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SECTION 1: INTRODUCTION

1.1 Purpose of manual

The present manual will be used as a handbook for planning and implementing the 2011 AES as well as for collecting comparable data in education and training. More specifically, it aims to guide national authorities to carry out the Adult Education Survey allowing for the collection of high quality data and the compilation of harmonised indicators by Eurostat.

It consists mainly of five sections. The first section covers issues of users needs and objectives of the AES, the second section corresponds to the standard questionnaire. The third section provides guidelines to support Member States in the elaboration of their national questionnaires and assist interviewers in using the questionnaire in the field.

The fourth section describes methodological aspects and provides guidelines for a harmonised implementation of the AES while the fifth chapter gives information on the informatics framework. A set of annexes complete these sections for the codification of the data as well as for additional information on the definition of the forms of learning.

The 2011 AES incorporates all core social variables.

1.2 Policy framework of the AES

Lifelong learning holds a high profile in the Lisbon strategy and more precisely in the "Education and Training 2010" work programme as well as in the European Employment Strategy, as reflected by the European Commission's 2007 Communication on the Integrated Guidelines for Growth and Jobs (2008-2010).

More recently, the conclusions of the Council on education and training of May 2009 confirmed that lifelong learning remains a strategic issue for the EU while setting a new target for the participation in education and training for 2020. The Europe 2020 strategy, the successor of the Lisbon strategy, calls in particular for more information in the field of skills through "an Agenda for new skills and jobs".

Since 2000 a series of policy documents were produced by the Commission and Council among which the most important for lifelong learning was the European Commission Communication "Making a European area of lifelong learning a reality" released in November 2001. This Communication stressed the importance of lifelong learning for satisfying the four broad and mutually supporting objectives:

- personal fulfilment
- active citizenship
- social inclusion
- employability/adaptability.

A Commission staff working paper complementing the Communication, entitled "Lifelong Learning Practice and Indicators" (SEC(2001)1939, 28.11.2001) proposed the Adult Education Survey as a source that would improve the information or fill information gaps for fulfilling the above broad objectives.

In June 2003, the Task Force on Adult Education Survey prepared a paper¹ whose purpose was to define the policy framework and the related information needs of the Adult Education Survey. Its structure is based on the Commission Communication on lifelong learning, putting the learner in the centre of the learning process and proposed the following priorities for action:

- Valuing learning: it refers to the process of recognising participation in and outcomes of (formal, non-formal or informal) learning so as to raise awareness of its intrinsic worth and to reward learning. Focus is on the identification, assessment and recognition of non-formal and informal learning as well as on the transfer and mutual recognition of formal certificates and diplomas.
- Information, guidance and counselling: by means of facilitating access to learning through the availability of quality guidance services.
- Investing time and money in learning: by means of ensuring sufficient investment in education and training. This can be achieved by continuing public funding for the adult and higher education sectors along with an increasing private investment.
- Bringing learning and learners closer together: This can be achieved by developing learning communities, cities and regions, local learning centres and enabling workplaces to become learning organisations.
- Basic skills: improving basic skills (reading, writing and mathematics, IT and language skills, as well as social skills) will allow people and especially the early-school leavers to engage in further learning as a basis for personal fulfilment, active citizenship and employability.
- Innovative pedagogy: addresses the shift in emphasis from knowledge acquisition to competence development and the new roles for teachers and learners that this implies.

1.3 Policy needs for statistical information about adult education

This section refers to the policy requests/user needs in the area of adult education (AE). The outcome is a list of policy relevant indicators that can be obtained from the individual through a dedicated, harmonised, household-based lifelong learning survey such as the Adult Education Survey.

In the specific paragraph on indicators the Commission Communication stresses:

“Comparable information and statistical measures are essential to the development and implementation of coherent and comprehensive lifelong learning strategies. Statistics and indicators already form an essential part of existing initiatives in the field of lifelong learning with a view to monitoring progress both in achieving identified targets and in implementing policy objectives”,

and that:

¹ Vegliante, A. and Clifit-Minot, E. (2003) Adult Education Survey Policy Framework. 3rd meeting of the Eurostat Task Force on Adult Education Survey, 16-18 June 2003, Helsinki

“The development of a limited number of new indicators will be based on the learner-centred approach in relation to formal, non-formal and informal learning. In particular, this work will aim to fill the gaps on several aspects of lifelong learning, by proposing quantitative information collections directly from learners. It will also promote the development of qualitative information sources, in particular in the fields of assessment and recognition; information, guidance and counselling; and training of teachers and trainers . This work will complement the development of indicators on lifelong learning related to employability, adaptability and social inclusion, in the context of the European Employment Strategy and the European Social Agenda”.

A list of AE policy relevant indicators can be obtained through an AES. These indicators are grouped under each of the six priority areas for action, as follows:

- **Valuing learning:** The relevant needs for statistical information about AE are related to respondent’s participation in formal and non-formal learning activities, the recognition of learning, his/her attitude towards learning as well as obstacles in participation. An indicative list of the following indicators can be obtained:
 - Participation in formal/non-formal learning activities by provider and field of learning, by training setting (during and outside working hours), by reasons for participation (job-related, non-job related),
 - Courses started and successfully completed by field, reasons for dropping out, certification of education and training by type of learning, opinion on usefulness of learning
 - Benefits of learning
 - Obstacles in participation (reasons for non-participation)
- **Information, guidance and counselling:** The needs for statistical information about AE are related to respondent’s awareness of learning provision, sources of information, benefits from counselling and guidance and level of satisfaction with guidance offered. An indicative list of indicators can be the following:
 - Source of information and guidance (learning centres, governmental, employer etc) by frequency of use, by benefits obtained and by level of satisfaction
 - Reason for using guidance/counselling services
- **Investing time and money in learning:** The relevant needs for statistical information are related to volume and intensity in different types of learning (formal, non-formal, informal), financing of learning , time spent in education and training, outcomes of learning as well as participation in learning in another country. An indicative list of indicators is the following:
 - Volume of participation (time spent in learning) by type of learning activity (formal, non-formal and informal learning), by time of training (during working time, during leisure time)
 - Source of financing (learner, government, employer etc)
 - Outcomes of learning by type of learners (participants and non-participants)
 - Participation in cultural/social activities by type of activity, by subject area, by volume of activity, by type of provider
 - Participation in learning in another country by country involved, by outcomes (level of satisfaction, number of foreign certificates obtained)

- **Bringing learning and learners closer together:** the relevant needs for statistical information are related to respondent's access to education and training, citizenship, equal opportunities, social cohesion and self fulfilment as well as level of satisfaction on the quality of provisions and of educators. An indicative list of indicators would be the following:
 - Access to information about learning possibilities by knowledge of learning possibilities, by provision of financial support, by time of training (during working or leisure hours)
 - Access to the acquisition of general and civic skills for the less privileged
 - Level of satisfaction on the quality of learning provision by diversification of supply and by effectiveness of teaching

- **Basic skills (key competences):** the relevant needs for statistical information are related to respondent's literacy, numeracy and foreign language skills, ICT skills, cultural awareness, career management skills, interpersonal and social skills, entrepreneurship, science and technology as well as skills acquired at the workplace or in social/cultural environment. An indicative of policy relevant indicators can be the following:
 - Self perceived level of basic skills by type of skill (literacy, numeracy, foreign language, ICT use etc)
 - Self perceived level of management, interpersonal and social skills
 - Use of acquired skills by type of setting (at the workplace or in social/cultural environment)

- **Innovative pedagogy:** The related information needs are respondent's learning preferences and learning strategies. An indicative list of indicators is the following:
 - Participation in learning activities by type of learning preferences (theory/practice, taught/non-taught, alone/in groups etc)
 - Participation in learning activities by type of learning strategies (memorization and relating material to what is already known, learning by doing, listening, audio/video/computer assisted learning)

Moreover, as the lifelong learning is learner-centred the relevant list of indicators can be obtained through the AES:

- Demographic characteristics of the respondent (age, sex, citizenship etc) and
- Characteristics that influence access to learning (educational attainment, social profile, family situation, health status, labour market information, income, proximity to learning sources etc).

1.4 History of the AES

In March 2000, Eurostat launched a task force for measuring lifelong learning (TF MLLL). In its final report (in February 2001) the Eurostat TF MLLL highlighted the importance to improve the knowledge and statistical infrastructure on adult education and learning and to develop a standardized data collection. On this basis, Eurostat proposed in 2002, to the Directors of Social Statistics (DSS) a comprehensive system of Adult Education Statistics based on two pillars: the Continuing Vocational Training Survey (CVTS) and the planned Adult Education Survey.

Subsequently a task force for the development of the Adult Education Survey (TF AES) was created to assist Eurostat to launch such a survey with the definition of the survey subject and the way to approach it being the main focus of its work.

In June 2004, the Adult Education Questionnaire Development Group was created to prepare the AES questionnaire while the Classification of Learning Activities (CLA) was developed and tested. At the ETS WG meeting on February 2004, a draft questionnaire together with the precision requirements for the survey and the results of CLA testing were presented. After this meeting, the TF AES Pilots was created to a) assist countries in the implementation of the pilot AES and b) evaluate the questionnaire's content and methods of testing as well as the results of the national pilot exercises. Following the discussion on the comments to the draft version questionnaire and the result of the first pilot exercises that took place on June 2005, the final version of the questionnaire was prepared.

Subsequently, the first pilot AES was carried out by EU, EFTA and candidate countries during the period 2005 to 2008. Its aim was to collect information on participation in education and learning activities (formal, non-formal and informal learning) including job-related activities, characteristics of learning activities, self-reported skills as well as social and cultural participation, foreign language skills, IT skills and background variables related to main characteristics of the respondents. The results from 22 countries that participated to the pilot AES were made available in July 2009.

In its June 2009 meeting, the TF AES finalised the pilot AES exercise, reviewed Eurostat's strategy for lifelong learning statistics² and initiated work for the planning of the actual AES. This work involved the development of a new questionnaire and manual (the present document) as well as the drafting of the Commission regulation on the Adult Education Survey. The latter is one of the implementing measures of the Regulation (EC) No 452/2008 concerning the production and development of statistics on education and lifelong learning. According to the regulation the AES will be carried out every five years.

The AES is one component of the system of producing statistics on adult education. The other two components are the Labour Force Survey (LFS) and the Continuous Vocational Training Survey (CVTS). Regarding the latter two sources of information, the LFS provides information on the annual evolution of a limited set of indicators while the CVTS provides data on enterprise activities for employee skill development.

² As agreed by the Directors of Social Statistics in September 2009 : http://circa.europa.eu/Public/irc/dsis/ssd/library?l=/dss_meetings/meetings_2009/september_24-25/education_revised/ EN_3.0 &a=d

SECTION 2: EUROPEAN STANDARD QUESTIONNAIRE

1.0 - General Information

1.1 - Information on household

1.2 - Information on the individual

1.2.1 Demographic background

1.2.2 Main labour statistics

1.2.1. 1.2.3 Employment characteristics of the main job

1.2.4 Main labour statistics

1.2.5 Employment characteristics of the main job

1.2.6 Parental education and occupation

1.3 - Access to information about learning possibilities

1.4 - Participation in Education and Training

1.4.1 Formal Education

1.4.1. 1.4.2 Non-formal Education

1.4.2.1 Detailed information concerning selected activity

1.5 - Difficulties in participation in education

1.6 - Informal Learning

1.0.GENERAL INFORMATION

Question No	Variable Name	QUESTIONS/ANSWERS	FILTER
1	COUNTRY	Country of residence	ISO 2-digits
2	REGION	Region of residence	NUTS 2-digits
3	DEG_URB	Degree of urbanisation of the area the household lives in	
		- Densely populated.....	1
		- Intermediate.....	2
		- Thinly populated.....	3
4	REFYEAR	Reference year of the survey	4-digits
5	REFMONTH	Month of the survey	2-digits
6	INTMETHOD	Data collection method	
		- Postal, non electronic version.....	10
		- Postal, electronic version.....	11
		- Face-to-face, non electronic version.....	20
		- Face-to-face, electronic version.....	21
		- Telephone, non electronic version.....	30
		- Telephone, electronic version.....	31
		- Use of internet.....	40
		- Mixed mode collection (e.g.: both postal and interview).....	50
7	INTLANG	Language used in the interview	ISO 2-digits

1.1.INFORMATION ON THE HOUSEHOLD

Question No	Variable Name	QUESTIONS/ANSWERS	FILTER
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(HHNPERS)		Number of persons living in the same household	
8	HHNPERS_0_4	0-4 years old.....	
		Numeric	0-98
		No answer	-1
9	HHNPERS_5_13	5-13 years old.....	
		Numeric	0-98
		No answer	-1
10	HHNPERS_14_15	14-15 years old.....	
		Numeric	0-98
		No answer	-1
11	HHNPERS_16_24	16-24 years old.....	
		Numeric	0-98
		No answer	-1
12	HHNPERS_25_64	25-64 years old (including the respondent).....	
		Numeric	1-98
		No answer	-1
13	HHNPERS_65plus	65 years and older.....	
		Numeric	0-98
		No answer	-1

14	HHTYPE	Household type	
		- One-person household.....	10
		- Lone parent with child(ren) aged less than 25.....	21
		- Couple without child(ren) aged less than 25.....	22
		- Couple with child(ren) aged less than 25.....	23
		- Couple or lone parent with child(ren) aged less than 25 and other persons living in household...	24
		- Other.....	30
		- No answer.....	-1

Note: The type refers to the persons that comprise the household.

Examples:

- if a couple has one child aged 24 who lives in another city, the couple are a household of type 22.

- if a married couple live together with a sibling of one of them, the household is of type 30.

- if the married couple also have a child aged 4, the household is of type 24.

(HHLABOUR)		Household composition by labour status	
15	HHLABOUR_EMP	Number of persons aged 16-64 in household who are at work.....	
		Numeric	0-98
		No answer	-1
16	HHLABOUR_NEMP	Number of persons aged 16-64 in household who are unemployed or inactive.....	
		Numeric	0-98
		No answer	-1

17	HHINCOME	Net monthly income of the household	
		- Below 1st decile.....	1
		- Between 1st decile and 2nd decile.....	2
		- Between 2nd decile and 3rd decile.....	3
		- Between 3rd decile and 4th decile.....	4
		- Between 4th decile and 5th decile.....	5
		- Between 5th decile and 6th decile.....	6
		- Between 6th decile and 7th decile.....	7
		- Between 7th decile and 8th decile.....	8
		- Between 8th decile and 9th decile.....	9
		- Above 9th decile.....	10
		- Refusal (optional).....	0

Note: *Net income means amounts as the household receives them, which is normally after deduction of tax and contributions to social insurance and pensions, and thus represents the amount available for consumption expenditure. Further explanations in the context of core variables will be provided. AES coordinators can as well contact national coordinators for the implantation of core variables for any further questions/clarifications on core variables*

1.2.INFORMATION ON THE INDIVIDUAL

1.2.1.Demographic Background

Question No	Variable Name	QUESTIONS/ANSWERS	FILTER
18	SEX	Sex - Male..... - Female.....	1 2
19	BIRTHYEAR	Year and Month of birth Birth year	4-digit
20	BIRTHMONTH	Birth month	2-digit
21	BIRTHPLACE	Country of birth - Born in this country..... - Country of birth..... - No answer	0 ISO 2-digits -1
Note: Even if the country of birth is the country where the survey takes place, it should still be reported.			
22	RESTIME	Years of residence in this country - Been in this country for 1 year and less..... - Number of years for person who has been in this Country for 2 to 10 years..... - Been in this country for more than 10 years..... - No answer..... - Not applicable (BIRTHPLACE = 0).....	BIRTHPLACE ≠ 0 1 2-10 11 -1 -2
23	CITIZEN	Citizenship - Same as country of residence (1. COUNTRY).... - Citizenship..... - No answer.....	0 ISO 2-digits -1
24	MARSTALEGAL	Legal marital status - Never married..... - Married (including registered partnership)..... - Widowed and not remarried..... - Legally separated and not remarried..... - Divorced..... - No answer.....	1 2 3 4 5 -1
Note: The (legal) conjugal status of each individual in relation to the marriage laws (or customs) of the country (i.e. de jure status) at the time of the survey			
25	MARSTADEFACTO	De facto marital status - Person living in a consensual union..... - Person not living in a consensual union..... - No answer.....	1 2 -1
Note: Two persons are taken to be partners in a consensual union when they have usual residence in the same household, are not married to each other, and have a marriage-like relationship to each other. A person who lives with another partner than his/her legal husband/wife is considered living in consensual union. A person who lives with partner with whom he/she is legally married is not living in consensual union.			

1.2.INFORMATION ON THE INDIVIDUAL

1.2.2.Education and training successfully completed

Question No	Variable Name	QUESTIONS/ANSWERS	FILTER
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26	HATLEVEL	Highest Level of Education or Training Successfully completed		
		- No formal education or below ISCED 1.....	01	
		- ISCED 1.....	11	
		- ISCED 2.....	21	
		- ISCED 3c (shorter than two years).....	22	
		- ISCED 3c (two years and more).....	31	
		- ISCED 3 a, b.....	32	
		- ISCED 3 (without possible distinction a, b or c).....	30	
		- ISCED 4.....	40	
		- ISCED 5b.....	51	
		- ISCED 5a.....	52	
		- ISCED 6.....	60	
		- No answer.....	-1	

27	HATFIELD	Field of the highest level of education or training successfully completed		HATLEVEL= 22 to 60
		- General programmes.....	000	
		- Teacher training and education science.....	100	
		- Humanities, languages and arts.....	200	
		- Foreign languages.....	222	
		- Social sciences, business and law.....	300	
		- Science, mathematics and computing (no distinction possible).....	400	
		- Life science (including biology and environmental science).....	420	
		- Physical science (including physics, chemistry and earth science).....	440	
		- Mathematics and statistics.....	460	
		- Computer science.....	481	
		- Computer use.....	482	
		- Engineering, manufacturing and construction.....	500	
		- Agriculture and veterinary.....	600	
		- Health and welfare.....	700	
		- Services.....	800	
		- Unknown.....	999	
		- No answer.....	-1	
		- Not applicable (HATLEVEL ≠ 22 to 60).....	-2	
		- Fields coded on 3 digits on an optional basis.....	010-863	

Note: Fields of education are required at 2 digit levels but on optional basis countries can provide classification at 3 digit levels.

28	HATYEAR	Year when highest level of education or training was successfully completed				HATLEVEL ≠ 01, -1
		- The four digits of the year when highest level of education or training was successfully completed.....	4-digits			
		- No answer.....	-1			
		- Not applicable (HATLEVEL =01,-1).....	-2			

Note: If the individual has more than one degree at this level, the year entered is the year of acquisition of the earliest of these degrees.

29	HATVOC (optional)	Orientation of the highest level of education or training successfully completed		HATLEVEL = 22 to 40 and (REFYEAR- HATYEAR) ≤ 20
		- General education.....	1	
		- Vocational education	2	
		- No answer.....	-1	
		- Not applicable (HATLEVEL ≠ 22 to 40 or (REFYEAR- HATYEAR) > 20).....	-2	

30	HATOTHER (optional)	Other formal education or training successfully completed in another field than 'HATLEVEL'		HATLEVEL =22 to 60 and (REFYEAR- HATYEAR) ≤ 20
		- Yes.....	1	
		- No.....	2	
		- No answer.....	-1	
		- Not applicable (HATLEVEL ≠ 22 to 40 or (REFYEAR- HATYEAR) > 20).....	-2	

Note: HATOTHER variable includes all education in other fields that may be lower, same level or above HATLEVEL.

31	HATOTHER_LEVEL (optional)	Level of the formal education programme		HATOTHER=1
		- ISCED 3c (shorter than two years).....	22	
		- ISCED 3c (two years and more).....	31	
		- ISCED 3 a, b.....	32	
		- ISCED 3 (without possible distinction a, b or c).....	30	
		- ISCED 4.....	40	
		- ISCED 5b.....	51	
		- ISCED 5a.....	52	
		- ISCED 6.....	60	
		- No answer.....	-1	
		- Not applicable (HATOTHER ≠ 1)	-2	

32	HATOTHER_VOC (optional)	Orientation of the formal education programme		HATOTHER=1 and HATOTHER_LEVEL = 22 to 40
		- General education.....	1	
		- Vocational education	2	
		- No answer.....	-1	
		- Not applicable (HATOTHER≠1 or HATOTHER_LEVEL ≠ 22 to 40).....	-2	

33	HATOTHER_FIELD (optional)	Field of the formal education programme		HATOTHER=1 and HATOTHER_LEVEL = 22 to 60
		- General programmes.....	000	
		- Teacher training and education science.....	100	
		- Humanities, languages and arts.....	200	
		- Foreign languages.....	222	
		- Social sciences, business and law.....	300	
		- Science, mathematics and computing (no distinction possible).....	400	
		- Life science (including biology and environmental science).....	420	
		- Physical science (including physics, chemistry and earth science).....	440	
		- Mathematics and statistics.....	460	
		- Computer science.....	481	
		- Computer use.....	482	
		- Engineering, manufacturing and construction.....	500	
		- Agriculture and veterinary.....	600	

		- Health and welfare.....	700	
		- Services.....	800	
		- Unknown.....	999	
		- No answer	-1	
		- Not applicable (HATOTHER#1 or HATOTHER_LEVEL ≠ 22 to 60).....	-2	
		- Fields coded on 3 digits on an optional basis.....	010-863	

Note: Fields of education are required at 2 digit levels but on optional basis countries can provide classification at 3 digit levels.

34	HATCOMP (optional)	Have you been/are involved in any procedure of recognition of skill and competences?		
		- Yes, certification obtained.....	1	
		- Yes, procedure on-going	2	
		- No.....	3	
		- No answer.....	-1	

35	HATCOMPHIGHP (optional)	Have you been/are involved in any procedure of recognition of skills and competences that allow access to a higher formal education programme than the level in HATLEVEL?		HATCOMP=1,2 and HATLEVEL ≠ 01, -1
		- Yes.....	1	
		- No.....	2	
		- No answer.....	-1	
		- Not applicable (HATCOMP ≠ 1,2 or HATLEVEL=01, -	-2	

1.2.INFORMATION ON THE INDIVIDUAL

1.2.3.Not completed education and training

Question No	Variable Name	QUESTIONS/ANSWERS		FILTER
36	DROPHIGH	Did you ever start a level of education higher than the level you mentioned in HATLEVEL but did not complete it?		HATLEVEL≠ 01, -1 and (REFYEAR-HATYEAR) ≤ 20
		- Yes.....	1	
		- No.....	2	
		- No answer.....	-1	
		- Not applicable (HATLEVEL= 01, -1 or (REFYEAR- HATYEAR) >	-2	
37	DROPLEVEL	What was the level you started and did not complete?		DROPHIGH=1
		- ISCED 2.....	21	
		- ISCED 3c (shorter than two years).....	22	
		- ISCED 3c (two years and more).....	31	
		- ISCED 3 a, b.....	32	
		- ISCED 3 (without possible distinction a, b or c)...	30	
		- ISCED 4.....	40	
		- ISCED 5b.....	51	
		- ISCED 5a.....	52	
		- ISCED 6.....	60	
		- No answer.....	-1	
		- Not applicable (DROPHIGH ≠ 1).....	-2	
38	DROPVOC <i>(optional)</i>	Orientation of the formal education not completed		DROPLEVEL= 22 to 40 and (REFYEAR-HATYEAR) ≤ 20
		- General education.....	1	
		- Vocational education	2	
		- No answer.....	-1	
		- Not applicable (DROPLEVEL ≠ 22 to 40 or (REFYEAR- HATYEAR) > 20).....	-2	

1.2.INFORMATION ON THE INDIVIDUAL

1.2.4.Main labour statistics

Que stion No	Variable Name	QUESTIONS/ANSWERS	FILTER
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39	MAINSTAT	Current labour status (based on the main job)		
		Carries out a job or profession, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship, etc.		
		- Full time.....	11	
		- Part time.....	12	
		- Unemployed.....	20	
		- Pupil, student, further training, unpaid work experience.....	31	
		- In retirement or early retirement or has given up business.....	32	
		- Permanently disabled.....	33	
		- In compulsory military service.....	34	
		- Fulfilling domestic tasks.....	35	
		- Other inactive person.....	36	
		- No answer.....	-1	

Note: The distinction between full-time and part-time work should be made on the basis of a spontaneous answer given by the respondent. It is impossible to establish a more exact distinction between part-time and full-time work, due to variations in working hours between Member States and also between branches of industry.

1.2.5.Employment characteristics of the main job

Que stion No	Variable Name	QUESTIONS/ANSWERS	FILTER
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40	JOBSTAT	Professional status (based on the main job)		MAINSTAT=11,12
		- Self-employed with employees.....	11	
		- Self-employed without employees.....	12	
		- Employee with a permanent job or work contract of unlimited	21	
		- Employee with temporary job/work contract of limited	22	
		- Family worker.....	30	
		- No answer.....	-1	
		- Not applicable (MAINSTAT#11,12).....	-2	

41	JOBISCO	Occupation		MAINSTAT=11,12
		- ISCO-08 coded at 2 digit level	2-digits	
		- No answer	-1	
		- Not applicable (MAINSTAT#11,12).....	-2	

42	LOCNACE	Economic activity of the local unit		MAINSTAT=11,12
		- NACE Rev. 2 coded at 2 digit.....	2-digits	
		- No answer	-1	
		- Not applicable (MAINSTAT#11,12).....	-2	

Note: The economic activity of the enterprise can serve as a proxy for economic activity of the local unit where information about the latter cannot be collected or is not available.

43	LOCSIZEFIRM	Number of persons working at the local unit		JOBSTAT=11, 21, 22, 30
		- 1 to 10 persons	1	

		- 11 to 19 persons.....	2	
		- 20 to 49 persons.....	3	
		- 50 to 249 persons.....	4	
		- 250 or more persons.....	5	
		- No answer but 10 or more persons.....	7	
		- No answer	-1	
		- Not applicable (JOBSTAT#11, 21, 22, 30).....	-2	

44	JOBTIME	Year in which person started working in his/her current main job	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	MAINSTAT=11,12
		- 4 digits of the year concerned.....	4-digits				
		- No answer	-1				
		- Not applicable (MAINSTAT#11, 12).....	-2				

1.2.INFORMATION ON THE INDIVIDUAL

1.2.6.Parental education and occupation

Note: The reference period for those variables is when the interviewee was a young teenager, between the ages of 12 and 16. If the respondent hesitates or asks for a specific age, the age of 14 should be used. Any changes that occurred after the reference period should not be taken into account; the interviewer must accentuate the fact that the reference period is when the interviewee was a young teenager.

Question No	Variable Name	QUESTIONS/ANSWERS	FILTER
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		What is the level of education achieved by your parents (guardian)?		
45	HATFATHER	Father (Male guardian)		
		- At most lower secondary.....	1	
		- Upper secondary.....	2	
		- Tertiary.....	3	
		- No answer.....	-1	
46	HATMOTHER	Mother (Female guardian)		
		- At most lower secondary.....	1	
		- Upper secondary.....	2	
		- Tertiary.....	3	
		- No answer.....	-1	

		What is the occupation of your parents (guardian)?		
47	ISCOFATHER (optional)	Main occupation of father		
		- ISCO-08 coded at 1 digit level.....	0-9	
		- No answer	-1	
		- Not applicable (Father never had a job, no father).....	-2	
48	ISCOMOTHER (optional)	Main occupation of mother		
		- ISCO-08 coded at 1 digit level.....	0-9	
		- No answer	-1	
		- Not applicable (Mother never had a job, no mother).....	-2	

Note: The father's/mother's main occupation should be coded according to the ISCO -08 classification. If father's/mother's had simultaneously more than one job, the occupation refers to the main job. If during the reference period, father's/mother's didn't have a job, the variable SF3, SF4 refers to the main last occupation.

1.3. ACCESS TO INFORMATION ABOUT LEARNING POSSIBILITIES

Question No.	Variable Name	QUESTIONS / ANSWERS	FILTER										
49	SEEKINFO	Have you in the last 12 months looked for any information concerning learning possibilities? - Yes..... - No..... - No answer.....	<table border="1" style="width: 100px; margin: auto;"> <tr><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">2</td></tr> <tr><td style="text-align: center;">-1</td></tr> </table>	1	2	-1							
1													
2													
-1													
50	SEEKFOUND	Did you find the information? - Yes..... - No..... - No answer..... - Not applicable (SEEKINFO ≠ 1).....	<table border="1" style="width: 100px; margin: auto;"> <tr><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">2</td></tr> <tr><td style="text-align: center;">-1</td></tr> <tr><td style="text-align: center;">-2</td></tr> </table> SEEKINFO=1	1	2	-1	-2						
1													
2													
-1													
-2													
51	SEEKSOURCE	Where did you find information on learning activities? (MARK ALL THAT APPLY) SEEKSOURCE_1 Internet SEEKSOURCE_2 Member of the family, neighbour, work colleague SEEKSOURCE_3 Your employer SEEKSOURCE_4 Guidance services (e.g. career guidance provider by employment service office) SEEKSOURCE_5 An education or training institution (school, college, centre, university) SEEKSOURCE_6 Mass media (TV, radio, newspapers, poster) SEEKSOURCE_7 Books None of the sources above No answer Not applicable (SEEKINFO ≠ 1)	<table border="1" style="width: 100px; margin: auto;"> <tr><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">2</td></tr> <tr><td style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">4</td></tr> <tr><td style="text-align: center;">5</td></tr> <tr><td style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">7</td></tr> <tr><td style="text-align: center;">0</td></tr> <tr><td style="text-align: center;">-1</td></tr> <tr><td style="text-align: center;">-2</td></tr> </table> SEEKFOUND=1	1	2	3	4	5	6	7	0	-1	-2
1													
2													
3													
4													
5													
6													
7													
0													
-1													
-2													

Note: In the variable SEEKSOURCE may give national examples of the categories e.g. name of the employment office. The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. Each of the sources, if selected, gets the code 1. If none of the sources are selected, this corresponds to 'No answer' for variable SEEKSOURCE. For further guidance on the coding of this variable, please refer to the Codebook.

1.4. PARTICIPATION IN EDUCATION AND TRAINING

1.4.1 Formal Education

Question No.	Variable Name	QUESTIONS / ANSWERS	FILTER
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52	FED	During the last 12 months, that is since <<month, year>> have you been a student or apprentice in formal education?	
		- Yes.....	1
		- No.....	2

Note: The question(s) for this variable should be phrased by countries in a way that the concept of education designed to lead to achievement included in the National Framework of Qualifications is described as fully as possible. The phrasing can be for example: During the last 12 months, that is since <<month, year>>, have you been studying towards a qualification? 1.YES 2. NO Another possibility would be to list institutions providing formal education or list formal education programme.

53	FEDNUM	In how many formal education activities did you participate in during the last 12 months?		FED=1
		- None (FED=2).....	0	
		- Number of activities.....	1-3	

54	FEDNAME	What is the name of the most recent formal education activity that you participated in during the last 12 months?		FEDNUM >=1
		Name of the activity		
		No answer	-1	
		Not applicable (FEDNUM=0)	-2	

Note: The variable FEDNAME is not in the regulation or code book. It is intended to aid the data collection.

