) and
- **additional terms** used in the description/discussion of specific aspects of adult learning and learning activities.

#### 5. Key terms used for the definition of adult learning and learning activities

Term	Explanation	Source
certificate	An official document, which formally records the achievements of an individual. Comments: Often, a certificate is based on an examination or an assessment by the teacher/trainer. A confirmation of participation in a course is not a certificate.	Communication LLL
certification	The process of issuing certificates or diplomas, which formally recognise the achievements of an individual, following an assessment procedure.	Communication LLL
communication	A relationship between two or more persons involving the transfer of information (messages, ideas, knowledge, strategies, etc.). Communication may be verbal or non-verbal, direct/face-to-face or indirect/remote, and may involve a wide variety of channels and media.	ISCED97
Competence	The capacity to use effectively experience, knowledge and qualifications.	Communication LLL
Course	A course for this purpose is taken to be a planned series of learning experiences in a particular range of subject-matters or skills offered by a sponsoring agency and undertaken by one or more students.	ISCED97
Degree	see certificate	Communication LLL
Diploma	see certificate	Communication LLL
education	Education is understood to involve organized and sustained communication designed to bring about learning. (see terms marked in italics)	ISCED97
education, adult	The entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong, improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose: to complete a level of formal education; to acquire knowledge and skills in a new field; to refresh or update their knowledge in a particular field.	ISCED97
education, continuing	see Adult education (ISCED97)	ISCED97
education, formal	Education (1) provided in the system of schools, colleges, universities and other formal educational institutions that (b) <b>normally</b> constitutes a continuous 'ladder' of (c) full-time education (d) for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old. In some countries, the upper parts of this 'ladder' are constituted by organized programmes of joint part-time employment and part-time participation in the regular school and university system: such programmes have come to be known as the 'dual system' or equivalent terms in these countries.	ISCED97
education, initial	see Formal education (ISCED97)	ISCED97

Term	Explanation	Source
education, non-formal	Any organized and sustained educational activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non-formal education programmes do not necessarily follow the 'ladder' system, and may have differing duration.	ISCED97
instructor	An instructor is a person who teaches people in practical skills or provides training and who does not necessarily, but might, have pedagogical know-how. (see also lecturer, teacher, trainer)	HaLLA (based on MBTS)
Learning	Any improvement in behaviour, information, knowledge, understanding, attitude, values or skills.	ISCED97
Learning facilitator	Anyone who facilitates the acquisition of knowledge and competences by establishing a favourable learning environment, including those exercising a teaching, training or guidance function. The facilitator orientates the learner by giving guidelines, feedback and advice throughout the learning process, in addition to assisting the development of knowledge and competences.	Communication LLL
Learning, distance	Learning that takes place via postal correspondence or electronic media, linking instructors or students who are not together in a classroom. For this there is interaction between the teacher and the student, although it doesn't happen immediately but with a delay. Comments: Distance learning is opposed to other learning patterns such as face-to-face learning, but both are taught learning settings.	(based on: European Foundation for the Improvement of Living and Working Conditions)
Learning, face-to-face	Learning that involves the physical presence of both, learners and teachers, trainers, instructors etc. Comments: Face-to-face learning is opposed to other learning patterns such as distance learning, but both are taught learning settings.	(Cedefop, 2002)
Learning, Informal	Learning resulting from daily life activities related to work, family or leisure. It is <b>not structured</b> (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be <b>intentional</b> but in most cases it is non-intentional (or " <b>incidental</b> "/ <b>random</b> ).	Communication LLL
Learning, lifelong	All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.	Communication LLL
Learning, lifewide	All learning activity whether formal, non-formal or informal. Lifewide learning is one dimension of lifelong learning as defined in this Communication.	Communication LLL
Learning, non-formal	Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.	Communication LLL
Organized (communication)	Planned in a pattern or sequence with explicit or implicit aims. It involves a providing agency (person or persons or body) which sets up the learning environment and a method of teaching through which the communication is organized. The method is typically someone who is engaged in communicating or releasing knowledge and skills with a view to bringing about learning, but it can also be indirect/inanimate e.g. a piece of computer software, a film, or tape, etc.	ISCED97
qualification	a) The requirements for an individual to enter, or progress within an occupation; and/or b) an official record (certificate, diploma) of achievement which recognises successful completion of education or training, or satisfactory performance in a test or examination.	(Cedefop, 2000)

Term	Explanation	Source
recognition of competences	1) The overall process of granting official status to competences, (this is formal recognition), gained either - formally (by awarding certificates) or - in a non-formal or informal setting (by granting equivalence, credit units, validation of gained competences); and/or 2) The acknowledgement of the value of competences by economic and social stakeholders (this is social recognition).	Communication LLL
Recurrent education	see Adult education (ISCED97)	ISCED97
regular school and university education	see Formal education (ISCED97)	ISCED97
Sustained (communication)	Intended to mean that the learning experience has the elements of duration and continuity. No minimum duration is stipulated, but appropriate minima will be stated in the operational manual.	ISCED97
Teacher	A teacher is a person who has pedagogical know-how and whose primary function is to educate someone, often using the formal system of school, college or university. The teacher sets up the learning environment, chooses learning methods and learning subjects and mainly directs the learning process. Comments: The term teacher here is used as generic term for all teaching persons such as educator, instructor, learning facilitator, lecturer, mentor, trainer, tutor (see also instructor, lecturer, trainer)	HaLLA
Trainer	A trainer is a person who teaches skills to people and prepare them for a job, activity or sport and who does not necessarily but might have pedagogical know-how.( see also instructor, lecturer, teacher)	HaLLA (based on Cambridge Dictionaries Online, 2002)

## 6. Comment on formal, non-formal and informal learning

In the above it is proposed to use consistently the terms

- "Education" to denote "formal education and training" and "non-formal education and training" according to the definitions of ISCED 97.
- "informal learning" as it is defined by the Communication LLL but focus only on intentional informal learning, as the Communication LLL definition of LLL includes the phrase " with the aim of" which leads this decision.

The definitions on non-formal education/learning and formal learning as they have been included in the Communication LLL glossary are given below.

Term	Explanation	Source
education, non-formal	Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective. (see non-formal learning)	Communication LLL
learning, formal	Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is <b>intentional</b> from the learner's perspective.	Communication LLL
learning, non-formal	Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.	Communication LLL

## 7. Additional terms used in the description/discussion of specific aspects of adult learning and learning activities

Term	Explanation	source
active citizenship	The cultural, economic, political/democratic and/or social participation of citizens in society as a whole and in their community.	Communication LLL
Adaptability	The capacity to adapt to new technologies, new market conditions and new work patterns of both enterprises and of those employed in enterprises.	Communication LLL
adult literacy programme	Literacy or basic skills programmes for those considered too old to enter elementary schools, within or outside the school system and which are similar in content to programmes in primary education.	(Unesco/OECD/Eurostat, 2001)
apprenticeship/apprenticeship training	Training carried out within an enterprise and/or in a training centre, and regulated by a training agreement between the trainee and the employer, which defines mutual obligations. Comments: The nature of apprenticeship, however, in terms of occupational coverage, accessibility, duration, training provision, remuneration, certification and legal and administrative regulation varies considerably across countries, e.g. apprenticeship in some countries is organised as alternance training.	(Cedefop, 2002)
civil society	A 'third sector' of society alongside the state and the market, which embraces institutions, groups, and associations (either structured or informal), and which may act as mediator between the public authorities and citizens. <sup>85</sup>	Communication LLL
conference	A formal meeting, sometimes lasting a few days, involving people with a shared interest, especially one held regularly by an association or organisation.	(based on: The New Oxford Dictionary, 1998)
corporate social responsibility	The commitment of a corporate organisation to operate in a socially, economically and environmentally sustainable manner, while acknowledging the interests of internal and external stakeholders.	Communication LLL
digital divide	The gap between those who can access and use information and communication technologies (ICT) effectively, and those who cannot.	Communication LLL
digital literacy	The ability to use ICT proficiently.	Communication LLL
education, special needs	Educational intervention and support designed to address special education needs. The term 'special needs education' has come into use as a replacement for the term 'special education'. The older term was mainly understood to refer to the education of children with disabilities that takes place in special schools or institutions distinct from, and outside of, the institutions of the regular school and university system. In many countries today a large proportion of disabled children are in fact educated in institutions of the regular system. Moreover, the concept of 'children with special educational needs' extends beyond those who may be included in handicapped categories to cover those who are failing in school for a wide variety of other reasons that are known to be likely to impede a child's optimal progress. Whether or not this more broadly defined group of children are in need of additional support depends on the extent to which schools need to adapt their curriculum, teaching and organization and/or to	ISCED97
eLearning	Learning that is aided by ICT.	Communication LLL
employability	The capacity for people to be employed: it relates not only to the adequacy of their knowledge and competences but also to the incentives and opportunities offered to individuals to seek employment.	Communication LLL

Term	Explanation	source
empowerment	The process of granting people the power to take responsible initiatives to shape their own life and that of their community or society in economic, social and political terms.	Communication LLL
European governance	The administration of European affairs through the interaction of the traditional political authorities and 'civil society', private stakeholders, public organisations, citizens.	Communication LLL
Guidance	A range of activities designed to assist people to make decisions about their lives (educational, vocational, personal) and to implement those decisions.	Communication LLL
Identification (of competences)	The process of specifying and defining the boundaries and nature of competences.	Communication LLL
job rotation	An employee's exchange of working places inside the enterprise or in co-operation with other enterprises, with the aim of updating or upgrading knowledge, skills or competences.	(Eurostat, CVTS2)
knowledge-based society (or knowledge society)	A society whose processes and practices are based on the production, distribution, and use of knowledge.	Communication LLL
learning circle	A group of employees who come together on a regular basis with the primary aim of learning about the requirements of work organisation, work-procedures and work place. Comment: a similar structure can be set up in a non-work context, e.g. study circle.	(Eurostat, CVTS2)
learning community	A community that widely promotes a culture of learning by developing effective local partnerships between all sectors of the community and supports and motivates individuals and organisations to participate in learning.	Communication LLL
learning organisation	An organisation that encourages learning at all levels (individually and collectively) and continually transforms itself as a result.	Communication LLL
learning region	A region in which all stakeholders collaborate to meet specific local learning needs and implement joint solutions to common problems.	Communication LLL
learning, compensatory	The provision of learning which should have been acquired during compulsory schooling.	Communication LLL
learning, intergenerational	Learning that occurs through the transfer of experience, knowledge or competences from one generation to another.	Communication LLL
lecture	A talk on a subject by someone knowledgeable in that subject to a class or invited audience.	MBTS
private lessons	Planned series of (supplementary) learning experiences offered by experts or others who act as experts, selected to deepen knowledge or skills, to learn more intensively, undertaken by one or very few learners.	
quality circle	A group of employees in an organisation who consider how output quality may be enhanced.	(OECD, 1999)
refresher course	Training to maintain an employee's competence in a given job	MBTS
remedial training	Training to overcome defects or deficiencies in an employee's prior training	MBTS
retraining	Training for an occupation other than one for which the trainee was prepared originally, or in some cases for a new job or part of a job.	(Cedefop, 2002)
self-learning centre	A place, possibly inside an institution or an organisation, where equipment for learning alone without a teacher is provided, such as computers, learning software and learning programmes on CD-ROM or video recorder and educational video films.	HaLLA
seminar	An occasion when a teacher or expert and a group of people meet to study and discuss something. ( See lecture)	HaLLA (Cambridge Dictionaries Online, 2002)
social inclusion	When people can participate fully in economic, social and civil life, when their access to income and other resources (personal, family, social and cultural) is sufficient to enable them to enjoy a standard of living and quality of life that is regarded as acceptable by the society in which they live and when they are able fully to access their fundamental rights.	Communication LLL

Term	Explanation	source
training, alternance	Training programme combining school- and work/enterprise-based training.	(Cedefop, 2002)
training, induction	Training, either job-related or non job-related/general, organised to facilitate <b>adaptation</b> of new staff (including transferred, re-hired and seasonal/temporary) in their new or current jobs. Comments: Induction training may include general training about the company (organisation, operating procedures, etc.) as well as specific job-related instructions (safety and health hazards, working practices).	(Cedefop, 2002)
valuing learning	The process of recognising participation in and outcomes of (formal, non-formal or informal) learning, so as to raise awareness of its intrinsic worth and to reward learning.	Communication LLL

## Annex 4

### A policy framework for the Adult Education Survey

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The purpose of this paper is to define the policy framework, and the related information needs, according to which the Adult Education Survey will be carried out, as a contribution to an integrated European Statistical Information System on education and learning.

The paper is based mainly on the Commission Communication “Making a European area of lifelong learning a reality”, Brussels 2001, COM (2001) 678 , and on the Detailed Work Programme for the follow up of the Objectives in education and training systems in Europe, adopted by the Council on 12 February 2002.

Other key documents in education and training have been taken into account in areas which are to be considered complementary to those included in the texts and processes quoted above. The structure of this document reflects the structure adopted in the Commission Communication on lifelong learning as this was instrumental to a change of perspective, putting the learner in the centre of the learning process, and proposed the following priorities for action:

- Valuing learning
- Information, guidance and counselling
- Investing time and money in learning
- Bringing learning and learners closer together
- Basic skills
- Innovative pedagogy

The AES related information needs are grouped under each heading. The priorities set in the framework of the Detailed work programme which are more explicitly related to lifelong learning are indicated under the same headings.

