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Evaluation of Quality Reports Adult Education Survey

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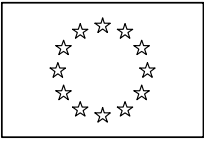


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1 Introduction

The present document aims to report the findings of the checks done on national AES quality reports and recommend reporting guidelines for improving the quality of the information provided.

Particularly, the AES quality reports of 23 countries (i.e. AT, BE, BG, CY, CZ, DE, EE, EL, ES, FI, FR, HR, HU, IT, LT, LV, NL, NO, PL, SE, SI, SK and UK) were examined in order to identify sections/questions where missing, incomplete, inconsistent and/or erroneous information was given. During checking procedure, four criteria were considered: a) completeness i.e. if the related sections were filled in; b) relevance i.e. whether the provided information corresponded to that requested; c) specificity i.e. whether answers were complete and specific information was provided; and d) clarity i.e. if textual information was clearly expressed. Identified weaknesses and problems were used as an input for proposing reporting guidelines and recommending modifications for improvement of the quality report items.

The document is comprised of two chapters. The first chapter provides an overview of the main findings of the evaluation of the national quality reports and suggestions for their improvement. In the second chapter a detailed description of findings, comments and suggestions per section/question of the quality report template is given. Particularly, problems frequently encountered are mentioned, omissions are identified and modifications aiming at the improvement of the template are proposed.

The quality template used to collect the requested information (data and metadata) as well as the result tables produced by countries are presented in annexes.

The ultimate goal is to help countries to provide complete, relevant, precise and clear information by improving the template and giving concrete guidelines for the next AES.

2 Main finding and recommendations

In general, countries provide relevant and complete answers. The clarity with which the majority of the questions are posed and the accompanying explanatory notes help towards this direction. However, there are few sections where weaknesses and/or problems are spotted.

Particular attention should be drawn to sections: II.2 Main variables, II.3 Statistical units, scope and target population, V. Timeliness and punctuality, VII. Comparability/Deviations from the AES recommendations. The main types of problems encountered are: a) countries give vague information or even skip the section, b) introduction is somewhat confusing or deficient, and c) question does not capture all aspects of the desired information.

Proposed solutions involve a) the provision of a pre-defined list of main/auxiliary variables where those implemented by the country can be ticked while a question on the additional variables used at national level can be posed, b) breaking down a question into two or more questions, e.g. the question on statistical units, scope and target population can be split into three questions on target population, exclusion population and statistical units, c) better wording of questions on timeliness and punctuality, d) a clear distinction on comparability between the national and the EU AES and within the same survey over time.



The report goes on with a description of the result tables produced by the participating countries. Specifically, a list of indicators in formal and non-formal education and training is presented together with information on what is missing. Systematically missing information on a variable classification, e.g. participation rate by field of education, may imply misclassification problems.

However, such conclusions can only be valid if the result tables are calculated once the microdata have been validated. This is not usually the case since most countries calculate the result tables before the validation of the microdata by Eurostat.

3 Comments and suggestions per section

3.1 Short Description of the national AES methodology used

I. General information

No problem was encountered on this section. Almost all countries provided the requested information on the organisation responsible for the survey, the contact person(s), the name of the survey, the last update of the quality report, the participation of the survey (i.e. compulsory or voluntary) and the survey period. The only exception was Croatia where no information on whether the survey was compulsory or voluntary and no information on the survey period was given.

Proposal: *A question on survey's scope, i.e. a brief description of the aim of the survey could be added.*

II. Content

In general, there was no serious problem on this section. Specifically, information was requested on:

1. Parameters of interest: Almost all countries listed the main parameters of interest such as participation rate in non-formal education, share of the job related activities in non-formal education, average instruction hours spent on formal/non-formal education and training etc.

However, France listed the main objectives of the survey instead. Nevertheless, this is not a serious problem since the main parameters of interest can be derived from the main objectives.

2. Main variables: Some countries listed the main variables of the survey explicitly and others in less detail.

However, three countries did not provide sufficient information or the information they provided was not clear enough.

Specifically, France listed the main modules of the survey without referring on the main variables of each module, Estonia mentions variables on formal, non-formal and informal education but without giving a detailed description of the variables used while Croatia does not provide any information on this issue.

Proposal: *Instead of requesting from countries to list the main variables used in the national surveys, a pre-defined list of the main variables of the AES standard questionnaire can be used where countries can tick those variables used in their survey. A question on which other variables/questions are used at national level can also be added.*



Proposal: A similar pre-defined list of auxiliary information can be used listing the main socio-economic variables of the national AES survey. This will facilitate the respondents to give more clear and harmonised answers.

3. Statistical units, scope and target population: Most countries provided the relevant information.

However, there were five countries (LT, UK, PL, HR, EE) that did not provide information on the statistical unit of the survey, two countries (SE, SK) that gave the number of individuals of the frame instead of the target population, while Italy did not give clear information on both the target population and the statistical unit of the survey. Moreover, Croatia did not provide any information on the target and non-target population.

Proposal: This question can be split into three questions: A question on the target population of the AES survey, another question on exclusions from the target population and a third question on the statistical units. These questions can be formulated as follows:

1. Please give the definition of the target population of the survey, e.g. permanent residents aged 25 to 64 years.
 2. Please report any exclusions from the target population (e.g. persons living in collective households).
 3. The main statistical unit for the AES survey are the individual and the learning activities. Please indicate if there were some deviations.
4. Territorial coverage: All countries but Croatia provided the relevant information.
5. Target population: All countries provided information on the number of individuals consisting the target population.
6. Non-target population: All countries provided information on the number of individuals consisting the non-target population.
7. Study domains: All countries but Croatia provided the relevant information.
8. Reference period: All countries provided sufficient information.

III. Relevance

No serious problems were encountered in this section. Most countries provided sufficient information on the classification and description of users as well as on the users' needs origin. Since no user satisfaction surveys were carried out by the majority of countries there was not much information on users need satisfaction and on future changes as a result of increasing/not satisfied users needs.

IV. Accuracy

No serious problem is met on this section. Most countries provided the information required for most indicators of accuracy with a great deal of detail for some cases, i.e. sampling method. Only few countries did not provide information on sampling and non-sampling errors. Specifically, information was requested on the following issues:

1. Sampling method: No significant problems were observed. Most countries provided a detailed description of the sampling method used in the survey.
2. Additional measures taken at the time of sampling design to improve representativeness: Sufficient information is provided, where available.



3. A. Gross sample size: This information is provided by almost all countries.
4. Estimation/grossing-up procedures: A detailed description of estimation/grossing-up procedures, such as the description of weighting used in the surveys is provided by most countries.
5. Sampling errors: Information on sampling errors of the estimates (i.e. 95% confidence intervals, coefficients of variation) is provided by most countries. The only exceptions are France, Croatia and Spain (for informal learning).
6. Non-sampling errors:
 - 6.1. Coverage errors: Information on the sampling frame and coverage of the population, i.e. number of eligible, non-eligible units of the population is provided by most countries. The only exception is France where no information on the coverage of the population is provided.
 - 6.2. Measurement errors: No problem is met. All countries provided information on survey vehicle (standalone or incorporated in another survey) and survey type (face-to-face interview, phone interview etc).

Conclusions from pilot testing

In general, most countries provided a detailed description of the problems encountered from the pilot testing of the standard AES questionnaire while some of them proposed specific solutions to overcome these problems. Specifically, the national quality reports contained detailed information on the following issues:

6.2.3.1 Problematic modules and variables/questions: Almost all countries described in great detail the problematic modules and variables/questions encountered when implementing the AES survey. Some of these problematic variables/questions refer to difficulty in distinguishing informal learning from studying, guided on-the-job training from training that was part of the job, difficulty in remembering self-study time, number of non-formal activities as well as difficulties in reporting obstacles.

Several countries proposed specific solutions to such problems which, apart from the training of the interviewers, involve the questioning of fewer than three formal/non-formal activities, the exclusion and/or modification of specific modules/questions, the provision of more detailed explanatory notes to the interviewers/respondents, the introduction of techniques for calculation of the volume of participation etc.

6.2.3.2 Problems with the implementation of the CLA concepts: Most countries stressed the difficulty in distinguishing among the concepts of formal, non-formal and informal learning, the difficulty in understanding the concept of the guided on-the-job training as well as problems in defining certain types of education activities such as astrology, yoga, dance (tango) etc.

Although no proposed solutions were required for this section, some countries provided relevant suggestions that were implemented at national level, e.g. the inclusion of seminars and workshops in informal learning for the British survey.

6.2.3.3 Problems with the definition of different types of learning activities which appeared during the tests: Most countries described explicitly cases where the respondent had difficulties in deciding about the type of the learning activity and many of them proposed specific solutions to deal with these problems. Some of the suggested solutions were more general focusing on the training of the interviewers and particularly giving emphasis in studying the fields of education and training before the interview takes place, while some others were more specific, e.g. splitting the question on informal learning into two questions as it occurs in the British questionnaire.

6.2.4 Proxy answers: No problem is encountered in this section. Most countries stated very clearly that instructions were given for not allowing the use of proxy answers during the interviews. Only



very few countries allowed proxy answers and in this case the respective rates of the proxies were given.

Proposal: *This section can be incorporated in the section “Problems encountered and lessons to be learned” as the information provided in these two sections is quite similar.*

- 6.3. Processing errors: No problem is encountered in this section. All countries described in detail the data editing and coding control process and the main errors spotted in each survey implementation such as coding of fields in formal, non-formal education.

Moreover, most countries provided a list of those questions that are asked as open and then pos-coded as well as a list of questions, where the category “other” can be reclassified if an appropriate category was defined in the variable. The latter list includes questions related to the provider of the learning activity, the occupation of the respondent, the reasons for not participating in non-formal education and training etc.

- 6.4. Response and non-response: Information on unit and item response/non-response as well as information on methods used for minimising unit non-response is provided by most countries. Moreover, the methods used when unit and/or item non-response is present are reported by most countries, when these are applicable.

V. Timeliness and punctuality

Most countries reported the starting and ending dates for each phase of the project. However, very few countries provided information on the differences between the planned and real dates of the tasks.

Proposal: *The question on the differences between the planned and real dates of the tasks is difficult to be answered for each phase of the survey. It can be replaced by two questions: a) the time lag between the end of the reference period and the date when the data is available and b) the difference between the planned and real dates of the data transmission to Eurostat.*

VI. Accessibility and clarity

Most countries provide information about the channels the AES data are disseminated (paper, electronic publications, micro-data based on service-level agreements etc) as well as information on any relevant documentation (quality reports, tables, graphs, explanatory notes etc) that accompany the statistics produced.

VII. Comparability/ Deviations from the AES recommendations

No problem is encountered in this section. Countries that do not fully adopt the standard AES questionnaire report:

- the variables/questions of the standard AES questionnaire which are not covered by the national questionnaire,
- the variables of the standard AES questionnaire which are covered by the national questionnaire but they are collected from registers
- the variables which are not covered by the standard AES questionnaire but they are collected additionally for national purposes.

Moreover, most countries report on differences in survey design and interviewing methods between the national survey and the AES recommendations.