54	FEDLEVEL	What was the level of the most recent formal education activity? (reference to FEDNAME)		FEDNUM ≥ 1
		- ISCED 1.....	11	
		- ISCED 2.....	21	
		- ISCED 3c (shorter than two years).....	22	
		- ISCED 3c (two years and more).....	31	
		- ISCED 3 a, b.....	32	
		- ISCED 4 (without distinction a, b or c).....	40	
		- ISCED 5b.....	51	
		- ISCED 5a.....	52	
		- ISCED 6.....	60	
		- Not applicable (FEDNUM=0).....	-2	

55	FEDFIELD	Field of most recent education or training (reference to FEDNAME)		FEDNUM ≥ 1 and FEDLEVEL = 22 to 60
		- Basic programmes.....	010	
		- Literacy and numeracy.....	080	
		- Personal development.....	090	
		- Teacher training and education science.....	140	
		- Arts.....	210	
		- Humanities.....	220	
		- Foreign languages.....	222	
		- Social and behavioural science.....	310	
		- Journalism and information.....	320	
		- Business and administration.....	340	
		- Law.....	380	
		- Life science.....	420	
		- Physical science.....	440	
		- Mathematics and statistics.....	460	
		- Computer science.....	481	
		- Computer use.....	482	
		- Engineering and engineering trades.....	520	
		- Manufacturing and processing.....	540	
		- Architecture and building.....	580	
		- Agriculture, forestry and fishery.....	620	
		- Veterinary.....	640	
		- Health.....	720	
		- Social services.....	760	
		- Personal services.....	810	
		- Transport services.....	840	
		- Environmental protection.....	850	
		- Security services.....	860	
		- Not known or unspecified.....	999	

		- Not applicable (FEDNUM=0 or FEDLEVEL # 22 to 60).....	-2	
		- Fields coded on 3 digits on an optional basis.....	010-863	

56	FEDVOC	Orientation of the most recent education or training (reference to FEDNAME)		FEDLEVEL = 22 to 40
		- General education.....	1	
		- Vocational education.....	2	
		- No answer.....	-1	
		- Not applicable (FEDLEV# 22 to 40).....	-2	

57	FEDMETHOD	Which of the following methods of learning was the main method used in the most recent formal education activity? (reference to FEDNAME)		FEDNUM ≥ 1
		- Traditional teaching (e.g. classroom).....	1	
		- Distance learning using online or offline computer.....	2	
		- Distance learning using traditional teaching material.....	3	
		- No answer.....	-1	
		- Not applicable (FEDNUM=0).....	-2	

Note: The question concerns the main method of learning. The fact that during the distance education study there were some meetings organised in order to consult the coach or for some lectures doesn't change the classification of the activity as distance education.

58	FEDREASON	Could you specify the reasons for participating in the most recent formal education activity? - reference to FEDNAME (MARK ALL THAT APPLY)		FEDNUM ≥ 1
	FEDREASON_1	To do my job better/ and/or improve carrier prospects	1	
	FEDREASON_2	To be less likely to lose my job	2	
	FEDREASON_3	To increase my possibilities of getting a job, or changing a job/profession	3	
	FEDREASON_4	To start my own business	4	
	FEDREASON_5	I was obliged to participate	5	
	FEDREASON_6	To get knowledge/skills useful in my everyday life	6	
	FEDREASON_7	To increase my knowledge/skills on a subject that interests me	7	
	FEDREASON_8	Obtain certificate	8	
	FEDREASON_9	To meet new people/For fun	9	
		None of the sources above	0	
		No answer	-1	
		Not applicable (FEDNUM=0)	-2	

Note: The regulation requires the countries to provide the number of responses provided in the list. This can derived from the responses to this question. Each of the reasons if selected, gets the code 1. If none of the reasons are selected, this corresponds to 'No answer' for variable FEDREASON. For further guidance on the coding of this variable, please refer to the Codebook.

59	FEDWORKTIME	Did the most recent formal education activity take place during paid working hours (including paid leave or recuperation)? - reference to FEDNAME		FEDNUM ≥ 1
		- Only during paid working hours.....	1	
		- Mostly during paid working hours.....	2	
		- Mostly outside paid working hours.....	3	
		- Only outside paid working hours.....	4	
		- Not working at that time.....	5	
		- No answer.....	-1	
		- Not applicable (FEDNUM=0).....	-2	

Note: This question refers to the degree that the activity takes place during paid working hours meaning that the working hours are used to attend the activity instead of working. It also includes the case where a number of working hours are being replaced by the learning activity even if the activity itself takes place outside normal working time of the respondent. In case when 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as "mostly during paid working hours". If the learning activity takes place outside working time and the respondent has received payment for the hours or additional leisure hours, the activity should be coded as "only during paid working hours". The answer should only reflect the participation in the course itself and not homework. - Self-employed should be treated as employed - Contributing family workers (those workers who hold a 'self-employment' job in a market-oriented establishment operated by a related person living in the same household), who cannot be regarded as partners, voluntary social workers and others working without being paid but attending a course within that area should be coded as "only outside paid hours" as there are no paid working hours. If in the time of attending formal education the respondent does not have a job during

	(FEDVOLUME)	Volume of instruction of the most recent formal education activity (reference to FEDNAME)
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Note: We are interested in the volume of the programme respondent participated in during the last 12 months. It may be difficult to measure this time (some of the programmes have compulsory number of hours a person should participate in, but calculated for all the programme duration or for the duration in the school year and not for the last 12 months). So we should rather ask about number of hours the respondent really attended during the last 12 months. But in this case it will be difficult to get a precise number of hours. The respondent may forget about his or her absence caused by illness, professional duties, etc.

Alternatively to the variable FEDNBHOURS, the interviewer may ask both FEDNBWEEKS and FEDDURPERWEEK to compile the FEDVOLUME variable. Proposed ways of asking questions for this variable:

- How many weeks during the last 12 months you participated in the "include the name of the program/course"? (FEDNBWEEKS)
- What was the number of instruction hours per week on average? (FEDDURPERWEEK)

60	FEDNBHOURS	Total number of instruction hours		FEDNUM ≥ 1
			3 digits	
		No answer	-1	
		Not applicable (FEDNUM=0)	-2	
OR				
60a	FEDNBWEEKS (optional)	Number of weeks		FEDNUM ≥ 1
			1-52	
		No answer	-1	
		Not applicable (FEDNUM=0)	-2	
60b	FEDDURPERWEEK (optional)	Average number of instruction hours per week		FEDNUM ≥ 1
			1-98	
		No answer	-1	
		Not applicable (FEDNUM=0)	-2	

61	FEDPAID	Please indicate which of the following cases describes best the payment for tuition, registration, exam fees, and expenses for books or technical study means, regarding your studies for the most recent formal education activity.		FEDNUM ≥ 1
		- Fully paid by yourself.....	1	
		- Partly paid by yourself and partly paid by somebody else.....	2	
		- Fully paid by somebody else.....	3	
		- You paid for the activity, but you do not know if this was in-full or in-part payment and if anybody else also paid for this activity.....	4	
		- Not applicable (FEDNUM = 0).....	-2	

Note: Cases where respondent pay for no costs by themselves and do not know who paid for the course are covered by Category 3, i.e. fully paid by somebody else.

Technical study means are all the helpful materials respondent was buying for the study, so computer, software, CDs, DVDs, drawing boards (for courses on architecture), clay, etc. **Any technical means used for the study but purchased before for other purposes should be excluded.**

62	FEDPAIDBY	Please indicate who paid in-part or in-full for your tuition, registration, exam fees, and expenses for books or technical study means, regarding your studies for the most recent formal education activity. (MARK ALL THAT APPLY) - FEDPAIDBY		FEDPAID = 2 OR 3
		FEDPAIDBY_1 Employer (FEDWORKTIME=1,2,3,4) or prospective employer	1	
		FEDPAIDBY_2 Public Employment Services	2	
		FEDPAIDBY_3 Other public institutions	3	
		FEDPAIDBY_4 A household member or a relative	4	
		You do not know who paid for the activity	5	
		None of the persons/services above, but somebody else not listed here (e.g. a friend)	0	
		No answer	-1	
Not applicable (FEDPAID ≠ 2 AND 3)	-2			

Note: The Commission regulation requires the countries to provide the number of responses provided in the list. This can derived from the responses to this question. Each of the items if selected, gets the code 1. FEDPAIDBY_5 of the Regulation will be derived from FEDPAID variable of the standard questionnaire. If none of the items are selected, this corresponds to 'No answer' for variable FEDPAIDBY. For further guidance on the coding of this variable, please refer to the Codebook.

These questions concern the situation when the direct expenses were fully or party paid by some other party. In case the worker was employed by a member of his/her household and received financial support from the household but as an employee or family worker this should be treated as employer and not household support. In case the respondent was self-employed when participating in education and training and financed the expenses from his/her company sources, that should be coded as employer's support (either full or part).

63	FEDPAIDVAL	In the last 12 months, how much did you personally or any member of your household or relative pay for tuition, registration, exam fees, books, and/or technical study means regarding your studies for the most recent formal education activity? (reference to FEDNAME)		FEDPAID = 1 or FEDPAID = 2 or FEDPAID = 4 or FEDPAIDBY_4 =1
			in Euros	
		No answer	-1	
		Not applicable (FEDPAID ≠ 1 and FEDPAID ≠ 2 and FEDPAID ≠ 4 and FEDPAIDBY_4≠1)	-2	

64	FEDUSE	How much have you used (or expect to use) the skills or knowledge that you acquired from the most recent formal education activity? (reference to FEDNAME)		FEDNUM ≥ 1
		- A lot.....	1	

	- A fair amount.....	2	
	- Very little.....	3	
	- Not at all.....	4	
	- No answer.....	-1	
	- Not applicable (FEDNUM=0).....	-2	

65	FEDSAT (optional)	Are you satisfied with the education / training received for the most recent formal education activity? (reference to		FEDNUM ≥ 1
		- Yes.....	1	
		- No.....	2	
		- No answer.....	-1	
		- Not applicable (FEDNUM=0).....	-2	

66	FEDUNSATREASON (optional)	If no, what are the reasons for not being satisfied with the most recent formal education activity? - reference to FEDNAME (MARK ALL THAT APPLY)		FEDSAT =2
	FEDUNSATREASON_1	Relevance/usefulness	1	
	FEDUNSATREASON_2	Level of training too low	2	
	FEDUNSATREASON_3	Level of training too high	3	
	FEDUNSATREASON_4	Quality of teaching	4	
	FEDUNSATREASON_5	Organisation of training (location, materials, classrooms etc)	5	
		None of the reasons above	0	
		No answer	-1	
		Not applicable (FEDSAT ≠ 2)	-2	

Note: The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. Each of the reasons, if selected, gets the code 1. If none of the reasons are selected, this corresponds to 'No answer' for variable FEDUNSATREASON. For further guidance on the coding of this variable, please refer to the Codebook.

67	FEDOUTCOME	Have the new skills/knowledge acquired through the most recent formal education activity helped you in any of the following ways?- reference to FEDNAME (MARK ALL THAT APPLY)		FEDNUM ≥ 1
	FEDOUTCOME_1	Getting a (new) job	1	
	FEDOUTCOME_2	Promotion in the job (FEDNUM ≥ 1 and FEDWORKTIME= 1,2,3,4)	2	
	FEDOUTCOME_3	Higher salary / wages (FEDNUM ≥ 1 and FEDWORKTIME= 1,2,3,4)	3	
	FEDOUTCOME_4	New tasks (FEDNUM ≥ 1 and FEDWORKTIME= 1,2,3,4)	4	
	FEDOUTCOME_5	Better performance in present job (FEDNUM ≥ 1 and FEDWORKTIME= 1,2,3,4)	5	
	FEDOUTCOME_6	Personal related reasons (meet other people, refresh your skills in general subjects etc)	6	
	FEDOUTCOME_7	No outcomes yet	7	
	FEDOUTCOME_8	No outcomes expected	8	
		None of the outcomes above	0	
		No answer	-1	
		Not applicable (FEDNUM=0)	-2	

Note: The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. Each of the outcomes, if selected, gets the code 1. If none of the outcomes are selected, this corresponds to 'No answer' for variable FEDOUTCOME. For further guidance on the coding of this variable, please refer to the Codebook.

1.4. PARTICIPATION IN EDUCATION AND TRAINING

1.4.2 Non-Formal Education

Question No.	Variable Name	QUESTIONS / ANSWERS	FILTER
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	(NFE)	During the last 12 months have you participated in any of the following activities with the intention to improve your knowledge or skills in any area (including hobbies)? This includes completed and ongoing activities.	
68	NFECOURSE	a. Courses at the workplace or in your free time? <i>Examples: language courses, computer courses, driving courses, management courses, cooking courses, gardening courses or painting courses.</i>	
		- Yes.....	1
		- No.....	2
69	NFEWORKSHOP	b. Workshops or seminars at the workplace or in your free time? <i>Examples: Data workshop, inspiration day, study day, inspirational workshop, work information seminar, health seminar</i>	
		- Yes.....	1
		- No.....	2
70	NFEGUIDEDJT	c. Planned periods of education, instruction or training directly at the workplace, organised by the employer with the aid of an instructor ? <i>Examples: Training to operate a new machine or to learn new software (for one or two persons)</i>	
		- Yes.....	1
		- No.....	2
71	NFELESSON	d. Private lessons with the aid of a teacher or tutor for whom this is a paid activity? <i>Examples: mathematics or piano lessons. A lesson should be included if provided by a professional teacher and excluded if provided by a friend, family member or colleague</i>	
		- Yes.....	1
		- No.....	2
Note: Private lessons can even be “formal education” in the case where the national educational system recognises home schooling, as the pupil would participate in institutionalised learning designed to lead to a qualification in the NFQ. In this case they should be reported in the module FED.			

72	NFENUM	In how many such non-formal education and training activities have you participated during the last 12 months?		NFECOURSE=1 or NFEWORKSHOP=1 or NFEGUIDEDJT=1 or NFELESSON=1
		Number of activities	1-98	
		None (NFECOURSE = NFEWORKSHOP = NFEGUIDEDJT = NFELESSON = 2)	0	

Note: The type of participation is to be collected for ALL activities. In addition, one question relevant to ALL activities could be added as on whether they are job related in order to compile NFEPURP10 (e.g. NFEACT01_PURP: Is the 1st activity job related?).

	(NFEACT01)	01 - Identification of the 1st activity		
73	NFEACT01_TYPE	Type of the activity	0 1	NFENUM ≥ 1
		- Courses.....	1	
		- Workshops and seminars.....	2	
		- Guided on the job training.....	3	

		- Private lessons.....		4	
		- No answer.....		-1	
		- Not applicable (NFENUM=0).....		-2	

(NFEACT02)		02 - Identification of the 2nd activity			
74	NFEACT02_TYPE	Type of the activity	0	2	NFENUM ≥ 2
		- Courses.....		1	
		- Workshops and seminars.....		2	
		- Guided on the job training.....		3	
		- Private lessons.....		4	
		- No answer.....		-1	
		- Not applicable (NFENUM<2).....		-2	

(NFEACT03)		03 - Identification of the 3rd activity			
75	NFEACT03_TYPE	Type of the activity	0	3	NFENUM ≥ 3
		- Courses.....		1	
		- Workshops and seminars.....		2	
		- Guided on the job training.....		3	
		- Private lessons.....		4	
		- No answer.....		-1	
		- Not applicable (NFENUM<3).....		-2	

(NFEACT04)		04 - Identification of the 4th activity			
76	NFEACT04_TYPE	Type of the activity	0	4	NFENUM ≥ 4
		- Courses.....		1	
		- Workshops and seminars.....		2	
		- Guided on the job training.....		3	
		- Private lessons.....		4	
		- No answer.....		-1	
		- Not applicable (NFENUM<4).....		-2	

(NFEACT05)		05 - Identification of the 5th activity			
77	NFEACT05_TYPE	Type of the activity	0	5	NFENUM ≥ 5
		- Courses.....		1	
		- Workshops and seminars.....		2	
		- Guided on the job training.....		3	
		- Private lessons.....		4	
		- No answer.....		-1	
		- Not applicable (NFENUM<5).....		-2	

(NFEACT06)		06 - Identification of the 6th activity			
78	NFEACT06_TYPE	Type of the activity	0	6	NFENUM ≥ 6
		- Courses.....		1	
		- Workshops and seminars.....		2	
		- Guided on the job training.....		3	
		- Private lessons.....		4	
		- No answer.....		-1	
		- Not applicable (NFENUM<6).....		-2	

(NFEACT07)		07 - Identification of the 7th activity			
79	NFEACT07_TYPE	Type of the activity	0	7	NFENUM ≥ 7
		- Courses.....		1	
		- Workshops and seminars.....		2	
		- Guided on the job training.....		3	
		- Private lessons.....		4	
		- No answer.....		-1	
		- Not applicable (NFENUM<7).....		-2	

(NFEACT08)		08 - Identification of the 8th activity			
80	NFEACT08_TYPE	Type of the activity	0	8	NFENUM ≥ 8
		- Courses.....		1	
		- Workshops and seminars.....		2	
		- Guided on the job training.....		3	
		- Private lessons.....		4	
		- No answer.....		-1	
		- Not applicable (NFENUM<8).....		-2	

(NFEACT09)		09 - Identification of the 9th activity			
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81	NFEACT09_TYPE	Type of the activity	0	9		NFENUM ≥ 9
		- Courses.....			1	
		- Workshops and seminars.....			2	
		- Guided on the job training.....			3	
		- Private lessons.....			4	
		- No answer.....			-1	
		- Not applicable (NFENUM<9).....			-2	

	(NFEACT10)	10 - Identification of the 10th activity				
82	NFEACT10_TYPE	Type of the activity	1	0		NFENUM ≥ 10
		- Courses.....			1	
		- Workshops and seminars.....			2	
		- Guided on the job training.....			3	
		- Private lessons.....			4	
		- No answer.....			-1	
		- Not applicable (NFENUM<10).....			-2	

83	NFEPURP10	Did you participate in at least one job related activity among activities 1-10?				NFENUM ≥ 1
		- Yes.....			1	
		- No.....			2	
		- Not applicable (NFENUM=0).....			-2	

Note: Alternatively to asking this question, it could be possible to derive this variable from the answers to the questions on whether each one of the activities listed above is job related (e.g. NFEACT01_PURP, NFEACT02_PURP, etc.).

84	NFEWORKTIME10	Did at least one non-formal education activity take place during paid working hours (including paid leave or recuperation)?				NFENUM ≥ 1
		- Yes.....			1	
		- No (including not working at that time).....			2	
		- Not applicable (NFENUM=0).....			-2	

85	NFEPAYBY10	Did your employer or prospective employer paid fully or partially for at least one of the activities 1-10?				NFENUM ≥ 1
		- Yes.....			1	
		- No (including not working at that time).....			2	
		- I don't know if employer paid (fully or partially) any of the			3	
		- Not applicable (NFENUM=0).....			-2	

1.4. PARTICIPATION IN EDUCATION AND TRAINING

1.4.2 Non-Formal Education

1.4.2.1 Detailed information concerning randomly selected activities

Note: After listing all the activities the respondent has participated in the last 12 months, 2 activities should be randomly selected for further interviewing (please see 'Survey Guidelines' in AES manual for details on the random selection). Further interviewing for a 3rd activity is also recommended on an optional basis.

Note: The section below refers to the 1ST RANDOMLY SELECTED ACTIVITY. Please repeat the section for 2nd and 3rd (optional) randomly selected activities. Variable Names should reflect the respective activity (NFERANDx, NFEPURPx, etc.).

Question No.	Variable Name	QUESTIONS / ANSWERS	FILTER
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1ST RANDOMLY SELECTED ACTIVITY

86	NFERAND1	Code of the 1st randomly selected activity	NFENUM ≥ 1
		Identification code of the 1st randomly selected activity	01-10
		Not applicable (NFENUM=0)	-2

Note: The identification code of the randomly selected activity should coincide with the coding (xx) in the variables NFEACTxx.

87	NFERAND1_TYPE	Type of the 1st randomly selected activity	NFENUM ≥ 1
		- Courses.....	1
		- Workshops and seminars.....	2
		- Guided on the job training.....	3
		- Private lessons.....	4
		- No answer.....	-1
		- Not applicable (NFENUM=0).....	-2

Note: As reported in NFEACT01_TYPE to NFEACT10_TYPE for the 1st randomly selected activity.

88	NFEPURP1	What is the main reason for participating in the 1st activity?	NFERAND1 ≠ -2
		- Mainly job related.....	1
		- Mainly Personal/Non-job related reasons.....	2
		- No answer.....	-1
		- Not applicable (NFERAND1= -2).....	-2

89	NFEFIELD1	Field of the 1st activity	NFERAND1 ≠ -2
		- Basic programmes.....	010
		- Literacy and numeracy.....	080
		- Personal development.....	090
		- Teacher training and education science.....	140
		- Arts.....	210
		- Humanities.....	220
		- Foreign languages.....	222
		- Social and behavioural science.....	310
		- Journalism and information.....	320
		- Business and administration.....	340
		- Law.....	380
		- Life science.....	420
		- Physical science.....	440
		- Mathematics and statistics.....	460
		- Computer science.....	481
		- Computer use.....	482
		- Engineering and engineering trades.....	520
		- Manufacturing and processing.....	540
		- Architecture and building.....	580
		- Agriculture, forestry and fishery.....	620
		- Veterinary.....	640
		- Health.....	720
		- Social services.....	760
		- Personal services.....	810
		- Transport services.....	840
		- Environmental protection.....	850
		- Security services.....	860
		- Not known or unspecified.....	999
		- No answer.....	-1
		- Not applicable (NFERAND1= -2).....	-2
		- Fields coded on 3 digits on an optional basis.....	010-863

90	NFEMETHOD1	Which of the following methods of learning was the main method used in the 1st activity?	NFERAND1 ≠ -2 and NFERAND1_TYPE ≠ 2,3
		- Traditional teaching (e.g. classroom).....	1
		- Distance learning using online or offline computer.....	2
		- Distance learning using traditional teaching material.....	3
		- No answer.....	-1

	- Not applicable (NFERAND1= -2 or NFERAND1_TYPE =2,3).....	-2
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91	NFEREASON1	Could you specify more precisely the reasons for participating in the 1st activity? (MARK ALL THAT APPLY)		NFERAND1# -2
	NFEREASON1_01	To do my job better/ and/or improve carrier prospects	01	
	NFEREASON1_02	To be less likely to lose my job	02	
	NFEREASON1_03	To increase my possibilities of getting a job, or changing a job/profession	03	
	NFEREASON1_04	To start my own business	04	
	NFEREASON1_05	I was obliged to participate.	05	
	NFEREASON1_06	To get knowledge/skills useful in my everyday life	06	
	NFEREASON1_07	To increase my knowledge/skills on a subject that interests me	07	
	NFEREASON1_08	Obtain certificate	08	
	NFEREASON1_09	To meet new people/For fun	09	
		None of the reasons above	0	
		No answer	-1	
		Not applicable (NFERAND1 = -2)	-2	

Note: The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. Each of the reasons, if selected, gets the code 1. If none of the reasons are selected, this corresponds to 'No answer' for variable NFEREASON1. For further guidance on the coding of this variable, please refer to the Codebook.

92	NFEWORKTIME1	Did the 1st activity take place during paid working hours (including paid leave and recuperation)?		NFERAND1# -2 and NFERAND1_TYPE # 3
		- Only during paid working hours.....	1	
		- Mostly during paid working hours.....	2	
		- Mostly outside paid working hours.....	3	
		- Only outside paid working hours.....	4	
		- Not working at that time.....	5	
		- No answer.....	-1	
		- Not applicable (NFERAND1= -2 or NFERAND1_TYPE =3).....	-2	

Note: The variable NFEWORKTIME1 refers to the degree that the activity takes place during paid working hours meaning that the working hours are used to attend the activity instead of working. It also includes the case where a number of working hours are being replaced by the learning activity even if the activity itself takes place outside normal working time of the respondent. In case when 50 percent of the activity took place during paid working hours and 50 outside this activity should be classified as "mostly during paid working hours".

	(NFEVOLUME1)	Volume of instruction of the 1st activity	
<p>Note: Only the hours of instruction should be reported in the NFEVOLUME1 variable. But it may be difficult to get a precise number of hours. Alternatively to the variable NFENBHOURS1, the interviewer may ask both NFENB WEEKS1 and NFE DURPERWEEK1 to compile the NFEVOLUME1 variable. Proposed way of formulating questions for variable NFEVOLUME1: How many days during the last 12 months did <<the name of the...activity>> comprise? __ How many instruction hours per day did <<the name of the...activity>> comprise on average? __ This means that <<the name of the...activity>> comprised of YYYY instruction hours during the last 12 months. Is this correct? 1. Yes 2. No – Total number of instruction hours during the last 12 months?----- 3. Don't know However the way of asking questions for this variable will be decided at national level, depending on how the programmes are usually characterised in the country, (as number of hour per week, semester or year, etc.).</p>			

93	NFENBHOURS1	Total number of instruction hours		NFERAND1# -2
			3 digits	
		No answer	-1	
		Not applicable (NFERAND1= -2)	-2	

OR

93a	NFENB WEEKS1 (optional)	Number of weeks		NFERAND1# -2
			1-52	
		No answer	-1	
		Not applicable (NFERAND1= -2)	-2	
93b	NFE DURPERWEEK1 (optional)	Average number of instruction hours per week		NFERAND1# -2
			1-98	
		No answer	-1	
		Not applicable (NFERAND1= -2)	-2	

94	NFE PROVIDER1	Who was the provider of the 1st activity?		NFERAND1# -2
		- Formal education institution.....	1	
		- Non formal education and training institutions.....	2	
		- Commercial institution where ET is not the main activity (e.g. equipment suppliers).....	3	
		- Employer.....	4	
		- Employers' organisations, chambers of commerce.....	5	
		- Trade unions.....	6	
		- Non-profit associations, e.g. cultural society, political party.....	7	
		- Individuals (e.g. students giving private lessons).....	8	
		- Non commercial institution where ET is not the main activity (e.g. libraries, museums, ministers).....	9	
		- Other.....	10	
		- No answer.....	-1	
		- Not applicable (NFERAND1= -2).....	-2	

Note: It can be difficult for the respondent to understand the definition of training provider. Ideally this should be an open question to be post-coded using provided categories. Each country is also recommended to use a national list of providers, who can be coded according to the proposed categories.

The provider of education is defined as enterprise/municipality/governmental authority/private person who provides the teacher, lecturer or instructor for the learning activity. The place for learning activity or the organisation/enterprise who paid for the learning activity should consequently not be stated.

95	NFECERT1	Does the 1st activity lead to a certificate required by employer or professional body for the execution of current or planned activity as employer or employee?		NFERAND1# -2
		- Yes, required by the employer or a professional body or by law.....	1	
		- Yes, not required by the employer or a professional body or by law.....	2	
		- No (acknowledgement of attendance).....	3	
		- No answer.....	-1	
		- Not applicable (NFERAND1= -2).....	-2	

96	NFEPAID1	Please indicate which of the following cases describes best the payment for tuition, registration, exam fees, and expenses for books or technical study means, regarding your studies in the 1st activity.		NFERAND1# -2 and NFERAND1_TYPE # 3
		- Fully paid by yourself.....	1	
		- Partly paid by yourself and partly paid by somebody else.....	2	
		- Fully paid by somebody else.....	3	
		- You paid for the activity, but you do not know if this was in-full or in-part payment and if anybody else also paid for this	4	
		- Not applicable (NFERAND1=-2 or NFERAND1_TYPE	-2	

97	NFEPAIDBY1	Please indicate which of the following paid in-part or in-full for tuition, registration, exam fees, and expenses for books or technical study means, regarding your studies in the 1st activity. (MARK ALL THAT APPLY)		NFEPAID1 = 2 OR 3
	NFEPAIDBY1_1	Employer or prospective employer	1	
	NFEPAIDBY1_2	Public Employment Services	2	
	NFEPAIDBY1_3	Other public institutions	3	
	NFEPAIDBY1_4	A household member or a relative	4	
		You do not know who paid for the activity	5	
		None of the persons/services above, but somebody else not listed here (e.g. a friend)	0	
		No answer	-1	
		Not applicable (NFEPAID1 ≠ 2 AND 3)	-2	

Note: The Commission regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. Each of the items if selected, gets the code 1. NFEPAIDBY1_5 of the Regulation will be derived from NFEPAID1 variable of the standard questionnaire. If none of the items are selected, this corresponds to 'No answer' for variable NFEPAIDBY1. For further guidance on the coding of this variable, please refer to the Codebook.

These questions concern the situation when the direct expenses were fully or partly paid by some other party. In case the worker was employed by a member of his/her household and received financial support from the household but as an employee or family worker this should be treated as employer and not household support. In case the respondent was self-employed when participating in education and training and financed the expenses from his/her company sources, that should be coded as employer's support (either full or part).

98	NFEPAIDVAL1	In the last 12 months, how much did you personally or any member of your household or relative pay for tuition, registration, exam fees, books, and/or technical study means regarding your studies in the 1st activity?		NFEPAID1_1 = 1 or NFEPAID1_2 = 2 or NFEPAID1_3 = 4 or NFEPAIDBY1_4 = 1
			in Euros	
		No answer	-1	
		Not applicable (NFEPAID1_1 ≠ 1 AND NFEPAID1_2 ≠ 2 AND NFEPAID1_3 ≠ 4 AND NFEPAIDBY1_4 ≠ 1)	-2	

99	NFEUSE1	How much have you used (or expect to use) the skills or knowledge that you acquired from the 1st activity?		NFERAND1# -2
		- A lot.....	1	
		- A fair amount.....	2	
		- Very little.....	3	
		- Not at all.....	4	
		- No answer.....	-1	
		- Not applicable (NFERAND1= -2).....	-2	

100	NFESAT1 (optional)	Are you satisfied with the education / training received for the 1st activity?		NFERAND1# -2
		- Yes.....	1	
		- No.....	2	
		- No answer.....	-1	
		- Not applicable (NFERAND1= -2).....	-2	

101	NFEUNSATREASON1 (optional)	If no, what are the reasons for not being satisfied with the 1st activity? (MARK ALL THAT APPLY)		NFESAT1=2
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	NFEUNSATREASON1_1	Relevance/usefulness	1	
	NFEUNSATREASON1_2	Level of training too low	2	
	NFEUNSATREASON1_3	Level of training too high	3	
	NFEUNSATREASON1_4	Quality of teaching	4	
	NFEUNSATREASON1_5	Organisation of training (location, materials, classrooms etc)	5	
		None of the reasons above	0	
		No answer	-1	
		Not applicable (NFESAT1#2)	-2	

Note: The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. Each of the reasons, if selected, gets the code 1. If none of the reasons are selected, this corresponds to 'No answer' for variable NFEUNSATREASON1. For further guidance on the coding of this variable, please refer to the Codebook.

102	NFEOUTCOME1	Have the new skills/knowledge acquired through the 1st activity helped you in any of the following ways? (MARK ALL THAT APPLY)		NFERAND1# -2
	NFEOUTCOME1_1	Getting a (new) job	1	
	NFEOUTCOME1_2	Promotion in the job (NFERAND1# -2 and NFEWORKTIME1= 1,2,3,4)	2	
	NFEOUTCOME1_3	Higher salary / wages (NFERAND1# -2 and NFEWORKTIME1= 1,2,3,4)	3	
	NFEOUTCOME1_4	New tasks (NFERAND1# -2 and NFEWORKTIME1= 1,2,3,4)	4	
	NFEOUTCOME1_5	Better performance in present job (NFERAND1# -2 and NFEWORKTIME1= 1,2,3,4)	5	
	NFEOUTCOME1_6	Personal related reasons (meet other people, refresh your skills in general subjects etc)	6	
	NFEOUTCOME1_7	No outcomes yet	7	
	NFEOUTCOME1_8	No outcomes expected	8	
		None of the outcomes above	0	
		No answer	-1	
		Not applicable (NFERAND1=2)	-2	

Note: The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. Each of the outcomes, if selected, gets the code 1. If none of the outcomes are selected, this corresponds to 'No answer' for variable NFEOUTCOME1. For further guidance on the coding of this variable, please refer to the Codebook.

