

# **Technical standards for indicator C5 – Adult learning activities**

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### **Abstract**

The present document is bringing together answers to metadata questionnaire in order to produce an assessment of the technical quality of the Adult Learning (AL) indicators. The document provides sources for metadata collected by Eurostat for the European countries that run the AES after 2006 and covers metadata collected for AL surveys in Non-ESS countries according to the AES metadata published by Eurostat.

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# Adult Education Survey (AES, 2006 - reference period: 12 months)

Compiling agency: Eurostat, the statistical office of  
the European Union

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For any question on data and metadata, please contact: [EUROPEAN STATISTICAL DATA SUPPORT](#)

1. Contact <a href="#">Top</a>	
<b>1.1. Contact organisation</b>	Eurostat, the statistical office of the European Union
<b>1.2. Contact organisation unit</b>	Unit F4: Education, science and culture
<b>1.5. Contact mail address</b>	2920 Luxembourg LUXEMBOURG

2. Metadata update <a href="#">Top</a>	
<b>2.1. Metadata last certified</b>	20 April 2011
<b>2.2. Metadata last posted</b>	20 April 2011

### 3. Statistical presentation

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#### 3.1. Data description

The Adult Education Survey is part of the EU Statistics on lifelong learning. The surveys have been carried out by countries in the EU, EFTA and candidate countries between 2005 and 2008. The EU AES is a pilot exercise which for the first time proposed a common EU framework including a standard questionnaire, tools and quality reporting.

AES data from approximately half of the participating countries will be disseminated in autumn 2008 and the second part in mid 2009

The survey covers participation in education and lifelong learning activities (formal, non-formal and informal learning) including job-related activities, characteristics of learning activities, self-reported skills as well as modules on social and cultural participation, foreign language skills, IT skills and background variables related to main characteristics of the respondents.

#### Parameters and main variables

The AES in all the participating countries focused on the following parameters:

- Participation in formal, non-formal and informal education (FED, NFE, INF)
- Non-participation and obstacles to participation in training
- Participation in FED, NFE and INF activities by field of education/learning
- Share of the job related NFE
- Volume of instruction hours in FED and NFE
- Employer financing and costs of learning in FED and NFE
- Module on language and ICT skills of the population
- Module on social and cultural participation of the population

#### 3.2. Classification system

The classification of education, occupation and economic activities in the Adult Education Survey are fully harmonised with the classifications used in other fields of the European system of statistics.

The classification of the economic activities is in accordance to NACE Rev.1.1 and occupations according to ISCO (<http://ec.europa.eu/eurostat/ramon/>).

The classification of educational activities is based on [ISCED - the International Standard Classification of Education - UNESCO 1997](#).

#### 3.3. Sector coverage

Not available

#### 3.4. Statistical concepts and definitions

**Lifelong learning:** All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences, within a personal, civic, social, and employment related perspectives.

**Learning activities:** Any activities of an individual organised with the intention to improve his/her knowledge, skills, and competences. Intentional learning (as opposed to random learning) is defined as a deliberate search for knowledge, skills, competences, or attitudes of lasting value. Organised learning is

defined as learning planned in a pattern or sequence with the explicit or implicit aims.

**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 the age of five to seven and continuing to up to 20 or 25 years old.

**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.

### ***Highest level of education successfully completed (educational attainment)***

Highest level of educational attainment are aggregated to 3 levels:

- **low** corresponds pre-primary, primary and lower secondary education (ISCED levels 0, 1, 2)
- **medium** corresponds to upper secondary and post secondary non-tertiary education (ISCED levels 3 and 4)
- **high** corresponds to tertiary education (ISCED levels 5 and 6).

More information on ISCED97 is available on the [Unesco](#) site

### ***Degree of urbanisation***

Three types of areas are defined based on population density:

- **densely-populated (urban)** with more than 500 habitants per square kilometer,
- **semi-urban** with between 100 and 500 habitants per square kilometer
- **rural** with less than 100 habitants per square kilometer.

**Activity status :** The *activity status* comprises employed, unemployed and inactive.

### **Economic activities**

Economic activity is in accordance with the section breakdown of the [NACE Rev. 1.1](#), the Statistical Classification of Economic Activities in the European Community.

### ***Occupation***

*Type of occupation* is defined according to the International classification ISCO-88, 1-digit level. 4 categories of employees are distinguished (ISCO-88 codes in parenthesis):

- high skilled white collar (codes 1+2+3) that includes, legislators, senior officials and managers, professionals and technicians and associate professionals;
- low skilled white collar (4+5) that includes clerks and service workers and shop and market sales

workers,

- high skilled blue collar (6+7) where includes skilled agricultural and fishery workers and craft and related trades workers;

- low skilled blue collar (8+9) where is included plant and machine operators and assemblers and elementary occupations.

### 3.5. Statistical unit

Individuals and learning activities

Sampling unit was individuals in Austria, Belgium, Croatia, Cyprus, Czech Republic, Germany, Estonia, Spain, Finland, France, Hungary, Latvia, Lithuania, Netherlands, Norway, Sweden, Slovenia, Slovakia, United Kingdom while it was households in Bulgaria, Greece, Italy and dwellings in Poland.

### 3.6. Statistical population

The reference population is individual persons living in private households. The target population is individuals between the ages of 25 to 64 years old. The table below shows the target population and sample sizes.

Country		AES Micro data		Population (average of 2006)	
Code	Name	Sample size (RESPONSE)	Target population	Target population	Total population
<b>Totals</b>		<b>169,183</b>	<b>234,641,457</b>	<b>251,394,379</b>	<b>397,207,283</b>
AT	Austria	4,675	4,561,836	4,575,327	8,282,424
BE	Belgium	4 850	5 652 513	5,666,353	10,547,958
BG	Bulgaria	5,263	4,295,030	4,296,797	7,699,020
CY	Cyprus	4,810	422,466	416,996	772,549
CZ	Czech Republic	9,543	6 045 009	5,960,173	10269134
DE	Germany	6,407	45,227,984	45,096,036	82,376,451
EE	Estonia	3,585	705,974	706,354	1,343,547
ES	Spain	16,968	25,507,487	25,207,735	44,116,441
FI	Finland	4,144	2,849,791	2,851,172	5,266,268
FR	France	15,350	31,492,578	33,058,904	63,195,457
GR	Greece	6,510	6,050,927	6,176,115	11,148,460
HR	Croatia	3089	2 365 740	2406343	4442061
HU	Hungary	7,494	5,567,176	5,637,591	10,071,370
IT	Italy	27,848	32,657,194	32,884,557	58,941,499
LT	Lithuania	3,696	1,795,076	1,788,623	3,394,082
LV	Latvia	2,287	1,205,505	1,217,140	2,287,948
NL	Netherlands	3326	9,020,870	9,064,944	16,346,101
NO	Norway	3,018	2,510,364	2,489,800	4,660,677
PL	Poland	24,817	20,633,803	20,809,598	38,141,267
SE	Sweden	3,632	4,793,653	4,808,445	9,080,505
SI	Slovenia	4,192	1,162,228	1,150,004	2,006,868
SK	Slovakia	5,001	3,040,871	3,023,737	5,391,409
UK	United Kingdom	3,528	31,140,644	32,101,635	60,621,244

<b>CH</b>	<b>Switzerland</b>	*	*	4202984	7483934
<b>DK</b>	<b>Denmark</b>	*	*	2981044	5437272
<b>MT</b>	<b>Malta</b>	*	*	223512	406408
<b>PT</b>	<b>Portugal</b>	*	*	5844772	10584344
<b>RO</b>	<b>Romania</b>	*	*	11792424	21,587,666
<b>TR</b>	<b>Turkey</b>	*	*	No data	71104615

Source: population data taken from the Eurostat demographic database.

\* Quality reports are not available yet.

### 3.7. Reference area

The Adult Education Survey data is compiled for the EU, EFTA and candidate countries and aggregates will, until further notice, not be calculated for EU15, EU25, and EU27 because not all countries take part in the present survey (no survey in Ireland and Luxembourg).

Data from the following countries available (August 2009):

Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Germany, Estonia, Spain, Finland, France, Greece, Croatia, Hungary, Italy, Lithuania, Latvia, Netherlands, Norway, Poland, Portugal, Sweden, Slovenia, Slovakia and United Kingdom.

The complete dataset is expected to be available towards the end of 2009 with the inclusion of the following countries:

Switzerland, Denmark, Malta, Romania and Turkey.

### 3.8. Time coverage

The national AESs were carried out during the period 2005 to 2008.

### 3.9. Base period

-

## 4. Unit of measure

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Not available

## 5. Reference period

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The data are presented with a common reference year (2007) although the reference period varies from country to country.