A chapter on the background information needed on learner precedes the listing by priority themes. In some points, an indicative list of items is given.

## **0. THE LEARNER**

Developing lifelong learning means to empower citizens to meet the challenges of the knowledge-based society, moving freely between learning settings, jobs, regions and countries in pursuit of learning. The lifelong learning framework introduces therefore a learner-centred perspective, which implies that system-based data should be complemented and enriched by learner-centered data that take formal, non-formal and informal learning activities into account. The communication on lifelong learning opened the learning perspective to adult learners outside the labour market and introduced the notion of lifewide learning for active citizenship and for self-fulfilment.



### ***What we need to know:***

#### **A. DEMOGRAPHIC CHARACTERISTICS**

Age, sex, nationality/citizenship/ethnicity/ main residence, mother tongue

#### **B. CHARACTERISTICS INFLUENCING ACCESS TO LEARNING**

- Educational profile, educational attainment (level and field of education and training)
- Social profile, family situation (work, children, caring for sick or elderly people and other private commitment), educational attainment of the parents; participation in public life
- Health status, (physical or mental disability, personal perception of well-being)
- Labour market information
  - labour market status (employed, unemployed, inactive, self-employed, voluntary work)
  - current/last job (including occupational category)
  - employer/enterprise (NACE sector, size)
- Income
- Physical and other proximity to learning sources (e.g.: ownership of PC with internet access)
- City size

### **I. VALUING LEARNING.**

Creating a culture of learning requires that the question of how to value learning in formal, non-formal and informal settings, must be addressed in a coherent way. Enabling citizens to combine and build on learning from school, universities, training bodies or adult education institutions, work, leisure time and family activities presupposes that all forms of learning can be identified, assessed and recognised. A comprehensive new approach to valuing learning is needed to build bridges between different learning contexts and learning forms, and to facilitate access to individual pathways of learning. Progress in this field, particularly in relation to non-formal and informal learning, will be a crucial step towards a European area of lifelong learning, building on the existing right of free movement within the European Union and making the concept of citizenship more concrete.

*Links with the Detailed work programme:*

Objective 2.2 : Making learning more attractive

### ***What we need to know:***

#### **A. PARTICIPATION IN FORMAL LEARNING ACTIVITIES:**

- Past participation in formal learning (highest level of qualification obtained before and after entering the labour market , age at which this qualification was obtained; highest level of qualification after leaving the labour market)

- Current participation in formal learning (studies, training, apprenticeship etc. done in the last 12 months, kind of learning setting, who requested the training, type of participation by provider and field of training, time spent in learning)
- Level of satisfaction about learning achievement
  - with the learning environment
  - with the costs
  - with the teaching and managing staff
  - with the organisation of the exams

#### **B. PARTICIPATION IN NON FORMAL LEARNING:**

- Past participation in non formal learning during the last 12 months
- Current participation in non formal learning
  - Training setting:
    - At work (individual learning process with or without tutor; group learning process)
    - Outside work (attending Adult Education or other courses, attending workshops, informal learning)
  - Non-training setting, e.g; participation in organised voluntary work
  - Reasons for participation (personal, professional, ...):
    - Courses leading to job-related qualifications
    - Courses leading to non job-related qualifications
  - Fields of study
  - Average time spent in learning, including preparation, repetition at home, transport
  - Level of satisfaction about learning achievement (see above)

#### **C. CERTIFICATION, ACCREDITATION AND RECOGNITION OF LEARNING**

- Courses started and successfully completed (by field)
- If not, reasons for dropping-out
- Job found after completion of training
- Job retained after completion of training
- Certification of education and training (formal, non formal, recognition by peers or colleagues, participation certificate, no certification)
- «Academic credit» or other kind of accreditation of prior/experiential learning for employment/education and training purposes obtained
- Extent to which the duration of training was reduced on the basis of prior experience
- Opinion about importance of certification/accreditation
- Opinion on accessibility of individual pathways in learning
- Opinion on usefulness of learning

#### **D. ATTITUDE AND MOTIVATION TOWARDS LEARNING**

- Reasons/motivations
  - Purpose of learning job-related or non job-related (e.g self-development, new job, new position at work, family reasons, integration in social life, ...)
- Purposes / Expected outcomes (e.g new qualification, certification, upgrading of skills,...)
- Benefits (subjective or soft versus objective or hard)
  - Main benefits of these studies (e.g higher wages, better working conditions, maintaining job, access to new jobs, self-esteem)
- Content of future learning
- Purpose of future learning
- Unmet demands
  - Reasons for unmet demands

#### **E. OBSTACLES/BARRIERS**

Reasons for non participation in learning activities

- Financial
  - Non financial (e.g time restrictions, formal access requirements, geographical barriers, Insecurity (remote area, late in the evening, etc.), language barriers, socio-economic, etc. barriers, inadequate supply, personal, cultural, ethnic, religious psychological barriers (age, image of school, self-image).
  - Information barriers (lack of guidance and counselling)

## **II. INFORMATION, GUIDANCE AND COUNSELLING**

Information, guidance and counselling refer to a range of activities that assist people to make decisions about learning, work and other life choices and to make transitions consequent to those choices. Guidance should play a crucial role both in facilitating access to learning and in motivating potential learners. Open dialogue between guidance systems, lifelong learning provision at all levels and labour market actors is a prerequisite for fulfilling this role. Guidance services should promote equal opportunities by being accessible to all citizens, especially those at risk of exclusion, and tailored to their needs through systems that are coherent, cohesive, transparent, impartial and of high quality. Systems must also be flexible, and adaptable to the changing needs of the individual learner – bearing in mind the value of guidance for personal fulfilment, as well as the needs of the labour market and the wider community.

*Links with the Detailed work programme:*  
Objective 2.1 : Open learning environment

#### ***What we need to know:***

- Awareness of provision

- Sources of information/guidance used (person or more formal source)
- Description of source (learning centres, governmental,, employer,...)
- Reason for using guidance/counselling services such as obtaining knowledge of learning opportunities, identifying one's work related skills, seeking or changing a job
- Special guidance for .minority ethnic or language groups
- Frequency of usage of guidance provision
- Social, economic and learning benefits from counselling and guidance
- Level of satisfaction with guidance/counselling services offered

### **III. INVESTING TIME AND MONEY IN LEARNING**

This is a condition of bringing about the kind of fundamental changes which lifelong learning implies. There are no easy solutions to how this is to be achieved. Increased investment and targeted funding are called for, along with mechanisms for increasing private investment. A key aspect of investment in lifelong learning will continue to be that of public expenditure, since formal provision in the school, vocational, adult and higher education sectors, as well as increasingly in the pre-school sector, must remain vital cornerstones of any lifelong learning strategy. The need to facilitate access to individual pathways of learning and to foster a culture of learning implies that more resources should be directed towards guidance and counselling, new ways of valuing learning and making learning available in a wider range of environments.

*Links with the Detailed work programme:*

Objective 1.5: Making the best use of resources

Objective 2.3 : Supporting active citizenship, equal opportunities and social cohesion

Objective 3.4: Increasing mobility and exchange

***What we need to know:***

#### **A. VOLUME AND INTENSITY IN DIFFERENT TYPES OF LEARNING (FORMAL, NON-FORMAL, INFORMAL)**

- By activity
- For all activities

#### **B. FINANCING**

- Learners' total expenditure on learning of which:
  - for fees related to learning
  - for learning material
  - for transport
  - for ICT
  - for child care, care of the elderly and sick while left alone, etc.
- Modality for financing totally or partially costs of training
- Sources of financing (own money, other private sources, employer, public)
- Learners' expenditure on information, guidance and counselling activities
- Source of financing (learner, government, company, etc;)

### **C. TIME AND PERIODICITY OF EDUCATION/TRAINING :**

- during working time
- during leisure time

### **D. OUTCOMES OF LEARNING**

- Indexed earnings for those having participated in LLL during the survey period, those not having participated, those having acquired a formal qualification during the survey period
- Indexed unemployment rates (the same groups)

### **E. PARTICIPATION IN CULTURAL/SOCIAL/CIVIC/SPORT ACTIVITIES**

(These activities are included in this survey as they constitute a large and very relevant part of non formal and informal learning) By type of learning activity (project, study circle, course etc.)

- By subject area
- By volume of activity
  - By type of provider (public, private, university/higher education, post secondary non tertiary, adult education, vocational training provider, cultural institutions, NGO, family, relatives, etc.)

### **F. PARTICIPATION IN LEARNING IN ANOTHER COUNTRY**

- Country involved
  - EU country
  - Third country
- Duration of mobility phase
- Support for mobility
  - Information and guidance on mobility
  - Source of information
- Outcomes
  - Level of satisfaction with information and guidance on mobility
  - Promoting counselling and guidance for mobile people
  - Number of foreign certificates and diplomas obtained

## ***IV. BRINGING LEARNING AND LEARNERS CLOSER TOGETHER.***

In this area, the need to promote a balance between learning in the workplace and in social surroundings/environments is particularly relevant, as it reflects the balance of objectives of lifelong learning between active citizenship, personal fulfilment, employability and social inclusion. To promote a culture of learning across Europe, there is a need to develop learning communities, cities and regions and to establish local multifunctional learning centres. Local

guidance services have a role in bringing learning and potential learners together. Social partners can help to raise awareness about the importance of learning and encourage and training employees and managerial staff to act as learning facilitators or mentors to others. Innovative learner-centred learning and teaching methods and the potential for ICT are crucial in this area.

*Links with the Detailed work programme:*

Objective 1.3: Ensuring access to ICT for everyone

Objective 2.3: Supporting active citizenship, equal opportunities and social cohesion

Objective 3.1: Strengthening the links with working life, research and society at large

***What we need to know:***

#### **A. ACCESS TO EDUCATION AND TRAINING**

- Knowledge of learning opportunities
- Perception of adaptation of training to learner's needs
- Provision of financial support to access courses
- Time of training (during working hours or free-time)
- Main benefits of studies and training undertaken in the last 12 months

#### **B. CITIZENSHIP, EQUAL OPPORTUNITIES, SOCIAL COHESION AND SELF FULFILMENT**

- Access to and participation in learning of democratic values and democratic participation
- Access to the acquisition of general and civic skills for the less privileged
- Access to and participation in inter-cultural learning

#### **C. LEVEL OF SATISFACTION ON THE QUALITY OF PROVISIONS AND OF EDUCATORS:**

- Diversification of supply
- Effectiveness of teaching

### ***V. BASIC SKILLS (KEY COMPETENCES)***

The European Councils in Lisbon and Stockholm underlined the importance of improving basic skills through adequate education and lifelong learning policies. “Developing skills for the knowledge society” is a priority objective in the Detailed Work Programme for the follow up of the Objectives in education and training systems in Europe.

Basic skills include the foundation skills of reading, writing and mathematics, as well as learning to learn and the new skills set out at Lisbon – IT skills, foreign languages, technological culture entrepreneurship, social skills. The fundamental importance of basic skills acquisition in allowing people to engage in further learning and as a basis for personal fulfilment, active citizenship and employability, must be underlined, particularly given the demands of the developing knowledge-based society. Adults who left school with ongoing literacy, numeracy and other basic skills needs should also be encouraged to participate in compensatory learning.

*Links with the Detailed work programme:*

Objective 1.2: Developing skills for the knowledge society

Objective 3.2: Developing the spirit of enterprise

Objective 3.3: Improving foreign language learning

***What we need to know:***

### **Self perceived level of**

- Literacy
- Numeracy
- Foreign language skills
- Familiarity with ICT
  - Use of computer
  - Place of use
  - Purpose
  - Quantity
- Learning-to-learn skills
- Cultural awareness
- Career management skills
- Interpersonal and social skills
- Entrepreneurship
- Science and technology
- Use of the acquired skills at the workplace or in social/cultural environment

## **VI. INNOVATIVE PEDAGOGY**

This priority addresses the shift in emphasis from knowledge acquisition to competence development, and the new roles for teachers and learners that this implies. Such a shift implies that as early as the pre-primary stage people ‘learn how to learn’. Learners should, as far as possible, actively seek to acquire and develop knowledge and competences. Different methods are called for depending on the situation of the learner, the learning facilitator and the setting (e.g. community centres, workplace, the home). Work-based learning, project-oriented learning and learning organised as ‘study circles’ are particularly useful approaches.

*Links with the Detailed work programme:*

Objective 1.1: Improving education and training for teachers and trainers

***What we need to know:***

- Learning preferences (theory/practice, taught/non-taught, alone/in groups, face to face or distance, time of learning, ...)

- Learning strategies (information processing, such as memorization and relating material to what is already known, learning by doing, listening, audio/video/computer assisted learning)



**Review of  
surveys on adult learning  
in different countries**

*Carried out by Ms Ann-Charlott Larsson  
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## 1. Introduction

Eurostat has created a Task Force in order to examine the issues related to a EU-wide Adult Education Survey (EU AES). Several countries have, based on national needs, conducted surveys on Adult Education. It is very important to take into account the national experiences on measuring Adult Learning in the development of methods and content in a EU-wide AES.