Proposal: *In order to get more harmonised answers on comparability two questions can be used: One question on methodological deviations from the standard AES survey and another question on comparability of the same survey over time.*



- ***The former question will list all the methodological aspects of the survey (questionnaire, target population, sampling design, data collection etc) for which deviations from the AES recommendations are observed. Moreover, a comment on the impact of these deviations on national survey can be added.***
- ***In the latter question the respondent may indicate the major differences within the same survey over time for a number of key indicators, i.e. participation rates in formal, non-formal, informal learning, number of learning activities etc.***

VII. Coherence

There is no problem in this section. Most countries compared the national AES with similar surveys from other sources, e.g. the ad-hoc module on lifelong learning of the LFS. In the case where such comparisons were feasible, the greatest differences in a number of key indicators, i.e. participation in any learning activities between the AES and other surveys were reported. Moreover, countries provided information on the reasons that explain such discrepancies, i.e. data collection mode and questionnaire design.

IX. Overall assessment

There is no problem in this section. Most countries reported the main strong and weak points of their national Adult Education surveys.

IX. Problems encountered and lessons to be learned

Although the information required in this section overlaps with the information of section “Conclusions from the pilot testing”, most countries filled in this section by mainly repeating the information that they had already provided.

Proposal: The information from section 6.2.3 can be deleted and incorporated under this section

3.2 Result tables

18 countries (AT, BG, CY, DE, EE, EL, ES, FI, FR, HU, IT, LT, LV, NO, PL, SE, SK, UK) gave results (in %) on:

- Participation in formal, non-formal education by age, sex, education (ISCED levels), labour status, occupation and urbanisation.

Missing information:

- IT gave no participation rates in any type of learning (formal, non-formal, formal or non-formal) by occupation.
- LV gave no participation rates in formal education for the unemployed
- CY and SK gave no participation rates in formal education for ISCED levels 0-2

- Non-participation in formal, non-formal education by age, sex, education level, labour status, occupation and urbanisation.

Missing information: IT gave no non-participation rates in formal or non-formal education and learning by occupation.

- Participation in job-related formal, non-formal education and training by age, sex, education level and field of education.

Missing information:



- General programmes:
 - Non available rates in job-related formal and non-formal education and training for BG and EL.
 - Non available rates in job-related formal education and training for FR and LV
 - Humanities, languages and arts:
 - Non available rates in total and in foreign languages job-related formal education and training for CY, EE and FR (foreign languages)
 - Life sciences (formal education): Non available rates for FR and EL
 - Physical science: Non available rates for LT and SK (formal education) and HU (non-formal education)
 - Mathematic and statistics: Non available rates for AT, BG, FR, LT, LV and SK, UK (formal and non-formal education)
 - Computer science: Non available rates for LV (formal education) and UK (formal and non-formal education)
 - Computer use: Non available rates for AT, BG, CY, DE, FR, LV, SK (formal education) and UK (formal and non-formal education)
 - Agriculture and veterinary: Non available rates for LV (formal education) and SK (non-formal education)
- Distribution of education and training activities by field of education and provider of non-formal education and training.

Missing information:

- General programmes: Non available rates for BG, FR (formal and non-formal education and training)
 - Life science: Non available rates for EL (formal education and training)
 - Physical science: Non available rates for SK (formal education and training)
 - Mathematics and statistics: Non available rates for BG, FR, LT and LV (formal education and training) and SK, UK (formal and non-formal education and training)
 - Computer science: Non available rates for EL (formal education and training) and UK (non-formal education and training)
 - Computer use: Non available rates for AT, BG, CY, DE, FR, LV, SK (formal education and training) and UK (formal and non-formal education and training)
 - Agriculture and veterinary: Non available rates for SK (non-formal education and training)
 - Providers of non-formal education and training:
 - In FR no rates are available for employers' organisations, chambers of commerce, trade unions, non-profit associations, non-commercial institution where ET is not the main activity
 - In FI, LT no rates are available for the 'other' category
 - In LT, PL, SK no rates are available for non-commercial institution where ET is not the main activity
 - In NO there are no rates available for any type of provider
- Distribution of reasons of participation in non formal education and training age, sex and education level.

Missing information: None

- Duration of participation in formal, non-formal education by age, education level, labour status, occupation

Missing information:

- CY and SK gave no mean of instruction hours in formal education for ISCED levels 0-2
- LV gave no mean of instruction hours in formal education for the unemployed



- IT gave no mean of instruction hours in any type of learning (formal, non-formal, formal and non-formal) by occupation.

- Share of total instruction hours in education and training activities by field of education

Missing information:

- General programmes: Non available rates for AT, FR (formal education and training) and BG, EL (formal, non-formal education and training, formal or non-formal education and training)
- Humanities, languages and arts: Non available rates for FR (total formal education and training), FR and EL (foreign languages in formal education and training)
- Science, mathematics and computing:
 - Total: Non available rates for FR (formal education and training)
 - Life science: Non available rates for FR and EL (formal education and training)
 - Physical science: Non available rates for FR and SK (formal education and training)
 - Mathematics and statistics: Non available rates for BG, EE, FR, LT, LV (formal education and training), SK and UK (formal, non-formal, formal or non-formal education and training)
 - Computer science: Non available rates for FR (formal education and training) and UK (formal, non-formal, formal or non-formal education and training)
 - Computer use: Non available rates for AT, BG, CY, DE, FR, LV, SK (formal education and training) and UK (formal, non-formal, formal or non-formal education and training)
- Agriculture and veterinary: Non available rates for FR (formal education and training), SK (non-formal education and training)

- Cost of participation in education and training by age, education level, labour status, occupation

Missing information:

- No figures available for FR and IT
- No figures available for BG, CY and SK for ISCED levels 0-2 in formal education and training

- Obstacles and access by age, sex, education level

Missing information:

- Participation willingness by sex for a) respondents who already participated and did not want to and b) respondents who already participated but wanted to participate: No available rates for DE
- Obstacles by age, sex and education level for respondents who did not participate but wanted to participate: No available rates for FR
- Access to information on learning possibilities by age, sex, education level and type of participation in education and training: No available rates for EE and NO
- Distribution of sources from which participants found information on learning possibilities: No available rates for EE and NO

From the above it can be seen that most countries filled in the pre-defined result tables with the information that is requested. The missing information observed in participation rates and volume of formal and non-formal education for specific fields of education, e.g. General programmes, mathematics and statistics and computer use is an indicator for possible classification problems, i.e. difficulties in assigning a subject to the right field of education.

However, the above are only preliminary conclusions since in most cases they have been produced beforehand the validation of microdata by Eurostat and hence they are subject to errors and inconsistencies.



4 Annex 1: Quality Report template

The following is the quality report template used by Eurostat to collect methodological information and results from the implementation of the Adult Education Surveys at national level.

General guidelines on using this template

- *Fill in the required information in the space (box) foreseen next to or below the item heading, if a box is irrelevant for your national survey, indicate 'non-applicable' to avoid we have to come back to you on this item. An increase of the box' size after inserting several lines or paragraphs is no problem. However, when reporting several pages for one item, we kindly ask you to give a short summary and refer to the full text in an annex.*
 - *Keep the numbering of the chapters and items. Additional comments can be given at the end of the report.*
 - *Please replace in the header field the code 'EU' with your country code.*
-



Adult Education Survey Final report

I. General information

1.	Country	
2.	Organisation responsible the survey <i>Please also indicate the organisation <u>running</u> the survey if different from the organisation responsible (e.g. because of sub-contracting).</i>	
3.	Contact person(s) (name, unit, e-mail, phone, fax)	



4.	Name of the collection The name of the survey in its original language(s) and in English (e.g. name used in the statistical office's English website).	
5.	Last update of this report	

6.	Survey participation Please indicate whether the survey is mandatory or voluntary.

7.	Survey period The beginning and end date of the data collection period.



II. Content

1.	<p>Parameters of interest</p> <p>Please list main parameters of interest (e.g. participation rate in non-formal education, share of the job related activities in non-formal education, average instruction hours spent on formal/non-formal education and training)</p>
2.	<p>Main variables</p> <p>Please list main variables included in the survey.</p>
3.	<p>4.1 Statistical units, scope and target population</p> <p>Please describe what was the target population (regarding for example age, labour status, place of residence). Statistical unit for the AES are in principle individuals and learning activities, please describe all the statistical units in your survey.</p>



4.	<p>Territorial coverage</p> <p>If applicable, indicate the parts of the country that are not included as well as an estimate of the resulting percentage of under coverage (non-covered population compared to total country population).</p>

	<i>Universe</i>	<i>Individuals</i>
5.	<p>Target population</p> <p>The number of <i>individuals</i> in the target population (scope, universe).</p> <p>Please restrict the numbers to the <i>Eurostat scope</i> (if additional age groups are covered in the national survey, these can be reported separately between brackets).</p> <p>If not directly available, please provide an estimate (e.g. based on other social surveys).</p> <p>If not applicable, please indicate why.</p>	



6.	Non-target population	
	<p>The approximate number of <i>individuals</i> outside the scope of the survey (e.g. individuals younger than 25 or older than 64), i.e. the difference between the total population in the country and the target population).</p> <p>If not applicable, please indicate why.</p>	

7.	Study domains	
	<p>The parameters of interest are being estimated for different subgroups of the population (domains), e.g. gender, age groups, highest completed level of education, main current labour status, etc.</p> <p>Please list domains for which you estimate parameters.</p>	

8.	Reference period (s)	
	<p>What was the reference period of the AES, in case you used different periods for different variables, please specify for which and describe the reasons of your decision.</p>	



III. Relevance

1. Classification and description of users

Classification of users:

- Institutions:

European level: Commission (DGs, Secretariat General), Council, European Parliament, other European Agencies.

National or regional level: Ministries of Economy or Finance, Other Ministries, NSIs, etc.

Multi-national organisations: OECD, UN, etc.

- Social actors: Employers associations, trade unions, lobbies, at the European, national or regional level

- Media: International, national or regional specialised or for general public, interested both in figures and analyses/comments.

- Researchers, students

- Enterprises: for own market research activities or for consultancy services in the information sector.

	<i>Classification of user</i>	<i>Description of user</i>
1.1	European level	European Commission
1.2	National level	Government, the Ministry of Education, the Ministry of Social Security and Labour
1.3	Media	National and regional, daily and specialised press, special websites
1.4	Researchers, students	Scientists of the Public policy and Management Institute, students of universities
1.5		



2.	Users' needs origin
	Please describe what the user need was, and specify whether there exist any documents where the description of more comprehensive needs was described.

3.	Users needs satisfaction
	Please evaluate whether users need have been fulfilled in case you have conducted a user satisfaction surveys, please describe more detailed the results.