1.5. DIFFICULTIES IN PARTICIPATION IN EDUCATION

Question No.	Variable Name	QUESTIONS/ANSWERS	FILTER
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	(DIFFICULTY)	DIFFICULTIES RELATED TO PARTICIPATION (OR MORE PARTICIPATION) IN EDUCATION AND TRAINING DURING THE LAST 12 MONTHS	
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Note: We are interested to allocate the respondent in one of the four categories/groups below in order to analyze the difficulties that he/she faced to participate in education and training during the last 12 months.

Alternatively to asking the respondent directly to allocate himself/herself to one of the four categories defined in the Commission Regulation, the interviewer should propose the questions DIFFULTY_1_2 or DIFFICULTY_3_4 depending on the answers to previous question of the questionnaire.

For those who participated in some kind of activity, either in formal or in non-formal education

103	DIFFICULTY_1_2	Previously in the questionnaire you stated that during the last 12 months you participated in education and training. Would you have liked to participate even more in such activities?		FED = 1 OR NFECOURSE = 1 OR NFEWORKSHOP = 1 OR NFEGUIDEDJT = 1 OR NFELESSON = 1
		- Yes [Group 2].....	1	
		- No [Group 1].....	2	
		- Do not know.....	3	

For those who did not participate either in formal or in non-formal education

103	DIFFICULTY_3_4	Previously in the questionnaire you stated that during the last 12 months you did not participate in any kind of education or training. Despite this, would you have liked to participate in such activities?		FED = 2 AND NFECOURSE = 2 AND NFEWORKSHOP = 2 AND NFEGUIDEDJT = 2 AND NFELESSON = 2
		- Yes [Group 4].....	1	
		- No [Group 3].....	2	
		- Do not know.....	3	

For those who did not participate and did not want to participate (Group 3)

104	DIFFTYPE1A	Were there any particular reasons that made you not want to participate?		DIFFICULTY_3_4 = 2
		- No. You did not need education and training.....	1	
		- Yes. You did not want to participate for certain reasons.....	2	
		- Not applicable (DIFFICULTY_3_4 ≠ 2)	-1	

Note: Interviewers SHOULD list the possible reasons before the respondent replies to this question. The list of reasons/difficulties could be presented to the respondent. Code 1 serves to fill in the variable DIFFTYPE_11 (of the regulation)

105	DIFFTYPE1B	We would like to know the reasons why you did not want to participate in any education and training. (MARK ALL THAT APPLY)		DIFFICULTY_3_4 = 2 AND DIFFTYPE1A = 2
	DIFFTYPE1_01	Difficulty 01 – Prerequisites: You did not have the prerequisites	01	
	DIFFTYPE1_02	Difficulty 02 – Cost: Training was too expensive/Cost was difficult to afford	02	
	DIFFTYPE1_03	Difficulty 03 - Lack of employer's support	03	
	DIFFTYPE1_04	Difficulty 04- Schedule: Training conflicted with work schedule/was organised at inconvenient time	04	

	DIFFTYPE1_05	Difficulty 05 – Distance: Training took place at a distance hard to reach	05	
	DIFFTYPE1_06	Difficulty 06 - No access to a computer or internet for distance learning.	06	
	DIFFTYPE1_07	Difficulty 07 – Family responsibilities: You did not have time due to family responsibilities	07	
	DIFFTYPE1_08	Difficulty 08 - Your health or age	08	
	DIFFTYPE1_09	Difficulty 09 - Other personal reasons	09	
	DIFFTYPE1_10	Difficulty 10 - No suitable education or training activity	10	
		None of the difficulties above	0	
		No answer	-1	
		Not applicable (DIFFICULTY_3_4 ≠ 2 or DIFFTYPE1A ≠ 2)	-2	

Note: Category “you did not have the prerequisite” concerns mainly entrance requirements which are imposed by the provider and not the attitudinal barrier.

The regulation requires the countries to provide the number of responses provided in the list. **DIFFTYPE** variable can thus be derived from the responses to this question. Each of the difficulties if selected, gets the code 1. If none of the difficulties are selected, this corresponds to 'No answer' for variable DIFFTYPE1. For further guidance on the coding of this variable, please refer to the Codebook.

106	DIFFMAIN1	Among these reasons listed in DIFFTYPE1B, which was the most important?		DIFFTYPE1B =01-10
		- Code of the difficulty from 01 to 10 (code of the difficulty as in the variable DIFFTYPE1B).....	1-10	
		- No applicable (DIFFTYPE1B≠01-10)	-2	
		- No answer.....	-1	

Those who did not participate but wanted to participate and for those who participated and wanted to participate in more activities (Groups 2, 4)

107	DIFFTYPE2	What kind of difficulties did you experience that prevented you to participate or participate more in education and training? (MARK ALL THAT APPLY)		DIFFICULTY_3_4 = 1 OR DIFFICULTY_1_2 = 1
	DIFFTYPE2_01	Difficulty 01 – Prerequisites: You did not have the prerequisites	01	
	DIFFTYPE2_02	Difficulty 02 – Cost: Training was too expensive/Cost was difficult to afford	02	
	DIFFTYPE2_03	Difficulty 03 - Lack of employer's support (FEDWORKTIME=1,2,3,4 or NFEWORKTIME=1,2,3,4) or lack of public services support (FEDWORKTIME≠1,2,3,4 and NFEWORKTIME≠1,2,3,4)	03	
	DIFFTYPE2_04	Difficulty 04- Schedule: Training conflicted with work schedule/was organised at inconvenient time	04	
	DIFFTYPE2_05	Difficulty 05 – Distance: Training took place at a distance hard to reach	05	
	DIFFTYPE2_06	Difficulty 06 - No access to a computer or internet for distance learning.	06	
	DIFFTYPE2_07	Difficulty 07 – Family responsibilities: You didn't have time due to family responsibilities	07	
	DIFFTYPE2_08	Difficulty 08 - Your health or age	08	
	DIFFTYPE2_09	Difficulty 09 - Other personal reasons	09	
	DIFFTYPE2_10	Difficulty 10 - No suitable education or training activity	10	
		None of the difficulties above	0	
		No answer	-1	
		Not applicable (DIFFICULTY_3_4 ≠ 1 AND DIFFICULTY_1_2 ≠ 1)	-2	

Note: The regulation requires the countries to provide the number of responses provided in the list. **DIFFTYPE** variable can thus be derived from the responses to this question. Each of the difficulties if selected, gets the code 1. If none of the difficulties are selected, this corresponds to 'No answer' for variable **DIFFTYPE2**. For further guidance on the coding of this variable, please refer to the Codebook.

108	DIFFMAIN2	Among the difficulties listed in DIFFTYPE2, which was the most important?		DIFFTYPE2 =01-10
		- Code of the difficulty from 01 to 10 (code of the difficulty as in the variable DIFFTYPE2).....	01-10	
		- No applicable (DIFFTYPE2 ≠ 01-10)	-2	
		- No answer.....	-1	

For those who participated and did not want to participate more (Group1)

109	DIFFTYPE3A	Were there any particular reasons that made you not want to participate more?		DIFFICULTY_1_2 = 2
		- No. You did not need further education and training.....	1	
		- Yes. You did not want to participate for certain reasons	2	
		- Not applicable (DIFFICULTY_1_2 ≠ 2).....	-1	

Note: Interviewers SHOULD list the possible reasons before the respondent replies to this question. The list of reasons/difficulties could be presented to the respondent. Code 1 serves to fill in the variable **DIFFTYPE 11**

110	DIFFTYPE3B	We would like to know the reasons why you did not want to participate in more education and training. (MARK ALL THAT APPLY)		DIFFICULTY_1_2 = 2 AND DIFFTYPE3A = 2
	DIFFTYPE1_01	Difficulty 01 – Prerequisites: You did not have the prerequisites	01	
	DIFFTYPE1_02	Difficulty 02 – Cost: Training was too expensive/Cost was difficult to afford	02	
	DIFFTYPE1_03	Difficulty 03 - Lack of employer's support (FEDWORKTIME=1,2,3,4 or NFEWORKTIME=1,2,3,4) or lack of public services support (FEDWORKTIME≠1,2,3,4 and NFEWORKTIME≠1,2,3,4)	03	
	DIFFTYPE1_04	Difficulty 04- Schedule: Training conflicted with work schedule/was organised at inconvenient time	04	
	DIFFTYPE1_05	Difficulty 05 – Distance: Training took place at a distance hard to reach	05	
	DIFFTYPE1_06	Difficulty 06 - No access to a computer or internet for distance learning.	06	
	DIFFTYPE1_07	Difficulty 07 – Family responsibilities: You didn't have time due to family responsibilities	07	
	DIFFTYPE1_08	Difficulty 08 - Your health or age	08	
	DIFFTYPE1_09	Difficulty 09 - Other personal reasons	09	
	DIFFTYPE1_10	Difficulty 10 - No suitable education or training activity	10	
		None of the difficulties above	0	
		No answer	-1	
		Not applicable (DIFFICULTY_1_2 ≠ 2 'AND' or 'OR' DIFFTYPE3A ≠ 2)	-2	

Note: code 8 should be illustrated with examples ready to be used by the interviewer in case of doubt. The regulation requires the countries to provide the number of responses provided in the list. **DIFFTYPE** variable can thus be derived from the responses to this question. Each of the difficulties if selected, gets the code 1. If none of the difficulties are selected, this corresponds to 'No answer' for variable **DIFFTYPE3**. For further guidance on the coding of this variable, please refer to the Codebook.

111	DIFFMAIN3	Among the difficulties listed in DIFFTYPE3B, which was the most important?		DIFFTYPE3B =01-10
		- Code of the difficulty from 01 to 10 (code of the difficulty as in the variable DIFFTYPE3B).....	01-10	

		- No applicable (DIFFTYPE3B ≠ 01-10)	-2	
		- No answer.....	-1	

1.6. INFORMAL LEARNING

Question No	Variable Name	QUESTIONS/ANSWERS	FILTER
112	INF	Other than the activities discussed earlier, have you deliberately tried since the last 12 months to learn anything at work or during your free time to improve your knowledge or skills?	
		- Yes, one activity.....	1
		- Yes, at least two activities.....	2
		- No.....	3
	(INFACT1)	Please identify the 1st most recent activity	
113	INFFIELD1	Field of this activity	INF=1, 2
		- Basic programmes.....	010
		- Literacy and numeracy.....	080
		- Personal development.....	090
		- Teacher training and education science.....	140
		- Arts.....	210
		- Humanities.....	220
		- Foreign languages.....	222
		- Social and behavioural science.....	310
		- Journalism and information.....	320
		- Business and administration.....	340
		- Law.....	380
		- Life science.....	420
		- Physical science.....	440
		- Mathematics and statistics.....	460
		- Computer science.....	481
		- Computer use.....	482
		- Engineering and engineering trades	520
		- Manufacturing and processing.....	540
		- Architecture and building.....	580
		- Agriculture, forestry and fishery.....	620
		- Veterinary.....	640
		- Health.....	720
		- Social services.....	760
		- Personal services.....	810
		- Transport services.....	840
		- Environmental protection.....	850
		- Security services.....	860
		- Not known or unspecified.....	999
		- Not applicable (INF#1, 2).....	-2
		- Fields coded on 3 digits on an optional basis.....	010-863
114	INFPURP1	Purpose of the activity	INF=1, 2
		- Mainly Job related.....	1
		- Mainly Personal/Non-job related reasons.....	2
		- Not applicable (INF#1, 2).....	-2
115	INFMETHOD1	Which of the following methods of learning was the main method used in your most recent informal learning activity?	INF=1, 2
		- By learning from a family member, friend or colleague.....	1
		- Using printed material (books, professional magazines, etc.).....	2
		- Using computers (online or offline).....	3
		- Through television/radio/video.....	4
		- Not applicable (INF#1, 2).....	-2
	(INFACT2)	Please identify the 2nd most recent activity	
116	INFFIELD2	Field of this activity	INF= 2

		- Basic programmes.....	010	
		- Literacy and numeracy.....	080	
		- Personal development.....	090	
		- Teacher training and education science.....	140	
		- Arts.....	210	
		- Humanities.....	220	
		- Foreign languages.....	222	
		- Social and behavioural science.....	310	
		- Journalism and information.....	320	
		- Business and administration.....	340	
		- Law.....	380	
		- Life science.....	420	
		- Physical science.....	440	
		- Mathematics and statistics.....	460	
		- Computer science.....	481	
		- Computer use.....	482	
		- Engineering and engineering trades	520	
		- Manufacturing and processing.....	540	
		- Architecture and building.....	580	
		- Agriculture, forestry and fishery.....	620	
		- Veterinary.....	640	
		- Health.....	720	
		- Social services.....	760	
		- Personal services.....	810	
		- Transport services.....	840	
		- Environmental protection.....	850	
		- Security services.....	860	
		- Not known or unspecified.....	999	
		- Not applicable (INF#1, 2).....	-2	
		- Fields coded on 3 digits on an optional basis.....	010-863	
117	INFPURP2	Purpose of the activity		INF= 2
		- Mainly Job related.....	1	
		- Mainly Personal/Non-job related reasons.....	2	
		- Not applicable (INF#1, 2).....	-2	
118	INFMETHOD2	Which of the following methods of learning was the main method used in your most recent informal learning activity?		INF= 2
		- By learning from a family member, friend or colleague.....	1	
		- Using printed material (books, professional magazines, etc.).....	2	
		- Using computers (online or offline).....	3	
		- Through television/radio/video.....	4	
		- Not applicable (INF#1, 2).....	-2	
<p>Note: Questions on informal education concern activities different from those compulsory activities (including self-study and homework) reported under formal and non formal education. E.g. someone who attends foreign language course and additionally learns this language using computer programme should report this activity but shouldn't report doing homework or revising previous lessons. Countries may include also other methods of informal learning which might be important for the national policy interest or in order improve the quality of the interview. (The respondent will have a possibility of reporting some activities even if she/he was not using the listed methods but different one).</p>				

1.7. Information and Communication Technologies (ICT)

Question No	Variable Name	QUESTIONS/ANSWERS	FILTER
-------------	---------------	-------------------	--------

119	ICTCOMPUTER	Which of the following computer related activities have you already carried out? (MARK ALL THAT APPLY)	
		Never used a computer or none of the activities listed below	0
	ICTCOMPUTER_1	Copying or moving a file or folder.....	1
	ICTCOMPUTER_2	Using copy and paste tools to duplicate or move information within a document.....	2
	ICTCOMPUTER_3	Using basic arithmetic formulas in a spreadsheet	3
	ICTCOMPUTER_4	Compressing (or zipping) files	4
	ICTCOMPUTER_5	Connecting and installing new devices, e.g. a modem	5
	ICTCOMPUTER_6	Writing a computer program using a specialised programming language	6
	ICTCOMPUTER_7	Transferring files between computer and other devices (from digital camera or from/to mobile phone, mp3 / mp4 player).....	7
	ICTCOMPUTER_8	Modifying or verifying the configuration parameters of software applications (except internet browsers) - OPTIONAL.....	8
	ICTCOMPUTER_9	Creating electronic presentations with presentation software (e.g. slides), including e.g. images, sound, video or charts	9
	ICTCOMPUTER_10	Installing a new or replacing an old operating system...	10
		No answer	-1

Note: The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. Each of the activities if selected, gets the code 1. If none of the activities are selected, this corresponds to 'No answer' for variable ICTCOMPUTER. For further guidance on the coding of this variable, please refer to the Codebook.

120	ICTINTERNET <i>(optional)</i>	Which of the following internet related activities have you already carried out? (MARK ALL THAT APPLY)	
		Never used a internet or none of the activities listed below	0
	ICTINTERNET_1	Using a search engine to find information	1
	ICTINTERNET_2	Sending e-mails with attached files (documents, pictures, etc.).....	2
	ICTINTERNET_3	Posting messages to chatrooms, newsgroups or an online discussion forum (e.g. on websites for social networking).....	3
	ICTINTERNET_4	Using the Internet to make telephone calls	4
	ICTINTERNET_5	Using peer-to-peer file sharing for exchanging movies, music, etc.....	5
	ICTINTERNET_6	Creating a web page	6
	ICTINTERNET_7	Uploading text, games, images, films or music to websites (e.g. to websites for social networking).....	7
	ICTINTERNET_8	Modifying the security settings of internet browsers.....	8
		No answer	-1

Note: Items 2) to 1) should be considered for classifying and comparing from one year to another the categories low level computer skills (1-2 items ticked), medium (3-4 items ticked) and high level skills (5-6 items ticked) The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. Each of the activities if selected, gets the code 1. If none of the activities are selected, this corresponds to 'No answer' for variable ICTCOMPUTER. For further guidance on the coding of this variable, please refer to the Codebook.



1.8. Languages

Question No	Variable Name	QUESTIONS/ANSWERS	FILTER
-------------	---------------	-------------------	--------

121	LANGMOTHER	Which language(s) is (are) your mother tongue(s)?	
		1st language.....	ISO 3-digits
		2nd language.....	ISO 3-digits
		None	00

Note: Mother tongue ('first language in some countries') refers to language spoken at home as a child. More information is available in the interview guidelines

122	LANGUSED	Other languages except mother tongue(s)	
		- Number of other languages	0-98
		- No answer.....	-1
		Please list all the languages you can use except your mother tongue(s) (ranked by skills level in	
123	LANGUSED_1	Language 1.....	ISO 3-digits
		None	00
124	LANGUSED_2	Language 2.....	ISO 3-digits
		None	00
125	LANGUSED_3	Language 3.....	ISO 3-digits
		None	00
126	LANGUSED_4	Language 4.....	ISO 3-digits
		None	00
127	LANGUSED_5	Language 5.....	ISO 3-digits
		None	00
128	LANGUSED_6	Language 6.....	ISO 3-digits
		None	00
129	LANGUSED_7	Language 7.....	ISO 3-digits
		None	00

Note: Eurostat recommends that priority should be given to the most taught international languages when selecting languages for skills level measurement though other international languages can be included. Most taught languages: **English, French, German, Spanish and Russian.**

Definition of international languages is available in the interview guidelines

130	INTLANGBEST1	Which of the international languages you mentioned before (excluding mother tongue) do you know best?	
		- Best known international language.....	ISO 3-digits
		- No answer.....	-1
		- Not applicable (LANGUSED=0, -1).....	-2

131	LANGLEVEL1	Please choose which alternative best describes your knowledge about the first best known international language you mentioned above (excluding mother tongue)?			INTLANGBEST1 ≠ -1, -2
		- I can understand and use the most common everyday expressions. I use the language in relation to familiar things and situations.....	1		
		- I can understand the essential of clear language and produce simple text. I can describe experiences and events and communicate fairly fluently.....	2		
		- I can understand a wide range of demanding texts and use the language flexibly. I master the language almost completely.....	3		
		- No answer.....	-1		
		- Not applicable (INTLANGBEST1 = -1, -2).....	-2		
132	INTLANGBEST2	Which of the international languages you mentioned before (excluding mother tongue) do you know second best?			LANGUSED ≠ 0, 1, 1
		- 2nd best known international language.....	ISO 3-digits		
		- No answer.....	-1		
		- Not applicable (LANGUSED=0, 1, -1).....	-2		
133	LANGLEVEL2	Please choose which alternative best describes your knowledge about the second best international language you mentioned above (excluding mother tongue)?			INTLANGBEST2 ≠ -1, -2
		- I can understand and use the most common everyday expressions. I use the language in relation to familiar things and	1		
		- I can understand the essential of clear language and produce simple text. I can describe experiences and events and communicate fairly	2		
		- I can understand a wide range of demanding texts and use the language flexibly. I master the language almost	3		
		- No answer.....	-1		
		- Not applicable (INTLANGBEST2 = -1, -2).....	-2		
134	OTHERLANG	Which other language used only at the national level (excluding mother tongue) can you use?			LANGUSED ≠ 0, 1, 1
		- Best known other language.....	ISO 3-digits		
		- No answer.....	-1		
		- Not applicable (LANGUSED=0, 1, -1).....	-2		
135	OTHERLANGLEVEL	Please choose which alternative best describes your knowledge about other known language used only at the national level you mentioned (excluding mother tongue)?			OTHERLANG ≠ -1, -2
		- I can understand and use the most common everyday expressions. I use the language in relation to familiar things and situations.....	1		
		- I can understand the essential of clear language and produce simple text. I can describe experiences and events and communicate fairly fluently.....	2		
		- I can understand a wide range of demanding texts and use the language flexibly. I master the language almost completely.....	3		

		- No answer.....	-1	
		- Not applicable (OTHERLANG = -1, -2).....	-2	

1.9. Cultural Participation

Question No	Variable Name	QUESTIONS/ANSWERS	FILTER
136	CULTPAR1 <i>(optional)</i>	In the last 12 months how many times have you attended a live performance (plays, concerts, operas, and ballet and dance performances)?	
		- 1 to 6 times in the last 12 months.....	1
		- More than 6 times in the last 12 months.....	2
		- Never.....	3
		- No answer.....	-1
137	CULTPAR2 <i>(optional)</i>	In the last 12 months how many times were you in the cinema?	
		- 1 to 6 times in the last 12 months.....	1
		- More than 6 times in the last 12 months.....	2
		- Never.....	3
		- No answer.....	-1
138	CULTPAR3 <i>(optional)</i>	In the last 12 months how often did you visit cultural sites?	
		- 1 to 6 times in the last 12 months.....	1
		- More than 6 times in the last 12 months.....	2
		- Never.....	3
		- No answer.....	-1
139	CULTPAR4 <i>(optional)</i>	In the last 12 months how often have you attended live sport events?	
		- 1 to 6 times in the last 12 months.....	1
		- More than 6 times in the last 12 months.....	2
		- Never.....	3
		- No answer.....	-1
140	CULTNEWS <i>(optional)</i>	In the last 12 months how often did you read newspapers (papers or Internet)?	
		- Every day or almost every day.....	1
		- At least once a week (but not every day).....	2
		- At least once a month (but not every week).....	3
		- Less than once a month.....	4
		- Never.....	5
		- No answer.....	-1
141	CULTBOOK <i>(optional)</i>	In the last 12 months, as a leisure activity, did you read a book?	
		- Yes.....	1
		- No.....	2
		- No answer.....	-1
142	CULTBOOKNUM <i>(optional)</i>	Approximately how many books?	CULTBOOK=1
		- Less than 5.....	1
		- 5 to 10.....	2
		- More than 10.....	3
		- No answer.....	-1
		- Not applicable (CULTBOOK ≠1).....	-2

143	SOCIALPAR <i>(optional)</i>	In the last 12 months did you take part in any of the following activities? (MARK ALL THAT APPLY)	
	SOCIALPAR _1	Activities of political parties or trade unions.....	1
	SOCIALPAR _2	Activities of professional associations.....	2
	SOCIALPAR _3	Activities of recreational groups or organisations.....	3
	SOCIALPAR _4	Activities of charitable organisations.....	4
	SOCIALPAR _5	Informal voluntary activities.....	5
	SOCIALPAR _6	Activities of religious organisations.....	6
		None of the activities above	0
		No answer	-1

Note: The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. Each of the activities if selected, gets the code 1. If none of the activities are selected, this corresponds to 'No answer' for variable SOCIALPAR. For further guidance on the coding of this variable, please refer to the Codebook.

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COUNTRY: Country of residence

Short description

The respondent's country of residence

Standard question

What is your country of residence?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
2 digits	A standard Eurostat classification based on the UNSD country classification; codes provided in the Annex 8 of the AES manual

- Classification used Standard code list for countries (based on the UNSD country classification (

Definition

- Filter None
- Reference period Moment of the interview
- Concept The respondent's country of usual residence
- Technical issues No technical issues linked to this variable

Rationale

'Country of residence' is to be considered as a basic and obvious variable, especially of the context of country-comparison within the European Statistical System. The information is complementary to the variables 'Country of birth' and 'Country of citizenship'.

Issues and developments

- For most social surveys, such variable will not put any significant burden on respondents nor on the statistical institutes as the information is quasi automatically available. However, for certain groups of respondents, the 'Country of residence' may be ambiguous, such as (recent) expatriates or persons with a second or holiday home (and who may be registered in administrative files in both countries).

- Misclassification error is nevertheless possible where the statistical unit's country of residence can not be checked or collected: e.g. in the Structure of Earnings Survey (SES), the employer reports on the employees' earnings and working time and although most workers will presumably live in the country where the enterprise or local unit is based, this assumption may be problematic in border regions (cross-border workers).

Good practices

- Data collection from the sampling frame (or register).

REGION: Region of residence

Short description

The respondent's region of residence

Standard question

What is your region of residence?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
2 digits	Coding according to NUTS at 2 digit level; details provided in the Annex 8 of the AES manual

- Classification used Nomenclature of Territorial Units for Statistics ([NUTS](#)), level 2

Definition

- Filter None
- Reference period Moment of the interview
- Concept The respondent's region of residence
This variable indicates the region where the respondent is living (place of usual residence).
- Technical issues No technical issues linked to this variable

Rationale

Regional information is important in the context of social statistics for a number of reasons. First, major differences in living standards exist between regions within a country – even in smaller countries (e.g. capital region versus more rural areas). Second, many policies designed to address social exclusion and poverty, particularly those that address infrastructural deficits, are best implemented at regional level. Third, the labour market can differ a lot between regions within the same country, etc.

Issues and developments

- NUTS level recommended

From an analytical point of view, 2-digit level of NUTS is recommended. Note that for 1 in 3 EU countries the 2 digit level corresponds to the country level.

However, for sample reasons, this goal may not be feasible due to sample size restrictions. Where this is the case, intermediate solutions could be considered, e.g. if a country is due to sample size restrictions not able to comply with the NUTS 2 breakdown, a simplified breakdown in for example 3 or 4 regions could be a pragmatic alternative.

Good practices

- Data collection from the sampling frame (or register).

DEG_URB: Degree of urbanisation

Short description

Degree of urbanisation of the area the respondent lives in

Standard question

What is the degree of urbanisation of the area of residence?

Coding

- Transmission codes

Codes	Labels
1	Densely-populated area
2	Intermediate area
3	Thinly-populated area

- Classification used Classification developed by Eurostat

Definition

- Filter None
- Reference period Moment of the interview
- Concept Degree of urbanisation

The concept ‘urbanisation’ has been introduced in order to indicate the features of the area where the respondent lives (for the definition of ‘area’ please see below in section “Issues and developments”).

Three area types have been identified as follows:

Densely-populated area: refers to a contiguous set of closely related local units, each one of which having a density greater than 500 inhabitants per km², and the total population of which being of at least 50,000 inhabitants

Intermediate area: refers to a contiguous set of closely related local units that do not pertain to a densely populated area, each one of which having density greater than 100 inhabitants per km, and where the total population is at least of 50,000 inhabitants, or it refers to a set that is adjacent to a highly populated area

Thinly-populated area: refers to a contiguous set of closely related local units that are not part of a densely populated area, or of an intermediate area.

- Technical issues According to the Labour Force Survey recommendations, a set of local areas totalling less than 100 square kilometres, not reaching the required density, but entirely enclosed within a densely populated or intermediate area, is to be considered to form part of that area. If it is enclosed within a densely populated area and an intermediate area, it is considered to form part of the intermediate area.

The calculations of the density of population for the “local unit”, the total population of the contiguous area for the densely populated and intermediate areas, and the “situation” (enclosed or not) for the isolated local units have to be made in order to guarantee harmonised application of the definitions. This would normally be available at the National Statistical Institution, since it is needed for the Labour Force Surveys.

The information on the urbanisation of the area may be available from the sampling frame, from registers, or the interviewer may record information on the locality (such as the name of the commune/Demos/Gemeinde/municipio/ward etc.) which would permit it to be classified according to one of the three categories outlined above without any significant burden on the respondents.

Rationale

There are important differences in the form that social exclusion takes between urban and rural areas. For instance, housing costs tend to be higher in urban areas, while access to essential services and opportunities for social and cultural participation may be more restricted in rural areas. Problems with vandalism and crime also tend to be more prevalent in urban areas. Labour market, occupation tends also to be different in rural and urban areas. Access to broadband or mobile telecommunication networks can be problematic in more remote rural areas.

A measure of the extent of urbanisation of the area is important, therefore, as an explanatory variable in analyses of social statistics.

Issues and developments

- In the definition of ‘Degree of urbanisation’ there is a criterion of geographical contiguity together with a population threshold. Harmonised, comparable correspondence between the ‘Degree of urbanisation’ and NUTS 5 regions has been (re-)defined on the basis of the 2001 census data (for Member States and Candidate countries) in 2005.
- An ‘area’ consists of a group of contiguous ‘local areas’. A ‘local area’ in each country corresponds to entities provided in the Annex.

Good practices

- Data collection from the sampling frame (or register).
- Conversion tables to convert municipal codes into the three degrees of urbanisation is made available by Eurostat to the NSIs through the national coordinators of the core social variables and also on CIRCA. This brings the data collection burden down to recoding the municipal code in the survey database into the degree of urbanisation by a simple look-up in the conversion table.

REFYEAR: Reference year

Short description

The reference year of the survey

Standard question

What is the reference year of the survey?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
4 digits	The 4 digits of the reference year (either 2011 or 2012)

- Classification used Not applicable

Definition

- Filter None
- Reference period No specific reference period should be mentioned (see concept)
- Concept Reference year of the survey
This variable refers to the time when the data was collected (unlike the previous version of this manual stated).
For instance, if the interview took place in September 2011, then REFYEAR should be equal to 2011.
- Technical issues No technical issues linked to this variable

Rationale

Issues and developments

-

Good practices

- Reference year is common for all respondents and it is supposed to be filled in by the interviewer.

REFMONTH: Reference month

Short description

The reference month of the survey

Standard question

What is the reference month of the survey?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
01	January
02	February
03	March
04	April
05	May
06	June
07	July
08	August
09	September
10	October
11	November
12	December

- Classification used Not applicable

Definition

- Filter None
- Reference period No specific reference period should be mentioned (see concept)
- Concept Reference month of the survey

According to the AES Regulation, the reference period for which data are collected shall be the 12 months prior to the data collection period. The reference month coincides with the data collection month. For example, if the data collection takes place in July 2011 then the reference month shall be July (2010 will be the reference year).

- Technical issues No technical issues linked to this variable

Rationale

This variable is provided for reasons of reference and comparison with other related data.

Issues and developments

-

Good practices

- The 'Month of the survey' is common for all respondents and it is supposed to be filled in by the interviewer.

RESPID: Identification of the respondent

Short description

The respondent's identification number

Standard question

No specific question provided.

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
numeric	Identification code of each record

- Classification used Not applicable

Definition

- Filter None
- Reference period No specific reference period should be mentioned (see concept)
- Concept The respondent's identification number
- Technical issues The identification number is unique for each person and shall correspond to only one respondent.

Rationale

This variable is useful for reasons of reference to each record / respondent.