The purpose of this paper is to describe survey design, measuring problems and survey content for countries that have conducted surveys on Adult Learning. The proposals of variables in the final report from the Task Force on Measuring Lifelong Learning (TF MLLL) have been used as basis for the description of content in the national surveys. Analyses of differences between countries and proposals of variables to the EU AES are beyond the scope of this paper.

The selected countries have responded to a questionnaire concerning methods, problems, content and definitions in the national surveys. The following countries have responded;

- Canada
- Estonia
- Finland
- Flemish Community of Belgium (Belgium-VL)
- France
- Germany
- Sweden
- Switzerland
- England and Wales
- USA

Several of the countries have long experience on measuring adult learning, for example has Finland conducted a national AES 1980, 1990, 1995 and 2000.

## 2. Survey objectives

### 2.1 General questions

The questions that need to be answered through an Adult Education Survey (AES) seem consistent across countries and correspond also to the needs at EU level. The purposes with the different national surveys can be summarized into some general questions. These questions are;

- How do different population groups (age, sex, level of education, status at work, family situation etc) participate in learning activities divided by characteristics of learning activities (type of learning activity, purpose, method for learning etc.)?

- How many hours was on average spent on participation in learning activities (type of activity, purpose, method for learning etc.) for different population groups (age, sex, level of education, status at work, family situation etc)
- How interested are different population groups in participating in learning activities and what are the perceived obstacles to learning in different population groups?
- How do different population groups view participation in learning activities (type of activity, purpose etc.) and what kind of effect and significance do they think participation in learning activities has on working life?
- How do different population groups use foreign language skills and how often do they use foreign languages?
- How do different population groups use computer skills and how active users of computers are they?

## 2.2 Target population

The concept of lifelong learning contains both a wide dimension concerning the scope of learning and a lifelong dimension. In principle this means that it encompasses all learning activities from early childhood education to leisure education for the retired persons. However the purpose in the AES will be to cover participation in learning activities for adult persons.

The target population for national AES differs between countries. All the surveys cover persons in working age and institutional individuals are excluded from the surveys. All the national surveys are trying to exclude persons in initial education. Some of the countries are doing this through specifying a lower age limit, for example 18, 19 or 20. Other countries with a lower age limit of 16 or younger, for example USA and France, include questions about initial education in the national surveys.

The upper age limit differs between 60 in Estonia and no upper age limit in England, Wales and USA. The concept of lifelong learning suggests that persons of all ages should be covered in a EU AES. In a survey situation this can be unpractical because of a higher non-response rate among elderly persons.

There seems to be some consensus regarding definitions of target populations between different countries. The conclusion from this is that the EU AES should cover residents in different countries in a specific age interval. The target population should not include institutional individuals. The proposed core target population in the EU AES is residents in the age of 25 to 64. It will be possible for the countries to widen the age bands but they should report results outside the agreed limits separately.

The table below shows the target populations that are used for surveys on AES in different countries.

Country	Year	Age-interval	Institutional Individuals?	Other population Delimitations?
Canada	2003	25 -	No	No
Estonia	1997	20 - 60	No	No
Finland	2000	18 - 79	No	No
Belgium -VL	2002	18 - 85	No	No
France	2000	- 65	No	Finished initial education
Germany	2001	19 - 64	No	German speaking
Sweden STS	2002	16 - 64	No	Gainfully employed
Sweden AES	2002	20 - 74	No	No
Switzerland	1999	20 - 74	No	No
England	2002	16 -	No	England and Wales, Finished continuous full-time education
USA	2001, 2003	16 -	No	Not enrolled in grade 12 and below.

### 2.3 Target unit

The main purpose of a survey concerning adult learning is to describe participation in learning activities for different population groups. This means that the survey should focus on the learner and the important target units are the individual and the learning activities. Detailed definitions of learning activities do not exist in the national surveys. According to the draft manual on designing a Statistical Classification for Learning Activities (CLA)<sup>1</sup>, the Learning Activities are defined as *"any activities of an individual organised with the intention to improve his/her knowledge, skills and competence"*. In the manual on CLA a single learning activity is defined as being *"characterised by unity of method and subject"*. *"This means that each time there is a change in method of learning or subject of learning you have a different single learning activity"*.

In all the national surveys measuring adult learning the target units are the individual and the learning activity. The learning activities are described as programs, courses, seminars and other learning events in which the individual have participated during the reference period.

In the national surveys there are no definitions of single learning activities for informal learning. The national surveys use learning subject or learning method for capturing informal learning.

The choice of reference period will have an effect on the survey quality. A long reference period is preferable because the coverage of irregular learning events will be better than for a short reference period. But, on the other hand, it can be harder for the respondent to remember learning activities further back in time. It will

<sup>1</sup> Not released

probably be easier for the respondents to remember formal education than to remember non-formal education, which in turn will be easier to remember than informal learning. The majority of countries carrying out surveys regarding adult learning use a reference period of twelve months or longer.

Some of the countries use the past 12 months from the time of the interview and some of the countries use the calendar year. By choosing the last twelve months from the day of interview any effect of ‘forgetting’ between the day of interview and the calendar year is avoided.

With a twelve months measuring period one get into difficulties due to the fact that the respondents have problems with remembering all training events. These difficulties can be reduced through selecting only the most recent learning activities.

Based on the fact that almost all surveys concerning adult learning use a reference period of 12 months or longer the recommended reference period for EU AES is 12 months.

<b>Country</b>	<b>Target units Formal and non- formal education</b>	<b>Informal learning</b>	<b>Reference period</b>
Canada	Individual / Learning activity	Individual / Learning method	Calendar year; 2002 and past 4 weeks for in-formal learning
Estonia	Individual / Learning activity	Individual / Learning subject	Jan 1996 - Oct. 1997
Finland	Individual / Learning activity	Individual / Learning subject	Past 12 months
Belgium- VL	Individual / Learning activity	Not included	Past 12 months
France	Individual / Learning activity	Individual / Learning method	Mar 1998 - Feb 2000
Germany	Individual / Learning activity	Individual / Learning subject	Calendar year 2000, last 3 years and longer ago
Sweden STS	Individual / Learning activity	Not included	Calendar year from half year periods
Sweden AES	Individual / Learning activity	Individual / Learning method	Past 12 months
Switzerland	Individual / Learning activity	Individual / Learning method	Past 12 months
England, Wales	Individual / Learning activity	Individual / Learning method/ Learning subject	Past 12 months, last 3 years
USA	Individual / Learning activity	Individual / Learning method	Past 12 months

### 3. Survey design

#### 3.1 Sample design

Decisions on a minimum sample size should be based on costs of the EU AES and on precision requirements for interesting groups of the population. The precision requirements are for the estimates regarding participation in different types of learning activities. The participating countries should make their own decisions regarding the sample design based on the precision requirements for the estimates and the minimum sample size. Some conclusions about the sufficient sample sizes for the EU AES can be drawn from the sample sizes in the national surveys on AES. The majority of the countries have sample sizes of at least 5000 individuals.

There exist different methods for solving the problem with selection of learning activities in the national surveys. The five following methods are used;

- All the learning activities during the reference period.
- Selection of the most recent learning activities (the number of selected learning activities varies between countries).
- Selection of the longest learning activities.
- Selection by the respondents.
- Random selection of learning activities through an automatic process during the interview.

Selection of the most recent learning activities will reduce the difficulties for the respondent to remember substantially and it will be easy to implement during the interview. A Finnish study<sup>2</sup> has shown that selection of the three most recent activities will give sufficient quality in the estimates of the structure of participation by field of learning, purpose of learning etc. The study also shows that the selection of the longest activities seems to give bad quality in estimates of the structure of participation by purpose of learning.

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<sup>2</sup> Described in the documents “Proposal for a development of education and training specific questions in the European Union Labour Force Survey” and “Random selection of attended adult education courses, 2001-09-13”

Country	Sample unit		Sample size	Selection of learning activities for different types of activities		
	Original	Final				
Canada	Household (suppl. to LFS)	Individual	34 000	Job-related programs; All for the reference period.	Job-related courses; 5 selected by respondent.	Some questions; 1 selected randomly from programs / courses
Estonia	Individual	Individual	4 400	Formal; All from age 14.	Non-formal; All for the reference period.	
Finland	Individual	Individual	5 000	Adult education; All for ref. period.	Job-related; 1 selected randomly.	
Belgium-VL	Individual	Individual	1 500	Non-formal; 1 most recent.		
France	Household (suppl. to LFS)	Individual	25 000	Non-formal; 5 most recent.	Some questions; 1 most recent.	
Germany	Individual	Individual	7 000	Job-related / general; 4 with the highest vol.	Self-directed; 1 most recent.	
Sweden STS	Individual (suppl. to LFS)	Individual	13 000	Financed by employer; All for ref. period.		
Sweden AES	Individual	Individual	8 000	Formal; 1 most recent.	Non-formal; 3 most recent.	
Switzerland	Household (suppl. to LFS)	Individual	16 000	Continuing training; 2 selected randomly.		
England, Wales	Dwelling units (Household)	Individual	7 000	Taught; 1 (the most useful) selected by respondent	Self-directed learning; 1 most recent	
USA	Household	Individual	11 000	Formal education; 1 (highest degree)	Work-related; 4 selected randomly	

### 3.2 Collection of data

The method for collection of data in national surveys on adult learning differs between countries. The data are collected through telephone interviews or face to face interviews. The majority of the countries is using a face to face interviewing method either through paper and pen or computer-assisted.

The mode of data collection puts some restrictions on the number of questions that can be asked in the EU AES and also on the number of learning activities that can be selected. With a telephone interview it will probably not be possible to cover all

the different aspects of lifelong learning in the EU AES. It will presumably be necessary to focus on participation in learning and volume of learning. It could also be necessary to only collect information about three or fewer learning activities.

The number of questions varies a lot between countries. In the countries that are using supplements to the LFS the number of questions are between 20 and 30. In the other countries the number of questions exceeds 100. In supplements to LFS a lot of the background information are collected through LFS instead of through the AES supplement. As a consequence to the big differences in the number of questions, the average interview time also varies between countries.

Proxy interviews might give acceptable results for participation in the regular national education system. For participation in non-formal education and informal learning, proxy interviews are not likely to give acceptable quality in the estimates. Studies in Norway and Canada indicate that estimates of participation in continuing education and training will be seriously affected by proxy interviews. Proxy interviews are not allowed in any of the national surveys on adult learning.

Country	Method for data collection	Proxy interviews?	Number of questions	Average interview time, minutes
Canada	CATI & CAPI	No	Appr. 84	
Estonia	Face to face	No	232	84
Finland	CAPI	No	212	60
Belgium -VL	Face to face	No	15 (185 in whole survey)	70
France	CAPI	No		15 – 20 on average for one household
Germany	CAPI	No	107	35
Sweden STS	CATI	No	2*15	2*3,5
Sweden AES	Postal	No	43	Not available
Switzerland	CATI	No	21	3
England	CAPI	No	218	35
USA	CATI	No	245	17,4

#### 4. Reliability of statistics

##### 4.1 Non-response

If the non-response is unevenly distributed over population groups it can cause bias in the estimates and also cause problems with comparability between countries. This is more likely when the non-response rates are high. The number of questions in the EU AES will probably affect the non-response rates in different countries.

The mode of data collection might also help in keeping the non-response rates low, at least regarding partial non-response.

The variables that have caused partial non-response differ between countries. The following variables have caused partial non-response;



- Number of employees in establishments; Finland 8,5% and Sweden 2 %
- Income; England and Wales 15% and USA 43%
- Frequency of informal learning; Sweden 6-8%
- Most important reason to participate in a learning activity (purpose); Belgium-VL
- If provider charged tuition fee; Germany 22%

Country	Unit non-response <sup>3</sup>	Highest partial non-response	Item non-response
Canada			
Estonia	16 %		
Finland	26 %	Number of employees in establishments	8,5 %
Belgium-VL	30 %	Most important reason to take part in a learning activity	
France			
Germany	42 %	If provider charged tuition fees.	22 %
Sweden STS	23 %	Number of employees in establishments	2 %
Sweden AES	44 %	Frequency of informal learning	6 – 8 %
Switzerland			
England, Wales	40 %	Income	15 %
USA	47 %	Household income	43 %

#### 4.2 Measurement problems

It can be of interest to study the variables that have caused problems in different countries because they might cause problems in a EU AES and also affect the non-response rates. The variables that have caused problems vary between countries. The reason for this might be differences in definitions and wording of questions.

Cultural differences can also have some affect on the differences between countries regarding troublesome variables. In most cases the variables with high item non-response was also regarded as troublesome variables. Below the troublesome variables in different countries are listed.

Discussion Grid	Troublesome variables	Countries
A.2	Number of school / study years	Finland
A.5	Number of employees in establishments	Sweden
A.6	Household income, individual income and amount of earnings	England, Wales and USA
C.4	Most important reason not to take part in learning activities and barriers	Belgium-VL and Finland
D.1	Fields of training	Sweden

<sup>3</sup> Unit non-response is defined as responses are missing for all questions for the respondent (individual) and item non-response is defined as responses are missing for one or more questions for the respondent.