4.	Future changes being result of growing / not satisfied users needs.



IV. Accuracy

1.	<p>Sampling method</p> <p>Please give a description of the sampling method used (e.g. stratified random sample, quota sampling, cluster sampling; one-stage or two-stage sampling; if not directly selected from the register, what was the Primary sampling unit (PSU), Final sampling unit (FSU), how are individuals selected within the household; one or all individuals within a household; etc.) and the method used for determining the sample size and sample selection. If stratification was used, please specify which variables were used to stratify, the categories of those variables and the final number of stratum.</p>

2.	<p>Additional measures taken at the time of sampling design to improve representativeness</p> <p>If any, and if not covered under 6.1.3 E.g. corrections for sampling frame undercoverage, etc.</p>

		<i>Number of households</i>	<i>Number of individuals</i>
3.A	<p>Gross sample size</p> <p>The number of individuals initially selected from the sampling frame (if not applicable, please indicate why).</p>		



4.	<p>Estimation /grossing-up procedures</p> <p>Please give a description of the extrapolation or weighting procedures used to gross up the results in the net sample to the (target) population, discussing the different steps taken or factors applied to the design weighting to take into account the (post)stratification, adjusting for unit non-response, etc.</p>

5. Sampling errors

5.1	<p>Standard error</p> <p>Please comment on the calculation of standard error</p>

Basic information on the population

	<i>Population</i>		<i>Sample</i>		<i>Response</i>		<i>Non response</i>	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
All								
women								
men								
Age (1)								
25-34								
35-49								



	<i>Population</i>		<i>Sample</i>		<i>Response</i>		<i>Non response</i>	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
50-64								
Age(2)								
25-34								
35-54								
55-64								
Educational attainment level								
ISCED5+6								
ISCED 3A,B, 3C long programmes (>=2 years), 4								
No formal education or below ISCED 1 + ISCED1+2+3C short programmes (<2 years)								
Labour status								
Employed								
Unemployed								
Inactive								
Degree of urbanisation								
Densely-populated area								
Intermediate area								
Thinly-populated area								



Indicator or subindicator		<i>Number of respondents</i>	<i>Estimated proportion</i>	<i>Standard error (with respect of sampling plan)</i>	<i>95% confidence interval</i>	<i>Deft (if available)</i>
5.1	Participation rate in non-formal education					
5.1	All					
5.1.1.2	women					
5.1.1.3	men					
5.1.2.1	persons 25-34 years old					
5.1.2.2	persons 35-49 years old					
5.1.2.3	persons 50-64 years old					
5.1.2.4	persons 35-54 years old					
5.1.2.5	persons 55-64 years old					
5.1.3.1	people with the educational attainment level of ISCED 1 or 2 or 3C short programmes (<2years)					
5.1.3.2	people with the educational attainment level of ISCED 3A or 3B or 3C long programmes (>=2years) or 4					
5.1.3.3	people with the educational attainment level of ISCED 5 or 6					



<i>Indicator or subindicator</i>		<i>Number of respondents</i>	<i>Estimated proportion</i>	<i>Standard error (with respect of sampling plan)</i>	<i>95% confidence interval</i>	<i>Deft (if available)</i>
5.1.4.1	employed					
5.1.4.2	unemployed					
5.1.4.3	inactive					
5.1.5	Share of non-formal education and training participants who participated in the training for job related reasons					
5.1.6	Share of non-formal education and training participants who participated in the training during paid working hours.					

<i>Indicator or subindicator</i>		<i>Number of activities</i>	<i>Estimated proportion</i>	<i>Standard error (with respect of sampling plan)</i>	<i>95% confidence interval</i>
5.2	Share of the job related activities in non-formal education				
5.3	Share of non-formal activities which took place during paid working hours				



<i>Indicator or subindicator</i>		<i>Number of activities</i>	<i>Estimated proportion</i>	<i>Standard error (with respect of sampling plan)</i>	<i>95% confidence interval</i>
5.4	Participation in formal education activities				
5.4.1	<i>Formal education activities</i>				
5.4.1.1	000 General programmes				
5.4.1.2	100 Teacher training and education science				
5.4.1.3	200 Humanities, languages and arts but not foreign languages				
5.4.1.4	222 Foreign languages				
5.4.1.5	300 Social sciences, business and law				
5.4.1.6	42+ 44+ 46+ 600 Life and physical science mathematics statistics and agriculture and veterinary				
5.4.1.7	481 Computer science				
5.4.1.8	482 Computer use				
5.4.1.9	500 Engineering, manufacturing and construction				
5.4.1.10	700 Health and welfare				
5.4.1.11	800 Services				
5.4.1.12	900 Unknown				
5.4.2	<i>Non-formal education activities</i>				
5.4.2.1	000 General programmes				



Indicator or subindicator			<i>Number of activities</i>	<i>Estimated proportion</i>	<i>Standard error (with respect of sampling plan)</i>	<i>95% confidence interval</i>
5.4.2.2	100	Teacher training and education science				
5.4.2.3	200	Humanities, languages and arts but not foreign languages				
5.4.2.4	222	Foreign languages				
5.4.2.5	300	Social sciences, business and law				
5.4.2.6	42+ 44+ 46+ 600	Life and physical science mathematics statistics and agriculture and veterinary				
5.4.2.7	481	Computer science				
5.4.2.8	482	Computer use				
5.4.2.9	500	Engineering, manufacturing and construction				
5.4.2.10	700	Health and welfare				
5.4.2.11	800	Services				
5.4.2.12	900	Unknown				
5.4.3	<i>Informal learning</i>					
5.4.3.1	000	General programmes				
5.4.3.2	100	Teacher training and education science				
5.4.3.3	200	Humanities, languages and arts but not foreign languages				



Indicator or subindicator			<i>Number of activities</i>	<i>Estimated proportion</i>	<i>Standard error (with respect of sampling plan)</i>	<i>95% confidence interval</i>
5.4.3.4	222	Foreign languages				
5.4.3.5	300	Social sciences, business and law				
5.4.3.6	42+ 44+ 46+ 600	Life and physical science mathematics statistics and agriculture and veterinary				
5.4.3.7	481	Computer science				
5.4.3.8	482	Computer use				
5.4.3.9	500	Engineering, manufacturing and construction				
5.4.3.10	700	Health and welfare				
5.4.3.11	800	Services				
5.4.3.12	900	Unknown				

Indicator or subindicator			<i>Number of hours</i>	<i>Estimated proportion</i>	<i>Standard error (with respect of sampling plan)</i>	<i>95% confidence interval</i>
5.5	Share of instruction hours by field					
5.5.1	<i>Formal education activities.</i>					
5.5.1.1	000	General programmes				
5.5.1.2	100	Teacher training and education science				
5.5.1.3	200	Humanities, languages and arts but not foreign languages				
5.5.1.4	222	Foreign languages				



Indicator or subindicator			Number of hours	Estimated proportion	Standard error (with respect of sampling plan)	95% confidence interval
5.5.1.5	300	Social sciences, business and law				
5.5.1.6	42+4 4+46 +600	Life and physical science mathematics statistics and agriculture and veterinary				
5.5.1.7	481	Computer science				
5.5.1.8	482	Computer use				
5.5.1.9	500	Engineering, manufacturing and construction				
5.5.1.10	700	Health and welfare				
5.5.1.11	800	Services				
5.5.1.12	900	Unknown				
5.5.2	<i>Non-formal education activities</i>					
5.5.2.1	000	General programmes				
5.5.2.2	100	Teacher training and education science				
5.5.2.3	200	Humanities, languages and arts but not foreign languages				
5.5.2.4	222	Foreign languages				
5.5.2.5	300	Social sciences, business and law				
5.5.2.6	42+4 4+46 +600	Life and physical science mathematics statistics and agriculture and veterinary				
5.5.2.7	481	Computer science				



Indicator or subindicator			<i>Number of hours</i>	<i>Estimated proportion</i>	<i>Standard error (with respect of sampling plan)</i>	<i>95% confidence interval</i>
5.5.2.8	482	Computer use				
5.5.2.9	500	Engineering, manufacturing and construction				
5.5.2.10	700	Health and welfare				
5.5.2.11	800	Services				
5.5.2.12	900	Unknown				



<i>Indicator or subindicator</i>		<i>Estimated value</i>	<i>Coefficient of variation</i>
5.6.1	Average amount paid by participant for all the expenses related to all the formal education activities		
5.6.1.1	Average amount paid by a respondent for tuition, registration and exam fees related to all the formal education activities		
5.6.1.2	Average amount paid by a respondent for books and/or technical study means related to all the formal education activities		
5.6.2	Average amount paid by a respondent for all the expenses related to all the non-formal education activities		
5.6.2.1	Average amount paid by a respondent for tuition, registration and exam fees related to all the non-formal education activities		
5.6.2.2	Average amount paid by a respondent for books and/or technical study means related to all the non-formal education activities		
5.7	Average number of hours spend by a respondent in all formal education activities		
5.8	Average number of hours spend by a respondent in all non-formal education activities		
5.8	All		
5.8.1.1	women		
5.8.1.1	men		
5.8.2.1	persons 25-34 years old		



Indicator or subindicator	<i>Estimated value</i>	<i>Coefficient of variation</i>
5.8.2.2 persons 35-49 years old		
5.8.2.3 persons 50-64 years old		
5.8.2.4 persons 35-54 years old		
5.8.2.5 persons 55-64 years old		
5.8.3.1 people with the educational attainment level of ISCED 1 or 2 or 3C short programmes (<2years)		
5.8.3.2 people with the educational attainment level of ISCED 3A or 3B or 3C long programmes (>=2years) or 4		
5.8.3.3 people with the educational attainment level of ISCED 5 or 6		
5.8.4.1 employed		
5.8.4.2 unemployed		
5.8.4.3 inactive		



6. Non sampling errors

6.1 Coverage

6.1.1	<p>Sampling frame</p> <p>Name and short description of the sampling frame or register used</p>
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6.1.2	<p>Known shortcomings of the sampling frame, if any</p> <p>Shortcomings in terms of timeliness (e.g. time lag between last update of the sampling frame and the moment of the actual sampling), geographical coverage, coverage of different subpopulations, etc.</p>
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<i>Coverage of population (ineligible cases)</i>		<i>Number of households</i>	<i>Number of individuals</i>
6.1.3	<p>Ineligible: out-of-scope</p> <p>E.g. selected household is not in the target population because all members are under 25 or over 64 years old.</p>		
6.1.4	<p>Other ineligible</p> <p>E.g. no dwelling exists at the selected address or selected individual has died between the reference data of the sampling frame (6.1.1) and the moment of the interview.</p>		

6.B	<p>Number of eligible elements</p> <p>I.e. the gross sample size corrected for the ineligible cases.</p> <p>► $[\\$6.B] = [\\$3.A] - [\\$6.1.3] - [\\$6.1.4]$</p>		
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6.2. Measurement

6.2.1	Survey vehicle Stand-alone or embedded in another survey. If embedded, give a short description of the survey the AES was insert in.

6.2.2	Survey type Short description of the survey type (face-to-face interview, telephone interview, combination of techniques, other; paper-pen, CAPI, CATI, etc.)

6.2.3 Conclusions from pilot testing

These comments can relate to methodological issues as well as to the questionnaire itself (item construction, clarity of definitions to interviewers and respondents, routing and filtering, etc.)

6.2.3.1	Problematic modules and variables/questions Please indicate what were the modules and/or questions which caused problems during preparation of the questionnaire and/or later during the interviews. Please describe the problems and ways you managed with them.

6.2.3.2	Problems with the implementation of the CLA concepts Please describe cases were you had difficulties in implementing the CLA concepts and defining types of educational activities.