<b>COUNTRY</b>	<b>Interviewing periods</b>
AUSTRIA	04/2006-11/2007
BELGIUM	02/2007-06/2008
BULGARIA	11/2006-12/2007
CROATIA	12/2006-12/2007
CYPRUS	09/2005 -12/2006
CZECH REPUBLIC	01/2007- 03/2008
ESTONIA	10/2006 -12/2007
FINLAND	03/2005 - 08/2006
FRANCE	01/2006 -01/2007*
GERMANY	03/2006 - 07/2007

GREECE	10/2006 - 12/2007
HUNGARY	06/2005 - 08/2006
ITALY	05/2005 - 08/2006
LATVIA	05/2006 - 06/2007
LITHUANIA	03/2005 - 04/2006
NETHERLANDS	02/2007-04/2008**
NORWAY	05/2006 - 08/2007
POLAND	10/2005 - 12/2006
SLOVAKIA	08/2006 - 09/2007
SLOVENIA	09/2006-12/2007
SPAIN	02/2006-04/2007
SWEDEN	10/2004 - 03/2006
UNITED KINGDOM	10/2004-02/2006

\* The reference period for the learning activities is the year preceding the survey.  
 \*\* Information on the formal learning activities was obtained from LFS data. This implies that the reference period for formal education is 4 weeks prior to the interview. The reference period of the non-formal and informal learning activities was the last 12 months before the interview.

<b>6. Institutional mandate</b> <a href="#">Top</a>	
<b>6.1. Legal acts and other agreements</b>	
<p>'Regulation (EC) No 452/2008 of the European Parliament and of the Council of 23 April 2008 concerning the production and development of statistics on education and lifelong learning' domain 2 <a href="#">Council Regulation (EC) No 452/2008</a></p> <p>The development of a legal framework (foreseen Commission regulation) towards full implementation of the survey in 2011 is in the planning stage.</p> <p>See also <a href="#">Council Regulation (EC) No 577/98</a> of 9 March 1998 on the organisation of a labour Force sample survey.</p>	
<b>6.2. Data sharing</b>	
Not available	

<b>7. Confidentiality</b> <a href="#">Top</a>	
<b>7.1. Confidentiality - policy</b>	
<p><a href="#">Regulation (EC) No 223/2009 on European statistics</a> (recital 24 and Article 20(4)) of 11 March 2009 (OJ L 87, p. 164), stipulates the need to establish common principles and guidelines ensuring the confidentiality of data used for the production of European statistics and the access to those confidential data with due account for technical developments and the requirements of users in a democratic society.</p>	
<b>7.2. Confidentiality - data treatment</b>	
Not available	

<b>8. Release policy</b> <a href="#">Top</a>	
<b>8.1. Release calendar</b>	

The precise date of data release is disseminated on Eurostat website.
<b>8.2. Release calendar access</b>
Not available
<b>8.3. User access</b>
In line with the Community legal framework and the <a href="#">European Statistics Code of Practice</a> Eurostat disseminates European statistics on Eurostat's website (see item 10 - 'Dissemination format') respecting professional independence and in an objective, professional and transparent manner in which all users are treated equitably. The detailed arrangements are governed by the <a href="#">Eurostat protocol on impartial access to Eurostat data for users</a> .

<b>9. Frequency of dissemination</b> <a href="#">Top</a>
Adult Education surveys are planned to be conducted every 5 years (please see <a href="#">Council Regulation (EC) No 452/2008</a> of the European Parliament and of the Council of 23 April 2008 concerning the production and development of statistics on education and lifelong learning' domain 2.

<b>10. Dissemination format</b> <a href="#">Top</a>
<b>10.1. News release</b>
News releases on-line.
<b>10.2. Publications</b>
None
<b>10.3. On-line database</b>
Please consult free data on-line or refer to <a href="#">contact details</a> .
<b>10.4. Micro-data access</b>
Not available
<b>10.5. Other</b>
Internet address: <a href="http://ec.europa.eu/eurostat">http://ec.europa.eu/eurostat</a>

<b>11. Accessibility of documentation</b> <a href="#">Top</a>
<b>11.1. Documentation on methodology</b>
Documentation of methods from both the participating countries as well as evaluation and summaries from Eurostat are or/and will be made available in the CIRCA domain.
Available information on methodology include:
<ul style="list-style-type: none"> <li>• Country Profiles from participating countries</li> <li>• Final questionnaires</li> <li>• Summary of country profiles</li> <li>• Quality reports from participating countries</li> <li>• Summary and evaluation of quality reports</li> <li>• Revision and review of data quality</li> <li>• Other sources of information include Task Force and Working group papers on various issues in methodology.</li> </ul>

More information and documents are available in <a href="#">Circa</a> .
<b>11.2. Quality documentation</b>
Notes will be made available

<b>12. Quality management</b> <a href="#">Top</a>
<b>12.1. Quality assurance</b>
The summary of the quality reports (see document AES 05/2008) is available on CIRCA : <a href="#">Synthesis quality report</a> (only authorized access).
<b>12.2. Quality assessment</b>
Not available

<b>13. Relevance</b> <a href="#">Top</a>
<b>13.1. User needs</b>
Not available
<b>13.2. User satisfaction</b>
Not available
<b>13.3. Completeness</b>
Not available

<b>14. Accuracy and reliability</b> <a href="#">Top</a>																																							
<b>14.1. Overall accuracy</b>																																							
Not available																																							
<b>14.2. Sampling error</b>																																							
The following Table provides the estimates and confidence limits for participation rates in formal, non-formal and informal education for some countries. The intervals calculated in the table are calculated on the basis of the AES microdata provided to Eurostat (assumption simple random sample) and are therefore not taken from the quality reports.																																							
<b>Confidence limits<sup>1)</sup> for participation in AES survey:</b>																																							
<table border="1"> <thead> <tr> <th rowspan="2">Country</th> <th colspan="3">Participation rate (%)</th> </tr> <tr> <th>Formal education</th> <th>Non-formal education</th> <th>Informal education</th> </tr> </thead> <tbody> <tr> <td>Austria</td> <td>4.2 ± 0.6</td> <td>39.4 ± 1.4</td> <td>75.7 ± 1.2</td> </tr> <tr> <td>Belgium</td> <td>12.5 ± 0.9</td> <td>33.5 ± 1.3</td> <td>34.9 ± 1.3</td> </tr> <tr> <td>Bulgaria</td> <td>2.7 ± 0.4</td> <td>35.2 ± 1.3</td> <td>28.0 ± 1.2</td> </tr> <tr> <td>Cyprus</td> <td>2.9 ± 0.5</td> <td>39.5 ± 1.4</td> <td>63.6 ± 1.4</td> </tr> <tr> <td>Czech Republic</td> <td>3.9 ± 0.4</td> <td>35.3 ± 1.0</td> <td>54.7 ± 1.0</td> </tr> <tr> <td>Estonia</td> <td>5.0 ± 0.7</td> <td>40.2 ± 1.6</td> <td>44.8 ± 1.6</td> </tr> <tr> <td>Spain</td> <td>5.9 ± 0.4</td> <td>27.2 ± 0.7</td> <td>28.0 ± 0.7</td> </tr> <tr> <td>Finland</td> <td>10.2 ± 0.9</td> <td>51.2 ± 1.5</td> <td>54.6 ± 1.5</td> </tr> </tbody> </table>	Country	Participation rate (%)			Formal education	Non-formal education	Informal education	Austria	4.2 ± 0.6	39.4 ± 1.4	75.7 ± 1.2	Belgium	12.5 ± 0.9	33.5 ± 1.3	34.9 ± 1.3	Bulgaria	2.7 ± 0.4	35.2 ± 1.3	28.0 ± 1.2	Cyprus	2.9 ± 0.5	39.5 ± 1.4	63.6 ± 1.4	Czech Republic	3.9 ± 0.4	35.3 ± 1.0	54.7 ± 1.0	Estonia	5.0 ± 0.7	40.2 ± 1.6	44.8 ± 1.6	Spain	5.9 ± 0.4	27.2 ± 0.7	28.0 ± 0.7	Finland	10.2 ± 0.9	51.2 ± 1.5	54.6 ± 1.5
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France	1.7 ± 0.2	34.1 ± 0.7	63.8 ± 0.8
Germany	5.2 ± 0.5	43.1 ± 1.2	52.4 ± 1.2
Greece	2.3 ± 0.4	12.7 ± 0.8	20.7 ± 1.0
Croatia	4.5 ± 0.7	18.4 ± 1.4	44.6 ± 1.8
Hungary	2.5 ± 0.4	6.8 ± 0.6	26.2 ± 1.0
Italy	4.4 ± 0.2	20.2 ± 0.5	41.2 ± 0.6
Lithuania	6.3 ± 0.8	30.9 ± 1.5	45.3 ± 1.6
Latvia	5.4 ± 0.9	30.7 ± 1.9	53.9 ± 2.0
Netherlands	6.8 ± 0.9	42.1 ± 1.7	— <sup>2)</sup>
Norway	9.9 ± 1.1	50.6 ± 1.8	72.3 ± 1.6
Poland	5.5 ± 0.3	18.6 ± 0.5	25.4 ± 0.5
Sweden	12.7 ± 1.1	69.4 ± 1.5	76.0 ± 1.4
Slovenia	8.7 ± 0.9	36.1 ± 1.5	62.0 ± 1.5
Slovakia	6.1 ± 0.7	41.2 ± 1.4	84.1 ± 1.0
UK	15.1 ± 1.2	40.3 ± 1.6	53.7 ± 1.6

<sup>1)</sup> The confidence limits at 95% level of significance.