D.2	Qualifications already obtained	England and Wales
D.3	Number of hours of each learning activity, Volume of vocational training and frequency of informal learning	Sweden and Germany
	Being released from work for training on legal basis.	Germany
D.5	Most important reason to participate in a learning activity	Belgium-VL

## 5. Content in the surveys

### 5.1 Background variables

The purpose of the EU AES is not only to describe different aspects of adult learning for the total population but also for subgroups of the population like men, women, young people, unemployed persons, persons with low initial education, persons with bad experiences of initial education etc. The background variables are important for describing the structure in participating in learning and also for explaining the variance in participation in learning activities between different groups of the population. In the final report from the TF MLLL a set of interesting background variables are listed. In this paper only the proposed background variables in the final report from the TF MLLL are included. There are probably other background variables that would be interesting for a survey on adult learning. There seems to be consensus between countries regarding the background variables.

Canada, England and Wales have included questions regarding disability in the national surveys. Educational attainment for parents could be collected from registers in Sweden and Finland, but this hasn't been done yet. Otherwise, educational attainment for parents is only included in the survey in France. Background variables concerning labour market situation have been included in all the national surveys.

Discussion Grid	Variable	Total number of		Of which Partially included	From registers
		Surveys	Included		
A.1	Demographic data	11	11	0	2
A.2	Educational attainment	11	11	0	3
A.3	Family situation	11	9	0	2
	Educational attainment parents	11	4	0	3
A.4	Disability	11	2	0	0
A.5	Labour status	11	11	0	0
	Occupation current job	11	11	0	0
	Occupation last job	11	6	1	0
	Employer (NACE, sector, size)	11	11	4	0
A.6	Income	11	9	0	0

Discussion Grid	Variable	Included Country	Partially incl. Country	From registers Country
A.1	Demographic data	All		Sweden
A.2	Educational attainment	All		Finland and Sweden
A.3	Family situation	All except Canada and France		Sweden
	Educational attainment parents	Finland, Sweden and France		Finland and Sweden
A.4	Disability	Canada, England and Wales		
A.5	Labour status	All		
	Occupation current job	All		
	Occupation last job	Estonia, Finland, Belgium-VL, Switzerland, England	Germany	
	Employer (NACE, sector, size)	All	Belgium-VL, Sweden, USA, Canada	
A.6	Income	All except Sweden		

In England and Wales the following questions on disability have been included in the national survey.

“Do you have any health problems or disabilities that you expect will last for more than a year?”

“Does this health problem(s)/disability(ies) affect the **kind** of paid work that you might do, or the **amount** of paid work that you might do?”

“Does this health problem(s) or disability(ies), substantially limit your ability to carry out normal day to day activities?”

“Does this health problem(s) or disability(ies) mean that you have difficulties with any of these areas of your life?”:

- “Mobility (moving about)”
- “Ability to lift, carry or otherwise move everyday objects”
- “Manual dexterity (using your hands to carry out everyday tasks)”
- “Continence (bladder control)”
- “Communication (through speaking, listening, reading or writing)”
- “Memory or ability to concentrate, learn or understand”
- “Understanding when you are in physical danger”
- “Other area of life”
- “None of these”

In Canada one questions concerning disability is asked according to the following;

Are you limited in the kind or amount of activity you can do because of a long-term physical or mental condition or health problem? (Yes / No / Refusal / Don't know)

## 5.2 Self reported skills and participation in cultural activities

In almost all of the national surveys on adult learning information concerning self reported skills and participation in cultural activities are excluded. In order to cover different aspects of participation in learning the surveys has to include a lot of questions. Describing the structure in participation in learning is also the main purpose of an adult learning survey. This means that less priority probably is given to variables like self- reported skills and participation in cultural activities because they can change the objective of the survey. This could be a reason for not including these variables in the EU AES. The variables are however politically important and are presumably correlating with participation in learning activities, which means that they are interesting as background variables in the EU AES. Therefore it has been decided that questions concerning usage of computer skills and foreign language skills and also incidence of participation in cultural activities should be developed.

For development of the questions the experiences from the countries that have included such questions should be taken into account. In Finland questions about usage of computer skills are included in the survey. The measures on computer usage and frequency are used to describe computer usage skills so that self-assessment of one's skill level is not necessary. The link between computer usage and skill level should however be analyzed further before drawing conclusions on ICT skill levels in different countries from questions on computer usage. The following questions about computer usage are asked in Finland;

1. Have you used a computer at work, for studying, at home or otherwise in your free time? Yes/No/Don't know
2. When did you last use a computer? (today, yesterday, a couple of days ago, a week ago, a couple of weeks ago, about a month ago, 2 – 3 months ago, 4 – 6 months ago, over 6 months ago but less than a year ago, about a year ago, over a year ago)
3. How often do you use a computer for the following purposes? Daily, Several days a week, once, a few times a week, a few times a month, less often or never.
  - Internet surfing (searching for information)
  - Reading online magazines
  - Text editing
  - Drawing pictures with graphics programs
  - Electronic mail
  - Programming
  - Accounts, spreadsheets or statistical analysis
  - Paying bills
  - Buying and selling services
  - Games
  - Newsgroups or following them on network forums

- Something else

Foreign language skills are determined on the basis of the respondent's own assessment of their skill level. Self-assessments were first tried out in the context of the 1995 Finnish Adult education Survey. The results were encouraging. The following questions on foreign language skills are included in the Finnish survey;

What foreign languages do you speak? (The mother tongue is not a foreign language! The respondent tells the interviewer which languages she/he speaks.) The following alternatives are in the list; None, Finnish, Swedish, Other Scandinavian languages, English, German, French, Russian, Spanish, Italian, Estonian, Arabic, Hebrew, Greek, Portuguese, Hungarian, Other, Don't know.

Choose which alternative below best describes your knowledge of the language. How well do you know the language?

- I can understand and use the most common everyday expressions
- I can understand and use the language in relation to familiar things and situations.
- I can understand the essential of clear language and produce simple text and describe experiences and events.
- I can understand the main ideas of complex language and communicate fairly fluently.
- I can understand a wide range of demanding texts and use the language fluently.
- I can understand virtually everything and master the language almost completely.
- Don't know.

The currently used classification of foreign language skill levels is based on the Council of Europe scale, and it was modified for use in interview surveys.

In England and Wales the following information concerning usage of computer skills has been collected;

- If the respondent has ever used either a computer or the internet.
- If the respondent were a current computer and/or internet user.
- How often the respondent uses computer and/or internet. (5 or more days a week, 3-4 days a week, 1-2 days a week, Few times a month, but not every week, Less often, Not current user)
- The purpose concerning the use of internet according to the following; Email, get information about goods/services, get information about leisure/hobbies, get information for work, order goods/services, get information about learning, get weather/travel information, book tickets for events/performances, get health information, read the news, get information about job vacancies, help children with their learning, use chat lines, internet used for other purposes.

In Estonia the following information concerning self-reported skills in foreign languages are collected;

- One question concerning what foreign languages the respondent does speak.
- Self-assessments of skill-level for each language according to the following; I can speak and write, I can speak for everyday communication, I understand everyday communication.

Discussion Framework	Variable	Total number of Surveys		Included in countries
			Included	
A.7	Self reported skills			
	Usage of computer skills (incidence, frequency and purpose)	11	2	Finland, England and Wales
	Usage of foreign language skills (For different languages; incidence, frequency and social context)	11	0	Finland and Estonia includes questions about self-reported skill-levels.
B.1	Participation in cultural activities	11	1	Belgium-VL
B.2	Total time spent in cultural activities	11	0	None of the countries

### 5.3 Aspects concerning participation in learning

Describing different aspects of participation in learning activities are the main purpose with a EU AES. These variables are important in almost all of the national surveys on adult learning. The majority of national surveys have included such variables. The variable “received information and guidance” is only covered by 6 out of 10 countries.

Every country has different approaches concerning the questions on perceived personal demand and perceived obstacles to training. The countries change the questions almost every year. A majority of the respondents in different countries are mentioning lack of time as the main reason for not participating in learning. A better approach in order to cover this area could be to ask about attitudes towards learning. There are three main methods for analyzing obstacles to learning. These methods can be used separately or as complements to each other. The methods are described below.

- Include questions concerning perceived obstacles to learning.
- Include questions about attitudes to learning.
- Include background variables that are considered as obstacles to learning and use them for explaining the variation in participation in learning. Some examples of general questions that can be asked are;
  - Participate persons with unsocial working hours less in learning activities than others?
  - Participate persons who are engaged in cultural activities or sport activities less in learning activities than others?

- Participate persons with bad experience of earlier studies less in learning activities than others?

It has been decided that these variables should be explored more before including them in a EU AES.

The variable “received information and guidance” is connected to the variables concerning interest for learning and obstacles to learning and should therefore be further explored before including it in a EU AES.

Discussion framework	Variable	Total number of	
		Surveys	Included
C.1	Participation in learning	11	11
C.2	Total time spent in learning	11	7
C.3	Perceived personal demand	11	10
C.4	Perceived obstacles to participation in learning	11	10
	Received information and guidance	11	6

### 5.3.1 Participation in learning

The main purpose with the questions about participation in learning is in all countries to distinguish the non-learners from the learners. There also seems to be interest in dividing the learners into the following groups;

- Participated in only formal and non-formal learning
- Participated in only informal learning
- Participated in formal and non-formal learning and also in informal learning

In some countries information about informal learning is not collected.

It isn't common among the countries to divide between formal and non-formal learning. The majority of the countries are only interested in the types of formal and non-formal learning that belongs to job-related training, adult education or continuing training.

The tables below shows the types of learning that are collected in different countries.

Country	Type of learning		Definition
Canada	Job-related	Program	High school diploma, apprenticeship, trade or vocational diploma, college diploma or university degree, diploma or certificate
		Course	Courses, workshops, seminars or training
		Self-directed	Seek advice, used the internet, observed someone, consulted books or taught themselves



Country	Type of learning		Definition
Estonia	Studies	Program	Studies at educational institutions.
	Continuing training	Program / Course	Continuing training and re-training courses, training for unemployed, hobby education, courses of own interest, other training that public- or educational institutions or private companies organize.
	Private classes / Self-studies		Develop oneself through taking private classes or studying independently.
Finland	Studies, courses (at least 6 hours)	Adult education	Programs, courses, training, seminars and conferences according to a specified list of providers of adult education and types of adult education.
		Other studies and courses	Programs, courses, training, seminars and conferences according to a specified list of providers of education and types of education not especially for adults.
	Self-studies		Study some new subject independently or together with friends, acquaintances or co-workers for at least 20 hours.
Flemish Belgium	Continuing training	Program / course	Participation in courses / training according to the following list; self-directed study (books, PC, CD-ROM), distance learning and correspondence courses, taking lessons/classes, on the job training and combination of taking lessons/classes and on the job training.
	Self-directed learning		It is possible for respondents to indicate that they've undertaken self-directed study. The strong emphasis on taught learning means probably that informal learning isn't captured in this survey.

Country	Type of learning		Definition
France	Continuing training	Program / course	Courses for professional, social and personal reasons by; sandwich training contracts, traineeship, training courses, conferences and seminars, courses in a work situation, courses at training centers
	Self-training		Self-training courses (including distance learning) with the help of cassettes, computer programmes or books.
Germany	Continuing education in the form of courses and seminars.		Participation in vocational training in form of courses or seminars according to a specified list of aim or purpose of the course and fields of training.  Participation in general continuing education according to a specified list of fields of study.
	Job-related training in the form of congresses, lectures, instruction and self-directed learning.		Vocationally oriented training; Visit to trade fairs or congresses, lectures, half-day seminars, instruction at the workplace, self-learning by watching and trying out, media assisted self-directed learning, visit to other departments, job rotation, quality circle etc. and reading of professional literature.
	Self-learning including job-related training		Self-learning of a subject without participating in courses/programs and seminars.
Sweden (Staff training survey)	Job-related	Program / course / self-studies	Job related training paid for totally or partly by the employer in the form of teacher supervised courses or seminars, conferences, workshops etc and self-studies.

Country	Type of learning		Definition
Switzerland	Initial education	Program	Education/training in a school or other educational institution (higher vocational training, vocational college, university, apprenticeship etc.)
	Continuing training	Course	Following continuing education/ training courses and courses at training centres.
	Self-directed training		Learning with the help of the following methods; specialized lectures, conferences or symposia, computer assisted learning, recorded or broadcast courses, instruction from other people at the place of work and learning by watching others.
England, Wales	Taught learning		Taught courses, received instruction or tuition according to a specified list; (meant to lead to qualifications, developing skills that might be used in a job etc.). Includes leisure courses.
	Self directed learning		According to a specified list; received supervised training while actually doing a job, reading books, manuals or journals or attending seminars or deliberately tried to improve knowledge about anything without taking part in a taught course.
USA	Job-related	Program / course	Work-related activities, including formal programs (college/university, vocational/technical) and apprenticeships, taught courses, seminars and other types of formal and non-formal work-related training.  A small amount of information is collected on participation in formal programs that is not primarily for work-related purposes.
		Non-formal and informal	Participation in less formal work-related learning activities such as conferences and self-paced study.