6.2.3.3	Problems with the definition of different types of learning activities which appeared during the tests Please describe cases were respondent had difficulties in deciding about the type of activity, please discuss possible sources of these problems and propose solutions.



6.2.4

Proxy answers

Please indicate whether the instructions to interviewers allow for proxy interviews (another person in the household than the one who was randomly selected can answer the questions).

If yes, give an estimate of the percentage of proxy interviews (compared to the total number of interviews). **Attention: this question concern the real survey and not the tests**

6.3. Processing

6.3.1

Please describe data entry and coding control process as well as editing systems applied to the data. What were the main errors detected in the post-data collection process and what was their number.

6.3.3

What were the questions asked as open and post coded afterwards? (Coding of ISCED, NACE, ISCO)

Please list open questions and describe process of post-coding (was it done by the interviewer, in the regional, central office, what were the methods used, etc.)

6.3.2

What were the questions where category "other" could be reclassified if an appropriate category was defined in a variable?

In principle, whenever category "other" is one of the options in the variables/questions, it should be formulated: Other/please specify. Please list questions where quite significant number of answers constitute separate not already existing category, which could be created for the next round of the survey. Please also propose a missing category/ies.

Please add rows if necessary



	Question/variable	% of answers "other"	Proposal for a category
6.3.2.1	As you mentioned before, you studied over the last 12 months, but you did not want to study any more. What were the reasons?		
6.3.2.2	Did any of the following reasons explain why you didn't participate in education or training during the last 12 months/		
6.3.2.3	Where did you get the information about learning possibilities		

6.4 Response and non-response /Unit non-response

Unit non-response occurs when not all individuals of the gross sample (i.e. the initial sample drawn from the reference sampling frame) participate in the survey and are thus not included in the net sample.

However, not all types of non-response are taken into account when calculating the response rate (in §6.D) as they can be rather related to the quality of e.g. the sampling frame than to the quality of the survey data.

Note: In this report - for reasons of comparability across countries - all non-contacts are considered to be *non-response of eligible cases* (where in reality some of the non-contacts may concern ineligible cases).

	Type of unit non-response (eligible cases)	Number of households	Number of individuals
6.4.1	Non-contact E.g. no one was home or postal survey was never sent back.		
6.4.2	Refusal E.g. selected household or individual was contacted but refused to take part in the survey.		



6.4.3	<p>Inability to respond</p> <p>E.g. selected household or individual was unable to participate due to language barriers or cognitive or physical incapacity to respond.</p>		
6.4.4	<p>Rejected interviews</p> <p>E.g. the selected household/individual did take part but the survey form cannot be used (poor quality - e.g. strong inconsistencies; unacceptable item-response – e.g. individual left most of the questions unanswered; survey form got lost and interview cannot be repeated; etc.).</p>		
6.4.5	<p>Other non-response</p> <p>Please specify the other types of non-response encountered.</p> <p><u>Note:</u> please add the other non-response related to ineligibility of the selected elements under §6.2.</p> <ul style="list-style-type: none"> • • ... 		

6.C	<p>Net sample size</p> <p>The number of households/individuals that can be used in the final database (if not applicable, please indicate why). This notion corresponds to the <i>final sample</i> in the Tabulation Scheme.</p> <p>► $[\\$6.C] = [\\$6.B] - [\\$6.4.1] - [\\$6.4.2] - [\\$6.4.3] - [\\$6.4.4] - [\\$6.4.5]$</p>		
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		<i>Households</i>	<i>Individuals</i>
6.D	<p>Unit response rate</p> <p>The unit response rate is the ratio of the <i>number of in-scope respondents</i> (= the number of achieved interviews or the net sample size, see §6.C) to the <i>number of eligible elements</i> selected from the sampling frame (see §6.B).</p> <p>The number of eligible elements equals <i>the gross sample size</i> (see §3.A) <i>minus the ineligible cases</i> (see §6.1.3 and §6.1.4).</p> <p>► $[\\$6.D] = [\\$6.C] / [\\$6.B]$</p>		



6.4.6	Comments on the unit response rate, if any <insert information here>
6.4.7	Methods used for minimizing unit non-response Where applicable, give a description of measures taken to reduce the unit non-response: <ul style="list-style-type: none">• advance notification in the form of a letter or phone call;• system of reminders, number of visits, number of attempts for phone calls, etc.• showing respondents how the data they are providing are being used;• etc.
6.4.8	Methods used for dealing with unit non-response Please indicate the methods used for dealing with unit non-response and give a short description of the methods used (e.g. correction factor in the weighting procedure, imputation based on background characteristics known from the sampling frame, etc.).
6.4.9	Other comments relating to the unit non-response If any, please use this box to inform on additional issues on the non-response calculation (e.g. method used in national publications, etc.).



6.5 Response and non-response /item non-response

Item non-response occurs when a respondent provides some, but not all, of the requested information, or if the reported information is not useable (note that entirely non-useable questionnaire are already counted in the *unit* non-response, see §6.4).

It may occur for a variety of reasons. Items may be missing because the respondent broke off the interview after partially completing it (but enough data were provided so that the questionnaire is not classified as a unit non-response). Items may be missing because the respondent inadvertently skipped an item, a module or a page (especially in self-administered mail surveys). Or a respondent may simply not have the information on the question (and no don't know option is foreseen) or refuse to give the requested information.

As item non-response usually goes hand-in-hand with systematic bias (e.g. the proportion of *No* answers may be higher among people with item non-response compared to those who did answer on a specific item), it is useful to assess the degree and impact of this type of non-response.

6.5.1	Questions or items with item response rates below 90% If any, identify the items with low response rates (the cut-off value to be used is 0.90) and indicate their respective response rates. The item non-response rate should of course be calculated taking into account the routing and filtering in the questionnaire. 1.
6.5.2	Methods used for dealing with item non-response Indicate whether imputations are made for item non-response and give a short description of the methods used (e.g. nearest-neighbour imputation, hot deck imputation, mode imputations within classes, etc.).
6.5.3	Other comments relating to the item non-response If any, please use this box to inform on additional issues on the non-response calculation (e.g. method used in national publications, etc.). <insert information here>



V. Timelines and punctuality

<p>Please indicate the dates when each of the following phases of the project started and ended.</p> <p>Please report the differences between the planned and real dates of the works.</p>
A. Preparation of pilot testing
B. Pilot testing
C. Preparation of survey
D. Fieldwork
E. Processing (including quality control, editing and imputation)
F. Correct and complete micro data delivered to Eurostat
G. Dissemination of national results



VI. Accessibility and clarity

1.	<p>Conditions of access to data, media support, possible restrictions, existing service-level agreement, etc.</p> <p>Please describe what are the dissemination forms of the AES data as well as conditions of access to data, existing service-level agreement, etc.</p>
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2.	<p>Available information accompanying the statistics</p> <p>Please describe types of documentation, explanations and quality limitations which were/are going to be to provide to the data users.</p>
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VII. Comparability/ Deviations from the AES recommendations

1.	<p>Coverage and definitions of variables</p> <p>Please describe the differences between national survey and AES manual regarding coverage and definitions of variables. Please describe reason of these deviations and possible consequences you see for the survey results.</p>
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2.	<p>Survey design/interviewing methods</p> <p>Please describe the differences between national survey and AES recommendations regarding survey design and interviewing methods.</p>
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VIII. Coherence

	<p>Comparison of statistics for the same phenomenon or item from other surveys</p> <p>Please indicate the most surprising results and important differences (in comparison to other data sources) and analyse their possible reasons.</p>

IX. Overall assessment

	<p>Please give your general opinion about the quality of the survey, its weaknesses and strong points.</p>

IX. Problems encountered and lessons to be learnt

	<p>These comments can relate to methodological issues as well as to the questionnaire itself (item construction, clarity of definitions to interviewers and respondents, routing and filtering, outcome of pre-tests, etc.)</p>
11.1	<p>Problematic modules and variables/questions</p> <p>Please indicate what were the modules and/or questions which caused problems during preparation of the questionnaire and/or later during the interviews and which were not detected during the tests. Please describe the problems and ways you managed with them. In case you have already ideas for improvements in the next round of the survey.</p>
11.3	<p>Problems with the definition of different types of learning activities which appeared during the interviews.</p> <p>Please describe cases where respondent had difficulties in deciding about the type of activity, please discuss possible sources of these problems and propose solutions.</p>
11.6	<p>Other comments, if any</p>



X. Annexes

	Note: <i>Please also provide the annexes in a computer-readable format and in English</i>
1.	Pre defined tables Attached
2.	Questionnaire in national language Attached
3.	Questionnaire in English (if available) Attached
4.	Interviewer instructions (if available)
5.	National reports on methodology (if available)
6.	Analysis of key results, backed up by tables and graphs (if available)
7.	Other annexes Please give an overview of other annexes (whether or not referred to in the preceding chapters of this report)
	<ul style="list-style-type: none">• ...• ...



4.2 Annex 2: Result tables

The following are the results produced by countries for a number of key indicators on formal and non-formal education and training after the implementation of the pilot Adult Education Survey.

1. Participation rate in education and training by sex (%)

Country	Formal education and training			Non-formal education and training			Formal or non-formal education and training		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
AT	4.4	3.9	4.2	41.8	37.8	39.8	44.0	39.9	41.9
BG	2.3	3.1	2.7	36.9	33.7	35.2	37.9	35.0	36.4
CY	3.8	2.0	2.9	41.6	37.5	39.5	43.0	38.2	40.6
DE	6.1	4.2	5.2	45.8	40.4	43.1	48.3	42.4	45.4
EE	2.9	6.9	5.0	35.8	44.2	40.2	36.9	46.7	42.1
ES	5.5	6.4	6.0	27.3	27.1	27.2	30.8	31.0	30.9
FI	8.2	12.2	10.2	45.2	57.2	51.2	48.9	61.3	55.0
FR	1.7	1.7	1.7	35.5	32.8	34.1	36.4	33.8	35.1
GR	2.3	2.3	2.3	12.6	12.8	12.7	14.3	14.6	14.5
HU	2.0	3.0	2.5	6.6	6.9	6.8	8.3	9.6	9.0
IT	3.9	5.0	4.4	20.3	20.1	20.2	22.2	22.2	22.2
LT	5.2	7.2	6.3	26.0	35.3	30.9	28.7	38.7	33.9
LV	3.0	7.7	5.4	24.6	36.2	30.7	25.9	39.0	32.7
NO	8.3	11.6	9.9	50.0	51.2	50.6	53.3	55.9	54.6
PL	4.8	6.2	5.5	18.2	18.9	18.6	21.3	22.4	21.8
SE	9.6	16.0	12.7	67.7	71.2	69.4	70.8	76.1	73.4
SK	4.1	8.0	6.1	43.4	39.1	41.2	45.3	42.8	44.0
UK	12.3	17.8	15.1	39.2	41.4	40.3	47.2	51.3	49.3