Issues and developments

-

Good practices

-

INTMETHOD: Data collection method

Short description

The method used for the data collection

Standard question

What data collection method is implemented?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
10	Postal, non electronic version
11	Postal, electronic version
20	Face-to-face, non electronic version
21	Face-to-face, electronic version
30	Telephone, non electronic version
31	Telephone, electronic version
40	Use of internet
50	Mixed mode collection (e.g.: both postal and interview)

- Classification used Not applicable

Definition

- Filter None
- Reference period The period in which the data collection took place
- Concept Data collection method

Data collection is the systematic process of gathering data for official statistics. There are various methods used for the data collection. A detailed description of the most frequent methods can be found in the section “Survey guidelines” of the AES manual.
- Technical issues Descriptions of data collection methods should include the purpose for which the data are collected, the period the data refer to, the classifications and definitions used, and any constraints related to further use of these data.

Rationale

This variable provides information on one of the main methodological aspects implemented for the particular survey. Such information can be quite useful for the quality assessment of measurement errors as well as the data comparability across countries.

Issues and developments

-

Good practices

- May be filled-in at the central office during data processing.

INTLANG: Language

Short description

Language used for the interview.

Standard question

What is the language used for the interview?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
2 digits	Based on the ISO language code list,; details provided in the Annex 12 of the AES manual

- Classification used ISO language code list ([ISO 639 alpha-2](#))

Definition

- Filter None
- Reference period No specific reference period should be mentioned (see concept)
- Concept Language used for the interview
- Technical issues No technical issues linked to this variable

Rationale

The purpose of this variable is to distinguish the range of the different language-versions of the questionnaire.

Issues and developments

-

Good practices

- May be filled-in at the central office during data processing. In most cases the language of the interview will be the same as the language used in the interview. In cases where they differ, Eurostat recommends that the language used in the interview should be prioritised.

HHNBERS: Household size

Short description

Number of persons living in the same household (including the respondent)

Standard question

How many persons live in this household (including you)?

Coding

- Transmission codes

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
HHNBERS_0_4	0-98	0-4 years old
HHNBERS_5_13	0-98	5-13 years old
HHNBERS_14_15	0-98	14-15 years old
HHNBERS_16_24	0-98	16-24 years old
HHNBERS_25_64	1-98	25-64 years old
HHNBERS_65plus	0-98	65 years and older
	-1	No answer

- Classification used As presented above based on the age of the household' members

Definition

- Filter None
- Reference period Moment of the interview
- Concept Number of persons living in the same household

Private households are classified by the total number of household members, broken down by age. According to the EU-SILC definition of a household member, the following persons must, if they share household expenses, be regarded as household members:

1. persons usually resident, related to other members;
2. persons usually resident, not related to other members;
3. resident boarders, lodgers, tenants with no private address elsewhere, actual/intended stay one year or more;
4. visitors with no private address elsewhere, actual/intended stay one year or more;
5. live-in domestic servants, au-pairs with no private address elsewhere, actual/intended stay one year or more;
6. persons usually resident, but temporarily absent from the dwelling (for reasons of holiday travel, work, education or similar) with no private address elsewhere, actual/intended absence less than one year;

7. children of the household being educated away from home with no private address elsewhere, continuing to retain close ties with the household;

8. persons absent for long periods, but having household ties (e.g. persons working away from home), child or partner of other household member, with no private address elsewhere, continuing to retain close ties with the household;

9. persons temporarily absent but having household ties (e.g. persons in hospital, nursing homes or other institutions), with clear financial ties to the household, actual/prospective absence less than one year.

➤ ‘Shares in household expenses’ include benefiting from expenses (e.g. children, persons with no income) as well as contributing to expenses. If expenses are not shared, then the person constitutes a separate household at the same address.

➤ A person shall be considered as a ‘usually resident’ member of the household if he/she spends most of his/her daily rest there, evaluated over the past one year. Persons forming new households or joining existing households shall normally be considered as members at their new location; similarly, those leaving elsewhere shall no longer be considered as members of the original household.

- Technical issues Information shall be collected about all persons living in private households on their relationship to other members of the household. Proxy answers are recommended, when not all the household members are interviewed.

Rationale

Many issues (housing problems etc) focus on data at the household level rather than the individual level. Therefore, information on the household size may be quite useful for data comparisons at the household level.

Issues and developments

-

Good practices

- Data collection through interviews.

HHTYPE: Household type

Short description

Type of the respondent's household

Standard question

What is the type of your household?

Coding

- Transmission codes

Codes	Labels
10	One person household
21	Lone parent with child(ren) aged less than 25
22	Couple without child(ren) aged less than 25
23	Couple with child(ren) aged less than 25
24	Couple or lone parent with child(ren) aged less than 25 and other persons living in household*
30	Other
-1	No answer**

* Category "other persons" includes all persons in household who are not children of that couple or lone parent or partner in that couple

** Category "other persons" includes all other households without parent-child relationship

- Classification used Classification as presented above

Definition

- Filter None
- Reference period Moment of the interview
- Concept The type of the respondent's household

The type refers to the persons that comprise the household. Households are classified according to the number of adults and number of dependent children that are living in the household.

- The term 'couple' includes married couples, registered couples, and couples who live in a consensual union.
- 'Child' refers to a blood, step- or adopted son or daughter (regardless of age and marital status) who has usual residence in the household of at least one of the parents, and who has no partner or own child(ren) in the same household.

- Technical issues A most elaborative method developed for identifying household type is the household relationship matrix method. This matrix allows for the collection of all relationships between all household members.

A second alternative is to record the relationship between each member and one 'key' individual in the household (the household reference person). When the household's reference person is chosen carefully, this method gives accurate information for most household types and family types. In certain cases, however, for instance in multiple family households, this method will not always give the information that is required.

A third option is to record for each person the person number of their spouse, mother, and father, if these persons are in the household. In addition, the person number of own children could be recorded for each adult.

Rationale

Household type is extremely useful to have the information on dynamics of household structure.

Issues and developments

-

Good practices

- Data collection through interviews.

HHLABOUR: Household composition

Short description

Household composition by labour status

Standard question

What is the composition of your household regarding the employment status of each household member?

Coding

- Transmission codes

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
HHLABOUR_EMP	0-98	Number of persons aged 16-64 in the household who are at work
HHLABOUR_NEMP	0-98	Number of persons aged 16-64 in the household who are unemployed or inactive
	-1	No answer

- Classification used Not applicable

Definition

- Filter None
- Reference period Moment of the interview
- Concept Household composition by labour status
This variable is derived from the information on the economic activity status of the household members.
- Technical issues No technical issues linked to this variable

Rationale

Household composition is extremely useful to have the information on the employment status of all household members.

Issues and developments

-

Good practices

- Data collection through interviews.

HHINCOME: Net monthly income

Short description

The proposal is to consider “the net monthly equivalised income of the household” as a core variable.

Standard question

See example questionnaire under ‘technical issues’

Collection code

<i>code</i>	<i>Labels</i>
L L L L L L L L	Net monthly income of the household (value in national currency)

Coding

- Transmission codes: EQUIVALISED household total net monthly income¹

<i>Codes</i>	<i>Labels</i>
1	Below 1 st decile
2	Between 1 st decile and 2 nd decile
3	Between 2 nd decile and 3 rd decile
4	Between 3 rd decile and 4 th decile
5	Between 4 th decile and 5 th decile
6	Between 5 th decile and 6 th decile
7	Between 6 th decile and 7 th decile
8	Between 7 th decile and 8 th decile
9	Between 8 th decile and 9 th decile
10	Above 9 th decile
0	Refusal (optional)
-1	No answer

- Classification used Classification as presented above

Definition

The definition of the variable is taken from proposals from Eurostat Unit F3, to be circulated to the network of coordinators of core variables. More information is available through this network.²

- Filter None

¹ i.e. *household total net monthly income ÷ equivalent household size according to OECD –modified scale.*

² http://circa.europa.eu/Public/irc/dsis/ssd/library?l=/variables_surveys&vm=detailed&sb=Title

- Reference period: Current month (if income varies between months, an average is to be given)
- Reporting unit: household/individuals
- Responding unit: household respondent³
- Concept *Household income*: The income of all persons who are currently members of the household at the date of the interview as well as the income received by the household as a whole are to be taken into account.

Monthly income: To ease data collection, the general recommendation is to use the easiest reference period in each country monthly or yearly although annual income is the more commonly recommended reference period. In case the household income varies substantially over the year (in case of seasonal activity or dividends/bonuses for instance), it is recommended to collect average monthly income (in practice, to obtain the net household income over the past year and divide by twelve).

Net income: Net income means amounts as the household receives them, which is normally after deduction of tax and contributions to social insurance and pensions as well as after deduction of inter-household cash transfers paid, and thus represents the **amount available for consumption expenditure, savings and investment**

Income components: In calculating the total net monthly income of the household, **the main income components are to be considered**:

(a) Income from work:

– Wages and salary earnings (including bonuses regularly paid at the time of each payment – such as regular overtime hours, bonuses for team, night or weekend work, tips and commissions) for the most recent month before the interview (or the monthly average for a recent period if this is easier to collect or estimate); net of any amounts deducted at source for tax and contributions to social insurance and pensions.

– For income from self-employment, the respondents can be asked for an estimate of their (usual) monthly disposable income, taking into account drawings from their own business. Alternatively, monthly trading profit estimates could be supplied, together with an estimate for income tax payable.

The income should be net of any amounts deducted at source for tax and contributions to social insurances and pensions.

Negative income (e.g. trading losses) should be treated as zero amounts.

PLUS

(b) Income from social benefits (unemployment benefits, old age and survivors' benefits, sickness and disability benefits, education-related

³ As defined in COMMISSION REGULATION (EC) No 1981/2003 of 21 October 2003 implementing Regulation (EC) No 1177/2003 of the European Parliament and of the Council concerning Community statistics on income and living conditions (EU-SILC) as regards the fieldwork aspects and the imputation procedures.

allowances, family/children related allowances, social exclusion allowances not classified elsewhere and housing allowances). It should refer to the last monthly payment received before the interview (or the monthly average for a recent period if this is easier to collect or estimate); net of any amounts deducted at source for tax and contributions to social insurance and pensions.

PLUS

(c) Other cash income components: income from capital and investments (property, assets, savings, stocks, shares private pension plans, etc); income transfers from other households (for example alimony payments)...

MINUS

(d) Income transfers paid to other households (for example alimony payments)

Equivalised income: the total income variable is to be corrected for the household composition (dividing the income by an equivalence scale that weights different members within the same household with different weights according to their ages).

For that purpose, the OECD modified scale should be used (giving a weight of 1.0 to the first member of the household aged 14 or more, 0.5 to each additional member aged 14 or more and 0.3 to each member aged less than 14 years old).

o Technical issues

– In case registers are used, the national consistency is ensured.

– In case the information is collected via interviews:

- As the general public has little knowledge of equivalence scales, it is not feasible to collect information on equivalised income directly by interview for any relevant survey.

Consequently, instead of the equivalised household income, it is proposed **to ask in the interview the total net household income, and to calculate the equivalised net income afterwards**, using the separate core variable on the household composition (which gives the exact number of persons aged above and below 14).

- For the total household net income, the exact or estimated total amount should be asked in a first stage.
(See example questionnaire below.)

During subsequent data processing, the collected income value for the household (exact or approximate amount) will be converted to equivalised income using the separately collected data on household

composition. This will be done by dividing the collected income value by an equivalence scale that weights different members within the same household with different weights according to their age. The OECD modified scale should be used. The resulting figure is attributed to each individual household member.

Except for single person households, this equivalised value per individual will be higher than the simple household net income per capita (i.e. total net monthly income of the household divided by total number of household members) due to the implied economies of scale.

If the respondent does not know the exact or approximate amount for his/her household, he/she should be requested to indicate the income range corresponding to the total household net income per month. The interviewer will be given a table where the household income range appears. (*See example questionnaire below.*)

Note: The post treatment of grouped income distribution requires special attention. Given the aim is to gather individual equivalised net monthly disposable incomes into quintile classes, individuals for which household income is reported using ranges should be given an approximate income. The simplest approximation is to assume uniform distribution of income in each income classes (except for the open top class). The number of ranges has to be determined by an ex ante analysis of the household income distribution at national level. The number of classes should be enough so to obtain adequate a good shaping of the distribution and to limit approximation.

Imputation of missing data: Where a respondent is unable or unwilling to supply actual income values or an approximate income range, there will be missing data on total household net monthly income. In these circumstances, it will be necessary to impute values. Imputation methods based on those used in EU-SILC at national level may be used for this purpose. It may be possible to use external sources (eg. administrative registers) to complete this information.

Where a respondent is unable or unwilling to supply actual information for the separate core variable on household composition (persons aged above/below 14), there will be a potential inability to convert collected income data into per capita amounts or into equivalised income values. It may be possible to complete the household composition information from external sources.

Example questionnaire (data on household income):

Q1: If you add up the income from work and from social benefits, income from capital and any other regular source of income for all the members of your household, also taking into account the regular inter-household cash transfers paid and received, do you know what is your household's total net monthly income per month?

YES => Q2

NO => Q3

Refusal=> Q3

Q2: What is your household's total net income per month? If you don't know the exact figure, please give an estimate.

VALUE L L L L L

Q3: If you cannot provide an estimate or exact amount of your income, can you provide an approximate range instead? Is your household's total net monthly income⁴

0 to under 600 EURO
600 to under 800 EURO
800 to under 900 EURO
900 to under 1000 EURO
1000 to under 1200 EURO
1200 to under 1300 EURO
1300 to under 1500 EURO
1500 to under 1700 EURO
1700 to under 2100 EURO
2100 EURO or more (MAX value)?
MISSING

NB1. The EURO values should be replaced with approximate values in national currency.

NB2. To avoid coding errors, it is suggested to leave the calculation of equivalized amounts (and their conversion into deciles) to the post-collection processing.

Rationale

- *For the collection of total household net income:*

The aim of this core variable is to obtain a proxy of the economic well being of the respondent. The standard of living of a person not only depends on the income of this person but also on the income received by the rest of the people living with him/her. For this reason, the variable of interest for measuring the well-being is the total household income.

In addition, the net and not the gross income is of interest because it gives an idea of what households actually have available to spend or save.

- *For the adjustment to equivalised income:*

Other things being equal, a large household will have a lower standard of living from the same income received by a small household. It is therefore standard practice to apply an "equivalence scale" to income values in order to reflect differences in size and composition, and thereby obtain a more comparable measure of economic well-being.

- *For the collection of monthly income:*

⁴ The income bands proposed here, for illustrative purposes only, are based on the EU income distribution derived from SILC 2005.

The spectrum of choices of reference period ranges from income received over the whole lifetime to income received over the most recent period (last week or month). Although annual income is the more commonly recommended reference period, monthly income is proposed here for its simplicity and because our goal is to use the variable to classify people in different “standard of living groups” and not to compare people at individual level according to the income received. For a high percentage of respondents, the monthly income multiplied by twelve will correspond to the annual amount; consequently, the majority of people will be classified correctly.

Issues and developments

The purpose of this core variable is not to carry out in-depth studies on income (this remain in the scope of EU-SILC), but to classify households.

For that purpose, certain flexibility can be allowed among countries, provided that in each country, data collected are consistent.

In particular, some flexibility can therefore be allowed:

- On the monthly income recommendation:
 - for countries where only *annual* income is available in the survey vehicle or from administrative sources, this reference period can be used (in that case, the collected value would be divided by twelve). Moreover, in case the household income varies substantially over the year (in case of seasonal activity or dividends for instance), it is recommended to collect average monthly income (in practice, to obtain the net household income over the past year and divide it by twelve).
-
- On the choice of the *equivalence scale* to be used: a decision on the appropriate equivalence scale for the adjustment and comparison of household incomes has already been reached at EU level in the context of the Open Method of Coordination, concerning the use of the OECD-modified scale.

Tests

- The proposed definitions and methods have to be tested, in particular the feasibility and the appropriate ways of transforming classes into imputed amounts, the possibilities for presenting variables or moving ranges according to the composition of the household, the effect on the measurement error or the resulting item non response. These tests would be run on the occasion of the next implementation of the following surveys: HBS, EHIS, AES and ICT from 2011 onwards.
- In parallel, or prior to this implementation, tests of the correctness of classification of individuals according to the simplifying assumptions made for this core variable can also be made from EU-SILC⁵.
- Quality of data collected on self-employed persons and usefulness of income bands to solve possible problems with respect to the declared income of this group, has also to be tested.

Good practices

- In case of interviews:

⁵ See for instance tests carried out in FR and IT.

- As a general rule, it is recommended that this information is collected to the household respondent⁶. If it is not possible/easy to ask the household respondent for a given survey (i.e. when no household component is included in the survey), and if the selected respondent does not know about the household income, it is recommended to ask additional information (such as, for instance, level of education and occupation of the head of the household etc...) in order to impute the household income (imputation methods may be based on those used at national level for EU-SILC).
- The question must be as simple as possible in order not to be cumbersome for the respondent. In a given country, in order to ensure consistency at national level, it is recommended that the instructions for interviewers provide a detailed list of/detailed guidelines on the components that are included in the definition, to be used only at the respondent's inquiry.

The exact or estimated total net household income should be asked in first stage. In case the interviewee does not know this amount/does not want to respond, he/she should be asked to indicate the income range corresponding to the total net household income per month (the interviewers will be provided with the household income ranges). To obtain an amount as detailed as possible, the number of income ranges should be high enough (close to or more than 10 categories); they could be defined on the basis of the information available at the national level.

- During data processing, the target income variable is to be corrected for the household composition (dividing the income by an equivalence scale that weights different members within the same household with different weights according to their ages). For that purpose, the OECD modified scale should be used (giving a weight of 1.0 to the first member of the household aged 14 or more, 0.5 to each additional member aged 14 or more and 0.3 to each member aged less than 14 years old).
- Only the net monthly equivalised income is transmitted to Eurostat.

⁶ As defined in the Commission Regulation (EC) No 1981/2003 of 21 October 2003: "Interview information relating to the whole household and general information on each household member shall be provided by (one or more) members of the household. The household respondent shall be chosen according to the following priorities:

— Priority 1: the person responsible for the accommodation.

— Priority 2: a household member aged 16 or over, who is best placed to give the information".

SEX: Sex

Short description

Sex of the person

Standard question

No specific question used. It is answered directly from the interviewer.

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Male
2	Female

- Classification used Not applicable

Definition

- Filter None
- Reference period No specific reference period should be mentioned (see concept)
- Concept Sex of the person

Sex refers to the biological sex of the person. According to WHO, “sex” refers to the biological and physiological characteristics that define men and women while “gender” refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. Following this description, WHO considers that “male” and “female” are sex categories, while “masculine” and “feminine” are gender categories⁷.

- Technical issues No technical issues linked to this variable

Rationale

The need for adequate information on the situation of women and men in all policy areas it is generally recognised. By studying the gender differences and inequalities it is possible to understand them, and on this basis, make plans, formulate and monitor policies in all spheres of society. Hence, the importance of the variable ‘Sex’, being cross-classified with other characteristics of the population, provides the basis for evaluating progress towards the complete elimination of still existing gender-based stereotypes.

Issues and developments

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⁷ WHO website: <http://www.who.int/gender/whatisgender/en/>

Good practices

- Data collection through interviews or registers.

For analysis purposes, it is essential that information on sex is not only filled in, but also accurate as much as possible. If the information on sex is missing from the questionnaire, it should be imputed on the basis of the answers provided to other questions.

BIRTHYEAR: Birth year

Short description

Year of birth of the person

Standard question

What is your year of birth?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
4 digits	The 4 digits of year of birth

- Classification used Not applicable

Definition

- Filter None
- Reference period No specific reference period should be mentioned (see concept)
- Concept The respondent's year of birth
- Technical issues No technical issues linked to this variable

Rationale

The information provided to this variable is complementary to the variable 'Birth month'. Both variables are combined in order to calculate the age of the respondent. 'Age' is a basic parameter in survey data analysis since it allows comparisons within the same population group as well as between different population groups.

Issues and developments

-

Good practices

- Data collection through interviews or registers.

BIRTHMONTH: Birth month

Short description

Month of birth of the person

Standard question

What is your month of birth?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
01	January
02	February
03	March
04	April
05	May
06	June
07	July
08	August
09	September
10	October
11	November
12	December

- Classification used Not applicable

Definition

- Filter None
- Reference period No specific reference period should be mentioned (see concept)
- Concept The respondent's month of birth.
- Technical issues No technical issues linked to this variable

Rationale

The information provided to this variable is complementary to the variable 'Birth year'. Both variables are combined in order to calculate the age of the respondent. 'Age' is a basic parameter in survey data analysis since it allows comparisons within the same population group as well as between different population groups.

Issues and developments

-

Good practices

- Data collection through interviews or registers.

CITIZEN: Citizenship

Short description

Citizenship is defined as the particular legal bond between an individual and his/her State, acquired by birth or naturalisation, whether by declaration, option, marriage or other means according to the national legislation.

Standard question

What is your citizenship?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
0	Same as country of residence
2 digits	Based on the ISO country classification; codes provided in the Annex 8 of the AES manual
-1	No answer

- Classification used In the field work, classification of country of citizenship should be done on the basis of the Commission Regulation (EC) No 1201/2009 of 30 November 2009 implementing Regulation (EC) No 763/2008 of the European Parliament and of the Council on population and housing censuses as regards the technical specifications of the topic and of their breakdowns. This classification is compatible with the harmonised code list proposed by Eurostat.

Definition

- Filter None
- Reference period At the time of interview or reference date of survey.
- Concept

Citizenship is defined as the particular legal bond between an individual and his/her State, acquired by birth or naturalisation, whether by declaration, option, marriage or other means according to the national legislation.

National: Resident person having citizenship of the country of residence (= country of survey/enumeration).

Non-national (foreigners): Resident person who does not have citizenship of the country of residence (= country of survey/enumeration).

The information sought is the country of current citizenship of the person concerned. Information on country of citizenship should be obtained in accordance with the administrative status/legal situation existing at the time of data collection.
- Technical Issues It is recommended that the country of citizenship is recorded during interview while more aggregated classification according to transmission codes will be used for transmission of data.

A person with two or more citizenships shall be allocated to only one country of citizenship, to be determined in the following order of precedence:

1. reporting country, or
2. if the person does not have the citizenship of the reporting country: other EU Member State; or
3. if the person does not have the citizenship of another EU Member State; other country outside European Union.

In other cases (e.g. dual citizenship where both countries are within the European Union by neither is the reporting country) person may choose which country of citizenship will be recorded in survey.

Rationale

This item will identify nationals and non-nationals according to their legal links to the country of residence and will permits comparison of residents. In the context of free movement of persons across the EU it is important to be able to examine the relationship between migration and, for example, employment or social exclusion.

Good practices

- Data collection through interviews or registers.
- The manual on core variables in social surveys brings also the following information.

The "Conference of European Statisticians Recommendations for the 2010 Censuses of Population and housing" (UN 2006⁸) par. 369 states that "in all topics related to international borders (country of birth, country of birth of parents, country of citizenship and country of previous/current residence) reference should be made to the boundaries existing at the time of the census. This is for purposes of international comparability as stated in the par. 374 of the recommendations. The recommendations par. 370 suggest to provide complementary tabulations on the stocks relevant to international migration in order to distinguish the persons who migrated before the break-up of the former country from those who did so after the break-up.

In statistics with annual or other frequent regularity, for better comparability it is reasonable to consider these boundaries as existing on 1 January of the reference (survey) year. It is particularly important in case where, due to changes of borders, two persons born in the same place may appear as born in different countries (as seen from the point of the reporting country).

Rules for special cases of citizenship are the following:

- a. stateless persons must be considered under non-EU;
- b. recognized non-citizens (special category mainly to those with former Soviet Union citizenship) must be considered in the group non-EU but among other European countries (as the Soviet Union was formerly considered among European countries);

⁸ http://unstats.un.org/unsd/censuskb/attachments/CES_2010_Census_Recommendations_English-GUID478c8e0d4a33483381ca030af38fa5b1.pdf

- c. in case of formerly existing citizenship, where possible, the current situation should be taken into account. Thus, for example, ex-Czechoslovakian citizens can be considered as EU citizens while ex- Soviet Union citizens must be counted under non-EU.

However, in many cases it may not be possible to consider the current geo-political situation for persons with formerly existing citizenships, simply because there is no information as to which citizenship the person may potentially have. Then, the classification can only be done using the names of these former countries. Generally, these cases must be included under non-EU, except citizenship of former Czechoslovakia that is potentially citizenship of one current EU Member State and therefore can be classified among EU citizens.

It is important to record the country of citizenship and not just the citizenship of a person in terms of an adjective (for example, Chinese, German, British and so forth) in order to avoid confusion between ethnic background and citizenship.

Issues and developments

- o The manual on core variables in social surveys brings also the following information.

Citizenship at birth, and the way how the national citizenship was acquired, either at birth or by naturalisation or other means according to the national legislation and the year of acquisition, can be useful supplement for surveys seeking more detailed analysis of integration processes and outcomes of immigrants and their descendants.

BIRTHPLACE: Country of birth

Short description

Country of birth is the country of usual residence of the mother at the time of the birth.

Standard question

What is your country of birth?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
0	Born in this country
2 digits	Based on the ISO country classification; codes provided in the Annex 8 of the AES manual
-1	No answer

- Classification used In the field work, classification of country of citizenship should be done on the basis of the Commission Regulation (EC) No 1201/2009 of 30 November 2009 implementing Regulation (EC) No 763/2008 of the European Parliament and of the Council on population and housing censuses as regards the technical specifications of the topic and of their breakdowns. This classification is compatible with the harmonised code list proposed by Eurostat.

Definition

- Filter None
- Reference period No specific reference period should be mentioned (see concept)
- Concept The respondent's country of birth

Country of birth is defined as the country of residence of the mother at the time of birth. For persons born outside the country, it is sufficient to ask for the country of residence of the mother at the time of birth.

Based on the respondent's country of birth, the following division may be made:

 - Native-born: person born in the country of residence (country of survey/enumeration).
 - Foreign-born: person born in other country than country of residence (country of survey/enumeration).

Information on country of birth should be obtained in accordance with the national boundaries existing at the time of data collection.
- Technical issues Even if the country of birth is the country where the survey takes place, it should still be reported.

It is recommended that the questions related to country of birth ask directly country of birth of person or country of usual residence of mother at the time of birth. More aggregated classification according to transmission codes will be used for transmission of data.

If possible the exact country should be indicated; where this is not possible, one of the general groupings in bold print should be used. Member States must be coded individually.

Rationale

This item will identify migrants to a country and will permit analysis comparing the circumstances of migrants to native-born residents. In the context of free movement of persons across the EU it is important to be able to examine the relationship between migration and, for example, employment or social exclusion. Of course, the AES sample sizes will not be sufficient for detailed breakdowns on this issue.

Good practices

- Data collection through interviews or registers.
- The manual on core variables in social surveys brings also the following information.

The "Conference of European Statisticians Recommendations for the 2010 Censuses of Population and housing" (UN 2006⁹) par. 369 states that "in all topics related to international borders (country of birth, country of birth of parents, country of citizenship, country of previous/current residence) reference should be made to the boundaries existing at the time of the census. This is for purposes of international comparability as stated in the par. 374 of the recommendations. The recommendations par. 370 suggest to provide complementary tabulations on the stocks relevant to international migration in order to distinguish the persons who migrated before the break-up of the former country from those who did so after the break-up.

In statistics with annual or other frequent regularity, for better comparability it is reasonable to consider these boundaries as existing on 1 January of the reference (survey) year. It is particularly important in case where, due to changes of borders, two persons born in the same place may appear as born in different countries (as seen from the point of the reporting country).

However, there are several cases when it is difficult or not acceptable for the reporting country to strictly follow above mentioned recommendations. The UNECE recommendations on 2010 censuses explicitly say in par. 370, that if the boundary of country of birth changed, person will not become foreign-born (and accordingly is not immigrant).

Therefore the following interpretation is to be considered:

– If the place where the person was born belonged to another country at the time of birth but currently it is a part of the country where person lives, then this person shall be considered as native-born according current borders.

— If person was born in the territory that was at the time of birth part of his/her country of origin (e.g. his/her citizenship or residence) but is not any more due to changed borders, the name of his or her country of birth is still the same as at the time of the birth. In this case the country of birth is enumerated as at the boundaries at the time of birth. If this country is currently the country of usual

⁹ http://unstats.un.org/unsd/censuskb/attachments/CES_2010_Census_Recommendations_English-GUID478c8e0d4a33483381ca030af38fa5b1.pdf

residence of the person, he or she shall be considered as native-born in this country.

Generally, there are cases where countries may be interested to consider current boundaries and others where the borders at the time of birth are preferred (or acceptable):

A. The following are situations when current borders and name of country of birth should be possible to apply without difficulties:

- 1) a person was born in a place that has always been part of the geo-political territory of the same country – no change;
- 2) a person was born in a place that, at the time of birth, belonged to a country that due to geo-political change became an another independent country –change of the name of the country.
- 3) a person was born in a place that, at the time of birth, belonged to a concretely definable dependent part of a country that due to geo-political change became an independent country – change of the name of country.

B. The situations where it is difficult or impossible to define the place of birth according current borders:

- 1) a person was born in a place that, at the time of birth, belonged to a country that does not exist and due to lack of detailed information cannot be located on the map of current geographical territories of countries:
 - a. only the country of birth at the time of birth is known;
 - b. it is not known in which country the settlement or town of birth currently belongs.

C. The cases where countries may have interest not to consider current borders:

- 1) a person currently living in its territory was born in a place that belonged to this country at the time of birth of this person but which, due to boundary changes, is no longer part of the country.

D. The cases where countries are interested to consider current borders:

- 1) a person was born at a place that was outside of the territory at the time of birth but currently belongs to this country.

Issues and developments

- The manual on core variables in social surveys brings also the following information.

EU-SILC currently collects data on country of birth as at the date of birth, rather than as determined at the time of data collection. This issue has already been raised at the Working Group meeting in June 2009. It has been agreed to change definition starting from the 2010 EU-SILC operation.

Country of birth of parents can be very useful supplement for surveys seeking more detailed analysis of integration processes and outcomes of immigrants and their descendants (proposal in separate document).

RESTIME: Years of residence

Short description

The respondent's years of residence in this country

Standard question

How many years do you live in this country?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Been in this country for one year and less
2-10	Number of years for person who has been in this country for 2 to 10 years
11	Been in this country for more than 10 years
-1	No answer
-2	Not applicable (BIRTHPLACE = 0)

- Classification used Not applicable

Definition

- Filter All respondents who are not born in this country
- Reference period No specific reference period should be mentioned (see concept)
- Concept The respondent's years of residence in this country
- Technical issues The years of residence should be calculated taking as starting point the last entrance in the country. For persons with up to one year's residence in this Member State, 01 should be coded; between one year and two years, 02; and so on up to 10 for persons with between nine and ten years of residence. All persons already resident for over ten years should be coded 11.

Rationale

This variable may be used to analyse the integration of migrants in the labour market according to the length of stay in the Member State.

Issues and developments

-

Good practices

- Data collection through interviews.

MARSTALEGAL: Legal marital status

Short description

The respondent's legal marital status

Standard question

What is your legal marital status?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Never married
2	Married (including registered partnership)
3	Widowed and not remarried
4	Legally separated and not remarried
5	Divorced
-1	No answer

- Classification used Legal marital status is classified as presented above

Definition

- Filter None
- Reference period Current status at the time of interview or reference date of survey
- Concept Legal marital status is defined as the (legal) conjugal status of each individual in relation to the marriage laws (or customs) of the country (i.e. *de jure* status) at the time of the survey.
- Technical issues Information on the legal marital status of each person should be collected at least for persons aged 15 and over. However, since the minimum legal age and the customary age for marriage varies between countries, and since the population may also include young persons who have been married in other countries with lower minimum ages, it is recommended to collect the data for all persons.
 - Persons whose only or latest marriage has been annulled will be classified according to their marital status prior the annulled marriage.
 - Persons living in consensual unions should be classified as never married, married, widowed or divorced in accordance with their *de jure* (legal) status.