<sup>2)</sup> Netherlands used some new variables for informal learning, which were totally different from those suggested in the Model Questionnaire

Note: Participation rates are calculated from microdata sent to Eurostat.

### 14.3. Non-sampling error

#### Measurement errors

For most countries AES was a stand-alone survey. French, Hungarian and The Netherlands surveys were ad hoc modules of Labour force survey. Italy carried out the AES as part of "Citizens and their leisure survey". Recommended method for collecting the data was CAPI that was finally applied by Cyprus, Estonia, Finland, France and Germany. PAPI with face-to-face interview was the most used method in Greece, Hungary, Italy, Latvia, Lithuania, Poland and Slovakia. Mixed version of CAPI and CATI as survey method was reported by Norway and Sweden. Countries reported several issues in their quality reports which complement the interpretation of data:

- Survey design -some countries considered the questionnaire to be long and with some sensitive questions. The average interview time varies from country but was in general between 30 and 60 minutes.
- General information - Older respondents were not always able to answer questions on parental education and occupation.
- Participation in FED and NFE - Some respondents had difficulties with determination of the number of hours spent on travelling and learning at home and also the number of instruction hours for the NFE activity.

In part of the quality reports regarding the implementation of Classification of Learning Activities (CLA), countries described their experience and cases where they had difficulties. Proxy interviews were allowed in three countries. In Greece the overall proxy rate was 22.9%, in Italy 10% and in Poland it was 15.6%.

## 15. Timeliness and punctuality

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### 15.1. Timeliness

Reference period of 12 months but survey period varies depending on country and whether AES was

conducted alone or as part of another survey:

Country	Pilot testing	Fieldwork	Processing	Data delivery to Eurostat
Austria	02-03/2007	04-11/2007	12/2007-05/2008	07/2008
Belgium	10-11/2007	02/2008-06/2008	05/2008-10/2008	01/2009
Bulgaria	05/2007	11-12/2007	02-05/2008	05-06/2008
Croatia	10/2007	12/2007	01/2008-10/2008	11/2008
Cyprus	11-12/2005	09/2006-12/2006	09/2006-06/2007	07/2007
Czech Republic	10/2007	1/2008 -3/2008	04/2008-07/2008	07/2008
Estonia	10-11/2006	09/2007-12/2007	01/2008-04/2008	22/04/2008
Finland	06/2005	03/2006-08/2006	04/2006-07/2007	31/05/2007
France	06-10/2005	01/2006-01/2007	02/2007-02/2008	02/2008
Germany	01/2007	03/2007-07/2007	07/2007-04/2008	09/04/2008
Greece	03/2007	10/2007-12/2007	10/2007-02/2008	21/02/2008
Hungary	04-05/2006	07/2006-09/2006	10/2006-05/2007	05/2007
Italy	no pilot testing	05/2006-08/2006	09/2006-07/2007	07/2007
Latvia	02-03/2007	05/2007-06/2007	07/2007-08/2007	30/08/2007
Lithuania	no pilot testing	03/2006-04/2006	05/2006-10/2006	10/11/2006
Netherlands	N.A	02/2008-04/2008	05/2008-08/2008	03/2009
Norway	02-03/2007	05/2007-08/2007	07/2007-11/2007	03/2008
Poland	05/2006	10/2006-12/2006	10/2006-05/2007	12/07/2007
Slovakia	02-03/2007	08/2007-09/2007	10/2007-12/2007	12/2007
Slovenia	10/2006	09/2007-12/2007	January - may 2008 (planned) realized January 2009	06/2009
Spain	03/2006	02/2007-04/2007	06/2007-10/2007	11-12/2007
Sweden	05/2005	10/2005-03/2006	01/2006-12/2006	01/2007
UK	08/2005	10/2005 - 02/2006	12/2005 - 04/2006	07/2008

## 15.2. Punctuality

Not available

## 16. Comparability

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### 16.1. Comparability - geographical

Not available

### 16.2. Comparability - over time

Not available

## 17. Coherence

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### 17.1. Coherence - cross domain

Results from the Adult Education Survey are not directly comparable with variables on lifelong learning surveyed in the EU Labour Force Survey data (quarterly data where the lifelong learning variable has a

reference period of 4 weeks.)

The EU-LFS ad-hoc module on lifelong learning as carried out in 2003 is not directly comparable with the AES information in terms of survey methodology.

In consequence, no time series are available.

More information and documents are available in [CIRCA](#)

### 17.2. Coherence - internal

Eurostat carried out quality tests, mainly on the coherency of the provided information.

## 18. Cost and burden

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Not available

## 19. Data revision

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### 19.1. Data revision - policy

Countries can revise the appropriate files but they have to resend from the beginning the whole file.

### 19.2. Data revision - practice

The results and methods as used in the Adult Education Survey are in principle open to revision, in particular when new or improved information becomes available. Documentation of methods or changes can be found in the public domain of [Circa](#) on the Eurostat homepage.

## 20. Statistical processing

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### 20.1. Source data

The basic source of data is the results of the Adult Education Survey.

The Adult Education Survey is a pilot survey carried out by countries in the EU, EFTA and candidate countries.

Existing sources of data on lifelong learning include the EU Labour Force Survey and the Continuous Vocational Training Survey (enterprise survey). Data from these sources are also available on Eurostat's website.

### 20.2. Frequency of data collection

Every 5 years.

### 20.3. Data collection

Data collection methods were designed in collaboration with the participating countries and Eurostat through the work of the AES Task Force and other Working groups including in collaboration with external contractors. An AES manual and a standard questionnaire were recommended for use in the survey as well as common technique of conducting interviews.

#### *Base used for the sample*

Countries used different bases for selecting the AES sample

**Census:** Bulgaria, Croatia, Czech Republic, Cyprus, France, Greece and Hungary

**Register:** Austria, Belgium, Estonia, Finland, Germany, Italy, Latvia, Lithuania, Netherlands, Norway, Poland, Slovakia, Slovenia, Spain, Sweden

**Postcode address file:** U.K

More specifically:

Austria:  
Central Register of Residents

Belgium  
National Register

Bulgaria  
Population Census 2001 Register

Croatia  
The basis for the sampling frame is the Data Base of individual data collected during the Census 2001

Czech Republic  
Czech census enumeration unit register

Cyprus:  
2001 census of population and Electricity Authority of Cyprus.

Estonia  
The Population Register

Finland  
Population database maintained by Statistics Finland

France  
Census

Germany  
The population register

Greece  
2001 census

Hungary  
2001 Population and Housing Census

Italy  
Public register of households

Latvia  
Central Statistical Bureau of Latvia (CSB) Address Register

Lithuania  
The Population Register

Netherlands  
Municipal basic registration of population data

Norway  
Central Population Register

Poland  
Register of Domestic Territorial Division

Slovakia  
Slovak total population, state to 31st December 2005

Slovenia  
Central Population Register

Spain  
Spain Official Population Register

Sweden  
Swedish total population register (TPR)

**SAMPLING** Depending on the national framework, countries used the following sampling methods:

1. multi-stage multi-stratified sampling - Germany, Italy, Latvia, Norway and Poland
2. stratified simple random sampling - Cyprus, Estonia, Finland, Sweden, United Kingdom
3. simple random sampling - Latvia, Slovakia
4. multistage stratified sampling within LFS - France, Greece, Hungary

### **Survey design and interviewing methods**

Face to face interviews. CAPI interviews were recommended but some countries used other methods.

Differences between national survey design and AES recommendations were reported by several countries. Greece, Hungary, Italy, Latvia, Lithuania, Poland and Slovakia used for data collection the face-to-face interviews with PAPI questionnaire as an interviewing method instead of recommended CAPI. Norway and Sweden collected AES data by mixed CATI and CAPI method.

The AES in France included a lot of open coded variables (post-coding subsequently).