2. Participation rate in education and training by age (%)

Country	Formal education and training				Non-formal education and training				Formal or non-formal education and training			
	25-34	35-54	55-64	Total	25-34	35-54	55-64	Total	25-34	35-54	55-64	Total
AT	11.5	2.4	0.4	4.2	40.2	44.9	25.2	39.8	47.1	45.7	25.4	41.9
BG	7.5	1.5	0.1	2.7	41.2	39.3	20.3	35.2	44.7	39.7	20.3	36.4
CY	7.8	1.2	0.1	2.9	50.1	40.9	20.0	39.5	53.2	41.1	20.1	40.6
DE	14.8	2.8	1.8	5.2	46.8	47.6	27.1	43.1	53.3	48.7	28.2	45.4
EE	11.3	3.5	0.6	5.0	48.0	41.5	27.2	40.2	52.5	42.6	27.5	42.1
ES	11.8	4.1	1.8	6.0	32.5	28.3	15.7	27.2	39.7	30.8	17.0	30.9
FI	24.0	8.5	1.3	10.2	55.7	55.9	37.1	51.2	66.0	58.6	37.8	55.0
FR	5.4	0.6	0.2	1.7	45.0	35.6	16.2	34.1	48.2	35.9	16.2	35.1
GR	5.8	1.4	0.1	2.3	18.5	12.8	5.1	12.7	22.7	14.0	5.1	14.5
HU	7.2	1.5	0.0	2.5	9.7	7.6	2.5	6.8	15.8	9.0	2.5	9.0
IT	12.5	2.6	0.8	4.4	24.1	22.1	11.6	20.2	30.5	23.0	11.8	22.2
LT	16.4	3.5	0.3	6.3	33.6	34.0	18.9	30.9	42.7	35.1	19.0	33.9
LV	10.8	4.7	1.4	5.4	35.2	32.5	20.9	30.7	39.0	34.3	21.8	32.7
NO	20.9	8.2	2.3	9.9	56.0	52.6	40.3	50.6	65.0	55.5	41.2	54.6
PL	13.4	3.3	0.1	5.5	26.0	18.9	6.7	18.6	34.1	20.7	6.8	21.8
SE	26.5	11.4	2.7	12.7	72.4	72.8	60.1	69.4	81.0	76.4	60.7	73.4
SK	12.7	4.5	0.1	6.1	44.6	46.5	23.8	41.2	51.0	48.3	23.8	44.0
UK	23.1	14.7	7.7	15.1	44.3	41.8	32.5	40.3	58.8	50.3	37.0	49.3

3. Participation rate in education and training by highest level of education attained (%)

Country	Formal education and training				Non-formal education and training				Formal or non-formal education and training			
	Pre-primary, primary and lower secondary	Upper secondary and post-secondary non-	Tertiary education - levels 5-6 (ISCED)	Total of all education - level ISCED97 and no	Pre-primary and lower secondary	Upper secondary and post-secondary (ISCED 1997)	Tertiary education - levels 5-6 (ISCED 1997)	Total of all level ISCED97 and no	Pre-primary and lower secondary	Upper secondary and post-secondary	Tertiary education - levels 5-6 (ISCED 1997)	Total of all level ISCED97 and no
AT	1.0	4.1	8.1	4.2	18.3	39.6	64.8	39.8	19.1	41.9	68.1	41.9
BG	0.2	2.5	6.0	2.7	15.0	38.2	50.0	35.2	15.1	39.2	52.8	36.4
CY	:	1.0	7.8	2.9	16.0	39.0	61.9	39.5	16.0	39.5	64.7	40.6
DE	2.5	5.2	7.1	5.2	18.5	43.2	60.3	43.1	19.9	45.4	63.2	45.4
EE	1.3	3.6	8.5	5.0	18.5	34.2	58.3	40.2	19.7	35.9	60.6	42.1
ES	1.7	6.6	12.7	6.0	15.8	30.9	43.9	27.2	17.0	35.5	51.1	30.9
FI	3.7	11.7	12.7	10.2	33.6	46.3	69.4	51.2	35.2	51.8	72.9	55.0
FR	0.4	1.3	4.0	1.7	18.8	33.5	54.8	34.1	19.1	34.1	57.1	35.1
GR	0.5	2.5	5.2	2.3	3.6	13.2	28.2	12.7	4.0	15.2	31.8	14.5
HU	0.4	2.5	5.6	2.5	2.3	6.4	14.6	6.8	2.6	8.6	19.4	9.0
IT	0.6	6.1	13.8	4.4	7.9	27.0	46.7	20.2	8.2	30.2	51.4	22.2
LT	2.0	3.9	12.7	6.3	7.4	22.2	57.5	30.9	8.8	24.9	61.9	33.9
LV	0.3	2.8	14.7	5.4	11.0	26.1	53.0	30.7	11.0	27.2	58.5	32.7
NO	5.6	7.5	17.0	9.9	35.7	48.2	66.3	50.6	37.8	51.9	72.3	54.6
PL	0.8	3.4	16.1	5.5	4.0	13.4	46.4	18.6	4.7	15.8	54.4	21.8
SE	6.3	8.8	24.8	12.7	52.1	69.1	84.6	69.4	55.9	72.4	89.9	73.4
SK	:	4.9	11.3	6.1	14.2	38.4	56.8	41.2	14.2	40.8	61.8	44.0
UK	7.8	17.2	20.6	15.1	28.1	42.5	50.7	40.3	33.4	52.5	62.6	49.3



4. Participation rate in education and training by labour status (%)

Country	Formal education and training				Non-formal education and training				Formal or non-formal education and training			
	Employed	Unemployed	Inactive	Total	Employed	Unemployed	Inactive	Total	Employed	Unemployed	Inactive	Total
AT	3.0	5.8	7.3	4.2	47.1	37.5	19.4	39.8	48.3	41.4	23.8	41.9
BG	2.5	1.3	4.6	2.7	49.3	6.3	4.2	35.2	50.2	7.1	6.5	36.4
CY	2.7	4.4	3.4	2.9	47.3	26.7	13.6	39.5	48.0	31.1	15.7	40.6
DE	4.2	5.6	8.6	5.2	51.6	25.9	21.5	43.1	53.0	29.3	26.2	45.4
EE	5.1	1.4	5.3	5.0	47.7	16.3	11.1	40.2	49.2	17.3	14.6	42.1
ES	6.1	6.4	5.1	6.0	32.3	20.7	12.9	27.2	35.9	25.0	16.6	30.9
FI	8.8	5.7	17.1	10.2	59.5	31.3	26.9	51.2	62.0	34.7	36.3	55.0
FR	1.6	2.2	2.1	1.7	41.6	26.8	10.8	34.1	42.3	28.6	12.4	35.1
GR	2.3	2.0	2.5	2.3	16.3	11.3	3.3	12.7	17.8	13.2	5.4	14.5
HU	2.9	1.1	2.0	2.5	9.6	4.5	1.6	6.8	12.1	5.5	3.4	9.0
IT	3.6	8.0	5.3	4.4	26.4	13.6	8.1	20.2	27.7	16.9	11.4	22.2
LT	7.4	2.1	3.8	6.3	40.3	14.6	4.7	30.9	43.4	16.7	8.0	33.9
LV	6.8	:	2.4	5.4	37.6	16.3	9.6	30.7	40.1	16.3	10.9	32.7
NO	8.0	15.8	17.7	9.9	58.1	33.0	18.9	50.6	60.3	45.8	29.9	54.6
PL	6.9	6.2	2.1	5.5	26.3	8.8	3.0	18.6	30.1	13.9	4.5	21.8
SE	8.5	20.0	29.2	12.7	78.0	47.4	38.0	69.4	79.3	58.6	51.8	73.4
SK	6.4	4.6	5.1	6.1	51.5	12.1	7.2	41.2	54.0	15.7	11.0	44.0
UK	16.2	14.7	11.6	15.1	47.5	23.8	21.2	40.3	56.6	33.5	29.8	49.3

5. Participation rate in education and training by occupation (%)

Country	Formal education and training						Non-formal education and training						Formal or non-formal education and training						
	Managers, professionals, technicians and	Clerks and sales	Skilled agricultural and fishery workers, operators	Plant and machinery operators and assemblers	Other	Total	Managers, professionals, technicians	Clerks and sales	Skilled agricultural and fishery workers, operators	Plant and machinery operators and assemblers	Other	Total	Managers, professionals, technicians and	Clerks and sales	Skilled agricultural and fishery workers, operators	Plant and machinery operators and assemblers	Other	Total	
AT	5.2	2.4	1.1	0.8	3.4	3.0	62.3	51.7	31.0	21.5	32.4	47.1	64.5	53.1	31.3	21.5	32.4	48.3	
BG	5.1	2.7	0.4	0.9	:	2.5	55.9	40.3	50.4	48.2	13.7	49.2	57.9	41.5	50.4	48.4	13.7	50.1	
CY	5.9	1.2	0.2	0.5	:	2.7	65.6	49.8	27.6	22.4	:	47.3	67.1	50.2	27.6	22.4	:	47.9	
DE	6.1	3.8	2.1	1.5	2.9	4.0	67.1	47.6	37.3	32.6	46.5	51.4	68.8	48.8	38.4	33.7	48.1	52.7	
EE	9.8	4.8	0.3	0.8	:	5.0	66.1	48.6	29.8	29.4	100.0	47.7	68.5	50.6	30.0	30.1	100.0	49.2	
ES	12.3	6.0	2.0	1.9	:	6.1	46.5	33.8	22.9	20.7	17.5	32.2	52.9	37.6	24.4	22.1	17.5	35.8	
FI	12.2	8.4	3.1	6.2	8.2	8.8	71.0	61.7	41.8	40.6	62.2	59.3	73.6	65.0	43.2	43.7	62.7	61.8	
FR	2.3	1.0	0.9	1.1	:	1.5	55.4	38.5	26.8	28.4	12.7	41.2	56.4	39.1	27.0	29.0	12.7	41.9	
GR	3.7	3.1	0.7	0.7	:	2.3	25.1	19.1	6.7	7.0	:	16.1	27.5	21.1	7.4	7.8	:	17.7	
HU	5.9	2.2	0.8	1.1	:	2.9	15.0	7.9	5.3	6.4	:	9.5	19.8	10.0	6.1	7.5	:	12.0	
IT	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
LT	12.6	8.2	2.5	2.4	:	7.4	65.5	36.2	20.8	17.1	100.0	40.3	69.2	40.6	22.9	18.8	100.0	43.4	
LV	14.0	5.0	0.9	0.8	18.6	6.8	59.8	32.4	18.6	20.1	63.2	37.6	64.6	34.2	19.4	20.7	63.2	40.1	
NO	10.3	7.2	1.8	3.4	13.9	7.8	66.2	56.2	45.0	36.8	73.3	58.1	68.8	57.9	45.5	38.7	73.3	60.2	
PL	12.7	7.2	1.6	2.9	:	6.8	46.2	20.9	11.9	13.9	23.6	26.2	52.1	25.6	13.1	16.5	23.6	30.0	
SE	12.8	6.7	2.8	3.0	:	8.5	90.4	75.4	62.2	56.6	85.7	78.0	91.1	77.5	64.0	57.6	85.7	79.3	
SK	11.0	4.9	0.7	0.5	10.5	6.4	59.7	43.8	41.4	49.3	20.1	51.5	64.3	45.2	41.6	49.5	30.6	54.0	
UK	17.7	21.5	8.7	8.1	:	16.2	54.2	47.1	36.3	35.6	100.0	47.4	63.6	58.7	43.2	41.3	100.0	56.6	