### 5.3.2 Total time spent in training

The main indicator concerning volume of training is number of hours spent in learning during the reference period. In hours of learning are both taught hours and self-studies included. Learning is defined as all the learning activities that the respondent has participated in during the reference-period, which means formal education, non-formal education and informal learning. This indicator isn't covered in any of the countries that conduct surveys on adult learning. In most cases only the total taught hours spent in continuing training (mainly non-formal learning) is covered. It is decided that the EU AES only should cover taught hours during the reference period.

The information on total time spent in learning is in almost all of the countries calculated from information received on number of taught hours for each activity (course/seminar/program), that the respondent has participated in during the reference period. The time needed for self-studies in connection with participation in the learning activity isn't collected. The number of taught hours outside of the reference period is also excluded in most cases.

Some of the countries collect information about total time spent in one selected course or in several selected courses. In these cases it can be difficult to estimate the total amount of time spent in learning for the respondents during the reference period.

A few countries collect information about time spent in learning during the reference period in the form of time span or categories. In this cases it will not be possible to estimate the total time spent in learning during the reference period.

Country	Definition of total time spent in training
Canada	<p>The total hours spent in each job-related program and each job-related course (not more than 5) during the reference period for the respondents are collected.</p> <p>The total hours spent in job-related training during the reference period can be calculated from aggregation of hours for each program/course.</p>
Estonia	<p>The total hours spent in continuing training is not possible to calculate.</p> <p>For each course / training that the respondent has participated in during the reference period the hours and length of the activity during the reference period is collected according to the following categories; Hours: up to 18 hours, 19 – 84 hours or more than 84 hours. Length: 1 day, 2-3 days, 1 week, 2-3 weeks, up to 1 month, 2-3 months, 4-5 months, 6 months or over 6 months.</p>
Finland	<p>The total days / hours spent in each adult education program/course during the reference period for the respondents are collected.</p> <p>Number of days and hours altogether for all the adult education courses (6 lessons = 1 day) are calculated from aggregation of hours/days for each program/course.</p>

Belgium-VL	<p>The total hours spent in continuing training is not possible to calculate.</p> <p>The respondent is asked how many actual course hours were taken:</p> <ul style="list-style-type: none"> <li>- 1-24 (corresponds to up to one week of full-time training)</li> <li>- 25-100 (one week to one month full-time training)</li> <li>- 101-300 (one to three months full-time training)</li> <li>- 301-600 (three to six months full-time training)</li> <li>- 600-1200 (six to twelve months full-time training)</li> </ul>
France	<p>The total hours spent in learning is not collected.</p> <p>For each course / training that the respondent has participated in during the reference period the date when the course started and the date when the course ended were collected.</p>
Germany	<p>For each selected course / lecture concerning vocational continuing education (VE), that the respondent has participated in during the reference period, the number of instruction hours during the reference period are collected. The total amount of instruction hours during the reference period in VE for the respondent can be calculated based on the information for each course/lecture.</p> <p>For general education (GE) it is not possible to calculate the total time spent in learning during the reference period. For each activity the duration/time span according to the following is collected; Less than 1 day, 1 day until 1 week, 1 week until 1 month, 1 month until less than 3 months, 3 months until 1 year and 1 year and longer.</p> <p>For self-learning (SL) the hours spent in learning during the reference period are collected.</p>
Sweden staff training survey	<p>For each course / training that the respondent has participated in during the reference period the number of months, days and average hours for a day are collected. This can be calculated into total hours spent in the activity during the reference period.</p> <p>The total hours spent in all learning activities during the reference period can be calculated from aggregation of hours for each activity.</p>
Switzerland	<p>For each course that the respondent has participated in during the reference period the number of weeks, days and average hours for a day are collected. This are calculated into total hours spent in the activity during the reference period.</p> <p>The total hours spent in all courses during the reference period can be calculated from aggregation of hours for each activity. The amount of hours are however a bit underestimated because hours only are collected from three randomly selected courses.</p>
England, Wales	<p>The total hours spent in courses/learning cannot be calculated.</p> <p>For selected courses the number of hours during the reference period is collected. Other courses and self-directed learning are categorised into less or more than 10 hours.</p>

<b>Country</b>	<b>Definition of total time spent in training</b>
USA	<p>For all work-related learning activities, except less formal activities, respondents are asked for how many total credit hours or classroom instruction hours they were enrolled.</p> <p>The total hours spent in work-related courses / training during the reference period can be calculated form aggregation of hours for each activity.</p>

### 5.3.3 Perceived personal demand

<b>Country</b>	<b>Definitions of need, demand, interest</b>
Canada	<p>Information is collected about if the respondent wanted / needed education or training during the reference period for a current or future job but didn't participate.</p> <p>Information is collected about if it is likely that the respondent will participate in education or training for a future or current job in the next three years; very likely, somewhat likely, not very likely or not likely at all.</p>
Estonia	<p>Current interest for training by type of training (job-related, training for unemployed, training related to personal interest/hobby)</p> <ul style="list-style-type: none"> <li>• Reason for training (get a job, career, get better salary, learn new profession, manage with current job, set up own business, personal development, hobbies, get new acquaintances, social competence)</li> <li>• Interest for training by duration and timing (at working-time, evenings after-working-time, mostly weekends, it doesn't matter)</li> <li>• Interest for training by type of training (course, private lessons, a study day, a study camp, a study circle)</li> <li>• Interest for training by mode of training (at one time, in cycles, continuously at certain weekdays, on reciprocal agreement at a convenient time for the participants, it doesn't matter)</li> <li>• Interest for studying in formal education by level and field of study</li> </ul>

Country	Definitions of need, demand, interest
Finland	<p>Different subjects are covered;</p> <ul style="list-style-type: none"> <li>• Current need for training (work skills, career, keep job)</li> <li>• Current need/interest for training (free-time activities or hobbies)</li> <li>• Interest for vocational training in the near future (by a list of reasons like unemployment, different tasks, get a new job)</li> <li>• Interest for training qualifying for a degree or certificate lasting for at least one year (in the next two years)</li> </ul>
Belgium-VL	<p>Respondents (both those who had taken part in learning as those who hadn't) were asked whether there was a learning activity they would have liked to take. It is also asked what would be the preferred field of study.</p>
France	<p>Need or wish for receiving training during the reference period but was unable to participate (whether for personal or professional reasons).</p> <p>This information was divided by reason for need/wish, type of needed training, length of needed training.</p> <p>Needs for training for career and personal development over the coming years according to a list.</p>
Germany	<p>Not explicitly included in the BSW 2000. For self-directed learning the reason of interest in several fields of study is asked for (e. g. job-related, private or civic).</p> <p>In general, interest can be deduced from statements like “Even without continuing education I’ve got my chances for a career”, “Everybody should be willing to learn anytime” or “Continuing education can be good help to get through everyday life”.</p> <p>There is also a question on recent changes at the respondent’s workplace that can be used as a proxy for perceived demand.</p>
Sweden staff training survey	<p>Not included</p>
Switzerland	<p>Questions about if there were courses which the respondent would have liked to follow but wasn't able to do so for vocational- and non-vocational purposes during the reference period.</p>
England, Wales	<p>Questions are asked about how likely it is that the respondent will do any job-related or any non job-related learning, training or education in the next three years. Also about interest of saving money to pay for training or education or pay for advice about careers, learning, training or education.</p>

USA	<p>Respondents were asked whether they had any interest in participating in any (additional) work-related activities.</p> <p>Questions are included asking respondents a series of yes/no questions, the answers to which provide information about the respondents' perceived usefulness of learning activities. These include: he/she has enough training to do job well; supervisor supports or encourages him/her to get more training; job or work assignment requires additional training; possible financial benefit of additional training; more training would help him/her get ahead in job or career</p>
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### 5.3.4 Perceived obstacle

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Country	Definitions of obstacles
Canada	<p>The respondent is asked to indicate the reason why the respondent didn't participate in the job-related training that he/she wanted to take during the reference year.</p> <p>Mentioned reasons; couldn't find the training, not sure if it was worth it, conflicted with the work schedule, didn't have prerequisites, family responsibilities, lack of employer support, too busy at work, too expensive / couldn't afford the costs, offered at inconvenient time, health reasons, lack of confidence and other.</p> <p>The respondent is asked to indicate the reason why he/she didn't want to take or needed job-related training during the reference period.</p> <p>Mentioned reasons; didn't need further training, prefer to learn on your own, training was not a high priority, isn't interested, too expensive / couldn't afford the costs, not sure if it was worth it, didn't have the prerequisites, health reasons, too busy to take training and other.</p>
Estonia	<p>Reasons for not taking the training if the person had been interested in training but hadn't participated so far (too expensive, had no time due to work or personal life, training could not be passed in my mother tongue, employer did not allow me to be away from work, training could not be provided near my home, I thought I wouldn't manage, time of training not suitable).</p> <p>Reasons for not being interested in training (no need to develop knowledge, suspicious about the usefulness of the training, have no time because of work or private life, there's no training in the field I'm interested in, have no money to pay for training, training takes place too far from my home, health problems, I'm too old for studying, I'm afraid I won't manage)</p>
Finland	<p>To what extent do the following reasons make it difficult or prevent you in your present phase of life from participating in learning, on your own free-time and at your own expense / offered by employer during working hours.</p> <p>There is a long list of reasons like lack of interest, busy at work, fear of failure, suitable training is not available, financial reasons etc.</p>

Country	Definitions of obstacles
Belgium-VL	<p>To those respondents indicating that there was a learning activity they would have liked to undertake, it is asked what was the main reason not to take that course/training/...</p> <ul style="list-style-type: none"> <li>- No information about the possibilities</li> <li>- Don't know what would suit me</li> <li>- Impossible to combine with work</li> <li>- Impossible to combine with family</li> <li>- Impossible to combine with hobbies</li> <li>- Not offered/supplied</li> <li>- Too expensive</li> <li>- No possibilities nearby</li> <li>- Inconvenient timing</li> <li>- Too difficult (lack of prior education)</li> <li>- No employer support</li> <li>- Health reasons</li> <li>- Other (to be described)</li> </ul>
France	<p>Main reason that needed/wished training wasn't provided during reference period according to a list of perceived reasons (general reasons, professional reasons, personal reasons)</p>
Germany	<p>For job-related continuing education: employer denied participation or personal reasons like health, family, lacking time at work or no perceived benefits. For self-directed learning and learning in general: statements about perceived personal capacities or attitudes.</p>
Sweden staff training survey	<p>Not included</p>
Switzerland	<p>Why the respondent didn't participate in more courses in spite a wish to do so according to a specified list of reasons (for example price too high, family constraints, professional overload, times were not suitable, health problems).</p>
England, Wales	<p>Questions are asked about perceived obstacles for all respondents (learners and non-learners).</p> <p>The mentioned obstacles are; prefer do to other things than learning, not interested, don't need to do any learning for my work, too busy at work, family constraints, hard to get time off work, hard to pay the fees, only willing to do learning if the fees are paid by someone else, my benefits would be cut, don't know enough about learning opportunities, don't have the needed qualifications, worried about keeping up, difficulties with reading or writing, difficulties with English, too old to learn, health problems, didn't enjoy learning at school and other.</p>

<b>Country</b>	<b>Definitions of obstacles</b>
USA	Not included

### 5.3.5 Received information and guidance

Country	Definitions of information and guidance
Canada	Not included in the survey.
Estonia	Individual assessment of availability of information on adult training (providers, duration, cost) — no information, need for additional information, well-informed.
Finland	Individual assessment of availability of information on educational opportunities for adults (Adequately, Fairly adequately, Quite little, Far to little).
Belgium-VL	This variable is indirectly present in the survey, as it belongs to the list of possible obstacles to learning presented to respondents. Two different proposed obstacles qualify under the heading of ‘availability of information’: ‘no information about the possibilities’ and ‘don’t know what would suit me’.
France	No information available
Germany	Following information is covered (not for VT): <ul style="list-style-type: none"> <li>• If respondents got information about a seminar before they attended it and if they were satisfied with it (GE, VE).</li> <li>• If and how the respondents received information about continuing education.</li> <li>• If they think they’ve received enough information about CET opportunities and whether further/improved information is important to them.</li> </ul>
Sweden staff training survey	Not included
Switzerland	Not included
England, Wales	Questions are asked about received information and advice before participating in education according to specified list of sources of advice and a list of the content of the information or advice. Questions are also asked about sources and contents of information and guidance in the future.
USA	If respondents indicated that they were interested in participating in any (additional) work-related activities, they were asked whether they had actually looked for information about these activities.

## 5.4 Characteristics of each learning activity

There seems to be consensus on which variables to include in a survey regarding adult learning. Most of the national surveys have included the proposed variables in the final report from the TF MLLL. The table below shows how many national surveys have included the variables independently on the type of learning activity (formal, non-formal or informal). The majority of the variables are only collected for non-formal learning activities. In most of the national surveys only the part of formal learning that belongs to continuing training, adult education or job-related training are covered (see sector 5.3.1). If formal learning is covered the most important variables are field of study and level of study. For informal learning are in most cases only field of study / method of learning and motive covered.