### ***Calculation of the weighting factors***

All the countries used data on gender and age in the weighting process. As calibration variables were also used place of residence (rural/urban area), region according to NUTS II level, education level (Finland) and employment status (France).

### **20.4. Data validation**

Data validation is done by National Statistical Institutes or organisations responsible for the survey. Eurostat carried out quality tests, mainly on the coherency of the provided information.

### **20.5. Data compilation**

No European aggregates are available.

## 20.6. Adjustment

Adjustments of data are performed when countries send revisions to Eurostat.

## 21. Comment

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### 21.1. Notes

Countries reported several problematic modules and variables mostly concerning:

#### Background information

Problematic modules and/or questions	Country
Parental education	Hungary, Spain,
Citizenship	Latvia,

#### Formal Education

Problematic modules and/or questions	Country
Number of instruction hours in formal education	Austria, Belgium, Croatia, Latvia, Poland, Slovenia
Level of formal education	Belgium
Cost of formal education activities	Belgium
Distinguishing costs of exam fees, tuition etc. from the cost of books, technical study means etc	Norway

#### Non-formal education

Problematic modules and/or questions	Country
Number of instruction hours in non-formal education	Austria, Belgium, Bulgaria, Croatia, Finland, Latvia, Poland, Spain, Slovenia
Certificate of a non-formal activity in education and training	Austria, Cyprus
Number of non-formal education activities	Greece
Distinguish between guided on the job training and learning from a colleague.	Latvia, Lithuania
Field of the third randomly selected activity	Sweden
guided on-the-job training from other forms of planned learning activities at work:	Norway,
separating guided on-the-job training from random learning at work	Norway
Type of non-formal education activities	Greece
Cost of non-formal education activities	Belgium
Number of travel hours	Bulgaria, Latvia, Poland, Spain
Number of time spent at home	Poland, Spain
Number of homework hours	Bulgaria, Latvia

Provider of non-formal education activity	Cyprus, The Netherlands
difficulty remembering self-study time	Lithuania
Distinguishing costs of exam fees, tuition etc. from the cost of books, technical study means etc	Norway
<b>Informal education</b>	
<b>Problematic modules and/or questions</b>	<b>Country</b>
Informal learning	Finland, Spain, Sweden
<b>Modules</b>	
<b>Problematic modules and/or questions</b>	<b>Country</b>
Obstacles in participation in education	Austria, Finland, Hungary, Italy, Slovakia, Cyprus
Use of ICT:	Austria
Language skills	Norway
Level of knowledge of foreign languages	Poland
Level of computer use (literacy)	Poland,
Attitudes towards learning	Spain, Hungary
<b>Others</b>	
<b>Problematic modules and/or questions</b>	<b>Country</b>
Fields of education and training (post-coding):	Austria,
Long and complex questionnaire	Austria , Bulgaria, Croatia, Czech republic, Slovakia, Spain, Sweden
Long reference period: (remembering problems)	Bulgaria, Croatia, Czech republic, The Netherlands, Slovakia, Spain, Sweden
the distinction between formal, non-formal and informal learning (definition)	Belgium
face-to-face method of interviewing	Croatia
The implementation in a PAPI survey	Italy
Post coding of the ISCO/NACE/ISCED	Cyprus
Distinguishing between non-formal and informal learning	Latvia
PAPI questionnaire (The choice of learning activities i.e. three out of ten)	The Netherlands
field of education or training	Norway
Coding with alphanumeric codes	Slovakia
Duration of interview	Spain

Access to information about learning possibilities	Spain
<b>21.2. Related Metadata</b>	
<b>21.3 Annex</b>	

# Metadata for Adult Learning Surveys in non-ESS countries and Ireland and Switzerland

## AUSTRALIA

1 Do you have a survey covering the following topics:

- Participation in formal education (FED)
- Participation in non-formal education (NFE)
- Participation in informal education (INF)
- Non-participation and obstacles to participation
- Participation in FED activities by field of education
- Participation in NFE activities by field of education
- Participation in INF activities by field of education
- Job related NFE
- NFE for personal reasons
- Volume of instructions hours in FED
- Volume of instructions hours in NFE by purpose
- Employer financing and costs of learning in FED
- Employer financing and costs of learning in NFE
- Information and guidance

Do you use the FED definition used in the Adult Education Survey (AES)? If not, please describe how you operationalize FED.

Do you use the NFE definition used in the AES? If not, please describe how you operationalize NFE.

Do you use the INF definition used in the AES? If not, please describe how you operationalize INF.

*If possible, please attach a copy of your questionnaire.*

The Australian Bureau of Statistics (ABS) conducted the Adult Learning, Australia, Survey in 2006-07 (cat. No. 4229.0). This survey covers topics such as:

- Participation in formal learning
- Participation in non-formal learning
- Participation in informal learning
- Relationship between adult learning and characteristics such as age, sex, educational attainment and labour force status
- Reasons for participation and non-participation in adult learning

2 What is the legal basis of the survey?

- 3 How often do you conduct this survey? Are time series available? Was there any change in definitions during the time period covered?

This was a one off survey, therefore no time series data are available.

- 4 When did you conduct the respective surveys?

The sample was accumulated during July 2006 to June 2007.

- 5 Is the respective questionnaire harmonised with classifications in other parts of the national statistical system (classifications of education, occupation and economic activities)? If yes, please provide documentation.

Level of Education and Field of Education are classified according to the Australian Standard Classification of Education (ASCED), 2001 (cat. no. 1272.0). The ASCED is a national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training and higher education.

Occupation data are classified according to the ANZSCO - Australian and New Zealand Standard Classification of Occupations, First Edition, 2006 (cat. no. 1220.0).

Industry data are classified according to the Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006 (cat. no. 1292.0).

Country of birth data are classified according to the Standard Australian Classification of Countries (SACC), 1998 (cat. no. 1269.0).

- 6 Do you have a manual on the questionnaire for use in the survey?

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4229.0Explanatory%20Notes12006-07?OpenDocument>

- 7 What is the sampling unit of the questionnaire?

Statistics in this publication were collected in the Adult Learning topic included in the 2006-07 Multi-Purpose Household Survey (MPHS) (cat. No. 4100.0).

- 8 What is the reference population of the questionnaire?

Persons aged 25 to 64 years.

- 9 What is the sample size (in percentage of the target population)?

The initial sample for the 2006-07 MPHS consisted of approximately 19,800 private dwelling households. Of the 17,040 private dwelling households that remained in the survey after sample loss (for example, households selected in the survey which had no residents in scope for the LFS, vacant or derelict dwellings and dwellings under construction), approximately 14,190 or 83.3% fully responded to the MPHS.

10 Which base is used for the sample (e.g. Census, Register, Postcode Address File)?

Sample survey.

11 Which sampling method is used in your country (e.g. Multi-stage multi-stratified sampling; Stratified simple random sampling; Simple Random Sampling)?

12 Which method is used for collecting the data (e.g. CAPI, PAPI, Mixed Method)?

Data are collected using Computer Assisted Interviewing (CAI).

13 Which data are used in the weighting process (e.g. gender, age, place of residence, region, education level, labour force status)?

14 Do you have a documentation of the survey methods? Which information on methodology is included (e.g. imputation methods; estimations)?

*Please provide a link or attach relevant information.*

[http://www.ausstats.abs.gov.au/Ausstats/subscriber.nsf/0/C617A03C5C06B489CA2573B70011D427/\\$File/42290\\_2006-07.pdf](http://www.ausstats.abs.gov.au/Ausstats/subscriber.nsf/0/C617A03C5C06B489CA2573B70011D427/$File/42290_2006-07.pdf)

15 Do you have a quality report on the survey?

*If yes, please provide a link or attach the report.*

16 Do you have online publications on the survey itself and on the survey results?

*If yes, please provide the links.*

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4229.02006-07?OpenDocument>

## CANADA

1 Do you have a survey covering the following topics:

- Participation in formal education (FED) *Yes*
- Participation in non-formal education (NFE) *Yes*
- Participation in informal education (INF) *No*
- Non-participation and obstacles to participation *Yes*
- Participation in FED activities by field of education *Yes*
- Participation in NFE activities by field of education *No*
- Participation in INF activities by field of education *No*
- Job related NFE *Yes*
- NFE for personal reasons *Yes*
- Volume of instructions hours in FED *Yes*
- Volume of instructions hours in NFE by purpose *No for personal, Yes for job-related*
- Employer financing and costs of learning in FED *Yes*
- Employer financing and costs of learning in NFE *No for personal, Yes for job-related.*
- Information and guidance *Yes*

Do you use the FED definition used in the Adult Education Survey (AES)? If not, please describe how you operationalize FED. *Yes, it is generally equivalent to the one used in AES. However, the questions and the definition are worded differently. The following is the definition for FED:*