6. Participation rate in education and training by degree of urbanisation (%)

Country	Formal education and training				Non-formal education and training				Formal or non-formal education and training			
	Densely populated	Intermediate	Sparsely populated	Total	Densely populated	Intermediate	Sparsely populated	Total	Densely populated	Intermediate	Sparsely populated	Total
AT	5.7	4.0	3.0	4.2	41.0	45.2	35.7	39.8	43.7	47.4	37.3	41.9
BG	2.8	3.7	1.8	2.7	34.3	49.8	34.2	35.2	35.5	52.3	34.6	36.4
CY	3.9	2.1	1.5	2.9	43.5	35.3	34.0	39.5	44.9	36.0	34.6	40.6
DE	6.9	3.5	3.3	5.2	43.3	41.5	46.5	43.1	46.5	42.9	47.5	45.4
EE	5.5	1.8	4.6	5.0	41.0	47.1	39.0	40.2	43.3	47.7	40.5	42.1
ES	6.9	6.2	3.8	6.0	27.7	28.8	24.9	27.2	32.1	32.4	27.2	30.9
FI	12.3	7.2	6.6	10.2	54.1	48.1	45.3	51.2	58.7	51.3	47.8	55.0
FR	2.7	0.9	0.8	1.7	35.1	34.5	30.9	34.1	36.7	35.0	31.4	35.1
GR	3.0	0.8	0.9	2.3	14.6	9.4	8.5	12.7	16.8	10.1	9.2	14.5
HU	3.0	2.8	2.0	2.5	7.1	7.0	6.4	6.8	9.9	9.4	8.1	9.0
IT	4.8	4.3	3.9	4.4	21.5	20.4	16.6	20.2	23.6	22.4	18.5	22.2
LT	8.8	6.7	4.3	6.3	36.8	19.6	26.6	30.9	41.4	26.3	28.4	33.9
LV	6.1	5.1	4.8	5.4	29.6	82.7	30.3	30.7	31.9	85.8	32.1	32.7
NO	11.3	11.9	8.6	9.9	55.8	53.6	47.2	50.6	60.6	58.4	50.5	54.6
PL	7.2	4.3	4.2	5.5	25.7	15.6	12.3	18.6	29.5	18.4	15.2	21.8
SE	17.3	12.3	11.0	12.7	70.3	71.0	68.6	69.4	75.6	74.4	72.2	73.4
SK	7.5	5.7	5.5	6.1	45.8	44.1	37.1	41.2	49.0	47.0	39.6	44.0
UK	15.5	13.8	13.6	15.1	39.1	45.6	43.0	40.3	48.8	51.8	49.9	49.3



7. Rate of persons not participating in formal or non-formal education and learning by sex (%)

Country	Male	Female	Total
AT	56.0	60.1	58.1
BG	62.1	65.0	63.6
CY	57.0	61.8	59.5
DE	51.7	57.6	54.6
EE	63.1	53.3	57.9
ES	69.2	69.0	69.1
FI	51.1	38.7	45.0
FR	63.6	66.2	64.9
GR	85.7	85.4	85.5
HU	91.7	90.4	91.0
IT	77.8	77.8	77.8
LT	71.3	61.3	66.1
LV	74.1	61.1	67.3
NO	46.7	44.1	45.4
PL	78.7	77.6	78.2
SE	29.2	23.9	26.6
SK	54.7	57.2	56.0
UK	52.8	48.7	50.7

8. Rate of persons not participating in formal or non-formal education and learning by age (%)

Country	Age			Total
	25-34	35-54	55-64	
AT	52.9	54.3	74.6	58.1
BG	55.3	60.3	79.7	63.6
CY	46.8	58.9	79.9	59.5
DE	46.7	51.3	71.8	54.6
EE	47.5	57.4	72.5	57.9
ES	60.4	69.2	83.0	69.1
FI	34.0	41.4	62.2	45.0
FR	51.9	64.1	83.8	64.9
GR	77.3	86.0	94.9	85.5
HU	84.2	91.0	97.5	91.0
IT	69.5	77.0	88.2	77.8
LT	57.3	64.9	81.0	66.1
LV	61.0	65.7	78.2	67.3
NO	35.0	44.5	58.8	45.4
PL	65.9	79.3	93.2	78.2
SE	19.0	23.6	39.4	26.6
SK	49.0	51.7	76.2	56.0
UK	41.2	49.7	63.0	50.7



9. Rate of persons not participating in formal or non-formal education and learning by highest level of education attained (%)

Country	Education				Total of all level ISCED97 and no education
	Pre-primary, primary and lower secondary education - levels 0-2 (ISCED 1997)	Upper secondary and post-secondary non-tertiary education - levels 3-4 (ISCED 1997)	Tertiary education - levels 5-6 (ISCED 1997)		
AT	81.0	58.1	32.0	58.1	
BG	84.9	60.8	47.3	63.6	
CY	84.0	60.5	35.3	59.5	
DE	80.1	54.6	36.8	54.6	
EE	80.3	64.1	39.4	57.9	
ES	83.0	64.6	48.9	69.1	
FI	64.8	48.2	27.1	45.0	
FR	80.9	65.9	42.9	64.9	
GR	96.0	84.8	68.2	85.5	
HU	97.4	91.4	80.6	91.0	
IT	91.8	69.8	48.6	77.8	
LT	91.2	75.1	38.1	66.1	
LV	89.0	72.8	41.5	67.3	
NO	62.2	48.1	27.7	45.4	
PL	95.3	84.2	45.6	78.2	
SE	44.2	27.6	10.1	26.6	
SK	85.9	59.2	38.2	56.0	
UK	66.6	47.5	37.4	50.7	

10. Rate of persons not participating in formal or non-formal education and learning by labour status (%)

Country	Labour status				Total
	Employed	Unemployed	Inactive		
AT	51.7	58.6	76.2	58.1	
BG	49.8	92.9	93.5	63.6	
CY	52.0	68.9	84.3	59.5	
DE	47.0	70.7	73.8	54.6	
EE	50.8	82.8	85.4	57.9	
ES	64.1	75.0	83.4	69.1	
FI	38.1	65.3	63.7	45.0	
FR	57.7	71.4	87.6	64.9	
GR	82.2	86.8	94.6	85.5	
HU	87.9	94.5	96.6	91.0	
IT	72.3	83.1	88.6	77.8	
LT	56.6	83.3	92.0	66.1	
LV	59.9	83.7	89.1	67.3	
NO	39.7	54.2	70.1	45.4	
PL	69.9	86.1	95.5	78.2	
SE	20.7	41.4	48.2	26.6	
SK	46.0	84.3	89.0	56.0	
UK	43.4	66.5	70.2	50.7	



11. Rate of persons not participating in formal or non-formal education and learning by occupation (%)

Country	Managers, professionals, technicians and associate professionals	Clerks and sales	Skilled agricultural and fishery workers, craft and related trades workers	Plant and machine operators and assemblers and elementary occupations	Other	Total
AT	35.6	47.0	68.7	78.5	67.6	51.7
BG	42.1	58.5	49.6	51.6	86.3	49.9
CY	32.9	49.8	72.4	77.6	:	52.1
DE	31.2	51.2	61.7	66.3	51.9	47.3
EE	31.5	49.4	70.0	69.9	:	50.8
ES	47.1	62.4	75.6	78.0	82.5	64.2
FI	26.4	35.0	56.8	56.3	37.3	38.2
FR	43.6	60.9	73.0	71.0	87.3	58.1
GR	72.6	78.9	92.6	92.3	:	82.3
HU	80.2	90.0	93.9	92.5	:	88.0
IT	:	:	:	:	:	:
LT	30.8	59.4	77.1	81.2	:	56.6
LV	35.4	65.8	80.6	79.3	36.8	59.9
NO	31.2	42.1	54.5	61.3	26.7	39.8
PL	48.0	74.4	87.0	83.5	76.4	70.0
SE	8.9	22.5	36.0	42.4	14.3	20.7
SK	35.7	54.8	58.4	50.5	69.4	46.0
UK	36.5	41.3	56.8	58.7	:	43.4

12. Rate of persons not participating in formal or non-formal education and learning by degree of urbanisation (%)

Country	Densely populated area	Intermediate urbanized area	Sparsely populated area	Total
AT	56.3	52.6	62.7	58.1
BG	64.5	47.7	65.4	63.6
CY	55.1	64.1	65.4	59.5
DE	53.5	57.1	52.5	54.6
EE	56.7	52.3	59.5	57.9
ES	67.9	67.6	72.9	69.1
FI	41.3	48.7	52.2	45.0
FR	63.3	65.0	68.6	64.9
GR	83.2	89.9	90.8	85.5
HU	90.1	90.6	91.9	91.0
IT	76.4	77.6	81.5	77.8
LT	58.6	73.7	71.6	66.1
LV	68.1	14.2	67.9	67.3
NO	39.4	41.6	49.5	45.4
PL	70.5	81.6	84.8	78.2
SE	24.4	25.6	27.8	26.6
SK	51.0	53.0	60.4	56.0
UK	51.2	48.2	50.1	50.7



13. Participation in job-related non-formal education and training by sex (%)

Country	Respondents who participated in job related activity			Respondents who participated only in non job related activities			No response		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
AT	86.1	74.4	80.5	11.8	23.9	17.6	2.1	1.7	1.9
BG	97.2	95.3	96.3	2.8	4.7	3.7	:	:	:
CY	84.7	76.8	80.9	15.3	23.2	19.1	:	:	:
DE	92.6	82.7	88.0	7.4	17.2	12.0	0.0	0.0	0.0
EE	91.8	88.5	89.9	8.2	11.5	10.1	:	:	:
ES	81.3	64.3	72.9	18.6	35.2	26.8	0.1	0.5	0.3
FI	86.8	84.7	85.6	12.6	14.7	13.8	0.6	0.6	0.6
FR	91.8	87.7	89.8	8.2	12.3	10.2	0.0	0.0	0.0
GR	92.0	76.4	84.1	8.0	23.3	15.7	:	0.3	0.1
HU	84.7	79.3	81.9	15.3	20.7	18.1	:	:	:
IT	78.5	63.6	71.0	19.9	33.6	26.7	1.6	2.9	2.2
LT	91.5	87.9	89.3	8.5	12.1	10.7	:	:	:
LV	88.3	82.0	84.4	11.1	16.4	14.3	0.6	1.7	1.2
NO	93.4	92.5	93.0	6.4	7.5	7.0	0.1	:	0.1
PL	90.5	84.7	87.5	8.2	13.7	11.0	1.2	1.6	1.4
SE	91.7	84.2	88.0	7.9	15.4	11.7	0.4	0.4	0.4
SK	94.6	89.2	92.0	5.4	10.8	8.0	:	:	:
UK	80.1	72.3	76.0	16.5	21.3	19.0	3.4	6.3	4.9