Rationale

The legal marital status of the individual is a core variable of census. It is also standard variable in administrative data and household surveys. Marital status with other demographic variables, like sex

and age, is often used to classify and to base other information collected on person to help in the understanding of various issues. It is closely bound up with the issue of rights to and obligations to provide mutual financial support, not just in the present but in the future. As such, it is an important background variable in the study of social exclusion and poverty.

Issues and developments

As the distinction between the concept of ‘legal marital status’ and ‘de facto marital status’ is becoming vague, integrating the two variables into one could be considered. The name of such variable could be ‘cohabitation status’. This variable would include both concepts ‘legal marital status’ and ‘consensual union’. The combination of two variables may be needed for example in longitudinal studies where one wants to study specific groups – for instance, divorced or widowed persons who later begin ‘a new life’ in a consensual union. However, it needs to be verified whether the integration and the way it would be implemented fit the data needs of the NSIs and the needs for the different surveys and users.

In case of registered/legal partnership or where the same-sex couples can legally marry, additional categories may be included in the classification or category "married" may be expanded in order to include these categories explicitly. However, introducing such sensitive categories needs introducing prior a thorough testing.

Good practices

- Data collection through interviews or registers.

The sensitivity of the information particularly in the case of the same-sex marriages or registered partnership should be considered.

MARSTADEFACTO: De facto marital status

Short description

The respondent's de facto marital status (consensual union)

Standard question

What is your de facto marital status? (Are you living in a consensual union?)

Coding

- Transmission codes

Codes	Labels
1	Person living in a consensual union
2	Person not living in a consensual union
-1	No answer

- Classification used Classification as presented above

Definition

- Filter None
- Reference period Current status at the time of interview or reference date of survey
- Concept The respondent's de facto marital status (consensual union)

De facto marital status is defined as the marital status of each individual in terms of his or her actual living arrangements within the household.

Consensual union is defined as the union between non-married partners.
- Technical issues Two persons are taken to be partners in a consensual union when they have usual residence in the same household, are not married to each other, and have a marriage-like relationship to each other. A person who lives with another partner than his/her legal husband/wife is considered living in consensual union. A person who lives with partner with whom he/she is legally married is not living in consensual union.

Information on *de facto* marital status can be derived from information collected on household and family characteristics of persons, characteristics of family nuclei and characteristics of private households, based on the relationship to the reference person question or the full household relationship matrix. Where such matrix is not used a separate question would need to be asked.

Information on the *de facto* marital status should be collected for the same age groups as for the legal marital status.

Rationale

The presence of 'De facto marital status' is a non-core census variable. Marital status with other demographic variables, like sex and age, is often used to classify and to base other information collected by census or survey to help in the understanding of various issues.

Increasing number of countries experienced increases of the number of persons living in consensual unions. In some countries it is already possible to identify registered partnerships as this category may have status equivalent to legal marriage. The extent to which couples form consensual unions rather than formally marry varies across EU member states. In terms of the practical aspects of daily life living in consensual union does not significantly differ from the living with married or registered partner. Accordingly, collecting data only on the 'legal marital status' does not allow fully define family and identify family composition.

Issues and developments

As the distinction between the two concepts of marital status – 'legal marital status' and 'de facto marital status' – is becoming vague, a simplification by integrating the two variables into one could be considered. The name of such variable could be 'cohabitation status'. This variable integrates the concepts 'legal marital status' and 'consensual union'. The combination of two variables may be needed for example in longitudinal studies where one wants to study specific groups – for instance, divorced or widowed persons who later begin 'a new life' in a consensual union. It needs to be verified whether the integration and the way it would be implemented fit the data needs of the NSIs and the needs for the different surveys and users.

Opposite- and same-sex and partnership may be distinguished under the category "Persons living in a consensual union".

Good practices

- Data collection through interviews or registers

The sensitivity of the information particularly in the case of the same-sex partnerships should be considered.

HATLEVEL: Highest level of completed education / training

Short description

The respondent's highest level of education or training that is successfully completed

Standard question

What is your highest level of education / training successfully completed?

Coding

- Transmission codes

Codes	Labels
01	No formal education or below ISCED 1
11	ISCED 1
21	ISCED 2
22	ISCED 3c (shorter than two years)
31	ISCED 3c (two years and more)
32	ISCED 3 a, b
30	ISCED 3 (without possible distinction a, b or c)
40	ISCED 4
51	ISCED 5b
52	ISCED 5a
60	ISCED 6
-1	No answer

- Classification used International Standard Classification of Education ([ISCED](#)) 1997

Definition

- Filter None
- Reference period Moment of the interview
- Concept Highest level of education / training successfully completed
- Technical issues 'Highest level of education completed' means level successfully completed and must be associated with obtaining a certificate or a diploma. In cases where there is no certification, successful completion must be associated with full attendance. When determining the highest level, both general and vocational education should be taken into consideration.
 - Persons who have not completed their studies should be coded according to the highest level they have completed (not be coded with a blank).
 - Persons still in education have to indicate their last level of education successfully finished.
 - Persons with no education (illiterate) should be coded 01.
 - Code 30 should only be used in those cases in which a distinction a, b, c of ISCED 3 is not possible.

Rationale

The importance of educational level of people for their social position is largely recognised. A higher level of education generally creates more favourable employment prospects and consequently opens up the possibility for better living conditions. For the young people, educational attainment plays an important role in their start in adult life because of nowadays' economy exigencies for skills which become higher and higher. Educational attainment level of the young people and percentage of early school leavers are two of five benchmarks used in evaluation of the progress of the Lisbon strategy. Many national and European programmes try to give more opportunities to the people to improve their knowledge and skills by raising the level of initial education and by participation in lifelong learning.

Issues and developments

The details will need to be discussed by the TF in its June meeting (in relation with educational attainment as core variables in social surveys and the definition of educational attainment in the ISCED review).

The description of this variable will in particular need to be adapted according to progress made in the context of the ISCED review over the summer.

The classification of programmes will not be changed for the 2011-2012 as the ISCED review will impact data delivery in sample surveys not before 2014;

Good practices

- Data collection through interviews or registers.

Coding of the national educational levels in the way making two digits coding in ISCED possible could be considered as a good practice.

The question about educational attainment can be asked as an open question in a survey and recoded after or directly coded according to the national list of educational programmes. Information can be obtained from register as well.

It should be recommended to avoid proxies (in some cases, it can be difficult to determine educational level of the older person, of the migrant or of the person whose participation in formal/non-formal education programmes could be confused). The use of answer cards can be used where categories of all relevant formal education programmes are listed.

HATFIELD: Field of the highest level of completed education / training

Short description

The field of the respondent's highest level of education or training that is successfully completed

Standard question

What was the field of your highest level of education / training successfully completed?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
000	General programmes
100	Teacher training and education science
200	Humanities, languages and arts
222	Foreign languages
300	Social sciences, business and law
400	Science, mathematics and computing (no distinction possible)
420	Life science (including biology and environmental science)
440	Physical science (including physics, chemistry and earth science)
460	Mathematics and statistics
481	Computer science
482	Computer use
500	Engineering, manufacturing and construction
600	Agriculture and veterinary
700	Health and welfare
800	Services
999	Unknown
-1	No answer
-2	Not applicable (HATLEVEL ≠ 22 to 60)
or 010-863 (optional)	Fields coded on 3 digits on an optional basis

- Classification used Classification as presented above

Definition

- Filter All respondents with an ISCED3 to ISCED6 completed education level (HATLEVEL = 22 to 60)
- Reference period No specific reference period should be mentioned (see concept)
- Concept Field of highest level of education or training successfully completed

Field of education or training is a classification of subject matters taught in an educational programme. The classification can be used to classify the main contents of educational programmes which contain a number of subjects. Then, the time spent on each subject is the main criteria for classification of the whole programme.

- Technical issues Fields of education are required at 3 digit levels for a restricted list provided above but on optional basis countries can provide a full classification at 3 digit levels.

Rationale

The knowledge of the field of the highest educational level attained is used in the analysis of the matching between education schemes and labour market needs.

Issues and developments

To be discussed by the TF in its June meeting (relation with the revision initiated by Eurostat whose results will not be available before the start of the 2011-2012 AES)

Good practices

- Data collection through interviews

If the interviewer cannot code the answer with one of the 15 codes presented above, an open answer and post-coding is recommended.

HATYEAR: Year of completion of highest level of education / training

Short description

Year when the respondent's highest level of education or training was successfully completed

Standard question

In which year did you complete your highest level of education or training?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
4 digits	The four digits of the year when highest level of education or training was successfully completed are entered
-1	No answer
-2	Not applicable (HATLEVEL = 01, -1)

- Classification used Not applicable

Definition

- Filter All respondents who have successfully completed any level of education or training (from ISCED1 to ISCED6)
- Reference period No specific reference period should be mentioned (see concept)
- Concept Year when highest level of education or training was successfully completed.
The expression "level successfully completed" must be associated with obtaining a certificate or a diploma, when there is a certification. In cases where there is no certification, successful completion must be associated with full attendance.
- Technical issues If the individual has more than one degree at this level, the year entered is the year of acquisition of the earliest of these degrees.

In case the respondent does not know the exact date (e.g. in case of a proxy), an estimation should be provided.

Rationale

This variable may be used for analysis of the transition from school to work of the young people.

Issues and developments

-

Good practices

- Data collection through interviews.

HATVOC: Orientation of the highest level of education / training completed

Short description

Orientation of the respondent's highest level of education or training successfully completed

Standard question

What was the orientation of your highest level of education or training successfully completed, i.e. general or vocational education?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	General education
2	Vocational education
-1	No answer
-2	Not applicable (HATLEVEL \neq 22 to 40 or (REFYEAR-HATYEAR) > 20)

- Classification used Classification as presented above

Definition

- Filter All respondents with an ISCED3 to ISCED6 education level (HATLEVEL = 22 to 60) that was completed within the last 20 years before the reference year of the survey ((REFYEAR- HATYEAR) \leq 20)
- Reference period No specific reference period should be mentioned (see concept)
- Concept

‘General education’ is defined as the education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with a labour-market relevant qualification at this level. These programmes are typically school-based. Programmes with a general orientation and not focusing on a particular specialization should be classified in this category.

‘Vocational or technical education’ is defined as the education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programmes lead to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.). Such programmes are typically found at ISCED levels 3 and 4 and more rarely at level 2.
- Technical issues This is an optional variable

Rationale

-

Issues and developments

The description of this variable needs to be discussed by the TF in its June meeting. Eurostat is working on more precise guidelines on an operational definition of vocational education in cooperation with the OECD LSO network and the CEDEFOP, in particular in the context educational attainment as core variables in social surveys and the evaluation of the 2009 LFS module results.

Good practices

- Data collection through interviews.

HATOTHER: Other formal education / training completed

Short description

Other formal education or training successfully completed in another field than the education or training of the highest level

Standard question

Have you completed other formal education or training than the one of your highest level?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes
2	No
-1	No answer
-2	Not applicable (HATLEVEL \neq 22 to 40 or (REFYEAR-HATYEAR) $>$ 20)

- Classification used Not applicable

Definition

- Filter All respondents with an ISCED3 to ISCED6 education level (HATLEVEL = 22 to 60) that was completed within the last 20 years before the reference year of the survey ((REFYEAR- HATYEAR) \leq 20)
- Reference period No specific reference period should be mentioned (see concept)
- Concept Other formal education or training
This variable includes all education or training successfully completed in other fields that may be lower or at same level as the highest level of education or training completed (HATLEVEL) AFTER the program mentioned in HATLEVEL was completed or at the same level but in a different field
- Technical issues This is an optional variable

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.
- The question can be divided into two sub-questions according to programmes successfully completed at the same level or a lower level. It is important to emphasize the relevance of the period when HATOTHER was completed. It should have been **after** HATLEVEL was completed or at the same level with HATOTHER but in a different field.
The best is to ask TWO questions: programs after HATOTHER and programs at same level but in different field
- Examples of HATOTHER can be:
 - 1. Someone who completes a masters degree in Languages and a second master in Management which can be to enable him/her compete better in the labour market
 - 2. A second example can be someone who completes a masters in Mathematics and later a postgraduate certificate in Pedagogy/Education to enable him/her work as a professional teacher.

HATOTHER_LEVEL: Level of the other formal education programme

Short description

The level of the other formal education or training successfully completed in another field than the education or training of the highest level

Standard question

What was the educational level of the other formal education or training successfully completed?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
22-60	Coded as HATLEVEL
-1	No answer
-2	Not applicable (HATOTHER≠1)

- Classification used International Standard Classification of Education ([ISCED](#)) 1997

Definition

- Filter All respondents who have completed another formal education or training AFTER the one of their highest level (HATOTHER=1) or at the same level but in a different field
- Reference period No specific reference period should be mentioned (see concept)
- Concept Educational level of the other formal education or training
The concept and coding of this variable is similar to the variable 'Highest level of completed education / training' (please refer to this variable for more details).
- Technical issues Similar to the technical issues mentioned in the variable 'Highest level of completed education / training'.
This is an optional variable.

Rationale

-

Issues and developments

See educational attainment

Good practices

- Data collection through interviews.

HATOTHER_VOC: Orientation of the other formal education programme

Short description

Orientation of the other formal education or training successfully completed

Standard question

What was the orientation of the other formal education or training successfully completed, i.e. general or vocational education?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1-2	Coded as HATVOC
-1	No answer
-2	Not applicable (HATOTHER≠1 or HATOTHER_LEVEL ≠ 22 to 40)

- Classification used Classification as presented above

Definition

- Filter All respondents who have completed another formal education or training than the one of their highest level (HATOTHER=1) and the educational level of this programme is from ISCED3 to ISCED6 (HATOTHER_LEVEL = 22 to 60)
- Reference period No specific reference period should be mentioned (see concept)
- Concept Similar to the concept of the variable 'Orientation of the highest level of education / training completed'.
- Technical issues This is an optional variable

Rationale

-

Issues and developments

See educational attainment

Good practices

- Data collection through interviews. Education program should be after HATLEVEL or at the same level but in a different field

HATOTHER_FIELD: Field of the other formal education programme
--

Short description

The field of the other formal education or training successfully completed

Standard question

What was the field of the other formal education or training successfully completed?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
000-800	Coded as HATFIELD
-1	No answer
-2	Not applicable (HATOTHER≠1 or HATOTHER_LEVEL ≠ 22 to 60)

- Classification used Classification as presented above

Definition

- Filter All respondents who have completed another formal education or training than the one of their highest level (HATOTHER=1) and the educational level of this programme is from ISCED3 to ISCED6 (HATOTHER_LEVEL = 22 to 60)
- Reference period No specific reference period should be mentioned (see concept)
- Concept Similar to the concept of the variable 'Field of the highest level of completed education / training'.
- Technical issues This is an optional variable

Rationale

-

Issues and developments

See educational attainment

Good practices

- Data collection through interviews. It is important to note that in situations where HATOTHER is at the same level but different fields, it is necessary collect information about this irrespective of when it the program was taken.

HATCOMP: Recognition of the skills and competences undertaken

Short description

This variable assesses whether the respondent has been/is involved in any procedure of recognition of skills and competences undertaken

Standard question

Have you been/are involved in any procedure of recognition of skills and competences?

Coding

- Transmission codes

Codes	Labels
1	Yes, certification obtained
2	Yes, procedure on-going
3	No
-1	No answer

- Classification used Not applicable

Definition

- Filter None
- Reference period No specific reference period should be mentioned (see concept)
- Concept The recognition of skills and competences undertaken by the respondent.
‘Competence’ is the capacity to use effectively experience, knowledge and qualifications.

The overall process of granting official status to competences, (this is *formal recognition*), gained either
 - formally (by awarding certificates) or
 - in a non-formal or informal setting (by granting equivalence, credit units, validation of gained competences);
- Technical issues This is an optional variable

Rationale

- This variable is important in the context of the European Qualification Framework. The rationale for the question is to know the most common aspects of recognition of competences. A restrictive list to aid data collection is acceptable if a member state feels the question above will not be well understood. Precise but restricted information is more useful for analysis and efforts should be made to avoid no answers or too vague questions.

Issues and developments

-

Good practices

- Data collection through interviews. A list of good common processes should be provided in case the question might not be well understood

HATCOMPHIGH: Recognition of skills and competences with access to a higher formal education programme

Short description

This variable assesses whether the respondent has been/is involved in any procedure of recognition of skills and competences undertaken that allow access to a higher formal education programme than the level mentioned in 'HATLEVEL'

Standard question

Have you been/are involved in any procedure of recognition of skills and competences that allow access to a higher formal education programme than your highest educational level?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes,
2	No
-1	No answer
-2	Not applicable (HATCOMP ≠ 1,2 or HATLEVEL= 01, -1)

- Classification used Not applicable

Definition

- Filter All respondents who have been/are involved in a procedure for recognition of their skills and competences (HATCOMP=1,2) with their highest educational level being from ISCED1 to ISCED6
- Reference period No specific reference period should be mentioned (see concept)
- Concept The recognition of skills and competences undertaken by the respondent that may allow him/her to access a highest level of education than the level he/she has already successfully completed.
- Technical issues This is an optional variable

Rationale

- European Qualification Framework

Issues and developments

-

Good practices

- Data collection through interviews.

DROPHIGH: Not completed formal education

Short description

Formal education abandoned higher than the level mentioned in 'HATLEVEL' but not completed

Standard question

Did you ever start a level of education higher than the level you mentioned in BG10 but did not complete it?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes
2	No
-1	No answer
-2	Not applicable (HATLEVEL= 01, -1 or (REFYEAR-HATYEAR) > 20)

- Classification used Not applicable

Definition

- Filter All respondents with an educational level from ISCED1 to ISCED6 (HATLEVEL≠ 01, -1) that have successfully completed their education or training within the last 20 years before the reference year of the survey ((REFYEAR- HATYEAR) ≤ 20)
- Reference period No specific reference period should be mentioned (see concept)
- Concept Formal education abandoned higher than the highest educational level successfully completed by the respondent
- Technical issues No technical issues linked to this variable

Rationale

- Early leavers from education and training, drop-outs

Issues and developments

-

Good practices

- Data collection through interviews.

DROPLEVEL: Level of the formal education not completed

Short description

Level of the formal education not completed

Standard question

What was the level you started and did not complete?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
21	ISCED 2
22	ISCED 3c (shorter than two years)
31	ISCED 3c (two years and more)
32	ISCED 3 a, b
30	ISCED 3 (without possible distinction a, b or c)
40	ISCED 4
51	ISCED 5b
52	ISCED 5a
60	ISCED 6
-1	No answer
-2	Not applicable (DROPHIGH ≠ 1)

- Classification used Classification as presented above

Definition

- Filter All respondents who have started a level of education higher than their current highest educational level but did not complete it (DROPHIGH=1)
- Reference period No specific reference period should be mentioned (see concept)
- Concept Level of the formal education not completed
The concept and coding of this variable is similar to the variable 'Highest level of completed education / training'.
- Technical issues These are similar to the technical issues mentioned in the variable 'Highest level of completed education / training'.

Rationale

- Early leavers from education and training, drop-outs

Issues and developments

-

Good practices

- Data collection through interviews.

DROPVOC: Orientation of the formal education not completed

Short description

Orientation of the formal education not completed

Standard question

What was the orientation of the formal education or training not completed, i.e. general or vocational education?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	General education
2	Vocational education
-1	No answer
-2	Not applicable (DROPLEVEL \neq 22 to 40 or (REFYEAR-HATYEAR) > 20)

- Classification used Classification as presented above

Definition

- Filter All respondents with an educational level from ISCED3 to ISCED4 (DROPLEVEL= 22 to 40) that have completed their highest educational level within the last 20 years before the reference year of the survey ((REFYEAR-HATYEAR) \leq 20)
- Reference period No specific reference period should be mentioned (see concept)
- Concept Orientation of the formal education not completed
The concept of this variable is similar to the concept mentioned in variable 'Orientation of the highest level of education / training completed'.
- Technical issues This is an optional variable

Rationale

-

Issues and developments

- See educational attainment

Good practices

- Data collection through interviews.

MAINSTAT: Main current labour status

Short description

The respondent's main current labour status

Standard question

What is your main current labour status?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
	Carries out a job or profession, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship, etc.:
11	Full time
12	Part time
20	Unemployed
31	Pupil, student, further training, unpaid work experience
32	In retirement or early retirement or has given up business
33	Permanently disabled
34	In compulsory military service
35	Fulfilling domestic tasks
36	Other inactive person
-1	No answer

○ Classification used Not applicable

Definition

- Filter None
- Reference period Moment of the interview
- Concept The respondent's main current labour status

This variable indicates the labour status of the respondent at the moment of the interview according to the categories listed above. It captures the person's own perception of their main activity at present. The present variable differs from the ILO¹⁰ concept to the extent that people's own perception of their

¹⁰ According to the International Labour Organisation, employed persons are those aged 15 years and over who during the reference week did any work for pay, profit or family gain for at least one hour, or were not at work but had a job or business from which they were temporarily absent because of, e.g., illness, holidays, industrial dispute and education or training. Unemployed persons comprise persons aged 15 to 74 who were without work during the reference week, were currently available for work and were either actively seeking work or who found a job to start within the next three months.

main status differs from the strict definitions used in the ILO definitions. For instance, many people who would regard themselves as full-time students or homemakers may be classified as ILO-employed if they have a part-time job. Similarly, some people who consider themselves 'unemployed' may not meet the strict ILO criteria of taking active steps to find work and being immediately available.

It is also broader than the ILO definition in a number of respects. The term 'normal' refers to disregarding purely transient or other temporary changes in the situation, and to an averaging over time in case of fluctuations (such as over 4 weeks preceding the interview). Despite a certain degree of vagueness, the concept of 'normal' is useful and is widely employed in social research.

The concept of '*current*' implies that any definitive changes in the activity situation are taken into account. For instance, if a person has lost a job or has retired recently, or the activity status has changed otherwise in a definitive manner, then the situation as of the time of the interview should be reported. In this sense, '*current*' overrides any concept of averaging over any specific reference period.

○ Technical issues

The distinction between full-time and part-time work should be made on the basis of a **spontaneous answer** given by the respondent. It is impossible to establish a more exact distinction between part-time and full-time work, due to variations in working hours between Member States and also between branches of industry.

- A **part-time worker** is "an employed person whose normal hours of work are less than those of comparable full-time workers" (International Labour Conference, 81st session, 1994).
- The variable refers to the main job.
- In case respondents hesitate between the answers 'permanently disabled' and 'in retirement', the code 'in retirement' should be privileged for persons having reached the most frequent legal retirement age or the one in their previous occupation.
- The code 'in compulsory military or community service' might not be relevant any longer in certain countries.

Rationale

The person's main economic situation is a useful variable. It is the only practical definition to use in examining labour transitions, as it could be done in a panel survey or using a similar variable for the situation one year before.

In addition, it permits an important classification of the regular nature of the work or the main reason for not working as opposed the situation in one specific reference week as in the LFS. For those outside the labour force at present, the nature of their present activity has an important bearing on their likely future labour market participation. People who are retired or unable to work because of disability, for instance, are less likely to respond to an increase in demand for labour than are students or those engaged in home duties.

Issues and developments

- Self-declared versus International Labour Office concept: It was recognised that the high objectivity and comparability of the ILO status can not overcome its inadequate number of questions and obvious burden on respondents for a too high degree of precision. However, the task force agreed that there was space for improvements of the self-declared status as concerns unemployed persons and the criteria of active search for work. A preliminary analysis on the LFS data shows large discrepancies in many countries between the self-declared and the ILO definition of unemployment.
- Distinction full-time / part time: although it implies a slight increase in burden for respondents, this dimension can bring additional information either in terms of time available along with the household data for child or dependant care or in terms of possible lower labour integration and wage.
- Categories of inactivity: some of them represent only a limited percentage of the population. They still need to be covered for the interviews since some respondents would find it difficult to classify themselves in other categories.

Good practices

- Data collection through interviews.

When collected via interview, the question should not in any case precede the questions on the labour status according to the ILO definition or questions on the registration at the public employment office.

JOBSTAT: Professional status

Short description

The respondent's professional status

Standard question

What is your professional status?

Coding

- Transmission codes

Codes	Labels
11	Self-employed with employees
12	Self-employed without employees
21	Employee with a permanent job or work contract with unlimited duration
22	Employee with a temporal job or work contract with limited duration
30	Family worker
-1	No answer

- Classification used Classification as presented above

Definition

- Filter All employed respondents who work either full-time or part-time (MAINSTAT=11,12)
- Reference period Moment of the interview
- Concept

The respondent's professional status regarding his/her main job

The definition is based on the ILO resolution concerning the International Classification of Status in Employment (15th ICLS, 1993). The two dimensions that are central to the concept of professional status are economic risk and authority

The basic distinction is that between *employees* and the *self-employed*.

Employees are all those workers who hold the type of job defined as "paid employment jobs" – "jobs where the incumbents hold explicit (written or oral) or implicit employment contracts which give them a basic remuneration which is not directly dependent upon the revenue of the unit for which they work (this unit can be a corporation, a non-profit institution, a government unit or a household). Some or all of the tools, capital equipment, information systems and/or premises used by the incumbents may be owned by others, and the incumbents may work under direct supervision of, or according to strict guidelines set by the owner(s) or persons in the owners' employment. (Persons in "paid employment jobs" are typically remunerated by wages and salaries,

but may be paid by commission from sales, by piece-rates, bonuses or in-kind payments such as food, housing or training.) “.

Self-employment jobs are those jobs where the remuneration is directly dependent upon the profits (or the potential for profits) derived from the goods and services produced (where own consumption is considered to be part of profits). The self-employed make the operational decisions affecting the enterprise, or delegate such decisions while retaining responsibility for the welfare of the enterprise. (In this context "enterprise" includes one-person operations.)

- Technical issues The following definitions are provided to facilitate the classification of ‘Professional status’:
 - **Self-employed persons with employees** are defined as persons who work in their own business, professional practice or farm for the purpose of earning a profit, and who employ at least one other person. If people working in the business, professional practice or farm, are not paid then he/she should be considered as self employed without staff.
 - **Self-employed persons without employees** are defined as persons who work in their own business, professional practice or farm for the purpose of earning a profit, and who do not employ any other person. Nevertheless he may engage members of his/her own family or apprenticed without payment. In this category one can find farmers working alone or using the assistance of members of family.
 - **Employees with a limited duration job/contract** are employees whose main job will terminate either after a period fixed in advance, or after a period not known in advance, but nevertheless defined by objective criteria, such as the completion of an assignment or the period of absence of an employee temporarily replaced.
 - **Family workers** are persons who help another member of the family to run an agricultural holding or other business, provided they are not considered as employees. Persons working in a family business or on a family farm without pay should be living in the same household as the owner of the business or farm, or in a slightly broader interpretation, in a house located on the same plot of land and with common household interests. Such people frequently receive remuneration in the form of fringe benefits and payments in kind. However, that this applies only when the business is owned or operated by the individual themselves or by a relative. Thus, unpaid voluntary work done for charity should not be included.

Rationale

'Professional status' is associated with life chances in a number of important ways. People who are self-employed benefit directly from the level of profit made by the business or enterprise. On the other hand, they are generally more exposed than employees to economic risk, in that their remuneration is tied more directly to the level of profit. Status in employment is also needed for the proposed European Socio-Economic Classification with the addition at a later stage of the "employers" category. Information on status in employment will also need to be collected not only for those currently at work, but also at a later stage for those who previously held a job (people who are retired, the unemployed who worked before, those who worked before but are no longer in the labour force).

Issues and developments

The main discussions around this variable concerned the additional dimension permanent / temporary contract. Despite the supplementary burden, persons with temporary contracts constitute a numerous and growing group among employees (around 15% of employees) but are more exposed to economic risks.

The definition and technical issues are the same as the 'LFS explanatory notes'.

Good practices

- Data collection through interviews.

JOBISCO: Occupation

Short description

The respondent's occupation

Standard question

What is your occupation?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
2 digits	ISCO-08 coded at 2 digit level
-1	No answer
-2	Not applicable (MAINSTAT≠11,12)

○ Classification used International Standard Classification of Occupation ([ISCO-08](#))

Definition

○ Filter All employed respondents who work either full-time or part-time (MAINSTAT=11,12)

○ Reference period Moment of the interview

○ Concept The respondent's occupation regarding his/her main job

The 'main job' is defined in harmony with the Labour Force Survey definition of 'first job' (Working Group on Employment Statistics, January 2001). The LFS normally takes a reference week to define the current situation of the respondent but the main status should be here considered. Multiple job holders decide for themselves which job is to be considered as the main job. In doubtful cases the main job should be the one with the greatest number of hours usually worked.

The basis for the classification in the ISCO-08 scheme is the nature of the job itself and the level of skill required. A job is defined as the set of tasks and duties to be performed. Skills are the abilities to carry out the tasks and duties of a job. Skills consist of two dimensions: skill level and domain specialisation. The skill level is related to the level of educational attainment.

○ Technical issues The questions needed for the classification by occupation are the job title associated with the main job and a further description of the tasks and duties.

For a few occupations, information on size group of workplace (the local unit of activity) is needed to code ISCO-08.

Rationale

It is generally recognised that the type of work performed can have a great influence on the living conditions of the individual and household. Hence, “social stratification” and “social mobility” researchers pay attention to the type of job as a central element in studies of inequalities of opportunities and results, and their reproduction over life cycles and generations.

Information on characteristics of the job and on social class have two uses: in studying deprivation and social exclusion such variables are used as covariates in the models, while in studying the labour market they have the role of dependent variables.

Occupation is a major classifying variable, and is also used as input into various socio-economic classification schemes.

Issues and developments

- ISCO level recommended

Two digits is the requirement achievable for all surveys: the implementation of the collection at one digit level would not provide sufficient quality (level 1 is not appropriate for a direct collection). Level 2 is already implemented in most surveys and would constitute the level required for interviews. For register based data, ISCO is often coded at even more precise level.

A shorter coding list could be studied in the case of reduced breakdowns (manual/non manual, skilled/unskilled) prove to be of better quality in such surveys. However, the needs for more details in certain categories will need to be checked for implementation of the classification ESeC (European Socio-economic Classification).

- Quality of ISCO

There is not yet complete information at Eurostat on the way ISCO is collected or derived in each country and survey. Due to the numerous comparability issues for certain ISCO categories across countries, specific actions should be launched at EU level to ensure comparable ISCO data. This should be done in parallel to the implementation of the 2008 ISCO version.

- Coverage of the variable: persons not currently working (last job)

The burden on respondents to cover persons not currently working would be too high although it is relevant for certain surveys like the LFS, EU-SILC or the EHIS. It would be needed for the full version of the classification 'ESEC': persons not long-term unemployed are defined according to their previous job in the ESeC.

Good practices

- Data collection through interviews

Two digits is the requirement achievable for all surveys although the implementation at a more detailed level in the field work could be considered as a good practice.

LOCNACE: Economic activity of the local unit

Short description

Economic activity of the local unit where the respondent is employed (incl. self-employed).

Standard question

What is the economic activity of the local unit where you are employed?