*Program*

*A program is a selection of courses or a combination of courses usually chosen from a syllabus, calendar or a list. Courses within a program are usually taken for credit towards a degree, diploma or certificate. A program is comprised of the courses taken to receive a certificate, diploma and/or degree and must take three months or longer to complete.*

Do you use the NFE definition used in the AES? If not, please describe how you operationalize NFE. *Yes, it is generally equivalent to the one used in AES. However, the questions are worded differently and there is no mention of “Guided on the job training” as in the AES.*

Do you use the INF definition used in the AES? If not, please describe how you operationalize INF. *The ASETS survey did not collect any information on INF*

*If possible, please attach a copy of your questionnaire.*

*Please see the link below for a copy of the Questionnaire and Reporting guide:*

[http://www.statcan.gc.ca/cgi-bin/af-fdr.cgi?l=eng&loc=http://www.statcan.gc.ca/imdb-bmdi/instrument/5151\\_Q1\\_VI-eng.pdf&teng=Access and Support to Education and Training Survey, 2008&tfra=Enquête sur l'accès et le soutien à l'éducation et à la formation, 2008](http://www.statcan.gc.ca/cgi-bin/af-fdr.cgi?l=eng&loc=http://www.statcan.gc.ca/imdb-bmdi/instrument/5151_Q1_VI-eng.pdf&teng=Access and Support to Education and Training Survey, 2008&tfra=Enquête sur l'accès et le soutien à l'éducation et à la formation, 2008)

2 What is the legal basis of the survey? *Voluntary*

3 How often do you conduct this survey? Are time series available? Was there any change in definitions during the time period covered? *A survey collecting information on adult learning has been collected at various times in the past. As the survey undertook extensive reviews every time, comparable data are limited to fairly high level information. There are plans for conducting it again in 2012 or 2013.*

4 When did you conduct the respective surveys?  
1) *Adult Literacy and Lifeskills Survey (ALL)- 2003*  
2) *Adult Education and Training Survey (AETS)-2003*  
3) *Adult Education and Training Survey (AETS)-1998*  
4) *Adult Education and Training Survey (AETS)-1994*  
5) *International Adult Literacy Survey (IALS)- 1994*  
6) *Adult Education and Training Survey (AETS)-1992*  
7) *Adult Education and Training Survey (AETS)-1990*

5 Is the respective questionnaire harmonised with classifications in other parts of the national statistical system (classifications of education, occupation and economic activities)?  
*If yes, please provide documentation.*  
*Yes, the fields of study are classified according to the Classification of Instructional Programs (CIP), Canada, 2000*  
*The occupations are classified according to the National Occupation Classification for Statistics (NOC-S), 2006*  
*The industries are classified according to the North American Industry Classification System (NAICS), 2007*

<http://stds.statcan.gc.ca/cip-cpe/main-principal-eng.asp>

<http://www.statcan.gc.ca/subjects-sujets/standard-norme/soc-cnp/2006/noc2006-cnp2006-eng.htm>

<http://www.statcan.gc.ca/subjects-sujets/standard-norme/naics-scian/2007/index-indexe-eng.htm>

6 Do you have a manual on the questionnaire for use in the survey? *No but we do have a reporting guide (link to the questionnaire/reporting guide was provided in question 1)*  
*Also, in the CATI application, help screens were provided to the interviewers to assist them in answering questions that are commonly asked by respondents.*

7 What is the sampling unit of the questionnaire? *The interview took place with an individual selected within the household reached at the telephone number selected in the sample.*

*Upon contact with a household, a roster listing all household members and their age was collected, and a household member aged between 0 and 64 was randomly selected for the survey. If the selected individual was between 18 and 64 years of age, he/she was asked the survey questions related with adult learning.*

8 What is the reference population of the questionnaire? *The target population for ASETS is comprised of all Canadian residents aged less than 65 years old, excluding individuals residing in the three territories in the North, and excluding individuals residing in institutions.*

9 What is the sample size (in percentage of the target population)?

**COVERAGE:**

*The coverage for 2008 ASETS was estimated to be 78%. The coverage was lowest for the 22 to 34 age group, at about 60%.*

**RESPONSE RATE:**

*The response rate for 2008 ASETS was 64%.*

- 10 Which base is used for the sample (e.g. Census, Register, Postcode Address File)? *The ASETS sampling frame is a telephone list frame. It was constructed from two sources of telephone numbers: the 2006 Census of Population and administration files.*
- 11 Which sampling method is used in your country (e.g. Multi-stage multi-stratified sampling; Stratified simple random sampling; Simple Random Sampling)? *For this survey, we used Simple random sampling without replacement (SRSWOR)*
- 12 Which method is used for collecting the data (e.g. CAPI, PAPI, Mixed Method)? *The data was collected using a computer assisted telephone interview (CATI).*
- 13 Which data are used in the weighting process (e.g. gender, age, place of residence, region, education level, labour force status)? *Age and province of residence*
- 14 Do you have a documentation of the survey methods? Which information on methodology is included (e.g. imputation methods; estimations)? *Yes, we have information on the Target Population, the Sampling Frame, the Sample design and the Sample Size.*

*Please provide a link or attach relevant information.*

*Please refer to chapter 5 of the Microdata user guide, which is available in the following link:*

[http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getDocumentationLink&Item\\_Id=62312&qItem\\_Id=44965&TItem\\_Id=44964&lang=en&db=imdb&adm=8&dis=2](http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getDocumentationLink&Item_Id=62312&qItem_Id=44965&TItem_Id=44964&lang=en&db=imdb&adm=8&dis=2)

- 15 Do you have a quality report on the survey?  
*If yes, please provide a link or attach the report.*  
*Yes. It can be found in chapter 8 of the Microdata user guide, which is available in the following link:*

[http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getDocumentationLink&Item\\_Id=62312&qItem\\_Id=44965&TItem\\_Id=44964&lang=en&db=imdb&adm=8&dis=2](http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getDocumentationLink&Item_Id=62312&qItem_Id=44965&TItem_Id=44964&lang=en&db=imdb&adm=8&dis=2)

- 16 Do you have online publications on the survey itself and on the survey results? *Yes*  
*If yes, please provide the links.*

*Link to definitions, data sources and methods:*

<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5151&lang=en&db=imdb&adm=8&dis=2>

*Link to list of survey results:*

<http://cansim2.statcan.gc.ca/cgi-win/cnsmcgi.exe?LANG=e&ResultTemplate=OLC&CORCMD=GETEXT&CORTYP=1&CORRELTYP=2&CORID=5151>

## **IRELAND**

1 Do you have a survey covering the following topics:

- Participation in formal education (FED) – **YES**
- Participation in non-formal education (NFE) – **YES**
- Participation in informal education (INF) - **YES**
- Non-participation and obstacles to participation - **YES**
- Participation in FED activities by field of education - **YES**
- Participation in NFE activities by field of education - **YES**
- Participation in INF activities by field of education - **NO**
- Job related NFE - **YES**
- NFE for personal reasons - **YES**
- Volume of instructions hours in FED - **NO**
- Volume of instructions hours in NFE by purpose - **YES**
- Employer financing and costs of learning in FED - **YES**
- Employer financing and costs of learning in NFE - **YES**
- Information and guidance - **NO**

Do you use the FED definition used in the Adult Education Survey (AES)? If not, please describe how you operationalize FED.

The question on participation in FED was stated as follows:

**During the last 12 months have you been a student or an apprentice in regular education or training?**

1. Has been a student or an apprentice
2. Has not been a student or an apprentice

Do you use the NFE definition used in the AES? If not, please describe how you operationalize NFE.

The question on participation in NFE was stated as follows:

**How many, if any, courses, seminars, conferences or private lessons or instructions have you received outside the regular education or training system within the last 12 months?**

*[Note: Courses ‘outside regular education or training’ include seminars, conferences, night classes, grinds or other forms of private tuition (e.g. music classes) and also on the job training courses.]*

1. Participated in one (1) taught activity
2. Participated in two (2) taught activities
3. Participated in three (3) taught activities
4. Participated in more than three taught activities

5. Didn't attend any taught activities during the previous 12 months

Do you use the INF definition used in the AES? If not, please describe how you operationalize INF.