Discussion framework	Variable	Total number of Surveys Included	
D.1	Type of learning activity	11	11
	Field of study, subject	11	11
	Level of study	11	7
D.2	Learning outcome	11	8
D.3	Taught hours during reference period	11	9
	Time spent in learning on paid working hours – Estimate taught hours that are working hours	11	10
D.4	Type of provider	11	10
D.5	Perceived motives, short	11	11
	Perceived motives, extended	11	9
	Perceived benefits (satisfaction and use of skills)	11	8
D.6	Source of financial support	11	8
D.7	Method of learning	11	6

It is also of interest to look closer on the coverage of the different types of learning activities (formal, non-formal and informal) in the national surveys. The division into formal education, non-formal education and informal learning isn't used in the majority of national surveys (see sector 5.3.1). This makes it sometimes difficult to get a general picture of the coverage of variables for these types of learning activities in the national surveys. In the table below the coverage of variables divided by type of learning activity is described.

As mentioned before the majority of countries are only covering a relatively small part of formal education for adults, which is indicated with an F within brackets. Non-formal education is indicated with NF and informal learning is indicated with INF. If the type of learning activity is within brackets the variable is not totally covered in the national survey or the type of learning activity isn't defined in the same way as in the final report from the TF MLLL. For example have some countries included seminars and workshops in informal learning, which according to the definition in the module on lifelong learning in national labour force surveys belongs to non-formal education. The definitions of the variables are described in annex 1 for each country.

Variable	Country														
	CA, jobrel			ES			FI			FL BE			FR		
	F	NF	IF	F	NF	IF	F	NF	IF	F	NF	IF	F	NF	IF
Field	(X)	(X)	--	(X)	X	X	(X)	X	X	(X)	X	--	(X)	X	X
Level	(X)	--	--	X	--	--	--	--	--	X	--	--	X	--	--
Outcome	(X)	(X)	--	--	X	--	--	X	--	--	--	--	--	X	X
Taught hours	(X)	(X)	--	--	X	--	(X)	X	--	--	--	--	--	--	--
Paid working hours	(X)	(X)	(X)	--	X	--	(X)	X	X	(X)	X	--	--	--	--
Provider	(X)	(X)	--	(X)	X	--	(X)	X	--	(X)	X	--	(X)	X	X
Motives, short	(X)	(X)	--	--	X	--	(X)	X	--	(X)	X	--	(X)	X	X
Motives, long	(X)	(X)	--	--	X	--	(X)	X	--	(X)	X	--	(X)	X	X
Benefits	(X)	(X)	--	--	X	--	--	X	--	--	--	--	(X)	X	X
Financial support	(X)	(X)	--	--	X	--	(X)	X	--	--	--	--	(X)	X	X
Method	(X)	(X)	(X)	--	--	--	--	--	--	--	--	--	--	--	--

Variable	Country														
	GE			SWE, jobrel			SWI			England			USA, jobrel		
	F	NF	IF	F	NF	IF	F	NF	IF	F	NF	IF	F	NF	IF
Field	(X)	(X)	(X)	(X)	(X)	--	(X)	(X)	--	(X)	X	X	(X)	(X)	--
Level	--	--	--	--	--	--	(X)	--	--	--	--	--	X	--	--
Outcome	(X)	(X)	--	--	--	--	(X)	(X)	--	X	--	--	(X)	(X)	(X)
Taught hours	(X)	(X)	(X)	(X)	(X)	--	(X)	(X)	--	(X)	(X)	--	(X)	(X)	--
Paid working hours	(X)	(X)	--	(X)	(X)	--	(X)	(X)	--	(X)	(X)	--	(X)	(X)	(X)
Provider	(X)	(X)	--	(X)	(X)	--	(X)	(X)	--	(X)	(X)	--	(X)	(X)	--
Motives, short	(X)	(X)	(X)	(X)	(X)	--	(X)	(X)	--	(X)	X	X	(X)	(X)	(X)
Motives, long	(X)	(X)	(X)	--	--	--	(X)	(X)	--	(X)	X	X	(X)	(X)	(X)
Benefits	(X)	(X)	--	--	--	--	--	--	--	(X)	X	X	(X)	(X)	--
Financial support	(X)	(X)	--	(X)	(X)	--	(X)	(X)	--	--	--	--	(X)	(X)	--
Method	--	(X)	(X)	--	--	--	--	(X)	X	(X)	(X)	X	--	--	(X)

For the variables that describe the characteristics of each learning activity there are some general patterns, which can be found in almost all the national surveys. These patterns are described here. For definitions of the variables for each national survey see annex 1.

Field of training is either defined according to ISCED 97 or a national list of fields of training. The information is in some countries captured through asking about the subject / topic or content of each course/training/program. In other countries the

respondent can choose from a specified list of fields of training for each course/training/program.

Level of learning is only asked for formal education, in several countries only for some types of formal education for example university studies, full-time students in the regular education system and vocational/technical credential programs.

Outcome of learning is captured through questions about what the courses/programs/training are intended to lead to when they are finished, for example a diploma, certificate, qualification, license or attendance certificate.

Time spent on paid working hours is in most national surveys captured through asking if the course/program took place during working hours or on free time.

In the majority of the national surveys the type of provider are captured through asking about who provided the course/program and present the respondent to a list of common providers in the country.

The purpose of learning is divided into job-related or personal in the final report from the TF MLLL. In the majority of the national surveys the motives/purposes of learning are divided into more categories for both job-related and personal purposes. Job-related motives can be increase income, avoid losing job, get a promotion / career, cope with evolving tasks, change job, start own business etc. Personal motives can be hobbies / leisure, personal development, social competence, meet other people etc.

The national surveys have different objectives with the questions on perceived benefits from learning. For example is the subject covered through asking questions about gained skills from the learning, to what extent the training helped to achieve person's purposes with participation in the course/program, satisfaction with the training, use of skills in person's current job and effects of training.

In almost all the national surveys the sources of financial support for tuition/registration, exam fees, books, materials, transportation etc for the courses/programs are covered. The sources of financial support are captured through presenting the respondents with lists of common sources of financial support in the different countries for example the respondent, the employer, the government, the union etc.

The methods of learning are in most cases only asked for self-directed learning. Examples of methods of learning are specialized lectures, conferences or symposia, computer assisted learning, recorded or broadcast courses, instruction from other people at the place of work and learning by watching others.

## Appendix

### Definitions of variables describing characteristics of each learning activity

<b>Type of learning activity</b>
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Learning activities are defined in different ways in different countries. In some countries purpose is used for describing types of learning activities. Other countries have used field of learning, level of learning, method of learning or something else

Country	Type of learning activity
Canada	<p>Program related to a current or future job according to the following;</p> <ul style="list-style-type: none"> <li>• A high school diploma or its equivalent</li> <li>• A registered apprenticeship certificate</li> <li>• A trade or vocational diploma or certificate</li> <li>• A college or CEGEP diploma or certificate</li> <li>• A university degree, diploma or certificate</li> </ul> <p>Courses, workshops, seminars or training related to a current or future job.</p> <p>Additional programs, courses or training for personal interest including courses related to respondents hobbies.</p>
Estonia	<ul style="list-style-type: none"> <li>• Courses/training related to work</li> <li>• Training for unemployed</li> <li>• Coping training</li> <li>• Training related to personal interest/hobby</li> <li>• Self-directed training</li> <li>• Other training</li> </ul>
Finland	<ul style="list-style-type: none"> <li>• Studies and courses</li> <li>• Studies and courses belonging to adult education</li> <li>• Study of a new subject independently or together with friends</li> </ul>
Belgium-VL	<p>The respondent can choose from:</p> <ul style="list-style-type: none"> <li>• self-directed study (books, PC, CD-rom,...)</li> <li>• distance learning, correspondence courses</li> <li>• taking lessons/classes</li> <li>• on the job training</li> <li>• combination of lessons/classes and on the job training</li> <li>• other (to be described)</li> </ul>



Country	Type of learning activity
France	<ul style="list-style-type: none"> <li>• Sandwich training contracts</li> <li>• Traineeship</li> <li>• Training courses</li> <li>• Conferences, seminars</li> <li>• Training courses in a work situation</li> <li>• Training course at a training centre</li> <li>• Self training</li> </ul>
Germany	<ul style="list-style-type: none"> <li>• Vocational training courses (training for new tasks, new job or new occupation, advanced training and seminars) (non-formal and formal)</li> <li>• General continuing education (non-formal)</li> <li>• Job-related training (comprising non-formal and informal learning activities)</li> <li>• Self-directed learning</li> </ul>
Sweden staff training survey	<ul style="list-style-type: none"> <li>• Teacher supervised courses</li> <li>• Seminars, conferences, workshops etc.</li> <li>• Own self studies</li> </ul>
Switzer- land	<ul style="list-style-type: none"> <li>• Education/training in a school</li> <li>• Continuing education /training courses</li> <li>• Self-directed learning</li> </ul>
England, Wales	<ul style="list-style-type: none"> <li>• Taught courses or received instruction or tuition</li> <li>• Self-directed learning</li> </ul>
USA	<ul style="list-style-type: none"> <li>• College/University Credential Programs, Vocational/Technical Credential Programs and Apprenticeships</li> <li>• Formal Work-Related Activities</li> <li>• Less Formal Work-Related Activities</li> </ul>

<b>Field of study</b>
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Country	Field of study
Canada	<p>Field of training according to ISCED 97, for each job-related course, from descriptions of subjects of the courses.</p> <p>If selected course/program belongs to training in apprenticeship, trade or vocational programs, respondents are asked more specifically about their trade.</p>
Estonia	Field of training according to national list for course fields, for each continuing training course, from descriptions of fields of studies for the courses.
Finland	Field of training according to ISCED 97, for each adult education course, from descriptions of names and contents of the courses.

Country	Field of study
Belgium-VL	Field of study is captured through the following list of possible contents of the course or training: <ul style="list-style-type: none"> <li>• general subjects</li> <li>• arts</li> <li>• languages</li> <li>• economics and law</li> <li>• informatics</li> <li>• technical subjects</li> <li>• agriculture, cattle breeding and fishery</li> <li>• health and welfare</li> <li>• services (e.g. hotel, restaurant, beauty,...)</li> <li>• communication and other social skills</li> <li>• other (to be described)</li> </ul>
France	Respondents were asked to specify fields according to a chart of 14 categories for example physics, chemistry, natural science, language, economics, industrial technique and information.
Germany	Included for Vocational Education, General Education and Self-directed Learning as a question about the subject with reference to a list (each divided into different items/subjects)
Sweden staff training survey	Field of training according to ISCED 97, for each job-related learning activity, from descriptions of subjects and contents of the activities.
Switzer- land	Field of training according to ISCED 97, for each continuing training course, from description of contents of the courses or from a database of courses, which contains contents of the courses.
England, Wales	Field of training according to ISCED 97 or national list, for each course and self-directed learning, from descriptions of subjects of the activities.
USA	Field of training according to ISCED 97 or national list, for each work-related learning activity except less formal ones, from descriptions of the field of study or topic of the course/seminar/workshop.

<b>Level of study</b>
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Country	Level of study
Canada	<p>If selected course/program is a university degree, diploma or certificate; the respondent is asked to specify the level of the program according to the following;</p> <ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Master's degree</li> <li>• Doctorate</li> <li>• Certificate/Diploma</li> <li>• Other</li> </ul>
Estonia	Only asked for formal education according to primary and basic school, secondary school, vocational school, technical school and professional secondary school, professional higher school (diploma courses), university (bachelor courses) and post-graduate training.
Finland	Not included
Belgium-VL	Only available for full-time students in the regular educational system.
France	Not included for non-formal courses.
Germany	Not included
Sweden staff training survey	Not included
Switzerland	Not included for continuing training, only for education /training at a school during reference period according to ISCED 97.
England, Wales	Not included
USA	Asked only for college/university and vocational/technical credential programs.

<b>Learning outcome</b>
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Learning outcome is defined as what the learning activity is intended to lead to like degree, certificate, license etc.

Country	Learning outcome
Canada	<p>Question concerning if the program was completed. Completion of program implies certification (obtention of a degree, diploma, certificate).</p> <p>Question concerning if the respondent received certification or licence for the course. The certification not only attests of the respondent's participation in the training but also formally recognizes knowledge and competencies acquired through training.</p>
Estonia	Kind of certificate or other document received at the end of the course.
Finland	If the job-related course/activity lead to a qualification or degree (yes/no).
Belgium-VL	Not included
France	What the course was intended to lead to (diploma, vocational certificate).
Germany	For General Education and Vocational Education: Question if there is a certification and kind of certificate.
Sweden staff training survey	Not included
Switzerland	Received a diploma, an attendance certificate or both at the end of course.
England, Wales	Not included
USA	<p>Respondents are asked whether they participated in each activity, except less formal work-related activities, for any of the following reasons: One of the reasons mentioned is, to keep a state or industry certificate or license.</p> <p>For informal activities, respondents are asked only whether they participated to get or keep a state or industry certificate or license.</p>

## Taught hours

The definition of total taught hours during the reference period for each learning activity is described in sector 5.3.2. Therefore only the definition of participation in learning activities during paid working hours is described here.