14. Participation in job-related non-formal education and training by age (%)

Country	Respondents who participated in job related activity				Respondents who participated only in non job related activities				No response			
	25-34	35-54	55-64	Total	25-34	35-54	55-64	Total	25-34	35-54	55-64	Total
AT	79.9	85.3	58.3	80.5	17.8	13.0	39.7	17.6	2.3	1.8	1.9	1.9
BG	93.4	97.5	98.2	96.3	6.6	2.5	1.8	3.7	:	:	:	:
CY	83.5	81.6	67.3	80.9	16.5	18.4	32.7	19.1	:	:	:	:
DE	88.3	90.4	76.2	88.0	11.7	9.6	23.7	12.0	:	0.0	0.1	0.0
EE	89.1	90.5	89.4	89.9	10.9	9.5	10.6	10.1	:	:	:	:
ES	74.2	75.2	56.9	72.9	25.5	24.5	42.2	26.8	0.2	0.2	0.9	0.3
FI	85.9	89.8	72.1	85.6	13.0	9.7	27.7	13.8	1.0	0.5	0.2	0.6
FR	92.1	91.4	72.1	89.8	7.8	8.6	27.9	10.2	0.0	0.0	:	0.0
GR	86.9	83.5	75.4	84.1	13.1	16.2	24.6	15.7	:	0.3	:	0.1
HU	78.5	84.7	77.1	81.9	21.5	15.3	22.9	18.1	:	:	:	:
IT	67.0	75.4	59.5	71.0	30.2	22.7	38.0	26.7	2.8	2.0	2.5	2.2
LT	85.1	91.0	91.0	89.3	14.9	9.0	9.0	10.7	:	:	:	:
LV	83.4	84.9	84.5	84.4	16.1	13.2	15.5	14.3	0.5	1.9	:	1.2
NO	92.3	94.3	90.0	93.0	7.7	5.7	9.6	7.0	:	:	0.4	0.1
PL	83.0	90.9	87.5	87.5	15.2	8.0	10.1	11.0	1.8	1.1	2.4	1.4
SE	87.2	91.4	80.9	88.0	12.8	8.0	18.9	11.7	:	0.6	0.2	0.4
SK	89.0	93.8	91.7	92.0	11.0	6.2	8.3	8.0	:	:	:	:
UK	79.5	79.4	60.9	76.0	14.9	16.3	33.3	19.0	5.6	4.3	5.8	4.9

15. Participation in job-related non-formal education and training by highest education level attained (%)

Country	Respondents who participated only in non job related activities				Respondents who participated in job related activity				No response		
	Pre-primary, primary and lower secondary education - levels 0-2 (ISCED 1997)	Upper secondary and post-secondary non-tertiary education (ISCED 1997)	Tertiary education - levels 5-6 (ISCED 1997)	Total of all level ISCED97 and no education	Pre-primary, primary and lower secondary	Upper secondary and post-secondary non-tertiary (ISCED 1997)	Tertiary education - levels 5-6 (ISCED 1997)	Total of all level ISCED97 and no education	Pre-primary, primary and lower	Upper secondary and post-secondary	Tertiary education - levels 5-6 (ISCED 1997)
AT	27.1	18.9	11.6	17.6	70.8	78.9	87.1	80.5	2.1	2.2	1.2
BG	0.8	3.4	5.2	3.7	99.2	96.6	94.8	96.3	:	:	:
CY	35.1	20.8	13.9	19.1	64.9	79.2	86.1	80.9	:	:	:
DE	24.1	11.9	9.3	12.0	75.9	88.0	90.6	88.0	:	0.0	0.1
EE	17.5	10.9	8.4	10.1	82.5	89.1	91.6	89.9	:	:	:
ES	36.8	28.3	19.9	26.8	62.8	71.5	79.8	72.9	0.3	0.2	0.3
FI	21.2	15.4	9.9	13.8	78.8	83.6	89.7	85.6	:	1.0	0.5
FR	12.2	10.8	8.7	10.2	87.8	89.2	91.2	89.8	:	0.0	0.0
GR	22.8	16.3	13.7	15.7	77.2	83.4	86.3	84.1	:	0.3	:
HU	17.5	16.8	20.3	18.1	82.5	83.2	79.7	81.9	:	:	:
IT	35.6	27.0	20.5	26.7	60.9	70.6	78.3	71.0	3.5	2.4	1.1
LT	18.2	13.9	7.7	10.7	81.8	86.1	92.3	89.3	:	:	:
LV	19.6	20.5	6.6	14.3	78.9	77.4	93.3	84.4	1.4	2.1	0.2
NO	7.8	7.6	6.0	7.0	91.9	92.4	94.0	93.0	0.4	:	:
PL	19.2	10.9	10.7	11.0	79.3	87.7	87.8	87.5	1.5	1.4	1.4
SE	17.5	11.0	9.6	11.7	82.5	88.3	90.3	88.0	:	0.7	0.1
SK	11.8	7.2	9.7	8.0	88.2	92.8	90.3	92.0	:	:	:
UK	22.5	14.5	20.2	19.0	73.2	80.7	74.5	76.0	4.3	4.9	5.3



16. Distribution of education and training activities by fields (%)

Country	General programmes	Teacher training and education	Humanities, languages and arts		Social sciences, business	Science, mathematics and computing					Engineering, manufacturing	Agriculture and welfare	Health and welfare	Services	Unknown	No response	General programme	Teacher training	Humanities, languages and arts		Social sciences, business	Science, mathematics and computing				
			Total	Foreign		Total	Life sciences	Physical	Mathematics	Computer									Computer	Total		Total	Total	Total	Total	Total
AT	0.5	11.2	12.1	1.6	25.9	13.1	1.5	5.7	0.6	5.2	10.6	1.6	16.2	2.3	6.7	6.9	5.6	12.3	7.8	24.7	13.0	0.5	0.4	0.2		
BG	12.3	4.3	1.3	56.2	6.0	0.9	2.6	0.2	2.4	11.8	1.7	5.6	2.2	11.1	1.7	2.1	6.6	5.7	10.4	9.2	0.2	0.1	0.3			
CY	0.6	7.4	6.4	1.1	52.1	13.2	3.1	3.8	4.2	2.1	10.1	1.0	4.1	5.1	1.7	6.9	12.4	4.6	25.8	14.2	0.2	0.7	1.2			
DE	6.9	7.0	4.4	1.7	27.4	10.2	0.4	4.0	1.7	4.1	18.7	1.2	11.5	7.6	5.0	3.4	3.8	10.9	4.4	25.5	13.6	0.2	0.3	0.3		
EE	4.1	7.1	7.8	1.3	40.4	6.4	1.9	1.1	0.5	1.6	1.4	6.4	4.5	14.3	9.0	0.3	7.2	7.0	3.7	31.4	5.4	0.4	0.2	0.2		
ES	1.0	8.5	24.7	15.0	26.0	8.1	1.2	1.2	0.3	3.6	1.0	6.9	1.2	13.4	7.6	1.1	1.5	2.9	4.1	13.1	6.2	15.6	19.5	0.4	0.4	0.1
FI	0.6	4.9	14.0	1.9	28.1	8.9	1.1	2.0	0.5	3.1	2.2	13.1	4.6	15.7	9.9	0.2	2.0	3.7	12.6	4.9	25.7	12.6	0.3	0.4	0.1	
FR	1.7	17.9	3.9	36.2	6.6	1.8	4.1	0.7	0.7	0.7	6.3	1.7	27.5	2.2	4.5	4.1	8.0	3.3	26.3	14.3	0.6	0.4	0.1			
GR	0.6	3.1	12.4	0.5	25.1	18.1	5.0	6.7	4.6	1.8	12.4	4.6	10.0	5.9	7.7	5.0	11.9	6.2	25.4	21.1	0.2	0.2	0.2			
HU	8.3	13.6	10.7	4.4	33.3	5.4	1.2	0.1	1.4	1.3	1.3	6.7	3.6	13.5	4.9	0.9	4.2	17.3	14.3	20.2	11.1	0.1	0.0	0.2		
IT	8.0	6.8	14.8	4.9	30.0	7.1	1.8	0.9	0.6	3.4	0.4	8.7	1.2	12.9	3.2	7.2	2.2	3.5	16.2	5.7	23.8	10.2	0.5	0.3	0.3	
LT	7.5	12.0	6.6	0.7	44.7	5.9	1.5	1.1	1.5	1.5	13.6	2.1	4.8	2.8	0.3	14.7	9.3	5.7	24.7	9.6	0.8	0.2	0.5			
LV	2.4	6.9	6.4	1.7	55.5	7.7	0.4	3.4	3.9	3.9	3.6	1.1	9.7	4.9	1.7	0.2	8.1	12.6	8.4	25.4	11.5	0.9	0.2	0.3		
NO	2.4	11.1	11.4	1.5	28.5	10.1	4.7	1.2	0.6	1.6	2.1	7.7	0.8	20.7	5.2	2.0	0.3	4.7	9.3	30.3	13.0	0.3	0.4	0.7		
PL	7.9	11.9	10.8	2.6	36.4	11.3	2.2	1.5	0.3	5.2	0.7	9.1	2.8	6.2	3.4	2.0	9.7	13.7	11.8	22.6	10.8	1.0	0.4	0.4		
SE	7.6	13.3	13.2	4.7	22.8	10.9	2.3	1.6	2.0	2.4	2.6	7.7	1.7	17.9	4.9	0.1	3.3	4.9	9.6	19.9	30.2	10.2	0.4	0.4	0.3	
SK	0.6	15.3	9.3	3.2	36.0	6.3	1.0	0.7	0.7	0.7	6.2	3.2	19.8	2.9	0.3	3.0	4.2	15.9	11.7	23.4	16.0	0.0	0.0	0.0		
UK	0.4	6.9	12.4	4.4	34.5	14.6	0.6	0.7	0.7	0.7	7.3	1.5	15.8	2.2	4.4	2.5	5.3	11.9	4.3	26.0	12.4	0.3	0.6	0.0		