The question on participation in INF was stated as follows:

**Have you in the past 12 months used any of the following informal learning methods?**

1. Professional books and magazines (e.g. DIY, cooking, gardening, interior decorating)
2. Online internet based education (e.g. online lectures, web-sites of educational interest)\*
3. Educational broadcasting (e.g. videos, tapes and television programmes) and offline computer material (e.g. CD-roms & PC software)
4. Visited libraries or other types of centre where information is available (e.g. resource centres, museums, interpretive centres)
5. Other learning based on experience ( working alongside others etc)
6. None of the above

*[Note: Allow multiple responses except if option '6 None of the above' is selected.*

*\* Online internet based education does not include registration in formal online courses such as might be provided as distance education (e.g. Open University, Oscaleil)]*

*If possible, please attach a copy of your questionnaire.*

*A copy of the questionnaire is presented at the end of the publication from the survey which is available at the following link (see pages 32-37 for the questionnaire):*

*([http://www.cso.ie/releasespublications/documents/labour\\_market/2008/qnhs\\_lifelonglearningqtr3\\_2008.pdf](http://www.cso.ie/releasespublications/documents/labour_market/2008/qnhs_lifelonglearningqtr3_2008.pdf))*

2 What is the legal basis of the survey?

The survey was carried out as part of the Irish Labour Force Survey (LFS) which is known as the Quarterly National Household Survey (QNHS). Council Regulation (EC) No. 577/98 which was adopted in March 1998 requires the introduction of quarterly labour force surveys in EU Member States.

3 How often do you conduct this survey? Are time series available? Was there any change in definitions during the time period covered?

This survey was conducted as part of the Irish Labour Force Survey (Quarterly National Household Survey) in Quarter 3 (June to August – seasonal quarters) 2008.

A similar survey was carried out in Quarter 2 2003 (March to May – seasonal quarters) and limited comparisons between Q2 2003 and Q3 2008 were made in the publication from the 2008 survey at the following link:

[http://www.cso.ie/releasespublications/documents/labour\\_market/2008/qnhs\\_lifelonglearningqtr3\\_2008.pdf](http://www.cso.ie/releasespublications/documents/labour_market/2008/qnhs_lifelonglearningqtr3_2008.pdf)

4 When did you conduct the respective surveys?

The surveys were conducted in Quarter 2 2003 (March to May) and Quarter 3 2008 (June to August) – both as part of the Irish LFS (QNHS).

- 5 Is the respective questionnaire harmonised with classifications in other parts of the national statistical system (classifications of education, occupation and economic activities)?  
*If yes, please provide documentation.*

Yes it is, as the Q3 2008 survey was carried out as part of the Irish LFS (QNHS).

- 6 Do you have a manual on the questionnaire for use in the survey?

Yes – a manual for the lifelong learning questionnaire as well as a manual for the core QNHS questionnaire was available to the interviewers for use in the survey.

- 7 What is the sampling unit of the questionnaire?

The sampling unit of the QNHS is households while the sampling unit of the lifelong learning survey was direct respondents aged 25 and over.

- 8 What is the reference population of the questionnaire?

Adults aged 25 and over

- 9 What is the sample size (in percentage of the target population)?

0.6% (n=17,550)

- 10 Which base is used for the sample (e.g. Census, Register, Postcode Address File)?

Census

- 11 Which sampling method is used in your country (e.g. Multi-stage multi-stratified sampling; Stratified simple random sampling; Simple Random Sampling)?

A two-stage sample design is used. This comprises a first stage sample of 2,600 blocks (or small areas) selected at county level to proportionately represent eight strata reflecting population density. Each block was selected to contain, on average, 75 dwellings and the sample of blocks is fixed for a period of about five years. In the second stage of sampling, 15 households are surveyed in each block to give a total quarterly sample of 39,000 households.

Households are asked to take part in the survey for five consecutive quarters and are then replaced by other households in the same block. Thus, one fifth of the households in the survey are replaced each quarter and the QNHS sample involves an overlap of 80% between consecutive quarters and 20% between the same quarter in consecutive years.

The survey results are weighted to agree with population estimates broken down by age, sex and region. The population estimates for April of each year are published in a separate release.

- 12 Which method is used for collecting the data (e.g. CAPI, PAPI, Mixed Method)?

CAPI

- 13 Which data are used in the weighting process (e.g. gender, age, place of residence, region, education level, labour force status)?

Gender, age and region

- 14 Do you have a documentation of the survey methods? Which information on methodology is included (e.g. imputation methods; estimations)?

*Please provide a link or attach relevant information.*

There is background information provided at the end of the most recent publication on lifelong learning (adult education) which is available at the following link:

[http://www.cso.ie/releasespublications/documents/labour\\_market/2008/qnhs\\_lifelonglearningqtr3\\_2008.pdf](http://www.cso.ie/releasespublications/documents/labour_market/2008/qnhs_lifelonglearningqtr3_2008.pdf)

Background information pertinent to the QNHS for Q3 2008 which was the survey vehicle for the lifelong learning survey is available at the following link:

[http://www.cso.ie/releasespublications/documents/labour\\_market/2008/qnhs\\_q32008.pdf](http://www.cso.ie/releasespublications/documents/labour_market/2008/qnhs_q32008.pdf)

- 15 Do you have a quality report on the survey?  
*If yes, please provide a link or attach the report.*

No

- 16 Do you have online publications on the survey itself and on the survey results?  
*If yes, please provide the links.*

Yes, an online publication which contains results from the lifelong learning survey is available at the following link:

[http://www.cso.ie/releasespublications/documents/labour\\_market/2008/qnhs\\_lifelonglearningqtr3\\_2008.pdf](http://www.cso.ie/releasespublications/documents/labour_market/2008/qnhs_lifelonglearningqtr3_2008.pdf)

## KOREA

1 Do you have a survey covering the following topics:

(Information on the following table is based on **the Korea Lifelong Survey** which is conducted by Korea Educational Development Institute (KEDI) that is also used to produce data submitted for AL indicators Korea for EAGs.)

<b>Korea Lifelong Survey(reference year 2007-2009)</b>	2007	2008	2009
Participation in formal education (FED)	Y	Y	Y
Participation in non-formal education (NFE)	Y	Y	Y
Participation in informal education (INF)	N	Y	Y
Non-participation and obstacles to participation	Y	Y	Y
Participation in FED activities by field of education	Y	Y	Y
Participation in NFE activities by field of education	N	N	N
Participation in INF activities by field of education	N	N	N
Job related NFE	Y	N	N
NFE for personal reasons	Y	N	N
Volume of instructions hours in FED	Y	Y	Y
Volume of instructions hours in NFE by purpose	Y	N	N
Employer financing and costs of learning in FED	cost-yes. empl. Fin.-no info on cost	Y	Y
Employer financing and costs of learning in NFE	Info on the ind. cost available, but the share of empl financing is unavailable		
Information and guidance	N	N	N

Do you use the FED definition used in the Adult Education Survey (AES)? If not, please describe how you operationalize FED.

Yes. The AES definition of FED is used in the KEDI survey.

Do you use the NFE definition used in the AES? If not, please describe how you operationalize NFE.

Yes. The AES definition of NFE is used in the KEDI survey.

Do you use the INF definition used in the AES? If not, please describe how you operationalize INF.

Yes. The AES definition of INF is used in the KEDI survey

*If possible, please attach a copy of your questionnaire.*

2 What is the legal basis of the survey?

In the Survey, the respondents are alerted of the ‘Article number 33 of the Statistics Law’, which guarantees the protection of the respondent’s private information that is revealed on the course of the survey. However, the respondents do not have other legally binding obligations to answer the questionnaire.

3 How often do you conduct this survey? Are time series available? Was there any change in definitions during the time period covered?

The KEDI Lifelong Education Survey is conducted every year since 2007. There has not been a change in definitions of EFD, NFE, or INF.

4 When did you conduct the respective surveys?

The survey has been conducted in 2007, 2008, 2009 and 2010. The actual period of administering each survey is usually **July and August**, although the whole year is spent preparing for the survey and compiling the data.

5 Is the respective questionnaire harmonised with classifications in other parts of the national statistical system (classifications of education, occupation and economic activities)?  
*If yes, please provide documentation.*

There are no documents available in English.

6 Do you have a manual on the questionnaire for use in the survey?  
There are no documents available in English.

7 What is the sampling unit of the questionnaire?  
It is a household survey. So, a household is the sampling unit. But, eventually individuals are selected within each household to answer the questionnaire.

8 What is the reference population of the questionnaire?  
The population of the survey is the people aged between 25 and 64 in the total population.

9 What is the sample size (in percentage of the target population)?  
The sample size is about 0.01 % of the target population.

10 Which base is used for the sample (e.g. Census, Register, Postcode Address File)?  
**2005 Census** has been used as base for the sample.

11 Which sampling method is used in your country (e.g. Multi-stage multi-stratified sampling; Stratified simple random sampling; Simple Random Sampling)?  
Stratified simple random sampling method has been used.

12 Which method is used for collecting the data (e.g. CAPI, PAPI, Mixed Method)?  
PAPI method is used for collecting the data.

13 Which data are used in the weighting process (e.g. gender, age, place of residence, region, education level, labour force status)?  
Region(1<sup>st</sup> weighting criteria), gender, and then age are used in the weighting process.