Country	Time spent in learning on paid working hours
Canada	<p>If the respondent participated in the program/course during work hours or outside of work hours. Only asked for selected program/course.</p> <p>For self-directed training; Were the training during work hours or outside of work hours.</p>
Estonia	Was the course carried out during working hours (yes, no, partly).
Finland	<p>For all adult education courses;</p> <p>If training took place during paid working hours, free-time or holidays, unpaid leave, study leave (yes/no).</p>
Belgium-VL	<p>Question concerning if training took place;</p> <ul style="list-style-type: none"> <li>• during paid working hours</li> <li>• during spare time</li> <li>• mix of both</li> </ul>
France	Not included
Sweden staff training survey	Was the course/education carried out during working time (entirely, partly, only on free-time).
Switzerland	Followed the course during working hours or not (during working hours, outside working hours, partly during working hours, no job at the time).
England, Wales	Was the selected course carried out during working time (entirely, partly, only on free-time).
USA	For all work-related activities except less formal ones, employed respondents are asked if they participated in the activity during their regular work hours, and whether they were paid during the hours they took the courses. For less formal activities, respondents are asked whether they did these activities during work time, their own time, or both.

<b>Provider of learning</b>
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Country	Type of provider
Canada	<p>The provider of the selected program/course according to a specified list;</p> <ul style="list-style-type: none"> <li><input type="radio"/> A high school or adult high school</li> <li><input type="radio"/> A community college or CEGEP</li> <li><input type="radio"/> A trade/vocational school or a publicly-funded technical institute</li> <li><input type="radio"/> A university or university college</li> <li><input type="radio"/> A private training institute or a private business school</li> <li><input type="radio"/> An employer</li> <li><input type="radio"/> A client</li> <li><input type="radio"/> A professional association</li> <li><input type="radio"/> A union</li> <li><input type="radio"/> A community centre</li> <li><input type="radio"/> A supplier of equipment</li> <li><input type="radio"/> Someone else</li> </ul>
Estonia	<p>The provider of the training/course according to a specified list;</p> <ul style="list-style-type: none"> <li>• Employer/-company</li> <li>• Educational institution</li> <li>• Training company</li> <li>• Other provider</li> </ul>
Finland	<p>For all adult education courses; Description of institution or organisation catering for the adult education courses for example name of employer.</p>
Belgium-VL	<p>The provider of the training/course according to a specified list; A list of possible answers are presented to the respondents, it comprises e.g. the employer, a trade union, school/university/college for higher education/..., social-cultural organisations, commercial institutes, ...</p>
France	<p>The provider of the training/course according to a specified list; public/private, sport/cultural institution, trade union, person in the company etc.</p>
Germany	<p>The provider of general and vocational education according to specified lists; employer/firm, chambers, adult education centre, unions, etc. / different list for General Education and Vocational Education)</p>
Sweden staff training survey	<p>The provider of the education/course according to a specified list; employer/firm, other enterprise, study association, municipal adult education etc.</p>

Country	Type of provider
Switzerland	The organization that employed the trainer/teacher according to a specified list; your company/employer, private school, university/college, publicly maintained college, private individual/teacher
England, Wales	For the selected taught course, a question is asked where the studies took place and who provided the course.
USA	<p>The provider of the work-related formal and non-formal learning activities according to a specified list; At the workplace, by a school (college, university, vocational, elementary, junior high or high school), by a business or industry, by a government agency, by a professional association or organization, by a public library or by another type of organization (e.g. religious or community).</p> <p>For apprenticeships, respondents are asked whether the program is provided by their employers, a labour union, a local or state government, the federal government, or anyone else</p> <p>For all work-related activities except less formal activities, there is a question asking whether the respondent took any courses over the internet or WWW.</p> <p>Employed respondents enrolled in credential programs are asked whether the courses were provided at their workplace.</p>

**Perceived motives (both short and long)**

Country	Perceived motives
Canada	<p>For all the job-related programs / courses; The objectives for taking the programs/courses according to a specified list;</p> <ul style="list-style-type: none"> <li>• Increase income</li> <li>• Avoid losing job</li> <li>• Get a promotion</li> <li>• Do the current job better</li> <li>• Start own business</li> <li>• Help to find or change job</li> <li>• Other</li> </ul>
Estonia	For all continuing training; The reason for participating in training according to a specified list; get a job, learn new profession, get better salary, career, set up own business, hobby, personal development, social competence, make new acquaintances

Country	Perceived motives
Finland	<p>For each adult education course, participation is primarily related to work/occupation, other studies, position of trust at work, position of trust elsewhere, hobbies or general education purposes.</p> <p>For selected job related course, primary reason for having participated according to a specified list; cope with evolving tasks, obligation from employer, wanted a new occupation, Personal development or development of skills, due to unemployment or the threat of it, set up own business, advance in career.</p>
Belgium-VL	<p>The respondent is asked what the most important reason is/was for taking the course/training/...</p> <p>The possible answers are:</p> <ul style="list-style-type: none"> <li>- demand of my employer/company</li> <li>- to improve the way I do my job</li> <li>- to have better opportunities in the labour market</li> <li>- to be able to make progress in my job</li> <li>- to enhance my general knowledge</li> <li>- personal interest or hobby</li> <li>- to meet other people</li> <li>- other (to be described)</li> </ul>
France	<p>The reason for training according to a specified list; get a job, change job, for present job, mission in trade union or organization, social reasons, get paid during training</p>
Germany	<p>The reason for participating in General Education and Self-directed Learning according to a specified list; job-related, private or civic.</p> <p>The purpose of Vocational Education according to a specified list; retraining, improvement of qualifications etc.</p>
Sweden staff training survey	<p>Was the education mainly related to the enterprise or general? Mainly related to enterprise, mainly general or both related to enterprise and general.</p>



Country	Perceived motives
Switzerland	<p>The reason for participating in each selected course according to a specified list; professional reasons, leisure / non-professional reasons.</p> <p>The reason for participating in each selected professional course according to a specified list; meet the needs of present job, change job or receive promotion, become self-employed, change profession, facilitate joining/ rejoining the workforce.</p>
England, Wales	<p>The reasons for participating in the selected taught course and self-directed learning were split between job-related and non-job related motives.</p> <p>The reasons were chosen according to a specified list; get a new job, develop the career, change to different type of job, give new skills for present job, to stay in job, to get pay-rise, to get a promotion, to get more satisfaction, to help with work problems, to do something interesting, curious about the subject etc.</p>
USA	<p>The reason for participating in each activity, except less formal work-related activities according to a specified list; to maintain or improve the skills or knowledge they already had, to learn completely new skills or knowledge, because their employer recommended or required it, to receive a promotion or pay raise, to help change their job or career field, enter the workforce or start their own business, or to keep a state or industry certificate or license.</p>

**Perceived benefits**

Country	Perceived benefits
Canada	<p>Gained skills from taking the selected program/course according to a specified list; management or supervision, computers or programming, team work, problem solving, communication skills, job or career specific skills, any other skills, describe.</p>

Country	Perceived benefits
Estonia	<p>To what extent did training help to achieve person's purposes; not at all, partly, completely.</p> <p>Satisfaction with the training.</p> <p>Assessment of the usefulness of the training in person's current job.</p> <p>For training of unemployed persons: effects of the training according to a specified list; get a job, start own business, make new acquaintances, increase self-confidence, personal development. This will give a picture of correspondence between training and person's demand.</p>
Finland	<p>For selected job related course, extent of effects according to a specified list; offered useful information, coping at work, skills for new tasks at work, motivate to search for further information, job motivation, self confidence.</p> <p>Effects of all job-related training after entering the working life according to a specified list; better pay, getting new tasks, promotion, changed place of work or occupation, keep the job, getting a permanent job.</p>
Belgium-VL	Not included
France	<p>If intentions have been achieved according to a specified list; get a job, change job, for present job, mission in trade union or organization, social reasons, get paid during training.</p> <p>Four questions deals with how the training has been perceived and if the student is satisfied with different aspects of the training.</p>
Germany	Is included for Vocational Education courses and General Education as statements like "has helped me to find a new job" or "has helped me to get along better in everyday life".
Sweden staff training survey	Not included
Switzerland	Not included

Country	Perceived benefits
England, Wales	<p>For the selected course and self directed learning the benefits were split between job-related and non-job related benefits. A specified list included;</p> <p>Importance of studies for getting a job.</p> <p>Course has given new skills.</p> <p>Course has given ideas for a career change.</p> <p>As a result of the training these benefits has happened or the respondent has gained these.</p>
USA	<p>Respondents are asked whether, as a result of doing each type of activity, they have improved skills or knowledge they already had, learned entirely new skills, increased their employability, improved their ability to advance in their careers, gotten a new job or position, changed their career field, started their own business, or made more money.</p>

### Financial support

Country	Financial support
Canada	<p>For selected job-related programs/courses the following subjects are covered;</p> <p>Who paid for tuition/registration, exam fees, books or other supplies? Employer, own business, family, paid by individual and reimbursed by employer, government, professional association, union, other or no fees.</p> <p>The amount that the respondent paid for tuition/registration exam fees, books or other supplies.</p> <p>If the respondent paid at least \$ 1000 for the training; source of financing according to a specified list; government or student loan, RRSP or RESP, bank loan, savings or own money or other source.</p> <p>For all job-related programs/courses; if the employer provided any additional support, for example by allowing flexible work schedule, providing transportation or any other type of support.</p>

Country	Financial support
Estonia	Source of financial support for training/courses according to a specified list; person himself/herself, employer, state, other organisation.
Finland	Source of financial support for all adult education courses according to specified lists (different lists for wage-earners and others); employer/state, the respondent, state-funded study aid, trade union, other body.
Belgium-VL	Not included
France	One question is asked if the training has been funded. The respondents are asked to specify for what purpose they have paid from their own pocket, for example, enrolment fee, literature, course fee, student's lodgings, meals and child-care.
Germany	It is asked whether the provider wanted to get money for the activity, whether the costs were borne by the respondent or someone else and if there was financial support by the labour office.
Sweden staff training survey	If respondent received financial support from employer or own enterprise in the mode of paid working time, course fees, travel expenses, expenses for study literature etc.
Switzerland	Source of payment for participation costs like registration fee, materials, transportation etc. for selected continuing training courses according to a specified list; respondent, employer, unemployment insurance fund, other persons or institutions.
England, Wales	Not included
USA	For all work-related activities except less formal ones and apprenticeship programs, respondents are asked how much of their own money they paid for tuition and course materials. They are also asked whether they received financial support from a local, state or federal government, labour unions, private foundations, or professional or trade organizations. If employed, they are also asked if their employers reimbursed them or paid directly for the course or course materials.

<b>Method of learning</b>
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Country	Method of learning
Canada	<p>For the selected job-related program/course; if the course / any of the program was taken through correspondence or other form of distance education specify the method of learning according to the following, internet or e-mail, regular mail, TV or radio broadcasting, other methods.</p> <p>The methods of learning that were used for teaching the selected job-related program/course according to a specified list; classroom instruction, internet, computers or software or other.</p> <p>Self-directed training according to a specified list of methods of learning with the intention of developing job skills or gaining job-related knowledge; seek advice from someone, use the internet or software, observe someone performing a task, consult books, manuals or other documents, trying different ways of doing certain tasks.</p>
Estonia	Not included
Finland	Not included
Belgium-VL	See type of learning activity.
France	Not included
Germany	<p>Vocationally oriented training according to a specified list of methods for learning;</p> <p>Visit to trade fairs or congresses, lectures, half-day seminars, instruction at the workplace, self-learning by watching and trying out, media assisted self-directed learning, visit to other departments, job rotation, quality circle etc. and reading of professional literature.</p>
Sweden staff training survey	Not included
Switzerland	<p>Self-directed learning according to a specified list of methods for gaining knowledge or developing skills; specialized lectures, conferences or symposia, computer assisted learning, recorded or broadcast courses, instruction from other people at the place of work and learning by watching others.</p>
England, Wales	<p>Self-directed learning according to a specified list of methods for gaining knowledge or developing skills; received supervised training while actually doing a job, reading books, manuals or journals or attending seminars or deliberately tried to improve knowledge about anything without taking part in a taught course.</p>
USA	<p>Participation in less formal work-related learning activities such as conferences and self-paced study.</p>

## Annex 6

### Classifications for lifelong learning: areas of interest

*Prepared by Rainer Wilhelm (DESTATIS-Germany)  
on behalf of Task3Group*

Relevant areas	Explanation or specific issues	Possible breakdowns
Methods of learning	<p>Type of delivery, instruments, tools.</p> <p>Basic divide between taught and non-taught methods.</p>	<p>Taught learning</p> <ul style="list-style-type: none"> <li>• attending teaching lessons (courses)</li> <li>• attending lectures (with teacher student relationship)</li> </ul> <p>At the borderline between taught and non-taught (still to be classified)</p> <ul style="list-style-type: none"> <li>• visiting conferences, presentations, talks (without teacher student relationship)</li> <li>• distance learning, correspondence courses</li> <li>• face-to-face instruction (e.g. at the work place, in the family, etc)</li> </ul> <p>Non-taught learning</p> <ul style="list-style-type: none"> <li>• informal learning groups (e.g. among friends, colleagues, students; quality circles)</li> <li>• visiting specific institutions (e.g. libraries, learning centers, exhibitions, scientific museums)</li> <li>• reading books, magazines</li> <li>• using the computer (online vs. offline)</li> <li>• using educational broadcasting (online: TV, radio; offline: Video/audio tapes etc)</li> <li>• "learning by doing", "learning by watching and trying out"</li> </ul>