Coding

- Transmission codes

Codes	Labels
2 digits (01 to 99)	NACE Rev.2 coded at 2 digit level
-1	No answer
-2	Not applicable

- Classification used NACE Rev.2

Definition

- Filter Persons employed, filtered from the variable *Main current labour status*
- Reference period No specific reference period should be mentioned (see concept)
- Concept Economic activity of the local unit where the individual carries out his/her main professional activity.
- Technical issues Where information for the 'local unit' is not available, the 'enterprise' can serve as a proxy. This approximation can be relevant for countries where the information can be derived from registers (for example by linking the respondent via a national register number to an enterprise by using a social security register).

Where the local unit or enterprise has more than one 'economic activity', the dominant should be retained. The ideal measure for determining the dominant activity would be the *number of employees* for the different activities, rather than more economical concepts like *added value* or *turnover*.

The "local unit" to be considered is the geographical location where the job is mainly carried out or, in the case of itinerant occupations, can be said to be based; normally it consists of a single building, part of a building, or, at the largest, a self-contained group of buildings. The "local unit" is therefore the group of employees of the enterprise who are geographically located at the same site.

Rationale

The activity sector in which people are employed is a key descriptor for labour market analysis (including issues linked to skills, mobility of workers, quality of the job, etc.) and together with the occupation (ISCO) and the type of contract is very useful to describe the socio economic status of individuals.

Issues and developments

-

Good practices

- Data collection.

Ideally, information coming from the employer or the business register should be used. However, in most cases the information will be obtained using a self-assessment question in the interview. The interviewer can present the respondent with the answering categories or can ask for the sector of activity where he/she is employed and attribute the appropriate code.

LOCSIZEFIRM: Local unit size

Short description

The number of persons working at the local unit where the respondent is employed

Standard question

How many persons are working at the local unit where you are employed?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
1	1 to 10 persons
2	11 to 19 persons
3	20 to 49 persons
4	50 to 249 persons
5	250 or more persons
7	Do not know but 10 or more persons
-1	No answer
-2	Not applicable (JOBSTAT≠11,21,22,30)

○ Classification used Classification as presented above

Definition

- Filter All employed respondents who work either full-time or part-time (MAINSTAT=11,12) but are not self-employed without employees (JOBSTAT=11,21,22,30)
- Reference period No specific reference period should be mentioned
- Concept The size of the local unit where the respondent is employed
The local unit is an enterprise or part thereof (e.g. a workshop, factory, warehouse, office, mine or depot) situated in a geographically identified place.
The size of the local unit is determined by the number of persons employed at the unit.
- Technical issues The codes provided above permit either a reasonably exact number to be indicated (codes 1-5) or simply an indication of whether it is greater than 10 persons (code 7). Employer should be included in the number of persons working at the local unit.

Rationale

This variable is essential for integrated studies and comparisons with business surveys (for example CVTS)

Issues and developments

-

Good practices

- Data collection through interviews or registers

JOBTIME: Starting year of current main job

Short description

The year in which the respondent started working in his/her current main job

Standard question

When did you start working in your current main job?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
4 digits	4 digits of the year concerned
-1	No answer
-2	Not applicable (MAINSTAT≠11,12)

- Classification used Not applicable

Definition

- Filter All employed respondents who work either full-time or part-time (MAINSTAT=11,12).
- Reference period No specific reference period should be mentioned
- Concept The starting year of the respondent's current main job
- Technical issues No technical issues linked to this variable

Rationale

This information is valuable for estimating the degree of fluidity in the labour market and in identifying the areas of economic activity where the turnover of labour is rapid or otherwise.

Issues and developments

-

Good practices

- Data collection through interviews.

HATFATHER: Highest level of completed education / training by the respondent's father

Short description

The highest level of education or training that is successfully completed by the father of the respondent

Standard question

What is the highest level of education / training successfully completed by your father?

Coding

○ Transmission codes

Codes	Labels
1	At most lower secondary
2	Upper secondary
3	Tertiary
-1	No answer

○ Classification used Classification as presented above

Definition

- Filter None
- Reference period When the respondent was a teenager (by age 16)
- Concept Highest level of education / training successfully completed by the father
- Technical issues Similar to the technical issues mentioned in 'HATLEVEL'
 - At most lower secondary corresponds to ISCED 3c short and lower levels
 - Upper secondary corresponds to ISCED 3c long, ISCED 3 a and b as well as ISCED 4
 - Tertiary corresponds to ISCED 5 and 6

Rationale

The information provided in this variable is complementary to the one provided in variable 'HATMOTHER'. Both variables are useful to indicate the level of education of the parents of the respondent. Such information is important to determine the profile of the respondent as regards his/her family's educational background.

Issues and developments

See the variable HATLEVEL

Good practices

- Data collection through interviews or registers

HATMOTHER: Highest level of completed education / training by the respondent's mother

Short description

The highest level of education or training that is successfully completed by the mother of the respondent

Standard question

What is the highest level of education / training successfully completed by your mother?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	At most lower secondary
2	Upper secondary
3	Tertiary
-1	No answer

- Classification used Classification as presented above

Definition

- Filter None
- Reference period When the respondent was a teenager (by age 16)
- Concept Highest level of education / training successfully completed by the mother
- Technical issues Similar to the technical issues mentioned in 'HATLEVEL'
- See HATFATHER

Rationale

The information provided in this variable is complementary to the one provided in variable 'HATFATHER'. Both variables are useful to indicate the level of education of the parents of the respondent. Such information is important to determine the profile of the respondent as regards his/her family's educational background.

Issues and developments

See the variable HATLEVEL

Good practices

- Data collection through interviews.

ISCOFATHER: Main occupation of father

Short description

The main occupation of the father of the respondent

Standard question

What is the occupation of your father?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
0-9	ISCO-08 coded at 1 digit level
-1	No answer
-2	Not applicable (Father never had a job, no father)

- Classification used International Standard Classification of Occupation ([ISCO-08](#))

Definition

- Filter None
- Reference period When the respondent was a teenager (by age 16)
- Concept The main occupation of the father of the respondent (optional variable)
- Technical issues The father's main occupation should be coded according to the ISCO -08 classification. If the father had simultaneously more than one job, the occupation refers to the main job. If during the reference period, the father didn't have a job, the variable refers to the main last occupation.

Rationale

The information provided in this variable is complementary to the one provided in variable 'ISCOMOTHER'. Both variables are useful to indicate the occupation of the parents of the respondent. Such information is important to determine the profile of the respondent as regards his/her family's professional background

Issues and developments

-

Good practices

- Data collection through interviews.

ISCOMOTHER: Main occupation of mother

Short description

The main occupation of the mother of the respondent

Standard question

What is the occupation of your mother?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
0-9	ISCO-08 coded at 1 digit level
-1	No answer
-2	Not applicable (Mother never had a job, no mother)

- Classification used International Standard Classification of Occupation ([ISCO-08](#))

Definition

- Filter None
- Reference period When the respondent was a teenager (by age 16)
- Concept The main occupation of the mother of the respondent (optional variable)
- Technical issues The mother's main occupation should be coded according to the ISCO -08 classification. If the mother had simultaneously more than one job, the occupation refers to the main job. If during the reference period, the mother didn't have a job, the variable refers to the main last occupation.

Rationale

The information provided in this variable is complementary to the one provided in variable 'ISCOFATHER'. Both variables are useful to indicate the occupation of the parents of the respondent. Such information is important to determine the profile of the respondent as regards his/her family's professional background.

Issues and developments

-

Good practices

- Data collection through interviews.

SEEKINFO: Seeking information about learning possibilities

Short description

This variable describes the respondent's interest to look for any information concerning learning possibilities in the last 12 months.

Standard question

Have you in the last 12 months looked for any information concerning learning activities?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes
2	No
-1	No answer

- Classification used Not applicable

Definition

- Filter None
- Reference period Last 12 months
- Concept Access to information about learning possibilities. This is also relevant to the concept of guidance for choosing a learning activity (e.g. course) and support during the learning activity.
- Technical issues -

Rationale

One important element of learning possibilities is the transparency of education and learning offer (information and advice/guidance). Because of the growing interest in this issue, questions on the knowledge and/or use of various sources of information has been included in the core AES. The AES has the capacity to provide policy-relevant information on lifelong guidance through information on access to information.

Issues and developments

-

Good practices

- It is important to emphasize 'for whose benefit the information is being sort' Respondents could have looked for information on learning possibilities for children/family. The variable refers to only the respondent.

SEEKFOUND: Finding information about learning possibilities

Short description

The variable describes the outcome of the search for information about learning possibilities.

Standard question

Did you find any information that you have looked for (in the last 12 months) concerning learning activities?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes
2	No
-1	No answer
-2	Not applicable (SEEKINFO≠1)

- Classification used Not applicable

Definition

- Filter The respondent has looked in the last 12 months for information concerning learning activities (SEEKINFO=1)
- Reference period Last 12 months
- Concept Access to information about learning possibilities.
This is also relevant to the concept of lifelong guidance for choosing a learning activity (e.g. course) and support during the learning activity.
- Technical issues -

Rationale

One important element of learning possibilities is the transparency of education and learning offer (information and advice/guidance). Because of the growing interest in this issue, questions on the knowledge and/or use of various sources of information has been included in the core AES. The AES has the capacity to provide policy-relevant information on lifelong guidance through information on access to information.

Issues and developments

- The order of the two variables '*Finding information about learning possibilities*' and '*Sources of information about learning possibilities*' is reversed but countries can still implement the variable in a different order if required.

Good practices

-

SEEKSOURCE: Sources of information about learning possibilities

Short description

Sources used to access information about learning possibilities.

Standard question

Where did you find information on learning activities? (*mark all that apply*)

Coding

- Transmission codes

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
SEEKSOURCE_1	1	Internet
SEEKSOURCE_2	2	Member of the family, neighbour, work colleague
SEEKSOURCE_3	3	Your employer
SEEKSOURCE_4	4	Guidance services (e.g. career guidance provider by employment service office)
SEEKSOURCE_5	5	An education or training institution (school, college, centre, university)
SEEKSOURCE_6	6	Mass media (TV, radio, newspapers, poster)
SEEKSOURCE_7	7	Books
	0	None of the sources above
	-1	No answer
	-2	Not applicable (SEEKINFO≠1)

- Classification used Not applicable

Definition

- Filter The respondent has looked in the last 12 months for information concerning learning activities (SEEKINFO=1)
- Reference period Last 12 months
- Concept Access to information about learning possibilities.

This is also relevant to the concept of lifelong guidance for choosing a learning activity (e.g. course) and support during the learning activity.
- Technical issues The interviewer could give national examples of the categories e.g. name of the employment office.

Rationale

One important element of learning possibilities is the transparency of education and learning offer (information and advice/guidance). Because of the growing interest in this issue, questions on the knowledge and/or use of various sources of information has been included in the core AES. The AES has the capacity to provide policy-relevant information on lifelong guidance through information on access to information.

Issues and developments

- The order of the two variables '*Finding information about learning possibilities*' and '*Sources of information about learning possibilities*' is reversed but countries can still implement the variable in a different order if required.

Good practices

-

FED: Participation in formal education

Short description

Participation in formal education during the last 12 months

Standard question

During the last 12 months, that is since <<month, year>> have you been a student or apprentice in formal education?

Coding

- Transmission codes

Codes	Labels
1	Yes
2	No

- Classification used Not applicable

Definition

- Filter None
- Reference period Last 12 months
- Concept Formal education.

Formal education is defined as “education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous “ladder” of full-time education for children and young people, generally beginning at age of five to seven and continuing up to 20 or 25 years old” (ISCED 97 glossary, page 41).

- Technical issues The question(s) for this variable should be phrased by countries in a way that the concept of education designed to lead to achievement included in the National Framework of Qualifications is described as fully as possible. The phrasing can be for example:

During the last 12 months, that is since <<month, year>>, have you been studying towards a qualification?

Another possibility would be to list institutions providing formal education or list formal education programmes.

Rationale

Learning activities cover many fields. According to the definition of the European Union, education and lifelong learning include the entire spectrum of formal, non-formal and informal learning.

Issues and developments

A learning activity is considered to be formal when upon its completion it leads to a learning achievement (qualification or award) that can be positioned to the National Framework of Qualification (NFQ).

It should be noted that the concept of NFQ should not be confused with the concept of “Framework of national qualifications”. The latter includes only the qualifications awarded by national education and training bodies while the NFQ covers also the qualifications delivered by awarding bodies operating in other countries.

Within the NFQ concept, several other criteria are involved for distinguishing formal from non-formal education and training.

- The “hierarchy-level” criterion: This is based on the ISCED definition according to which a formal learning activity can be seen as a complex “ladder” of education that requires the successful completion of one level-grade before proceeding to the next one.
- Admission requirements: a formal learning activity is subject to admission requirements which have to be fulfilled to have access to training. These usually relate to age and prior education attainment while such requirements may not exist for admission to a non-formal education and training programme.
- Registration requirements: a formal education is typically subject to registration, i.e. the requirement or set of requirements that need to be filled to record formally the enrolment to learning. On the other hand, there is no need for such requirement in non-formal education.

The work on the ISCED review comprises the definitions of the main forms of learning. This implies that the present definition from the CLA (Classification of learning activities) can be altered with results from the ISCED review (to be discussed by the TF in its meeting of 7-8 June 2010).

Good practices

- Answer cards can be used where categories of all relevant formal education programmes are listed. It is important that the programme has a theoretical duration of one semester/6 months but this information is already available in most countries. Information on theoretical duration is only required if the duration of the programme is less than one semester or 6 months.

FEDNUM: Number of formal education activities

Short description

This variable refers to the number of formal education activities in which the respondent participated during the last 12 months

Standard question

In how many formal education activities did you participate in during the last 12 months?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
0	None (FED=2)
1-3	Number of activities

- Classification used Not applicable

Definition

- Filter All respondents who participated in Formal Education during the last 12 months (FED=1)
- Reference period Last 12 months
- Concept The number of formal education activities participated in during the last 12 months
- Technical issues

Rationale

-

Issues and developments

-

Good practices

Data collection through interviews.

FEDLEVEL: Level of the most recent formal education activity

Short description

This variable indicates the level of the most recent formal education activity in which the respondent participated

Standard question

What was the level of the most recent formal education activity?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
11	ISCED 1
21	ISCED 2
22	ISCED 3c (shorter than two years)
31	ISCED 3c (two years and more)
32	ISCED 3 a, b
40	ISCED 4 (without distinction a, b or c)
51	ISCED 5b
52	ISCED 5a
60	ISCED 6
-2	Not applicable (FEDNUM=0)

○ Classification used International Standard Classification of Education ([ISCED](#)) 1997

Definition

- Filter All respondents who participated in at least one formal education activity during the last 12 months (FEDNUM \geq 1)
- Reference period No specific reference period should be mentioned
- Concept The level of the most recent formal education activity
- Technical issues Similar to the technical issues mentioned in variable 'HATLEVEL'

Rationale

The level is related to the degree of complexity of the content of the programme. According to the ISCED definition Formal Education can be seen as a complex ladder of education where recognised completion of one level gives access to another higher level of complexity.

Issues and developments

Educational classifications at the ISCED level have now been standardised in the entire list but shorter version are used in some cases (compared to the EU LFS where some codes are obsolete in the AES).

Good practices

-

FEDFIELD: Field of the most recent formal education activity

Short description

This variable indicates the field of the most recent formal education activity in which the respondent participated

Standard question

What was the field of the most recent formal education activity?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
3-digits	Based on ISCED 1997 – field of education; codes provided in the Annex 8 of the AES manual
-2	Not applicable (FEDNUM=0 or FEDLEVEL≠22 to 60)

- Classification used Classification as presented in the respective code list in the annex

Definition

- Filter All respondents who participated in at least one formal education activity during the last 12 months ($FEDNUM \geq 1$) with an ISCED3 to ISCED6 level of education ($FEDLEVEL = 22$ to 60)
- Reference period No specific reference period should be mentioned
- Concept The field of the most recent formal education activity
Field of education or training is a classification of subject matters taught in an educational programme. The classification can be used to classify the main contents of educational programmes which contain a number of subjects. Then, the time spent on each subject is the main criteria for classification of the whole programme.
- Technical issues No technical issues linked to this variable

Rationale

-

Issues and developments

Educational classifications at the ISCED level have now been standardised in the entire list but shorter version are used in some cases (compared to the EU LFS where some codes are obsolete in the AES).

For the fields of education, then the three digit coding has been maintained for FED, NFE and INF activities (using the classification from Eurostat, version December 1999).

Good practices

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

FEDVOC: Orientation of the most recent education / training

Short description

This variable indicates the orientation of the most recent formal education or training in which the respondent participated

Standard question

What was the orientation of the most recent education or training?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
1	General education
2	Vocational education
-1	No answer
-2	Not applicable (FEDLEVEL ≠ 22 to 40)

○ Classification used Classification as presented above

Definition

- Filter All respondents with an ISCED3 to ISCED4 level in the most recent education or training (FEDLEVEL = 22 to 40)
- Reference period No specific reference period should be mentioned
- Concept The orientation of the most recent formal education activity
For the definition of 'general' and 'vocational' education please see the concept of the variable 'HATVOC'
- Technical issues

Rationale

-

Issues and developments

Eurostat is still working on the operational definition of vocational education in cooperation with CEDEFOP.

During the preparation of AES 2011 and based on the 2nd round of consultations (Nov 2009), Eurostat recommended the variable is restricted to ISCED 4. Moreover, classification has been changed to agree with LFS.

Good practices

- Data derived from the information collected in the variable FEDLEVEL

FEDMETHOD: Main method of learning in formal education activity

Short description

This variable refers to the main method of learning used in the most recent formal education activity in which the respondent participated

Standard question

Which of the following methods of learning was the main method used in the most recent formal education activity?

Coding

○ Transmission codes

Codes	Labels
1	Traditional teaching (e.g. classroom)
2	Distance learning using online or offline computer
3	Distance learning using traditional teaching material
-1	No answer
-2	Not applicable (FEDNUM=0)

○ Classification used Not applicable

Definition

- Filter All respondents who participated in at least one formal education activity during the last 12 months ($FEDNUM \geq 1$)
- Reference period No specific reference period should be mentioned
- Concept The main method of learning used in the most recent formal education activity
Distance Learning: learning that takes place via postal correspondence or electronic media, linking instructors or students who are not together in a classroom. For this there is interaction between the teacher and the student, although it doesn't happen immediately but with a delay. *Comments: Distance learning is opposed to other learning patterns such as face-to-face learning, but both are taught learning settings* (based on: European Foundation for the Improvement of Living and Working Conditions)
- Technical issues The question concerns the main method of learning. The fact that during the distance education study there were some meetings organised in order to consult the coach or for some lectures doesn't change the classification of the activity as distance education.

Rationale

Life-long learning implies a paradigm shift from the dominance of traditional education institutions to a diverse field of traditional and modern learning opportunities that are more process and outcome oriented as well as of a modular structure.

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

Information on improving education and training for teachers and trainers is therefore sought via learning preferences (theory/practice, taught/non-taught, alone/in groups, face to face or distance, time of learning) and learning strategies (information processing, such as memorization and relating material to what is already known, learning by doing, listening, audio/video/computer assisted learning)

Issues and developments

Classification for lifelong learning by type of method was restructured based on recommendations from written consultations on the AES questionnaire in the 2009.

Good practices

- Data collection through interviews.

FEDREASON: Reasons for participating in formal education activity

Short description

This variable provides information on the reasons for which the respondent participated in the most recent formal education activity

Standard question

Could you specify more precisely the reasons for participating in the most recent formal education activity? (*mark all that apply*)

Coding

○ Transmission codes

Variable name	Codes	Labels
FEDREASON_01	1	To do my job better and/or improve carrier prospects
FEDREASON_02	2	To be less likely to lose my job
FEDREASON_03	3	To increase my possibilities of getting a job or changing a job / profession
FEDREASON_04	4	To start my own business
FEDREASON_05	5	I was obliged to participate
FEDREASON_06	6	To get knowledge/skills useful in my everyday life
FEDREASON_07	7	To increase my knowledge/skills on a subject that interests me
FEDREASON_08	8	Obtain certificate
FEDREASON_09	9	To meet new people / For fun
	0	None of the reasons above
	-2	Not applicable (FEDNUM=0)

○ Classification used Classification as presented above

Definition

- Filter All respondents who participated in at least one formal education activity during the last 12 months (FEDNUM \geq 1)
- Reference period No specific reference period should be mentioned
- Concept Reasons for participating in formal education activity
- Technical issues The regulation requires the countries to provide the number of responses provided in the list as this is a multi choice question. This can derived from the responses to this question. If none of the reasons are selected, this corresponds to 'No answer' for variable FEDREASON. For further guidance on the coding of this variable, please refer to the AES Codebook.

Rationale

This question is to understand the attitude and motivation towards learning.

- Reasons/motivations: Purpose of learning may be job-related or non job-related (e.g. self-development, new job, new position at work, family reasons, integration in social life)
- Purposes / Expected outcomes (e.g. new qualification, certification, upgrading of skills)
- Benefits of these studies (e.g. higher wages, better working conditions, maintaining job, access to new jobs, self-esteem)

Issues and developments

Good practices

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

FEDWORKTIME: Formal education activity during paid working hours

Short description

The variable indicates whether the most recent formal education activity in which the respondent participated took place during paid working hours, including paid leave or recuperation

Standard question

Did the most recent formal education activity take place during paid working hours (including paid leave or recuperation)?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Only during paid working hours
2	Mostly during paid working hours
3	Mostly outside paid working hours
4	Only outside paid working hours
5	Not working at that time
-1	No answer
-2	Not applicable (FEDNUM=0)

- Classification used Classification as presented above

Definition

- Filter All respondents who participated in at least one formal education activity during the last 12 months (FEDNUM≥1)
- Reference period Last 12 months
- Concept Most recent formal education that took place during paid working hours
 This question refers to the degree that the activity takes place during paid working hours meaning that the working hours are used to attend the activity instead of working. It also includes the case where a number of working hours are being replaced by the learning activity even if the activity itself takes place outside normal working time of the respondent.
- Technical issues In case when 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as “mostly during paid working hours”. If the learning activity takes place outside working time and the respondent has received payment for the hours or additional leisure hours, the activity should be coded as “only during paid working hours”.

 The answer should only reflect the participation in the course itself and not homework.

- Self-employed should be treated as employed
- Contributing family workers (those workers who hold a 'self-employment' job in a market-oriented establishment operated by a related person living in the same household), who cannot be regarded as partners, voluntary social workers and others working without being paid but attending a course within that area should be coded as “only outside paid hours”, as there are no paid working hours.
- If in the time of attending formal education the respondent does not have a job during the full period of the course (during a reference period), there will be two periods of the course: the period where the person is in a job and the period where the person is not in job. The answer and coding should reflect the situation in the longest period of the course (again within the reference period).

Rationale

Learning during paid working hours roughly corresponds to learning organised and sponsored by the employers. Question on the time invested during working time or outside of working time is primarily to determine whether the learning activity was totally, partially or not at all supported by an employer.

Issues and developments

-

Good practices

- Data collection through interviews. Variable FEDPAIDBY can be asked before FEDWORKTIME to help distinguish between activities taking place in 'free time' and those within working hours paid by the employer.
-

FEDNBHOURS: Volume of instruction of formal education activity – Number of hours

Short description

This variable refers to the total number of instruction hours the respondent has attended the most recent formal education activity.

Standard question

How many hours did you participate in the “name of program / course” during the last 12 months?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
3 digits	Total number of instruction hours
-1	No answer
-2	Not applicable (FEDNUM=0)

- Classification used Not applicable

Definition

- Filter All respondents who participated in at least one formal education activity during the last 12 months (FEDNUM \geq 1)
- Reference period Last 12 months
- Concept Number of instruction hours

We are interested in the volume of the programme the respondent participated in during the last 12 months. It may be difficult to measure this time (some of the programmes have compulsory number of hours a person should participate in, but calculated for all the programme duration or for the duration in the school year and not for the last 12 months). So we should rather ask about number of hours the respondent really attended during the last 12 months.
- Technical issues The respondent may find it difficult to provide a precise number of hours. He/She may also forget about his/her absence caused by illness, professional duties, etc. Please see the item ‘Good practices’ below.

Rationale

-

Issues and developments

-

Good practices

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

- Alternatively to the variable FEDNBHOURS, the interviewer may ask both FEDNBWEEKS (number of weeks) and FEDDURPERWEEK (average number of instruction hours per week) to compile the FEDVOLUME variable. Proposed ways of asking questions for this variable:
 - *How many weeks during the last 12 months you participated in the “include the name of the program/course”? (FEDNBWEEKS)*
 - *What was the number of instruction hours per week on average? (FEDDURPERWEEK)*

FEDPAIDBY: Partial or full payment for formal education activity

Short description

This variable indicates the person / service that provided partial or full payment for the tuition, registration, exam fees, expenses for books or technical study means for the most recent formal education activity in which the respondent participated during the last 12 months.

Standard question

Please indicate who of the following paid in-part or in-full for tuition, registration, exam fees, and expenses for books or technical study means, regarding your studies for the most recent formal education activity. (*mark all that apply*)

Coding

○ Transmission codes

Variable name	Codes	Labels
FEDPAIDBY_1	1	Employer or prospective employer
FEDPAIDBY_2	2	Public Employment Services
FEDPAIDBY_3	3	Other public institutions
FEDPAIDBY_4	4	A household member or a relative
FEDPAIDBY_5	5	Yourself
	0	None of the items above
	-1	No answer
	-2	Not applicable (FEDNUM=0)

○ Classification used Not applicable

Definition

○ Filter All respondents who participated in at least one formal education activity during the last 12 months (FEDNUM \geq 1)

○ Reference period Last 12 months but payments beyond this period should be included if it relates to the most recent activity within the last 12 months

○

○ Concept Partial or full payment for the most recent formal education activity

This variable concerns the situation when the direct expenses, which were expected to be paid by the respondent, were fully or partly paid by some other party. In case the worker was employed by a member of his/her household and received financial support from the household but as an employee this should be treated as employer and not household support. In case the respondent was self-employed when participating in education and training and financed the expenses from his/her company sources, that should be coded as employer's support (either full or part).

Technical study means are all the helpful materials respondent was buying for the study, so computer, software, CDs, DVDs, drawing boards (for courses on architecture), clay, etc.

- Technical issues The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. If none of the items are selected, this corresponds to 'No answer' for variable FEDPAIDBY. For further guidance on the coding of this variable, please refer to the AES Codebook.

The coding of this variable in the AES standard questionnaire has been slightly changed after the introduction of a new variable, named 'FEDPAID' (please see the item 'Good practices' below). Thus, FEDPAIDBY_5 of the Regulation will be derived from the answers given in 'FEDPAID' (categories 1, 2, or 4).

Rationale

The issue of investment in human capital and lifelong learning is very important for the future of learning society in Europe. Although solid information on the cost sharing between different actors (source of financial support) and the effect of these different arrangements on access to education and learning would be highly desirable, a household survey has some limitations as a data gathering instrument for these questions.

The AES cannot capture full investment in learning, as individuals hardly know what costs (direct and indirect) arise on the employer side or what are the full costs for a government-supported course or anybody else. For this reason we have introduced a new question (see 'Good practices' below) to confirm that respondent knows or not about who pays for his/her most recent formal education activity.

Issues and developments

This question has been modified to combine the questions about support from employers or household with questions about employment services and other public institutions.

Good practices

- Data collection through interviews.
- A new variable has been introduced in the AES standard questionnaire, named 'FEDPAID', before the variable 'FEDPAIDBY'. This variable refers to the source of financial support for the most recent formal education activity and in particular to the **in-part** or **in-full payment** for tuition, registration, exam fees, expenses for books or technical study means for the most recent formal education activity made by the respondent and/or somebody else.

'FEDPAID' has been introduced to distinguish cases that respondent knows about the origin of the financial support for his/her most recent financial activity, from cases that he/she is not aware about it.

The following coding is recommended for this variable:

<i>Codes</i>	<i>Labels</i>
1	Fully paid by yourself
2	Partly paid by yourself and partly by somebody else.
3	Fully paid by somebody else
4	You paid for the activity, but you don't know if this was in-full or in-

	part payment and if anybody else also paid for this course
-2	Not applicable (FEDNUM = 0)

Cases where respondent paid no cost and does not know if and who paid off the education activity are covered by Category 3, i.e. fully paid by somebody else.

Examples could be given to describe full and partial payment: e.g. if respondent paid only for registration and tuition fees, while technical material (e.g. license for specific computer software) and exam fees were paid by somebody else, this is partial payment by respondent and partial payment by somebody else (i.e. Category 2).

- By introducing 'FEDPAID' in the AES standard questionnaire 'FEDPAIDBY' now refers to the person / service **other than the respondent** that provided partial or full payment (FEDPAID = 2 or 3). The coding has been modified as following:

Variable name	Codes	Labels
FEDPAIDBY_1	1	Employer or prospective employer
FEDPAIDBY_2	2	Public Employment Services
FEDPAIDBY_3	3	Other public institutions
FEDPAIDBY_4	4	A household member or a relative
	5	You do not know who paid for the activity
	0	None of the persons/services above, but somebody else not listed here (e.g. a friend)
	-1	No answer
	-2	Not applicable (FEDPAID ≠ 2 AND 3)

- In the table below we have produced a cross-tabulation of answers to variable 'FEDPAID' and 'FEDPAIDBY' to distinguish all possible cases of interest:

Costs for most recent formal education activity paid:	FEDPAID	FEDPAIDBY
Fully by yourself	1	-2
Partly by yourself and partly by somebody else that you know	2	1 - 5
Partly by yourself and partly by somebody else that you don't know	2	6
Fully by somebody else that you know	3	1 - 5
Fully by somebody else that you don't know	3	6
You paid for the activity, but you do not know if this was in-part or in-full payment and if anybody else also paid for this activity	4	-2

FEDPAIDFULL: Full payment for formal education activity

Short description

This variable refers to the full payment for tuition, registration, exam fees, expenses for books or technical study means for the most recent formal education activity by those identified in FEDPAIDBY.

Standard question

Did those identified in “FEDPAIDBY” pay in-full for tuition, registration, exam fees, books or technical study means, regarding your studies for the most recent formal education activity?

Coding

- Transmission codes

Codes	Labels
1	Yes
2	No (only part of the costs)
-2	Not applicable (FEDPAIDBY=0, -1, -2)
-1	No answer (total costs not known)

- Classification used Not applicable

Definition

- Filter All respondents who participated in a formal education activity that was paid either in-part or in-full by a person/service listed in variable FEDPAIDBY (FEDPAIDBY \geq 1)
- Reference period Last 12 months but payments beyond this period should be included if it relates to the most recent activity within the last 12 months
- Concept Full payment for the most recent formal education activity
- Technical issues This variable is not included in the AES standard questionnaire but can be derived mainly from ‘FEDPAID’ and ‘FEDPAIDBY’ as follows.

Costs for most recent formal education activity paid:	FEDPAID	FEDPAIDBY	<i>FEDPAIDFULL</i>
Fully by yourself	1	-2	1
Partly by yourself and partly by somebody else that you know	2	1 - 4	2
Partly by yourself and partly	2	5	2

by somebody else that you don't know			
Fully by somebody else that you know	3	1 – 4	1
Fully by somebody else that you don't know	3	5	1
You paid for the activity, but you do not know if this was in-part or in-full payment and if anybody else also paid for this activity	4	-2	-1

Rationale

See rationale for FEDPAIDBY.