14 Do you have a documentation of the survey methods? Which information on methodology is included (e.g. imputation methods; estimations)?  
*Please provide a link or attach relevant information.*

The documentation on sampling and method is provided as part of the final report of the KEDI KEDI Lifelong survey, in Korean. But, the link and information is not available in English, yet.

15 Do you have a quality report on the survey?  
*If yes, please provide a link or attach the report.*  
KEDI publishes a report on the survey each year. But, the English version is not available, yet.

16 Do you have online publications on the survey itself and on the survey results?  
*If yes, please provide the links.*

Again, each year KEDI publishes the result of the survey along with documentations on sampling methods, etc. However, it is available in Korean, as of now.

## NEW ZEALAND

1 Do you have a survey covering the following topics:

- Participation in formal, non-formal and informal education (FED, NFE, INF)
- Non-participation and obstacles to participation
- Participation in FED, NFE and INF activities by field of education
- Job related NFE
- NFE for personal reasons
- Volume of instructions hours in FED, volume of instructions hours in NFE by purpose
- Employer financing and costs of learning in FED and NFE
- Information and guidance

The Adult Literacy and Life Skills (ALL) Survey 2006 provides information (for 12 months before survey interview) on:

- FED, NFE, INF
- Non-participation and obstacles to participation
- Job-related NFE
- NFE for personal reasons
- Volume of instruction hours in FED, hours in NFE by purpose
- Employer financing

The ALL Survey does not provide information on:

- Participation in FED, NFE and INF activities by field of education (assuming this is the same as 'field of study')
- Costs of learning in FED and NFE
- Information and guidance (assuming this refers to information/guidance on choosing programmes or courses of study)

2 What is the legal basis of the survey?

Participation in the survey was voluntary. The ALL Survey was an international survey co-ordinated by the OECD and Statistics Canada. The Ministry of Education was responsible for implementing the survey in New Zealand, in conjunction with the National Research Bureau Limited, who carried out the pilot and main data collection. The data collected is under the control/ownership of the New Zealand Ministry of Education and Statistics Canada. Statistics derived from the survey are part of New Zealand's Official Statistics System.

3 How often do you conduct this survey? Are time series available?

The ALL Survey was a one-off survey. However, it re-used some of the questions included in the International Adult Literacy Survey (IALS) which was conducted in New Zealand in 1996, including some questions related to FED and NFE. Currently, New Zealand is not participating in the successor to ALL, namely PIAAC.

4 When did you conduct the respective surveys?

As far as the ALL Survey is concerned, a pilot survey was undertaken between July and September 2005 and the main survey took place from May 2006 to March 2007. The pilot data was included in the final data set.

5 Is the respective questionnaire harmonised with classifications in other parts of the national statistical system (classifications of education, occupation and economic activities)?

Yes.

6 Do you have a manual on the questionnaire for use in the survey?

Yes, a 107-page manual was provided to each interviewer.

7 What is the sampling unit of the questionnaire?

The primary sampling units were Statistics New Zealand meshblocks (as for 2001 Census). Within PSUs, permanent private dwellings were sampled, and within dwellings, persons aged 16-65.

8 What is the reference population of the questionnaire?

People aged 16 to 65 living in permanent private dwellings in the North and South Islands of New Zealand and Waiheke Island, excluding other islands, inlets and waterways. The estimated number in the target population was 2,634,442.

9 What is the sample size (in percentage of the target population)?

0.27 per cent. (There were 7,131 survey respondents).

10 Which base is used for the sample (e.g. Census, Register, Postcode Address File)?  
2001 Census.

11 Which sampling method is used in your country (e.g. Multi-stage multi-stratified sampling; Stratified simple random sampling; Simple Random Sampling)?

Multi-stage stratified and clustered probability sampling. Primary sampling units (meshblocks) were selected using a ppswor (probability proportional to size without replacement) method. Selection of dwellings and respondents was stratified by ethnicity.

12 Which method is used for collecting the data (e.g. CAPI, PAPI, Mixed Method)?

CAPI.

13 Which data are used in the weighting process (e.g. gender, age, place of residence, region, education level, labour force status)?

Gender, age and ethnicity.

14 Do you have a documentation of the survey methods? Which information on methodology is included?

Comprehensive documentation is available on the survey, including information on conceptual development, survey design and implementation, sampling and weighting.

15 Do you have online publications on the survey itself and on the survey results?

Yes, at the following URLs:

<http://www.educationcounts.govt.nz/themes/research/all>

<http://www.educationcounts.govt.nz/publications/series/ALL>

## SWITZERLAND

1 Do you have a survey covering the following topics:

- Participation in formal education (FED): YES
- Participation in non-formal education (NFE): YES
- Participation in informal education (INF): YES
- Non-participation and obstacles to participation : No
- Participation in FED activities by field of education: YES
- Participation in NFE activities by field of education: No
- Participation in INF activities by field of education: No
- Job related NFE: Yes
- NFE for personal reasons: Yes
- Volume of instructions hours in FED: Yes
- Volume of instructions hours in NFE by purpose: Yes
- Employer financing and costs of learning in FED Yes
- Employer financing and costs of learning in NFE: Yes
- Information and guidance: No

Do you use the FED definition used in the Adult Education Survey (AES)? If not, please describe how you operationalize FED.

YES

Do you use the NFE definition used in the AES? If not, please describe how you operationalize NFE.

YES

Do you use the INF definition used in the AES? If not, please describe how you operationalize INF.

YES

*If possible, please attach a copy of your questionnaire.*

2 What is the legal basis of the survey?

No specific legal basis. The Module is attached to the LFS

3 How often do you conduct this survey? Are time series available? Was there any change in definitions during the time period covered?

The module was performed 1996, 1999, 2003, 2006, 2009 and will be replaced by a proper AES in 2011. There have been changes to some of the definitions according to international developments.

- 4 When did you conduct the respective surveys?
- See above.
- 5 Is the respective questionnaire harmonised with classifications in other parts of the national statistical system (classifications of education, occupation and economic activities)?  
*If yes, please provide documentation.*  
Yes (ISCED, ISCO, NACE)
- 6 Do you have a manual on the questionnaire for use in the survey?
- No, but documentation on Variables and Questionnaire.
- 7 What is the sampling unit of the questionnaire?
- household/person survey; i.e. only one person per household is selected for the interview.  
a) Standard sample
- 8 What is the reference population of the questionnaire?
- Resident population aged 25-64
- 9 What is the sample size (in percentage of the target population)?
- 0.75%
- 10 Which base is used for the sample (e.g. Census, Register, Postcode Address File)?
- The base used for the standard sample are the registered phone numbers which covers until now more than 90% of the Swiss population.  
b) Extra sample of foreign persons  
The base used for the extra sample is the register of foreign persons in Switzerland. The register allows to stratify the sample according individual characteristics (region, nationality).
- 11 Which sampling method is used in your country (e.g. Multi-stage multi-stratified sampling; Stratified simple random sampling; Simple Random Sampling)?
- The standard-sample is stratified by region and the number of persons (population) by region; the extra sample of foreign persons is stratified by region, nationality-groups and the number of persons in these categories.
- 12 Which method is used for collecting the data (e.g. CAPI, PAPI, Mixed Method)?
- CATI
- 13 Which data are used in the weighting process (e.g. gender, age, place of residence, region, education level, labour force status)?
- At first the base weights are obtained as the reciprocal of the inclusion probability of the sample units. Then the sample is stratified a posteriori by:  
- region, marital status, age-groups, sex, nationality-groups.  
This procedure is applied iteratively.

14 Do you have a documentation of the survey methods? Which information on methodology is included (e.g. imputation methods; estimations)?  
*Please provide a link or attach relevant information.*

15 Do you have a quality report on the survey?  
*If yes, please provide a link or attach the report.*

No (only as part of Eurostat LFS Quality Reports).

16 Do you have online publications on the survey itself and on the survey results?  
*If yes, please provide the links.*

*General:* <http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/07.html>

*Indicators:* <http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/07/ind19.html>

*Basic Tables:*

<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/07/key/blank/uebersicht.html>

*Analyses:* <http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/07/dos/blank/weiterbildung.html>

*Publication:*

<http://www.bfs.admin.ch/bfs/portal/de/index/news/publikationen.html?publicationID=3928>

Information is also available in French

## UNITED STATES

1 Do you have a survey covering the following topics:

- Participation in formal education (FED)
- Participation in non-formal education (NFE)
- Participation in informal education (INF)
- Non-participation and obstacles to participation
- Participation in FED activities by field of education
- Participation in NFE activities by field of education
- Participation in INF activities by field of education
- Job related NFE
- NFE for personal reasons
- Volume of instructions hours in FED
- Volume of instructions hours in NFE by purpose
- Employer financing and costs of learning in FED
- Employer financing and costs of learning in NFE
- Information and guidance

The 2005 National Household Education Survey (NHES)—on Adult Education includes information on:

Participation in formal education (FED)

Participation in non-formal education (NFE)

Participation in informal education (INF)

Participation in FED activities by field of

Job related NFE

NFE for personal reasons

Volume of instructions hours in FED

Volume of instructions hours in NFE by purpose

The 2005 NHES—on Adult Education does NOT include information on:

Participation in INF activities by field of education

Employer financing and costs of learning in NFE

Information and guidance

The 2005 NHES—on Adult Education includes partial/incomplete information on:

Participation in NFE activities by field of education, Only information on some non-formal education courses are included in NHES. Some areas considered NFE do not include this information.