17. Distribution of reason of participation in non-formal education and training by sex (%)

Country	To be less likely to lose job			To be obliged to participate			To do job better and improve career			To increase possibilities of			To start own business			To get knowledge/skills			To increase knowledge/skills			To meet new people or just for			To obtain certificate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
AT	12.0	9.9	10.5	24.9	22.4	23.7	73.0	60.6	67.1	14.9	17.5	16.2	4.6	4.6	4.6	54.8	59.7	57.1	56.2	58.6	57.4	15.5	28.8	20.9	11.9	9.4	10.7
BG	6.2	8.6	7.4	7.1	7.7	7.4	19.7	32.4	25.8	3.9	10.3	7.0	0.6	0.6	0.6	9.8	17.2	13.4	9.0	17.0	12.9	1.8	4.4	3.1	7.3	16.0	11.5
CY	0.9	2.0	1.4	13.9	8.7	11.4	37.3	34.6	36.0	4.6	7.1	5.8	1.1	1.0	1.1	21.3	30.3	25.6	40.2	46.3	43.1	6.3	13.7	9.9	7.9	10.0	8.9
DE	21.7	17.9	20.0	27.7	21.9	25.0	70.9	64.6	68.0	14.5	16.8	15.6	3.3	4.3	3.8	13.2	15.5	14.3	43.8	48.4	45.9	7.9	13.4	10.5	12.5	10.5	11.6
EE	16.1	14.3	15.1	30.0	21.1	24.9	76.9	82.6	80.2	5.1	6.2	5.8	1.5	1.7	1.6	15.5	19.0	17.6	17.4	23.7	21.1	1.6	3.0	2.4	8.6	8.9	8.8
ES	11.1	9.6	10.4	12.5	6.8	9.7	57.5	54.2	55.9	20.0	26.7	23.3	4.3	3.5	3.9	36.6	46.8	41.6	51.0	58.3	54.6	6.9	12.6	9.7	19.0	22.0	20.5
FI	15.0	12.2	13.5	36.2	30.9	33.2	62.8	66.9	65.1	15.1	15.2	15.2	3.9	3.1	3.5	35.2	41.5	38.7	53.1	62.9	58.5	23.0	32.5	28.2	16.0	10.0	12.7
FR	15.6	12.1	13.9	5.9	3.4	4.7	3.0	1.9	2.5	3.6	6.6	5.1	0.9	0.5	0.7	54.0	56.1	55.0	4.1	4.1	4.1	0.3	0.8	0.5	1.7	1.1	1.4
GR	10.5	12.9	11.7	16.4	10.4	13.4	59.9	51.0	55.4	14.4	22.8	18.6	5.6	6.0	5.8	33.4	43.9	38.7	54.3	59.0	56.7	10.7	19.3	15.1	36.1	35.5	36.8
HU	36.1	40.3	38.3	54.5	48.6	51.4	63.6	71.7	67.8	30.6	35.7	33.3	7.9	7.1	7.5	49.1	54.6	52.0	55.7	56.2	56.0	10.7	15.4	13.2	35.1	35.3	35.2
IT	3.0	2.0	2.5	15.2	12.3	13.8	53.2	41.9	47.6	10.5	11.4	10.9	3.1	2.1	2.6	19.8	22.1	20.9	43.3	44.4	43.9	9.5	17.1	13.3	12.3	14.6	13.5
LT	23.1	29.0	26.7	24.7	20.6	22.3	61.0	69.3	66.0	12.6	16.5	14.9	3.7	2.4	2.9	29.7	40.2	36.0	36.4	47.5	43.1	6.6	12.3	10.0	33.1	36.7	35.3
LV	27.3	27.9	27.7	42.5	28.3	33.7	72.2	76.2	74.7	17.3	18.1	17.8	5.6	3.7	4.4	60.0	57.7	58.6	41.3	45.4	43.8	23.5	24.7	24.3	36.4	38.7	37.8
NO	14.7	10.7	12.7	43.0	43.3	43.1	67.7	75.8	71.8	9.7	9.4	9.6	1.0	2.0	1.5	30.1	36.2	33.2	66.4	69.4	67.9	12.7	19.3	16.0	23.9	12.8	16.3
PL	7.3	5.8	6.6	5.8	4.7	5.2	65.9	68.3	67.1	6.4	8.1	7.2	1.5	1.4	1.5	6.7	7.7	7.2	6.4	8.8	7.6	0.3	0.7	0.5	8.2	6.1	7.2
SE	10.5	5.7	8.0	37.8	35.1	36.4	63.4	60.2	61.8	6.7	6.3	6.5	1.9	1.1	1.5	38.2	45.3	41.8	53.6	64.9	59.3	16.3	25.3	20.8	11.7	6.1	8.9
SK	25.7	27.5	26.6	70.0	61.9	66.1	61.1	65.3	63.1	21.9	24.5	23.1	4.5	4.7	4.6	27.7	33.0	30.2	31.0	38.6	34.6	6.8	11.0	8.8	18.2	20.3	19.2
UK	0.3	0.3	0.3	34.0	30.7	32.3	5.9	7.3	6.6	1.6	2.7	2.2	0.5	1.7	1.1	3.8	3.7	3.7	6.2	7.4	6.8	0.7	0.9	0.8	3.3	2.4	2.8

18. Share of total instruction hours in education and training activities by field (%)

Countries	Formal education and training																									
	General programme	Teacher training and	Humanities, languages and arts		Social sciences	Science, mathematics and computing					Engineering, manufacturing	Agriculture and welfare	Health and welfare	Services	Unknown	No response	General programme	Teacher training and	Humanities, languages and arts							
	Total	Total	Total	Foreign	Total	Total	Life sciences	Physical	Mathematics	Computer	Computer	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
AT	7.1	7.1	1.7	16.9	13.4	2.0	2.2	2.1	7.2	13.0	0.9	28.5	5.6	7.4	8.8	4.5	17.6	13.1								
BG	9.1	4.6	1.5	60.2	4.4	0.4	2.1	1.9	11.0	1.5	7.8	1.5	1.2	2.4	29.2	27.4										
CY	0.1	4.9	0.7	0.3	46.3	19.8	7.8	6.3	3.8	15.2	0.9	6.2	6.9	1.2	4.4	23.6	11.2									
DE	8.1	6.3	4.2	1.9	22.9	15.7	0.9	8.8	1.0	18.3	2.5	10.7	7.6	3.7	3.0	2.9	17.5	7.6								
EE	5.5	2.5	6.5	1.0	38.6	6.9	3.6	1.3	1.3	0.7	6.3	4.3	21.0	8.3	0.3	8.7	16.5	9.2								
ES	1.0	7.2	18.0	9.6	27.6	9.7	1.0	2.5	0.5	4.4	1.0	10.8	1.7	14.3	6.9	1.4	1.3	2.8	4.7	17.9	8.7					
FI	0.6	2.6	11.5	0.2	21.6	6.5	0.5	0.8	0.1	2.9	2.2	15.7	5.0	25.4	11.1	0.1	2.3	3.6	18.2	7.5						
FR	1.6	3.0	9.7	2.3	21.9	15.3	3.1	8.2	3.4	0.7	14.5	5.2	12.8	8.8	8.6	4.7	3.9	9.0	3.7							
GR	5.0	12.3	14.0	9.3	28.0	8.2	0.9	0.3	3.6	3.2	0.3	9.3	5.3	11.5	6.4	0.4	2.4	19.4	16.5							
HU	5.4	6.7	11.3	3.1	27.7	9.2	3.1	1.9	0.6	3.4	0.2	8.6	1.4	21.1	3.0	5.5	2.1	4.1	18.6	7.3						
IT	11.1	8.1	7.0	0.6	38.4	6.2	0.4	0.6	2.2	2.5	16.7	1.6	6.0	4.9	0.4	7.1	15.7	12.6								
LV	3.9	6.2	3.5	1.3	45.6	6.8	0.1	1.6	5.2	5.7	0.2	14.5	11.8	1.8	0.2	6.9	18.6	14.0								
NO	4.4	10.4	12.6	0.3	21.1	8.8	3.3	0.5	0.5	2.3	2.2	11.7	0.6	21.7	7.9	0.8	0.5	3.3	15.3	2.3						
PL	6.3	10.1	11.8	3.2	35.4	13.2	1.9	2.7	0.1	6.8	0.5	10.1	2.3	7.2	3.4	0.2	2.0	7.2	28.8	26.2						
SE	11.2	9.0	10.8	1.3	17.7	9.4	4.7	1.3	0.5	1.7	1.2	10.6	2.5	21.0	7.8	0.1	5.9	2.7	16.8	4.5						
SK	0.6	12.4	9.5	2.3	34.7	9.0	0.6	0.7	7.1	6.1	2.0	24.0	1.6	1.4	2.9	50.4	43.1									
UK	0.2	8.4	9.6	2.5	45.0	8.4	0.8	1.1	3.1	0.3	22.4	1.4	1.1													



20. Population by types of participation willingness

Country	Respondents who already participated and did not want to participate more			Respondents who already participated but wanted participated more			Respondents who did not participate and did not want to participate			Respondents who did not participate but wanted to participate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
AT	25.7	21.1	23.4	9.9	12	11	47.9	49.9	48.9	7.4	9.6	8.5
BG	31.5	27	29.2	6.4	7.9	7.2	58	58.3	58.2	4.1	6.7	5.4
CY	13	7.3	10.1	29.9	31	30.5	28.7	24.3	26.5	28.1	37.4	32.8
DE	:	:	:	:	:	:	47.8	53.1	50.4	3.4	4.2	3.8
EE	26.3	28.4	27.4	10.6	18.3	14.7	52	39.3	45.3	11.1	13.9	12.5
ES	23.1	21.7	22.4	7.5	9	8.3	61	59	60	7.5	9.3	8.4
FI	33.3	37	35.1	15.6	24.2	19.9	39.9	26.7	33.4	11.1	11.7	11.4
FR	27.6	24.1	25.8	8.8	9.7	9.3	53.9	55.8	54.9	9.6	10.4	10
GR	8	7.6	7.8	5	5.2	5.1	66.3	60.4	63.4	13.7	19.1	16.4
HU	7.7	8.9	8.3	0.6	0.7	0.6	83.2	80.5	81.8	8.5	9.9	9.2
IT	16.5	15.6	16	5.7	6.6	6.1	52.4	51.6	52	18.5	19.9	19.2
LT	21	22.4	21.7	7.7	16.3	12.2	62	49.6	55.5	9.3	11.8	10.6
LV	14.4	17.7	16.1	11.1	21.2	16.4	62.4	46.5	54.1	10.4	13.5	12
NO	29.8	27.3	28.5	23.2	28.5	25.8	36	33.6	34.8	10.7	10.6	10.7
PL	9.6	8.7	9.1	11.7	13.7	12.7	71.1	67.3	69.2	7.6	10.4	9
SE	41.4	40.1	40.8	28.8	35.4	32.1	20.4	16.5	18.4	8.5	6.9	7.7
SK	7.8	6.2	7	7.1	7.7	7.4	34.8	35.2	35	6.9	7.9	7.4
UK	24.3	28.1	26.2	22.9	23.2	23	25.8	25.5	25.7	26.9	23.1	25

21. Mean amount of money spent per participant on education and training by age groups (in euros)

Country	Formal education and training				Non-formal education and training				Formal and non-formal education and training			
	25-34	35-54	55-64	Total	25-34	35-54	55-64	Total	25-34	35-54	55-64	Total
AT	1270	1867	531	1454	270	250	250	255	1193	1015	497	987
BG	458	479	210	462	34	13	12	19	413	301	224	362
CY	3796	1493	6420	3336	316	112	103	186	1781	539	541	1182
DE	1139	983	258	1025	274	207	211	223	1487	974	699	1096
EE	568	558	600	565	59	33	14	38	584	380	301	469
ES	841	569	102	703	192	113	105	140	969	659	371	781
FI	146	161	141	153	84	67	85	74	320	281	227	282
FR	:	:	:	:	:	:	:	:	:	:	:	:
GR	1243	1443	1200	1308	321	113	154	196	2099	1218	737	1611
HU	453	384	:	431	182	71	114	113	521	332	355	437
IT	:	:	:	:	:	:	:	:	:	:	:	:
LT	524	545	571	531	82	37	21	48	519	268	150	375
LV	463	359	157	397	65	47	56	54	518	294	195	352
NO	1259	1060	593	1136	245	179	135	189	1743	1616	940	1584
PL	717	598	768	681	62	23	26	39	778	627	413	722
SE	429	387	120	393	123	78	62	86	683	604	332	588
SK	439	350	563	407	461	167	207	267	1329	834	1538	1114
UK	782	278	78	438	128	94	65	97	1549	694	251	859