Issues and developments

-

Good practices

- Data collection through interviews.

FEDPAIDVAL: Costs paid for formal education activity

Short description

This variable refers to the costs paid personally or by any household member or relative for tuition, registration, exam fees, books, and/or technical study means regarding studies in the most recent formal education activity in which the respondent participated during the last 12 months.

Standard question

In the last 12 months, how much did you personally or any member of your household or relative pay for tuition, registration, exam fees, books, and/or technical study means regarding your studies for the most recent formal education activity?

Coding

- Transmission codes

Codes	Labels
	In Euros
-1	No answer
-2	Not applicable (FEDPAIDBY_4≠1 and FEDPAIDBY_5≠1)

- Classification used Not applicable

Definition

- Filter All respondents who participated in a formal education activity that was paid either in-part or in-full by their selves or a household member or a relative (FEDPAIDBY_4=1 or FEDPAIDBY_5=1)
- Reference period Last 12 months but payments beyond this period should be included if it relates to the most recent activity within the last 12 months
- Concept Costs paid for the most recent formal education activity given in Euros
- Technical issues **The reference to the EURO conversion rates will be added in the next version of the manual**

Rationale

More and more, workers have to rely on their own resources to upgrade their skills. This is a result of the growing contradiction between the needs of both companies and workers for up-grading workforce skills and the resources available to pay for it.

Issues and developments

-

Good practices

- Data collection through interviews.

FEDUSE: Use of skills/knowledge from formal education activity

Short description

This variable assesses the use of skills or knowledge acquired from the most formal education activity in which the respondent participated

Standard question

How much have you used (or expect to use) the skills or knowledge that you acquired from the most recent formal education activity?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
1	A lot
2	A fair amount
3	Very little
4	Not at all
-1	No answer
-2	Not applicable (FEDNUM=0)

○ Classification used Not applicable

Definition

- Filter All respondents who participated in at least one formal education activity during the last 12 months (FEDNUM \geq 1)
- Reference period No specific reference period should be mentioned
- Concept The use of skills/knowledge acquired from the most recent formal education activity
- Technical issues No technical issues linked to this variable

Rationale

Information on the usefulness of skills and knowledge acquired from formal education activities may determine which activities offer the greatest benefit on the life and work of participants. It can, thus, provide motivations for participating in such activities.

Issues and developments

-

Good practices

- Data collection through interviews.

FEDSAT: Satisfaction with formal education activity

Short description

The respondent's satisfaction with the most recent formal education activity participated in

Standard question

Are you satisfied with the education/training received for the most recent formal education activity?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes
2	No
-1	No answer
-2	Not applicable (FEDNUM=0)

- Classification used Not applicable

Definition

- Filter All respondents who participated in at least one formal education activity during the last 12 months (FEDNUM \geq 1)
- Reference period No specific reference period should be mentioned
- Concept Satisfaction with the most formal education activity
- Technical issues This is an optional variable

Rationale

This variable is important to assess the satisfaction of the respondent with the formal education activity he/she attended. Such information can determine the most satisfied activities and in that way result in the improvement of formal education in Europe.

Issues and developments

-

Good practices

- Data collection through interviews.

FEDUNSATREASON: Reasons for not being satisfied with formal education activity

Short description

This variable indicates the reasons for which the respondent was not satisfied with the most formal education activity participated in

Standard question

If no, what are the reasons for not being satisfied with the most recent formal education activity?
(mark all that apply)

Coding

○ Transmission codes

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
FEDUNSATREASON_1	1	Relevance / usefulness
FEDUNSATREASON_2	2	Level of training too low
FEDUNSATREASON_3	3	Level of training too high
FEDUNSATREASON_4	4	Quality of teaching
FEDUNSATREASON_5	5	Organisation of training (location, materials, classrooms, etc.)
	0	None of the reasons above
	-1	No answer
	-2	Not applicable (FEDSAT ≠ 2)

○ Classification used Not applicable

Definition

- Filter All respondents who were not satisfied with the most formal education activity (FEDSAT=2)
- Reference period No specific reference period should be mentioned
- Concept Reasons for not being satisfied with the most recent formal education activity
- Technical issues This is an optional variable. Countries that provide this variable shall report the number of responses provided in the list. This can be derived from the responses to this question. If none of the reasons are selected, this corresponds to 'No answer' for variable FEDUNSATREASON. For further guidance on the coding of this variable, please refer to the AES Codebook.

Rationale

This variable may provide guidance for improving formal education activities.

Issues and developments

-

Good practices

- Data collection through interviews.

FEDOUTCOME: Outcomes through formal education activity

Short description

This variable indicates the outcomes of the new skills/knowledge acquired through the most recent formal education activity in which the respondent participated

Standard question

Have the new skills/knowledge acquired through the most recent formal education activity helped you in any of the following ways? *(mark all that apply)*

Coding

○ Transmission codes

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
FEDOUTCOME_1	1	Getting a (new) job
FEDOUTCOME_2	2	Promotion in the job (FEDNUM ≥ 1 and FEDWORKTIME= 1,2,3,4)
FEDOUTCOME_3	3	Higher salary / wages (FEDNUM ≥ 1 and FEDWORKTIME= 1,2,3,4)
FEDOUTCOME_4	4	New tasks (FEDNUM ≥ 1 and FEDWORKTIME= 1,2,3,4)
FEDOUTCOME_5	5	Better performance in present job (FEDNUM ≥ 1 and FEDWORKTIME= 1,2,3,4)
FEDOUTCOME_6	6	Personal related reasons (meet other people, refresh your skills in general subjects etc)
FEDOUTCOME_7	7	No outcomes yet
FEDOUTCOME_8	8	No outcomes expected
	0	None of the outcomes above
	-1	No answer
	-2	Not applicable (FEDNUM=0)

○ Classification used Not applicable

Definition

- Filter All respondents who participated in at least one formal education activity during the last 12 months (FEDNUM≥1)
- Reference period No specific reference period should be mentioned
- Concept The outcomes of new skills/knowledge acquired through the most recent formal education activity

Outcomes, in general, refer to what is ultimately achieved by an activity, as distinct from its outputs which relate to more direct or immediate objectives.

- Technical issues The regulation requires the countries to provide the number of responses provided in the list. This can be derived from the responses to this question. If none of the outcomes are selected, this corresponds to 'No answer' for variable FEDOUTCOME. For further guidance on the coding of this variable, please refer to the AES Codebook.

Rationale

This variable is very important for the survey as it provides information on the outcomes through formal education activities. Such information may be used in order to indicate the most beneficial activities that result in improving the working and living conditions of the individual who participates in such programmes.

Issues and developments

-

Good practices

- Data collection through interviews.

(NFE): Participation in any of the listed activities

The description of this variable has been reviewed after the AES TF meeting. The questions have been modified and examples have been included.

Short description

This variable refers to the participation in any of the following activities with the intention to improve knowledge/skills in any area (including hobbies) during the last 12 months.

Standard question

During the last 12 months have you participated in any of the following activities with the intention to improve your knowledge or skills in any area (including hobbies)?

- a. Courses
- b. Workshops and Seminars
- c. Guided on-the-job training
- d. Private lessons?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes
2	No

- Classification used Not applicable

Definition

- Filter None
- Reference period Last 12 months
- Concept Participation in any of the following activities:
 - a. Courses (NFECOURSE)
 - b. Workshops and Seminars (NFEWORKSHOP)
 - c. Guided on the job training (NFEGUIDEDJT)
 - d. Private lessons (NFELESSON)
- Technical issues If the person delivering lessons has as main activity delivering private lessons and has a professional teacher-to-student relationship in this context to the learner then it is non-formal education activity. If the provider/tutor is assisting the learner in the framework of a social relationship then that should be considered as informal learning.

Private lessons can even be “formal education” in the case where the national educational system recognises home schooling, as the pupil would participate in institutionalised learning designed to lead to a formal qualification. In this case they should be reported in the module FED.

There is an implicit hierarchy of the categories “Formal”, “Non-formal” and “Informal”. “Formal” is higher than “non-formal” higher than “informal”. Activities of a lower level carried out as part of an activity of a higher level can be considered part of the higher level activity: for example using self-study, additional tutoring, use of internet resources as part of the preparation homework for a formal education programme can be considered as part of the formal activity in case we are not interested in going into the detail of the methods used by the student to participate in the formal activity.

On the contrary when an activity at a higher level is organised in the framework of a longer activity of a lower level then it should be considered as a separate activity.

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.

NFENUM: Number of non-formal education activities

Short description

This variable indicates the number of non-formal education and training activities in which the respondent participated during the last 12 months

Standard question

In how many such non-formal education and training activities have you participated during the last 12 months?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1-98	Number of activities
0	None (NFECOURSE = NFEWORKSHOP = NFEGUIDEDJT = NFELESSON = 2)

- Classification used Not applicable

Definition

- Filter All respondents who participated in at least one of the activities listed in NFE (NFECOURSE = 1 or NFEWORKSHOP = 1 or NFEGUIDEDJT = 1 or NFELESSON = 1)
- Reference period Last 12 months
- Concept Number of non-formal education and training activities during the last 12 months
- Technical issues No technical issues linked to this variable

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.

NFACT01_TYPE: Type of the 1st non-formal education activity

Short description

This variable indicates the type of the first non-formal education activity in which the respondent participated during the last 12 months. The same information is then repeated in the variable NFERANDx_TYPE is the variable is randomly selected

Standard question

Could you please indicate the type of the 1st non-formal education activity?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Courses
2	Workshops and seminars
3	Guided on the job training
4	Private lessons
-1	No answer
-2	Not applicable (NFENUM=0)

○ Classification used Not applicable

Definition

- Filter All respondents who participated in at least one non-formal education activity during the last 12 months (NFENUM \geq 1)
- Reference period Last 12 months
- Concept The type of the first non-formal education activity
- Technical issues The type of participation is to be collected for each activity in which the respondent participated during the last 12 months. This question shall be repeated at maximum 10 times in order to identify the type of all non-formal education activities undertaken.

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.

NFEPURP10: Job related non-formal education activity

Short description

This variable assesses whether there is at least one job related non-formal education activity among the 10 (at maximum) activities in which the respondent participated during the last 12 months.

Standard question

Did you participate in at least one job related activity among activities 1-10?

Coding

○ Transmission codes

Codes	Labels
1	Yes
2	No
-2	Not applicable (NFENUM=0)

○ Classification used Not applicable

Definition

- Filter All respondents who participated in at least one non-formal education activity during the last 12 months (NFENUM \geq 1)
- Reference period Last 12 months
- Concept Job related non-formal education activities during the last 12 months
The LFS explanatory notes provide the following definitions:
 - Job-related (professional): the respondent takes part in this activity in order to obtain knowledge and/or learn new skills for a current or a future job, increase earnings, improve job- and/or carrier opportunities in a current or another field and generally improve his/her opportunities for advancement and promotion.
 - Non job-related (personal/social): the respondent takes part in this activity in order to develop competencies required for personal, community, domestic, social or recreational purposes.
- Technical issues Alternatively, it is possible to derive this variable from the answers to individual questions (at most 10) on whether each of the activities listed above is job related (e.g. NFEACT01_PURP, NFEACT02_PURP, etc.).

Rationale

The variable is meant to provide participation rates in education and training by purpose.

There is a particular interest however in distinguishing and measuring participation in, and volume of, job-related learning activities. It is therefore preferable to know whether each activity is job-related or not. All guided on the job training is by definition job-related.

Issues and developments

Some difficulties have been reported from the experience of the pilot AES to separate guided on the job training from other similar job-related learning activities. The AES TF will discuss further guidelines in this context.

Good practices

Data collection through interviews. This question can be moved to the end of detailed questions on the selected activities and asked only IF activities are more than 2 and if none of the activities are job-related.

-

NFEWORKTIME10: Non-formal education activity during paid working hours

Short description

This variable assesses whether there is at least one non-formal education activity among the 10 (at maximum) activities in which the respondent participated during paid working hours (including paid leave and recuperation).

Standard question

Did at least one non-formal education activity take place during paid working hours (including paid leave or recuperation)?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes
2	No (including not working at that time)
-2	Not applicable (NFENUM=0)

- Classification used Not applicable

Definition

- Filter All respondents who participated in at least one non-formal education activity during the last 12 months (NFENUM \geq 1)
- Reference period Last 12 months
- Concept Non-formal education activity taking place during paid working hours
- Technical issues -

Rationale

The variable is meant to provide participation rates in education and training supported by the employer in combination with the variable NFEPaidBY10. This would also ensure the link with results from the Continuing Vocational Training Survey.

See also the rationale for the variable FEDWORKTIME.

Issues and developments

-

Good practices

- Data collection through interviews. This question can be moved to the end of detailed questions on the selected activities and asked only IF activities are more than 2 and if none of the activities took place during paid working hours

NFEPAIDBY10: Non-formal education activity partially or fully paid by the employer

Short description

This variable assesses whether there is at least one non-formal education activity among the 10 (at maximum) activities that was partially or fully paid by the employer

Standard question

Did your employer or prospective employer paid fully or partially for at least one of the activities 1-10?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes
2	No (including not working at that time)
-2	Not applicable (NFENUM=0)

○ Classification used Not applicable

Definition

- Filter All respondents who participated in at least one non-formal education activity during the last 12 months (NFENUM \geq 1)
- Reference period Last 12 months
- Concept Non-formal education activity partially or fully paid by the employer
- Technical issues No technical issues linked to this variable

Rationale

The variable is meant to provide participation rates in education and training supported by the employer in combination with the variable NFEWORKTIME10. This would also ensure the link with results from the Continuing Vocational Training Survey.

See also the rationale for the variable FEDPAIDBY.

Issues and developments

-

Good practices

- Data collection through interviews.
- A new category could be added in this variable in order to indicate respondents who don't know if their employer paid (fully or partially) any of the activities.

<i>Codes</i>	<i>Labels</i>
3	I don't know if employer paid (fully or partially) any of the activities

This question can be moved to the end of detailed questions on the selected activities and asked only IF activities are more than 2 and if none of the activities are paid fully or partially by the employer.

NFERAND1: Code of the 1st randomly selected non-formal activity

Short description

This variable indicates the 1st randomly selected activity among the 10 (at maximum) activities in which the respondent participated during the last 12 months

Standard question

Code of the 1st randomly selected activity

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1-10	Identification code of the activity; same as in variable NFEACTxx
-2	Not applicable (NFENUM=0)

- Classification used Not applicable

Definition

- Filter All respondents who participated in at least one non-formal education activity during the last 12 months (NFENUM \geq 1)
- Reference period No specific reference period should be mentioned
- Concept Not relevant for this variable
- Technical issues The identification code of the randomly selected activity should coincide with the coding (xx) in the variables NFEACTxx

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.

NFERAND1_TYPE: Type of the 1st randomly selected activity

See the variable NFEACTxx_TYPE

NFEPURP1: Purpose of the 1st non-formal activity

Short description

This variable assesses the purpose of the 1st randomly selected activity of non-formal education in which the respondent participated

Standard question

What is the main reason for participating in the 1st activity?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Mainly job related
2	Mainly Personal / Non-job related reasons
-1	No answer
-2	Not applicable (NFERAND1=-2)

○ Classification used Not applicable

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2)
- Reference period No specific reference period should be mentioned
- Concept The purpose of the 1st randomly selected activity with reference to the relation with job
The LFS explanatory notes provide the following definitions:
 - Job-related (professional): the respondent takes part in this activity in order to obtain knowledge and/or learn new skills for a current or a future job, increase earnings, improve job- and/or carrier opportunities in a current or another field and generally improve his/her opportunities for advancement and promotion.
 - Non job-related (personal/social): the respondent takes part in this activity in order to develop competencies required for personal, community, domestic, social or recreational purposes.
- Technical issues -

Rationale

See the variable NFEPURP10

Issues and developments

See the variable NFEPURP10

Good practices

- Data collection through interviews.

NFEFIELD1: Field of the 1st non-formal activity

Short description

This variable indicates the field of the 1st randomly selected activity of non-formal education in which the respondent participated in.

Standard question

What was the field of the 1st randomly selected activity?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
3-digits	Based on ISCED 1997 – field of education; codes provided in the Annex 8 of the AES manual (same coding as in FEDFIELD)
-1	No answer
-2	Not applicable (NFERAND1= -2)

○ Classification used Classification as presented in the respective code list in the annex

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2)
- Reference period No specific reference period should be mentioned
- Concept The field of the 1st randomly selected activity of non-formal education
- Technical issues -

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.

NFEMETHOD1: Main method of learning in 1st non-formal activity

Short description

This variable refers to the main method of learning used in the 1st randomly selected activity of non-formal education activity in which the respondent participated

Standard question

Which of the following methods of learning was the main method used in the 1st activity?

Coding

- Transmission codes

Codes	Labels
1	Traditional teaching (e.g. classroom)
2	Distance learning using online or offline computer
3	Distance learning using traditional teaching material
-1	No answer
-2	Not applicable (NFERAND1 = -2 or NFERAND1_TYPE = 2,3)

- Classification used Not applicable

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2) but the type of this activity is neither “Workshops and seminars” nor “Guided on the job training” (NFERAND1_TYPE ≠ 2,3)
- Reference period No specific reference period should be mentioned
- Concept The main method of learning used in the 1st randomly selected activity of non-formal education
- Technical issues The question concerns the main method of learning. The fact that during the distance education study there were some meetings organised in order to consult the coach or for some lectures does not change the classification of the activity as distance education.

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.

NFEREASON1: Reasons for participating in the 1st non-formal activity

Short description

This variable provides information on the reasons for which the respondent participated in the 1st randomly selected activity of non-formal education

Standard question

Could you specify more precisely the reasons for participating in the 1st activity? (*mark all that apply*)

Coding

- Transmission codes

Variable name	Codes	Labels
NFEREASON1_01	1	To do my job better and/or improve carrier prospects
NFEREASON1_02	2	To be less likely to lose my job
NFEREASON1_03	3	To increase my possibilities of getting a job or changing a job / profession
NFEREASON1_04	4	To start my own business
NFEREASON1_05	5	I was obliged to participate
NFEREASON1_06	6	To get knowledge/skills useful in my everyday life
NFEREASON1_07	7	To increase my knowledge/skills on a subject that interests me
NFEREASON1_08	8	Obtain certificate
NFEREASON1_09	9	To meet new people / For fun
	0	None of the reasons above
	-2	Not applicable (NFERAND1 = -2)

- Classification used Not applicable

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2)
- Reference period No specific reference period should be mentioned
- Concept Reasons for participating in the 1st randomly selected activity of non-formal education
- Technical issues The AES Regulation requires the countries to provide the number of responses provided in the list as this variable should be implemented as a multiple choices question. This can derived from the responses to this question. If none of the reasons are selected, this corresponds to 'No answer' for variable NFEREASON1. For further guidance on the coding of this variable, please refer to the AES Codebook.

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.

NFEWORKTIME1: 1st non-formal activity during paid working hours

Short description

The variable indicates whether the 1st randomly selected activity of non-formal education in which the respondent participated took place during paid working hours, including paid leave or recuperation

Standard question

Did the 1st activity take place during paid working hours (including paid leave and recuperation)?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Only during paid working hours
2	Mostly during paid working hours
3	Mostly outside paid working hours
4	Only outside paid working hours
5	Not working at that time
-1	No answer
-2	Not applicable (NFERAND1= -2 or NFERAND1_TYPE =3)

- Classification used Classification as presented above

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2) but the type of this activity is not characterised as “Guided on the job training” (NFERAND1_TYPE ≠3)
- Reference period Last 12 months
- Concept The 1st randomly selected non-formal activity that took place during paid working hours

This question refers to the degree that the activity takes place during paid working hours meaning that the working hours are used to attend the activity instead of working. It also includes the case where a number of working hours are being replaced by the learning activity even if the activity itself takes place outside normal working time of the respondent.
- Technical issues In case when 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as “mostly during paid working hours”.

Rationale

The variable is meant to provide information on education and training supported by the employer in combination with the variable NFEPaidBY1. This would also ensure the link with results from the Continuing Vocational Training Survey.

Issues and developments

-

Good practices

- Data collection through interviews.

NFENBHOURS: Volume of instruction of 1st non-formal activity – Number of hours

Short description

This variable refers to the total number of instruction hours the respondent has attended during the 1st randomly activity.

Standard question

How many hours did you participate in the “name of program / course” during the last 12 months?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
3 digits	Total number of instruction hours
-1	No answer
-2	Not applicable (NFERAND1= -2)

- Classification used Not applicable

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2)
- Reference period Last 12 months
- Concept Number of instruction hours

We are interested in the volume of the programme the respondent participated in during the last 12 months. It may be difficult to measure this time (some of the programmes have compulsory number of hours a person should participate in, but calculated for all the programme duration or for the duration in the school year and not for the last 12 months). So we should rather ask about number of hours the respondent really attended during the last 12 months.
- Technical issues The respondent may find it difficult to provide a precise number of hours. He/She may also forget about his/her absence caused by illness, professional duties, etc. (see the item ‘Good Practices’ below).

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.
- Alternatively to the variable NFENBHOURS1, the interviewer may ask both NFENWEEKS1 (number of weeks) and NFEDURPERWEEK1 (average number of instruction hours per week) to compile the NFEVOLUME1 variable. Proposed ways of asking questions for this variable:
 - *How many weeks during the last 12 months you participated in the “include the name of the program/course”? (NFENWEEKS1)*
 - *What was the number of instruction hours per week on average? (NFEDURPERWEEK1)*

NFEPROVIDER1: Provider of the 1st non-formal activity

Short description

This variable indicates the provider of the 1st activity of non-formal education in which the respondent participated.

Standard question

Who was the provider of the 1st activity?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Formal education institution
2	Non formal education and training institutions
3	Commercial institution where ET is not the main activity (e.g. equipment suppliers)
4	Employer
5	Employers' organisations, chambers of commerce
6	Trade unions
7	Non-profit associations, e.g. cultural society, political party
8	Individuals (e.g. students giving private lessons)
9	Non commercial institution where ET is not the main activity (e.g. libraries, museums, ministers)
10	Other
-1	No answer
-2	Not applicable (NFERAND1= -2)

○ Classification used Not applicable

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2)
- Reference period Last 12 months
- Concept Provider of the 1st non-formal education activity
- Technical issues It can be difficult for the respondent to understand the definition of “training provider”. Ideally, this should be an open question to be post-coded using provided categories. Each country is also recommended to use a national list of providers, who can be coded according to the proposed categories.
 - The provider of education is defined as enterprise / municipality / governmental authority / private person who provides the teacher, lecturer or instructor for the learning activity.

- The place for learning activity or the organisation / enterprise who paid for the learning activity should consequently not be stated.

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.

NFECERT1: Certificate after 1st non-formal activity

Short description

This variable refers to the certificate obtained by the respondent after the completion of the 1st activity of non-formal education.

Standard question

Does the 1st activity lead to a certificate required by employer or professional body for the execution of current or planned activity as employer or employee?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes, required by the employer or a professional body or by law
2	Yes, not required by the employer or a professional body or by law
3	No (acknowledgement of attendance)
-1	No answer
-2	Not applicable (NFERAND1= -2)

○ Classification used Not applicable

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2)
- Reference period No specific reference period should be mentioned
- Concept Certificate obtained after the 1st activity
- This question assesses whether the certificate obtained by the respondent for the completion of the 1st activity was required by the employer / professional body / law or not.
- Technical issues -

Rationale

The variable allows identifying whether a qualification was obtained or will be obtained. (if the activity normally leads to a certificate)

Issues and developments

-

Good practices

- Data collection through interviews.

NFEPAYBY1: Partial or full payment for 1st non-formal activity

Short description

This variable indicates the person / service that provided partial or full payment for the tuition, registration, exam fees, expenses for books or technical study means for the 1st activity of non-formal education in which the respondent participated during the last 12 months.

Standard question

Please indicate who of the following paid in-part or in-full for tuition, registration, exam fees, and expenses for books or technical study means, regarding your studies in the 1st activity. (*mark all that apply*)

Coding

- Transmission codes

Variable name	Codes	Labels
NFEPAYBY1_1	1	Employer or prospective employer
NFEPAYBY1_2	2	Public Employment Services
NFEPAYBY1_3	3	Other public institutions
NFEPAYBY1_4	4	A household member or a relative
NFEPAYBY1_5	5	Yourself
	0	None of the items above
	-1	No answer
	-2	Not applicable (NFERAND1= -2 or NFERAND1_TYPE =3)

- Classification used Not applicable

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2) but the type of this activity is not characterised as “Guided on the job training” (NFERAND1_TYPE ≠3)
- Reference period Last 12 months but payments beyond this period should be included if it relates to the selected activity within the last 12 months
- Concept Partial or full payment for the 1st non-formal education activity
The concept of this variable is similar to the concept of FEDPAYBY

- Technical issues The AES ²Regulation requires the countries to provide the number of responses provided in the list as the variable is implemented through a multiple choice question. This can be derived from the responses to this question. If none of the items are selected, this corresponds to 'No answer' for variable NFEPAIDBY1. For further guidance on the coding of this variable, please refer to the AES Codebook.

The coding of this variable in the AES standard questionnaire has been slightly changed after the introduction of a new variable, named 'NFEPAID1' (please see the item 'Good practices' below). Thus, NFEPAIDBY1_5 of the Regulation will be derived from the answers given in 'NFEPAID1' (categories 1, 2, or 4).

Rationale

The variable is meant to provide information on education and training supported by the employer in combination with the variable NFEWORKTIME1. This would also ensure the link with results from the Continuing Vocational Training Survey.

Issues and developments

-

Good practices

- Data collection through interviews.
- Similarly to the section on 'Formal Education', we have introduced a new variable in the AES standard questionnaire, named 'NFEPAID1', before the variable 'NFEPAIDBY1'. This variable refers to the source of financial support for the 1st non-formal activity and in particular to the **in-part** or **in-full payment** for tuition, registration, exam fees, expenses for books or technical study means for the 1st non-formal activity made by the respondent and/or somebody else.

'NFEPAID1' has been introduced to distinguish cases that respondent knows about the origin of the financial support for the 1st non-formal activity, from cases that he/she is not aware about it.

The following coding is recommended for this variable:

<i>Codes</i>	<i>Labels</i>
1	Fully paid by yourself
2	Partly paid by yourself and partly by somebody else.
3	Fully paid by somebody else
4	You paid for the activity, but you don't know if this was in-full or in-part payment and if anybody else also paid for this course
-2	Not applicable (NFERAND1= -2 or NFERAND1_TYPE =3)

Cases where respondent paid no cost and does not know if and who paid off the non-formal activity are covered by Category 3, i.e. fully paid by somebody else.

Examples could be given to describe full and partial payment: e.g. if respondent paid only for registration and tuition fees, while technical material (e.g. license for specific computer software) and exam fees were paid by somebody else, this is partial payment by respondent and partial payment by somebody else (i.e. Category 2).

- By introducing 'NFEPaid1' in the AES standard questionnaire 'NFEPaidBY1' now refers to the person / service **other than the respondent** that provided partial or full payment (NFEPaid1 = 2 or 3). The coding has been modified as following:

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
NFEPaidBY1_1	1	Employer or prospective employer
NFEPaidBY1_2	2	Public Employment Services
NFEPaidBY1_3	3	Other public institutions
NFEPaidBY1_4	4	A household member or a relative
	5	You do not know who paid for the activity
	0	None of the persons/services above, but somebody else not listed here (e.g. a friend)
	-1	No answer
	-2	Not applicable (NFEPaid1 \neq 2 AND 3)

NFEPAIDFULL1: Full payment for 1st non-formal activity

Short description

This variable refers to the full payment for tuition, registration, exam fees, expenses for books or technical study means for the 1st non-formal education activity by those identified in NFEPAIDBY1.

Standard question

Did those identified in NFEPAIDBY1 pay in full for tuition, registration, exam fees, books or technical study means, regarding your studies in the 1st activity?

Coding

- Transmission codes

Codes	Labels
1	Yes
2	No (only part of the costs)
-2	Not applicable (NFEPAIDBY1=0, -1, -2)
-1	No answer (total costs not known)

- Classification used Not applicable

Definition

- Filter All respondents who participated in non-formal education activity that was paid either in-part or in-full by a person/service listed in variable NFEPAIDBY1 (NFEPAIDBY1 \geq 1)
- Reference period Last 12 months but payments beyond this period should be included if it relates to the selected activity within the last 12 months
- Concept Full payment for the 1st non-formal education activity
- Technical issues This variable is not included in the AES standard questionnaire but can be derived from variables 'NFEPAID1' and 'NFEPAIDBY1'.

Rationale

-

Issues and developments

Good practices

- Data collection through interviews.

NFEPAIDVAL1: Costs paid for 1st non-formal activity

Short description

This variable refers to the costs paid personally or by any household member or relative for tuition, registration, exam fees, books, and/or technical study means regarding studies in the 1st non-formal education activity in which the respondent participated during the last 12 months.

Standard question

In the last 12 months, how much did you personally or any member of your household or relative pay for tuition, registration, exam fees, books, and/or technical study means regarding your studies in the 1st non-formal activity?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
	In Euros
-1	No answer
-2	Not applicable (NFEPAIDBY1_4≠1 and NFEPAIDBY1_5≠1)

- Classification used Not applicable

Definition

- Filter All respondents who participated in a non-formal education activity that was paid either in-part or in-full by themselves or a household member or a relative (NFEPAIDBY1_4=1 or NFEPAIDBY1_5=1)
- Reference period Last 12 months but payments beyond this period should be included if it relates to the selected activity within the last 12 months
- Concept Costs paid for the 1st non-formal education activity given in Euros
- Technical issues The reference to the Euro conversion rates will be added in the next version of the manual (for countries outside the Euro Area)

Rationale

-

Issues and developments

-

Good practices

- Data collection through interviews.

NFEUSE1: Use of skills/knowledge from 1st non-formal activity

Short description

This variable assesses the use of skills or knowledge acquired from the 1st non-formal education activity in which the respondent participated in

Standard question

How much have you used (or expect to use) the skills or knowledge that you acquired from the 1st non-formal activity?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	A lot
2	A fair amount
3	Very little
4	Not at all
-1	No answer
-2	Not applicable (NFERAND1=-2)

- Classification used Not applicable

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2)
- Reference period No specific reference period should be mentioned
- Concept The use of skills/knowledge acquired from the 1st non-formal education activity
- Technical issues -

Rationale

See the rationale for the variable 'FEDUSE'

Issues and developments

-

Good practices

- Data collection through interviews.

NFESAT1: Satisfaction with 1st non-formal activity

Short description

The respondent's satisfaction with the 1st non-formal education activity he/she participated in

Standard question

Are you satisfied with the education / training received for the 1st non-formal activity?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes
2	No
-1	No answer
-2	Not applicable (NFERAND1=-2)

- Classification used Not applicable

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities they participated in (NFERAND1≠-2)
- Reference period No specific reference period should be mentioned
- Concept Satisfaction with the 1st non-formal education activity
- Technical issues This is an optional variable

Rationale

See the rationale for the variable 'FEDSAT'

Issues and developments

-

Good practices

- Data collection through interviews.