Employer financing and costs of learning in FED Basic information on whether an employer contributed towards tuition or materials is asked, but employer contributions are not quantified nor are specific costs detailed.

Do you use the FED definition used in the Adult Education Survey (AES)? If not, please describe how you operationalize FED.

NHES does not have two distinct categories for formal and non-formal education. The survey contains sections on college/degree programs, vocational/technical education, apprenticeships, basic skills and

English as second language (ESL) courses, personal interest courses, work related courses and informal education. Adult Learning surveys submitted by the United States have considered formal education to include college/degree course work and vocational/technical education.

Do you use the NFE definition used in the AES? If not, please describe how you operationalize NFE.

Adult Learning surveys submitted by the United States have considered Non-Formal education as course work not leading to a formal credential. Persons who were in formal apprenticeship program leading to journeyman status in a skilled trade or craft, took any class or had a tutor to learn English as a second language, took any classes or had a tutor to improve basic reading, writing, and math skills, or took courses that were not part of a degree or diploma program are classified under Non-Formal Education. This includes work or career-related courses, seminars, training, or workshops whether or not they had a job when they took them. Also, might have taken other courses related to personal interest or hobbies, first-aid or CPR, religion, health, and so on. Also, any training sessions, seminars, or courses on computer skills, the internet, communication or diversity, stress management or any work related issues are considered Non-Formal Education. Other Non-formal education courses include Bible study or other religious classes, personal finance or home computing classes, dance, or musical instrument, health or fitness or foreign language classes or workshops.

Do you use the INF definition used in the AES? If not, please describe how you operationalize INF.

Adult Learning surveys submitted by the United States have considered informal education as learning through methods without an instructor for personal interest. Informal education is considered activities one does to learn something related to a hobby, their home, health, religion, or other areas that are of personal interest.

The methods used to carry out informal education include learning on one's own for personal interest using computer software tutorials, including CD-ROM or the Internet, using books, manuals, audio tapes, videos, or TV about a topic of personal interest. Additional means of informal education also include reading how-to magazines, consumer magazines, or other publications related to some area of personal interest, attending a book club, sports-related club, health-related, support group, arts and crafts group, or a similar club or group where one learns new information. Conventions and conferences like a garden show, a car show, a science fiction convention, or a music conference are also considered forms of informal education.

*If possible, please attach a copy of your questionnaire.*

A copy of the NHES Interview has been attached to this transmittal email. It may also be accessed via web: [http://nces.ed.gov/nhes/pdf/adulted/2005\\_ae.pdf](http://nces.ed.gov/nhes/pdf/adulted/2005_ae.pdf)

2 What is the legal basis of the survey?

Participation on the 2005 NHES-Adult Education Survey was voluntary.

3 How often do you conduct this survey? Are time series available?

NHES-Adult Education has been conducted at different intervals since 1991.

4 When did you conduct the respective surveys?

NHES-Adult Education was conducted in 1991, 1995, 1999, 2001, 2003, 2005.

5 Is the respective questionnaire harmonised with classifications in other parts of the national statistical system (classifications of education, occupation and economic activities)?

Yes

6 Do you have a manual on the questionnaire for use in the survey?

Yes. Please refer to links: [http://nces.ed.gov/nhes/pdf/userman/NHES\\_2005\\_Vol\\_I.pdf](http://nces.ed.gov/nhes/pdf/userman/NHES_2005_Vol_I.pdf)  
[http://nces.ed.gov/nhes/pdf/userman/NHES\\_2005\\_Appendix\\_A\\_Questionnaires.pdf](http://nces.ed.gov/nhes/pdf/userman/NHES_2005_Appendix_A_Questionnaires.pdf)  
[http://nces.ed.gov/nhes/pdf/userman/NHES\\_2005\\_Vol\\_IV\\_AE.pdf](http://nces.ed.gov/nhes/pdf/userman/NHES_2005_Vol_IV_AE.pdf)

7 What is the sampling unit of the questionnaire?

Individual

8 What is the reference population of the questionnaire?

The Adult Education sample is a cross-sectional, national sample that provides information on civilian, noninstitutionalized persons age 16 or older and not enrolled in grade 12 or below.

9 What is the sample size (in percentage of the target population)?

A total of 8,904 adults completed the AE interview, for a weighted unit response rate of 71.2 percent and an overall estimated unit response rate (the product of the Screener unit response rate and the AE unit response rate) of 47.6 percent. (<http://nces.ed.gov/pubs2006/adulted/a2.asp>)

10 Which base is used for the sample (e.g. Census, Register, Postcode Address File)?

Telephone numbers are used to conduct the NHES-Adult Education Survey.

11 Which sampling method is used in your country (e.g. Multi-stage multi-stratified sampling; Stratified simple random sampling; Simple Random Sampling)?

The 2005 NHES-Adult Education sample was selected using a multiple stage sampling framework and the data were collected using computer-assisted telephone interviewing (CATI) technology.

The first stage of selection in 2005 NHES-Adult Education was the selection of a list-assisted random digit dial (RDD) sample of telephone numbers, with areas with high percentages of Black and Hispanic residents sampled at higher rates than those in areas with low percentages of Black and Hispanic residents. In the second stage, the sampled telephone numbers were classified as mailable or nonmailable depending on whether they could be matched to a mailing address in the white pages telephone directory or from other databases. In order to limit respondent burden, adults were sampled at a lower rate in households that contained children eligible for the Early Childhood Program Participation (ECP) Survey and the After-School Programs and Activities (ASPA) Survey. Adult education participants were sampled at a higher rate than nonparticipants in order to improve the precision of estimates of characteristics of participants. The only person who could respond to the AE interview was the sampled adult. The AE sample is a cross-sectional, national sample that provides information on civilian, noninstitutionalized persons age 16 or older and not enrolled in grade 12 or below. (<http://nces.ed.gov/pubs2006/2006077.pdf>)

12 Which method is used for collecting the data (e.g. CAPI, PAPI, Mixed Method)?

Interviews are conducted using computer-assisted telephone interviewing (CATI).

- 13 Which data are used in the weighting process (e.g. gender, age, place of residence, region, education level, labour force status)?

The control totals for raking the AE weights in the 2005 NHES-Adult Education Survey were obtained from the March 2004 CPS. The four dimensions for the raking cells were a cross of the adult's race/ethnicity (Black, non-Hispanic/Hispanic/other) and household income (\$10,000 or less/\$10,001-\$25,000/\$25,000 or more), a cross of age (16-29 year/30-49 years/50 years or more) and sex, a cross of Census region (Northeast/Midwest/South/West) and urbanicity (urban/rural), and a cross of home tenure (rent/own or other) and highest educational attainment (less than high school diploma/high school diploma or equivalent/some college).

- 14 Do you have a documentation of the survey methods? Which information on methodology is included (e.g. imputation methods; estimations)?

*Please provide a link or attach relevant information.*

Yes, Please refer to Appendix A: Technical Notes on the 2005 NHES:

<http://nces.ed.gov/pubs2006/adulted/a1.asp>

- 15 Do you have a quality report on the survey?

*If yes, please provide a link or attach the report.*

Nonresponse Bias in the 2005 National Household Education Surveys Program

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007016>

- 16 Do you have online publications on the survey itself and on the survey results?

*If yes, please provide the links.*

Yes, please refer to links below.

<http://nces.ed.gov/pubs2006/2006077.pdf>

NHES Codebook:

[http://nces.ed.gov/nhes/pdf/userman/NHES\\_2005\\_AE\\_Codebook.pdf](http://nces.ed.gov/nhes/pdf/userman/NHES_2005_AE_Codebook.pdf)

NHES Screener:

[http://nces.ed.gov/nhes/pdf/adulted/2005\\_ae.pdf](http://nces.ed.gov/nhes/pdf/adulted/2005_ae.pdf)

NHES Study/Purpose:

[http://nces.ed.gov/nhes/studyinfo\\_purpose.asp](http://nces.ed.gov/nhes/studyinfo_purpose.asp)