Relevant areas	Explanation or specific issues	Possible breakdowns
Obstacles/ Barriers	<p>Two levels can be distinguished:</p> <p>(1) reasons for non-participation in learning activities in general</p> <p>(2) reasons for not having chosen particular instruments within a certain context</p> <p>While obstacles refer to the reasons for non-participation, the incentives (positive perspective) for participation and for particular instruments might also be of interest.</p> <p>Abstract categories: (cf. CET rep. p. 43):</p> <ul style="list-style-type: none"> <li>- institutional barriers;</li> <li>- situational barriers;</li> <li>- dispositional and attitudinal barriers;</li> <li>- informational barriers.</li> </ul>	<p>Main issues:</p> <ul style="list-style-type: none"> <li>• financial barriers <ul style="list-style-type: none"> <li>- not enough own resources</li> <li>- no external support</li> <li>- external support not sufficient</li> </ul> </li> <li>• non-financial barriers <ul style="list-style-type: none"> <li>- time restrictions due to... <ul style="list-style-type: none"> <li>- general volume of working time and/or work load too high</li> <li>- other requirements concerning working time (e.g. obligation to be present in the evening, at the weekend, for recall)</li> </ul> </li> <li>- household work</li> <li>- family work (child care, care of elderly, etc)</li> <li>- educational/skills barriers (illiteracy, insufficient knowledge of domestic language, academic access requirements etc.)</li> <li>- psychological barriers (personal attitudes to learning)</li> <li>- lack of support by family, relatives, friends, employer, colleagues</li> <li>- lack of information</li> <li>- lack of other non-financial resources (equipment, mentor/trainer)</li> <li>- geographic barriers (learning institution too far away)</li> <li>- socio-economic, age, gender, ethnic, cultural barriers, health status, etc.</li> <li>- rejection by decision maker (e.g. employer, parents, partner)</li> <li>- no adequate offer available</li> </ul> </li> </ul>
Sources of finance	<p>Main source vs. multiple sources</p> <p>Direct vs. indirect contribution (e.g. opportunity cost of time in case of learning during paid working hours, tax cuts for educational expenditures)</p>	<p>direct expenditures financed by the learner himself (e.g. tuition fees)</p> <ul style="list-style-type: none"> <li>- fully/totally by the learner</li> <li>- partly by the learner</li> </ul> <p>direct financial support from others:</p> <ul style="list-style-type: none"> <li>- relatives (esp. parents, partners), friends</li> <li>- employer</li> <li>- state/government, labour market authorities, social security assurance</li> <li>- NGO's (trade unions, churches, foundations, ...)</li> <li>- other institutions providing learning resources free of charge (e.g. training providers, private firms)</li> </ul> <p>indirect support (hard to measure), but educational relief (learning within working hours) might be indicative</p>
Subjects/ fields		<p>To be based on...</p> <ul style="list-style-type: none"> <li>- ISCED fields of education and training</li> <li>- national lists already been developed for the 2003 LFS ad hoc module on lifelong learning</li> </ul> <p>Fields classification needs to be developed further</p>

Relevant areas	Explanation or specific issues	Possible breakdowns
Purpose/ motivation  Goals/ objectives	Basic divide between "job-related" and "non job-related"	<p>Job-related reasons:</p> <ul style="list-style-type: none"> <li>- Unemployment or threat of it</li> <li>- To receive better salary</li> <li>- To get promoted/develop career</li> <li>- To develop skills for current job</li> <li>- To get different (more satisfying?) work tasks</li> <li>- To get a new job</li> <li>- To change profession</li> <li>- training in view of re-entering the labour market (returning after working pauses, e.g. for upbringing children or due to other responsibilities/reasons)</li> <li>- training in view of starting one's own business</li> <li>- forced to participate by law (e.g. compulsory education), on behalf of employer or others (e.g. parents)</li> </ul> <p>Non job-related reasons:</p> <ul style="list-style-type: none"> <li>- Self-development (personal/intrinsic motivation, self-realisation), to increase self-esteem, self-belief</li> <li>- interested in subject</li> <li>- to increase social recognition, esteem by society</li> <li>- To meet new people</li> <li>- for family related reasons (household work, to help child with school work)</li> <li>- participation in social life (e.g. civic society, politics)</li> <li>- (entry requirement for another course)</li> </ul>
Institutional setting	E.g. "provider" (if applicable)	<ul style="list-style-type: none"> <li>• formal educational institution (official schools, institutions of higher education etc)</li> <li>• non-formal educational institutions (trade unions, churches, folks high school, private training providers, chambers of commerce or other associations of enterprises, etc)</li> <li>• other public institutions (e.g. museums, learning centres)</li> <li>• one's own employer</li> <li>• other private firms (e.g. supplier of equipment such as machines or computer programmes providing supplementary training services)</li> <li>• non-governmental associations (e.g. sports club, cultural societies, political parties, trade unions)</li> <li>• private courses/classes (e.g. tutoring)</li> <li>• informal groups (friends, colleagues etc)</li> <li>• the family</li> <li>• not institutionalised (e.g. self learning)</li> </ul> <p>See also the Classification of Training provisions represented in Annex 6 of the TF MLLL report</p>



Relevant areas	Explanation or specific issues	Possible breakdowns
Outcomes/ benefits	<p>Level of learning success measured via proxy indicators</p> <p>(skills can only be measured in specific surveys like PISA).</p>	<ul style="list-style-type: none"> <li>• Hard benefits               <ul style="list-style-type: none"> <li>- got promotion</li> <li>- higher wages (pay increase)</li> <li>- better working conditions (changed job/working conditions)</li> <li>- access to new jobs</li> </ul> </li> <li>• Soft benefits               <ul style="list-style-type: none"> <li>- better understanding of working process</li> <li>- better mutual understanding of other people/cultures</li> <li>- self-satisfaction, self-esteem</li> </ul> </li> </ul> <p>-----</p> <p>Actual use of newly acquired skills...</p> <ul style="list-style-type: none"> <li>- in the job</li> <li>- in civil society</li> <li>- in the family</li> <li>- ...</li> </ul> <p>-----</p> <p>Self assessment of outcomes by the learner himself indicating the extent to which his expectations have been met or failed</p> <p>Expected outcomes can also be seen as incentives (e.g. financial, non-financial)</p>
Recognition/ certification		<ul style="list-style-type: none"> <li>• formal qualification (e.g. diploma issued by a formal educational institution)</li> <li>• non-formal certification (with qualified examination of learning outcomes)</li> <li>• certificate for participation (no examination)</li> <li>• no certification/no direct recognition</li> </ul>

Relevant areas	Explanation or specific issues	Possible breakdowns
Counselling and guidance	Awareness of existence vs. actual use of specific offers  (channel of information flows might also be of political interest!)	<p>Main aspects:</p> <ul style="list-style-type: none"> <li>• type of service provider (governmental/public vs. private, employer, training providers, independent associations, colleagues/friends/parents)</li> <li>• type of service provision (personal conversation in office, telephone hotline, printed guideline, PC/online guidance, information event for a broader audience, celebration of "learning days/weeks", career fairs)</li> <li>• type of guidance (tailored to personal needs, general information; LLL in general or limited areas such as job-related/vocational or provider specific, ...)</li> <li>• evaluation by learner: <ul style="list-style-type: none"> <li>- awareness of counselling and guidance services for LLL</li> <li>- individual reasons for seeking guidance/not seeking guidance</li> <li>- he/she actually made use of specific offer (according to a harmonised list of types of service provision)</li> <li>- degree of satisfaction</li> </ul> </li> </ul> <p>-----</p> <p>Content of guidance or advice (proposed by DG EAC):</p> <ul style="list-style-type: none"> <li>• Opportunities to learn new skills and knowledge or update existing skills</li> <li>• Opportunities to get some/new qualifications/additional qualifications</li> <li>• Help to identify my work related skills</li> <li>• Accrediting formally some work skills you have already learned</li> <li>• Ways of funding/paying for new education/training opportunities</li> <li>• Help with returning to work e.g. after taking care of family members, long-term illness</li> <li>• Help with returning to work after a period of being unemployed Finding a job/getting a new job</li> <li>• Finding out about a specific job or career</li> <li>• Changing the type of job you currently do</li> <li>• Finding out what type of job you are suited to or qualified to do</li> <li>• Opportunities to follow new interests</li> <li>• Preparing a CV (curriculum vitae)</li> <li>• Making a job application</li> <li>• Job interview techniques</li> <li>• How well you are doing in your present job</li> <li>• Personal issues/circumstances which affect your ability to do a job</li> <li>• Help with dealing with losing a job</li> </ul>

Relevant areas	Explanation or specific issues	Possible breakdowns
		<p><b>Sources of information (proposed by DG EAC):</b></p> <ul style="list-style-type: none"> <li>• An employer</li> <li>• A public employment service office</li> <li>• An education or training institution (school, college, centre, university)</li> <li>• A public careers counselling service (provided free by education, training or employment authorities)</li> <li>• A private careers consultant</li> <li>• A local community advice centre</li> <li>• A voluntary organisation e.g. church, community</li> <li>• A private recruitment/placement agency</li> <li>• A telephone helpline</li> <li>• The internet (at home, at an internet café, at work)</li> <li>• Member of the family, neighbour, work colleague</li> <li>• Television (e.g. programmes, teletext)</li> <li>• A Job Club/training programme</li> <li>• Newspapers, magazines, books and booklets</li> <li>• Other specialists e.g. social workers, youth workers, counsellors</li> <li>• Other source used (please specify)</li> <li>• No source used</li> </ul>
Level of satisfaction	Coincides with self assessment of outcomes by the learner himself, i.e. self perceived outcomes (see above)	<p>Expectations concerning learning outcomes and/or the learning process...</p> <ul style="list-style-type: none"> <li>...have been exceeded</li> <li>...have in general been met</li> <li>...have only been met to minor degree</li> <li>...have been failed</li> </ul>

Suggested additional areas		
Proposed by		
Peter Vallely	<p>ICT/computer usage</p> <p>Basic skills as measured by frequency of everyday tasks e.g. checking bank statement</p> <p>Social capital e.g. voluntary and community activities, voting or not</p> <p>Family learning e.g. learning activities done with children</p> <p>Knowledge of country-specific learning policies</p>	
Anne-France Mossoux	<p>Time</p> <p>Basic skills</p> <p>I would suggest adding social skills and also science and technology as an important 'new' basic skill</p>	
Irja Blomqvist	<p>General remark regarding the storyline of 'the relevant areas':</p> <p>three kinds of areas/ possible breakdowns.</p> <p>describe the output how ... to analyse either the experiences of participants (or non-participants) or...the characteristics of activities,</p> <p>some of them could be used as theoretical categories according to which we want to collect the data and formulate the concrete answering alternatives into the questionnaire.</p> <p>some of the areas could be used almost as such in asking the respondents their views.</p>	

<b>Reference documentation</b>
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**Documents**

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Statistics Sweden, Ann-Charlott Larsson and Kenny Petersson, *Development of the 2003 Labour Force Survey ad hoc module on lifelong learning*, Final recommendations of the Eurostat project, 2001.

UNESCO, *International Standard Classification of education (ISCED 76)*, Paris 1976

UNESCO, *International Standard Classification of education (ISCED 97)*, Paris 1997

UNESCO, *Manual for statistics on non-formal education*, Paris 1996

### **Related web sites**

*Most of the documents above are accessible through the following links*

Eurostat, 14th CEIES seminar - Measuring lifelong learning, Parma (Italy), June 2001:

[http://forum.europa.eu.int/Public/irc/dsis/ceies/library?l=/seminars\\_11\\_to\\_20/measuring\\_lifelong](http://forum.europa.eu.int/Public/irc/dsis/ceies/library?l=/seminars_11_to_20/measuring_lifelong)

Eurostat, Public site on Measuring lifelong learning:

[http://forum.europa.eu.int/Public/irc/dsis/edtes/library?l=/public/measuring\\_lifelong](http://forum.europa.eu.int/Public/irc/dsis/edtes/library?l=/public/measuring_lifelong)

Eurostat, Public site on the 2003 Labour Force Survey ad hoc module on lifelong learning:

[http://forum.europa.eu.int/Public/irc/dsis/edtes/library?l=/public/education\\_labour/lfs\\_2003\\_ahm\\_III](http://forum.europa.eu.int/Public/irc/dsis/edtes/library?l=/public/education_labour/lfs_2003_ahm_III)

European Commission, DG Education and Culture, *Lifelong learning*:

[http://europa.eu.int/comm/education/policies/III/III\\_en.html](http://europa.eu.int/comm/education/policies/III/III_en.html)

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