NFEUNSATREASON1: Reasons for not being satisfied with 1st non-formal activity

Short description

This variable indicates the reasons for which the respondent was not satisfied with the 1st non-formal education activity participated in

Standard question

If no, what are the reasons for not being satisfied with the 1st activity? (*mark all that apply*)

Coding

- Transmission codes

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
NFEUNSATREASON1_1	1	Relevance / usefulness
NFEUNSATREASON1_2	2	Level of training too low
NFEUNSATREASON1_3	3	Level of training too high
NFEUNSATREASON1_4	4	Quality of teaching
NFEUNSATREASON1_5	5	Organisation of training (location, materials, classrooms, etc.)
	0	None of the reasons above
	-1	No answer
	-2	Not applicable (NFESAT1 ≠ 2)

- Classification used Not applicable

Definition

- Filter All respondents who were not satisfied with the 1st non-formal education activity (NFESAT1=2)
- Reference period No specific reference period should be mentioned
- Concept Reasons for not being satisfied with the 1st non-formal education activity
- Technical issues This is an optional variable. Countries that provide this variable shall report the number of responses provided in the list as the variable is implemented through a multiple choice question. This can be derived from the responses to this question. If none of the reasons are selected, this corresponds to 'No answer' for variable NFEUNSATREASON1. For further guidance on the coding of this variable, please refer to the AES Codebook.

Rationale

Similar to the rationale of 'FEDUNSATREASON'

Issues and developments

-

Good practices

- Data collection through interviews.

NFEOUTCOME1: Outcomes through 1st non-formal activity

Short description

This variable indicates the outcomes of the new skills/knowledge acquired through the 1st non-formal education activity in which the respondent participated

Standard question

Have the new skills/knowledge acquired through the 1st activity helped you in any of the following ways? (*mark all that apply*)

Coding

○ Transmission codes

Variable name	Codes	Labels
NFEOUTCOME1_1	1	Getting a (new) job
NFEOUTCOME1_2	2	Promotion in the job (NFERAND1 ≠ -2 and NFEWORKTIME1= 1,2,3,4)
NFEOUTCOME1_3	3	Higher salary / wages (NFERAND1 ≠ -2 and NFEWORKTIME1= 1,2,3,4)
NFEOUTCOME1_4	4	New tasks (NFERAND1 ≠ -2 and NFEWORKTIME1= 1,2,3,4)
NFEOUTCOME1_5	5	Better performance in present job (NFERAND1 ≠ -2 and NFEWORKTIME1= 1,2,3,4)
NFEOUTCOME1_6	6	Personal related reasons (meet other people, refresh your skills in general subjects etc)
NFEOUTCOME1_7	7	No outcomes yet
NFEOUTCOME1_8	8	No outcomes expected
	0	None of the outcomes above
	-1	No answer
	-2	Not applicable (NFERAND1=-2)

○ Classification used Not applicable

Definition

- Filter All respondents for whom there has been randomly selected one of the non-formal education activities participated in (NFERAND1≠-2). Additionally some codes are not relevant for certain categories of persons (e.g. codes 2, 3, 4 and 5 for persons not working at that time)
- Reference period No specific reference period should be mentioned
- Concept The outcomes of new skills/knowledge acquired through the 1st non-formal education activity
- Technical issues The AES Regulation requires the countries to provide the number of responses provided in the list as the variable is implemented through a

multiple choice question. This can be derived from the responses to this question. If none of the outcomes are selected, this corresponds to 'No answer' for variable NFEOUTCOME1. For further guidance on the coding of this variable, please refer to the AES Codebook.

Rationale

See the rationale for the variable 'FEDOUTCOME'

Issues and developments

-

Good practices

- Data collection through interviews.

DIFFICULTY: Difficulties related to participation (or more participation) in education and training

Short description

Difficulties related to non-participation (or more participation) in education and training during the last 12 months.

Standard question

We would like to know whether during the last 12 months you experienced difficulties to participate (or participate more) in education and training.

This question should however clearly be addressed differently according to the replies obtained in the questions on participation in education and training – see the AES standard questionnaire.

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	You participated in formal or non-formal education and did not want to participate more
2	You participated in formal or non-formal education but wanted to participate more
3	You did not participate in formal or non-formal education and training and did not want to participate
4	You did not participate in formal or non-formal education but wanted to participate
-1	No answer

- Classification used Not applicable.

Definition

- Filter None
- Reference period Last 12 months
- Concept

In this section of the questionnaire we searched for the reasons why adults find it difficult to participate in education and training (for those who did not participate at all). The question is also addressed to those who participated in education and training but would have wished to do more. The analyses of the results should shed light to the most frequent difficulties influencing participation. These difficulties can be classified in the following way:

 - Situational (related to a person's life situation e.g. lack of time because of work, family responsibility, etc.)
 - Institutional (practices and procedures that hinder participation, e.g. fees, lack of evening courses, entrance requirements, etc.)

- Dispositional (person’s attitude towards further learning, lack of motivation)
- Informational (lack of information about education and learning offers)

The questions concerning difficulties will be asked to all the respondents as it is important to know if the level of participation or non-participation is a deliberate choice and if not, which kind of barriers influence the participation. This corresponds to the following four groups of persons:

1. Those who already participated and did not want to participate more (deliberately or due to certain factors).
2. Those who already participated but wanted to participate more (by factors preventing more participation).
3. Those who did not participate and did not want to participate (deliberately or due to certain factors).
4. Those who did not participate but wanted to participate (by factors preventing more participation).

- Technical issues When looking at difficulties it is important to differentiate between participants and non-participants. The different groups of persons are presented in the table below. Cross-tabulation of the different groups with the questions addressed to them can be summarised in the table presented for the variable DIFFTYPE.

		PARTICIPATED IN EDUCATION AND TRAINING	
		YES	NO
WANTED TO PARTICIPATE / PARTICIPATE MORE IN EDUCATION AND TRAINING	YES	2	4
	NO	1	3

It is advised to adapt this question using the answers to previous questions of the questionnaire with regard to participation in education and training:

- Those who participated in some kind of activity, either in formal or in non-formal education: FED=1 OR NFECOURSE=1 OR NFEWORKSHOP=1 OR NFEGUIDEDJT=1 OR NFELESSON=1.
- Those who did not participate either in formal or in non-formal education: FED=2 AND NFECOURSE=2 AND NFEWORKSHOP=2 AND NFEGUIDEDJT=2 AND NFELESSON=2.

Rationale

It is of high policy interest to understand the difficulties that respondents face with participation in education and training. This allows taking appropriate actions to facilitate or increase participation in such activities (where necessary). One particular policy issue is to make learning activities more

attractive for those who declared they did not want (more) training. This group could hide potential discouraged participants.

For a proper data analysis, it is necessary to get additional information on the groups of persons identified above as presented in the variable DIFFTYPE:

- Group 1: if they participated and did not want to participate more, one should wonder whether they feel they did not need any training or they did not want for other reasons.
- Group 3: if they did not participate and did not want to participate, one should wonder whether they feel they did not need any training or they did not want for other reasons.
- Groups 2 and 4: if they did not participate (or participated) but wanted to so (or wanted to do more), one should know the reasons for the limitations.

Issues and developments

This variable/group of variables has been largely discussed during the preparation of the survey. The TF AES agreed that this variable clearly belongs to the core of the AES and will produce policy relevant results. The implementation of the variable was recognised as difficult taking account of all groups to be covered. This is reflected through the various questions proposed in the standard questionnaire for one unique variable of the Commission Regulation.

Good practices

- Please consult the AES standard questionnaire.

DIFFTYPE: Type of difficulties

Short description

Type of difficulty (ies) that the respondent experienced with participation/attempt to participate in education and training.

Standard question

What kind of difficulties did you experience before participation to education (that you finally overcame) or difficulties that prevented you from participation in education and training?

Coding

- Transmission codes

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
DIFFTYPE_01	01	Difficulty 01 – Prerequisites
DIFFTYPE_02	02	Difficulty 02 – Cost
DIFFTYPE_03	03	Difficulty 03 - Lack of employer's or lack of public services support
DIFFTYPE_04	04	Difficulty 04- Schedule
DIFFTYPE_05	05	Difficulty 05 – Distance
DIFFTYPE_06	06	Difficulty 06 - No access to a computer or internet (for distance learning)
DIFFTYPE_07	07	Difficulty 07 – Family responsibilities
DIFFTYPE_08	08	Difficulty 08 - Health or age
DIFFTYPE_09	09	Difficulty 09 - Other personal reasons
DIFFTYPE_10	10	Difficulty 10 - No suitable education or training activity
DIFFTYPE_11	11	Difficulty 11 -No need (further) education and training
	0	None of the difficulties above
	-1	No answer
	-2	Not applicable (DIFFICULTY ≠ 1 to 4)

- Classification used Not applicable.

Definition

- Filter All respondents that allocated themselves to one of the three categories of DIFFICULTY question (DIFFICULTY = 1 to 4)
- Reference period Last 12 months
- Concept Difficulties with participation to training/education
- Technical issues The AES Regulation requires the countries to provide the number of responses provided in the list as this variable should be implemented through a multiple choices question. This can derived from the responses to the respective questions of the questionnaire.

Each DIFFTYPE_xx variable is coded as follows: 1 if selected, 2 if not selected, -2 for not applicable (DIFFICULTY≠1 to 4)

<i>Codes</i>	<i>Labels</i>
0	None of the difficulties
01 – 11 / 01 - 09	Code of the difficulty from 01 to 11 [Groups 1, 3] OR 01 to 10 [Groups 2, 4]
-2	Not applicable (DIFFICULTY ≠ 1 to 4)
-1	No answer

Not all types of difficulties apply to all groups. The different groups of persons and the questions addressed to them can be summarised in the table below.

For groups 1 and 3, the type 11 (do not need (further) education and training) is obviously a category which prevents from asking for any others among the list from 01 to 10. It is therefore preferable to ask for such type at the first instance in national questionnaires (see the standard questionnaire).

It is however **strongly advised** to list the potential difficulties in the question before getting to the question collecting the ones which apply. A person might indeed reply he/she had no difficulty if he/she does not know about the list (e.g. health) while he/she would definitely select one difficulty if a list was proposed to him/her. **Filters or questions like ‘did you face difficulties?’ (without any list of potential difficulties) should therefore be avoided.**

Certain types of difficulties might be considered as unusual. It is advised to give examples to interviewers in order to illustrate what is meant since they should not restrict the list themselves. This is particularly true for persons who participated and for which reasons such as age, health, no prerequisites, no suitable activity might not have applied to the first activity they carried out (e.g. short non-formal) but might apply to others (e.g. formal).

	PARTICIPATED IN EDUCATION AND TRAINING			
	YES		NO	
	WANTED TO PARTICIPATE MORE ¹¹ BUT ENCOUNTERED DIFFICULTIES (DIFFICULTY = 2)	DID NOT WANT TO PARTICIPATE MORE (DIFFICULTY = 1)	WANTED TO PARTICIPATE BUT ENCOUNTERED DIFFICULTIES (DIFFICULTY = 4)	DID NOT WANT TO PARTICIPATE (DIFFICULTY = 3)
Difficulty 01 – Prerequisites: You did not have the prerequisites	91	91	91	91
Difficulty 02 – Cost: Training was too expensive/Cost was difficult to afford	91	91	91	91
Difficulty 03 - Lack of employer’s support or lack of public services support	91	91	91	91
Difficulty 04- Schedule: Training conflicted with work schedule/was organised at inconvenient time	91	91	91	91
Difficulty 05 – Distance: Training took place at a distance hard to reach	91	91	91	91
Difficulty 06 - No access to a computer or internet for distance learning	91	91	91	91
Difficulty 07 – Family responsibilities: You didn’t have time due to family responsibilities	91	91	91	91
Difficulty 08 - Your health or age	91	91	91	91
Difficulty 09 - Other personal reasons	91	91	91	91
Difficulty 10 - No suitable education or training activity	91	91	91	91
Difficulty 11 -You did not need (further) education and training	6	91	6	91

¹¹ Wanted more hours of training or/and more courses

Rationale

See Rationale for 'DIFFICULTY'.

Issues and developments

The AES TF discussed several times the variables related to difficulties to participation in education and training with respect to the use of the term obstacles and the treatment of participants and non-participants.

The implementation of the variable was recognised as difficult taking account of all groups to be covered. This is reflected through the various questions proposed in the standard questionnaire for one unique variable of the Commission Regulation.

Good practices

- Please consult the AES standard questionnaire.

DIFFMAIN: Most important difficulty

Short description

Most important reason/difficulty for not participating (or participating more) in education and training activities.

Standard question

Among the reasons/difficulties for not participating (or not participating more) in education and training, which one was the most important?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
01 – 11 / 01 - 09	Code of the difficulty from 01 to 11 [Groups 1, 3] / 01 to 10 [Groups 2, 4]
-2	No applicable (DIFFTYPE≠1-11 / DIFFTYPE≠1-9)
-1	No answer

- Classification used Codes of the difficulty as in the variable DIFFTYPE

Definition

- Filter All respondents that have identified at least one type of difficulty related to participation (or more participation) in education and training activities (DIFFTYPE =1-11 OR 1-10)
- Reference period Last 12 months
- Concept Most important type of difficulty
- Technical issues The most important difficulty will be selected from the list of difficulties that apply to the different groups of respondents (See Table in DIFFTYPE). In case of a person in group 1 or 3 who selects difficulty 11 (no need), the main difficulty is obviously difficulty 11 as no other code is possible. Such a coding will make easier data extractions for the whole population.

Rationale

See Rationale for 'DIFFICULTY'.

Issues and developments

-

Good practices

-

INF: Informal learning

Short description

Participation in informal learning activities.

Standard question

Other than the activities discussed earlier, have you deliberately tried since the last 12 months to learn anything at work or during your free time to improve your knowledge or skills?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes, one activity
2	Yes, at least two activities
3	No

- Classification used Not applicable

Definition

- Filter None
- Reference period Last 12 months
- Concept Informal Learning is defined as "...intentional, but it is less organised and less structured ...and may include for example learning events (activities) that occur in the family, in the work place, and in the daily life of every person, on a self-directed, family-directed or socially directed basis
- Technical issues -

Rationale

In the framework of the Lifelong learning approach the issue of informal learning is very relevant. Participation in and characteristics of this kind of activities have proven to be difficult to identify and to measure in the pilot AES. A reconsideration of the issue should be taken into account with the aim to come closer to a sound measure of the phenomenon.

Issues and developments

The 2003 LFS ad hoc module on lifelong learning included a limited set of four methods for informal learning according to the following:

- Making use of printed material (professional books, magazines and the like)
- Computer based learning/training; online internet based web education

- Making use of educational broadcasts or offline computer based material
- Visiting facilities aimed at transmitting educational content (library, learning centre)

The AES TF decided to include an informal learning module in the AES questionnaire.

Worries have been expressed during the development of this module on the risk of covering random learning into informal learning activities. Informal learning should primarily cover intentional and not random learning.

Discussions dwelt mainly on the problems of definition of informal learning and possible differences in data collection in the countries depending on how informal learning was perceived by the interviewers and respondents. In order to cope with comparability issues, the AES TF has put effort to improve the questions on informal learning. The discussion in the AES TF meeting of June will allow providing more details and identifying good practices.

Good practices

-

INFFIELD1: Field of the 1st most recent informal learning activity

Short description

Field of the 1st most recent informal learning activity.

Standard question

What was the field of your 1st most recent informal learning activity?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
010	Basic programmes
080	Literacy and numeracy
090	Personal development
140	Teacher training and education science
210	Arts
220	Humanities
222	Foreign languages
310	Social and behavioural science
320	Journalism and information
340	Business and administration
380	Law
420	Life science
440	Physical science
460	Mathematics and statistics
481	Computer science
482	Computer use
520	Engineering and engineering trades
540	Manufacturing and processing
580	Architecture and building
620	Agriculture, forestry and fishery
640	Veterinary
720	Health
760	Social services
810	Personal services
840	Transport services
850	Environmental protection
860	Security services
999	Not known or unspecified
-2	Not applicable (INF≠1, 2)
010 - 863	Fields coded on 3 digits on an optional basis

- Classification used Classification as presented above

Definition

- Filter All respondents that have participated in at least one informal learning activity (INF=1, 2)
- Reference period Last 12 months
- Concept Field of first most recent information learning activity.
- Technical issues Fields of education are required using at least the list set above but on optional basis countries can provide details at 3-digit levels.

This question is also asked with regard to the second most recent informal learning activity.

Rationale

-

Issues and developments

-

Good practices

This variable should be an open question and the answer should be post coded. The fields of education and training should be taken from the variable HATFIELD.

When asking questions concerning fields the interviewer should be able to verify whether the answers do not concern any of the activities reported already in the formal or non-formal education, e.g. if respondent reports for the second time the field he/she had already reported when describing the course or private lesson. The interviewer should ask then or/and clarify that the respondent should not report the self-learning which was connected with the course. To avoid extra burden during post-coding, it is advisable to code directly during the interview.

INFPURP1: Purpose of the 1st most recent informal learning activity

Short description

Purpose of the 1st most recent informal learning activity.

Standard question

What is the main reason for participating in the 1st most recent informal learning activity?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Mainly job related
2	Mainly Personal / Non-job related reasons
-2	Not applicable (INF≠1, 2)

- Classification used Not applicable

Definition

- Filter All respondents that have participated in at least one informal learning activity (INF=1, 2)
- Reference period Last 12 months
- Concept Reason why respondent has participated in the first most recent information learning activity.
The LFS explanatory notes provide the following definitions for non-formal activity:
 - Job-related (professional): the respondent takes part in this activity in order to obtain knowledge and/or learn new skills for a current or a future job, increase earnings, improve job- and/or carrier opportunities in a current or another field and generally improve his/her opportunities for advancement and promotion.
 - Non job-related (personal/social): the respondent takes part in this activity in order to develop competencies required for personal, community, domestic, social or recreational purposes.
- Technical issues -

This question is also asked with regard to the second most recent informal learning activity.

Rationale

This question is to understand the attitude and motivation towards informal learning.

- Reasons/motivations: Purpose of learning may be job-related or non job-related (e.g. self-development, new job, new position at work, family reasons, integration in social life)

Issues and developments

-

Good practices

-

INFMETHOD1: Main method of learning of the 1st most recent informal learning activity

Short description

This variable refers to the main method of learning used in the 1st most recent informal learning activity in which the respondent participated.

Standard question

Which of the following methods of learning was the main method used in your most recent informal learning activity?

Coding

○ Transmission codes

<i>Codes</i>	<i>Labels</i>
1	By learning from a family member, friend or colleague
2	Using printed material (books, professional magazines, etc.)
3	Using computers (online or offline)
4	Through television/radio/video
-2	Not applicable (INF≠1, 2)

○ Classification used Not applicable

Definition

- Filter All respondents that have participated in at least one informal learning activity (INF=1, 2)
- Reference period Last 12 months
- Concept The main method of learning used in the most recent informal learning activity, classified based on the following categories:
 - ‘Learning from a family member, friend or colleague’, i.e. lessons provided by household members or other individuals, such as relatives, acquaintances or neighbours.
 - ‘Using printed materials (books, professional magazines etc)’, i.e. studying a subject using books, magazines etc
 - ‘Using computers (online or offline)’, e.g. using teaching material from the internet
 - ‘Through television/radio/video’, e.g. watching a documentary on TV or listening a foreign language audio tape in the car
- Technical issues This question is also asked with regard to the second most recent informal learning activity.

Rationale

-

Issues and developments

Reading books and visiting libraries seem to be on the borderline between cultural activities and methods for informal learning. Consultations resulted in including these two categories into informal learning activities.

Good practices

Questions on informal education concern activities different from those compulsory activities (including self-study and homework) reported under formal and non formal education.

E.g. someone who attends foreign language course and additionally learns this language using computer programme should report this activity but should not report doing homework or revising previous lessons.

Countries may include also other methods of informal learning which might be important for the national policy interest or in order improve the quality of the interview. (The respondent will have a possibility of reporting some activities even if she/he was not using the listed methods but different one).

ICTCOMPUTER: Computer related activities

Short description

This variable refers to computer related activities that the respondent has carried out.

Standard question

Which of the following computer related activities have you already carried out?

Coding

○ Transmission codes

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
ICTCOMPUTER_1	1	Copying or moving a file or folder
ICTCOMPUTER_2	2	Using copy and paste tools to duplicate or move information within a document
ICTCOMPUTER_3	3	Using basic arithmetic formulas in a spreadsheet
ICTCOMPUTER_4	4	Compressing (or zipping) files
ICTCOMPUTER_5	5	Connecting and installing new devices, e.g. a modem
ICTCOMPUTER_6	6	Writing a computer program using a specialised programming language
ICTCOMPUTER_7	7	Transferring files between computer and other devices (from digital camera or from/to mobile phone, mp3 /
ICTCOMPUTER_8 <i>optional</i>	8	Modifying or verifying the configuration parameters of software applications (except internet browsers)
ICTCOMPUTER_9	9	Creating electronic presentations with presentation software (e.g. slides), including e.g. images, sound, video or charts
ICTCOMPUTER_10	10	Installing a new or replacing an old operating system...
	0	Never used a computer or none of the activities listed above
	-1	No answer

Definition

- Filter None
- Reference period No specific reference period should be mentioned
- Concept Carrying out computer related activities, examples to be provided
- Technical issues Multiple answers to this question are allowed (MARK ALL THAT APPLY). Listing of activities should allow for an assessment of skills (from low to high).

Items 1 to 6 should be considered for classifying and comparing from one year to another the categories low level computer skills (1-2 items ticked), medium (3-4 items ticked) and high level skills (5-6 items ticked)

Rationale

The ICT module aims at collecting information on the ICT skills and knowledge. The respondents answered two questions on computer and Internet related activities.

Issues and developments

-

Good practices

-

ICTINTERNET: Internet related activities

Short description

This variable refers to internet related activities that the respondent has carried out.

Standard question

Which of the following internet related activities have you already carried out?

Coding

- Transmission codes

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
ICTINTERNET_1	1	Using a search engine to find information
ICTINTERNET_2	2	Sending e-mails with attached files (documents, pictures, etc.)
ICTINTERNET_3	3	Posting messages to chatrooms, newsgroups or an online discussion forum (e.g. on websites for social networking)
ICTINTERNET_4	4	Using the Internet to make telephone calls
ICTINTERNET_5	5	Using peer-to-peer file sharing for exchanging movies, music, etc
ICTINTERNET_6	6	Creating a web page
ICTINTERNET_7	7	Uploading text, games, images, films or music to websites (e.g. to websites for social networking)
ICTINTERNET_8	8	Modifying the security settings of internet browsers
	0	Never used internet or none of the activities listed above
	-1	No answer

Definition

- Filter None
- Reference period No specific reference period should be mentioned
- Concept Carrying out internet related activities, examples to be defined
- Technical issues Multiple answers to this question are allowed (MARK ALL THAT APPLY). Listing of activities should allow for an assessment of skills (from low to high).

This is an optional variable.

Items 1 to 6 should be considered for classifying and comparing from one year to another the categories low level computer skills (1-2 items ticked), medium (3-4 items ticked) and high level skills (5-6 items ticked)

Rationale

The ICT module aims at collecting information on the ICT skills and knowledge. The respondents answered two questions on computer and Internet related activities.

Issues and developments

-

Good practices

-

LANGMOTHER: Mother tongue(s)

Short description

Mother tongue language(s) of the respondent.

Standard question

Which language(s) is (are) your mother tongue(s)?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
3 digits	1 - Code of the first language
3 digits	2 - Code of the second language or 000 (none)

- Classification used ISO country classification (ISO 639-5:2008) for the representation of names of languages

Definition

- Filter None
- Reference period No specific reference period should be mentioned
- Concept Mother tongue(s)

'Mother tongue' refers to the first language learned at home in childhood and still understood by the individual at the time of the survey. The term 'mother tongue' should not be interpreted to mean that it is the language of one's mother. In bilingual homes the language of the father could be the most dominant, in the sense that it is used for in-house communication. Or it could also be that both languages, of mother and father, were used; in which case the person has more than one mother tongue. In some cases or in a few countries mother tongue can be referred to as 'first language'.

There could also be cases that the mother or/and both parents of the respondent died when the respondent was a child; in that case, 'mother tongue' is the language used by the people that raised up the respondent. 'Mother' in the term 'mother tongue' has the meaning of origin.

- Technical issues Although Regulation asks for 2-digits language codes, it is recommended that more detailed list of codes is made available to respondents (at 3-digit) level to cover as many languages as possible.

Rationale

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

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

Interest in mother tongue and other languages that the respondent speaks lies in what concerns the ability of the European citizens to commute within European countries and communicate in an efficient way. It is therefore of interest to learn about the most commonly used languages at EU level as well as competence for communication of the European citizens.

Issues and developments

The definition of mother tongue has been put in a generic way, so as to cover all exceptionally cases, like mother not in life, mother tongue learnt at very early years but abandoned after the age of 10, for example. In the latter case the first/'mother' language may be forgotten and person communicates today with the language learnt afterwards.

It is therefore necessary to clarify that mother tongue is the tongue for communication that is still alive and that the person is still competent to use it at Level 3, i.e. be able to understand a wide range of demanding texts and use the language flexibly and master the language almost completely.

In case of two mother tongues that the one of the two is no longer a communication language, then this should be reported under the 'Other languages' rather than the second 'Mother tongue'.

Good practices

-

LANGUSED: Language(s) used other than mother tongue

Short description

All languages used by the respondent except his/her mother tongue(s).

Standard question

How many languages can you use, except you mother tongue(s)? Please list all the languages.

Coding

- Transmission codes

Variable name	Codes	Labels
	Numeric (0-98)	Number of other languages
	-1	No answer
LANGUSED_1	2 digits	1 - Code of the first language or 00 (none)
LANGUSED_2	2 digits	2 - Code of the second language or 00 (none)
LANGUSED_3	2 digits	3 - Code of the third language or 00 (none)
LANGUSED_4	2 digits	4 - Code of the fourth language or 00 (none)
LANGUSED_5	2 digits	5 - Code of the fifth language or 00 (none)
LANGUSED_6	2 digits	6 - Code of the sixth language or 00 (none)
LANGUSED_7	2 digits	7 - Code of the seventh language or 00 (none)

- Classification used ISO language code list ([ISO 639 alpha-2](#))

Definition

- Filter None
- Reference period No specific reference period should be mentioned
- Concept Language(s) used other than mother tongue
- Technical issues Although Regulation asks for 2-digits language codes, it is recommended that more detailed list of codes is made available to respondents (at 3-digit) level to cover as many languages as possible.

Rationale

Language skills information is directly linked with education outcomes and lifelong learning.

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

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

Issues and developments

We have avoided using the term ‘foreign language’ to describe languages other than mother tongue so that this is not misunderstood by respondents of different cultural background, etc.

There are cases that official languages used in a country are more than one. And if these do not coincide with mother tongue(s), then it is misleading to refer to these languages as ‘foreign languages’.

Another example is when, for instance, an English native speaker lives and goes to school in Spain. In such a case Spanish is neither the mother tongue nor foreign language.

Good practices

-

LANGBEST1: First best known international language other than mother tongue

Short description

Best-known international language out of all languages used by the respondent except his/her mother tongue(s) language.

Standard question

Which of the languages that you know (other than mother tongue(s) language) do you know best?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
2 digits	1st language (2digits code)
-1	No answer
-2	Not applicable (LANGUSED = 0, -1)

- Classification used ISO country classification (ISO 639-5:2008) for the representation of names of languages

Definition

- Filter The respondent knows and can use at least one additional language, other than his/her mother tongue language (LANGUSED \neq 0, -1).
- Reference period No specific reference period should be mentioned
- Concept Linguistic skills and literacy performance (self-assessed) - talking, understanding, reading and writing for all languages other than mother tongue(s).

The term 'international languages' as used here refers to languages spoken in two or more countries. Eurostat recommends however that the most taught languages in Europe be prioritized. These languages are: English, French, German, Spanish, Russian (though other international languages can be included).

- Technical issues Foreign language skills are determined on the basis of the respondent's own assessment of their skill level.

Although Regulation asks for 2-digits language codes, it is recommended that more detailed list of codes is made available to respondents (at 3-digit) level to cover as many languages as possible.

This question is also asked for 2nd best known language (LANGBEST2).

Rationale

The rationale behind the language modules is also to measure languages skills with respect to participation in education and training. In addition, measurement of skills levels in international languages is important for participation in internet-based courses and also for the purposes of mobility.

The most commonly taught international languages are recommended to be prioritized in the selection of the languages for skills measurement. Other international languages can also be included even if it is not among the list presented. International languages are simply languages spoken in two or more countries.

Issues and developments

-

Good practices

-

LANGLEVEL1: First best international language (other than mother tongue) knowledge

Short description

Level of knowledge of first best-known international language used by the respondent other than his/her mother tongue(s) language.

Standard question

Please describe the level of knowledge of the first best international language that you use (excluding mother tongue). Please select the alternative (below) that best describes your knowledge about it.

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	I can understand and use the most common everyday expressions. I use the language in relation to familiar things and situations.
2	I can understand the essential of clear language and produce simple text. I can describe experiences and events and communicate fairly fluently.
3	I can understand a wide range of demanding texts and use the language flexibly. I master the language almost completely.
-1	No answer
-2	Not applicable (LANGBEST1 = -1, -2)

- Classification used The currently used classification of foreign language skill levels is based on the 'Council of Europe scale'.

Definition

- Filter The respondent knows and can use at least one additional language, other than his/her mother tongue language, and has provided the language that he/she best knows (LANGBEST1 \neq -1, -2).
- Reference period No specific reference period should be mentioned
- Concept Linguistic skills and literacy performance (self-assessed) - talking, understanding, reading and writing for all languages other than mother tongue(s).

The term 'international languages' as used here refers to languages spoken in two or more countries Eurostat recommends however that the most taught languages in Europe be prioritized. These languages are: English, French, German, Spanish, Russian (though other international languages can be included).

- Technical issues Foreign language skills are determined on the basis of the respondent's own assessment of their skill level

This question is also asked for 2nd best known language (LANGLEVEL2).

Rationale

The rationale behind the language modules is also to measure languages skills with respect to participation in education and training. In addition, measurement of skills levels in international languages is important for participation in internet-based courses and also for the purposes of mobility.

The most commonly taught international languages are recommended to be prioritized in the selection of the languages for skills measurement. Other international languages can also be included even if it is not among the list presented. International languages are simply languages spoken in two or more countries.

Issues and developments

There are plans to analyse general participation rates with language skills level at both the national and international language categories.

Examples of some expected tables from the data:

Participation rates for persons having at least a level 2 or 3						
Participation rate for persons knowing at least one language used education and training in the country and region	Participation rates for persons knowing (other) international languages					
	Sub-total for all (other) international languages	EN	DE	FR	ES	RU

Participation rate by maximum level among all languages used in education and training provision in the country or the region		
Level 1 or none	Level 2	Level 3

% of persons knowing international languages
- table 2a: at least at level 1
- table 2b: at least at level 2
- table 2c: at least at level 3

International language(s) used in the country (if applicable)	Other international languages					
	Sub-total for all (other) international languages	EN	DE	FR	ES	RU

Good practices

- o Eurostat recommends adding a new section with reference to ‘Other Languages’. This section corresponds to the new variables ‘OTHERLANG’ and ‘OTHERLANGLEVEL’ included in the AES standard questionnaire. These variables are considered optional but are useful in order to assess the knowledge of other languages used at the national level which may not necessarily be mother tongue or international languages already mentioned.

- o **OTHERLANG**: Knowledge of other languages used only at the national level (other than mother tongue).

Standard question:

Which other languages used only at the national level (other than mother tongue(s)) can you use?

Coding:

- Transmission codes

Codes	Labels
3 digits	Other language (3 digits code)
-1	No answer
-2	Not applicable

- Classification used ISO country classification (ISO 639-5:2008) for the representation of names of languages

- o **OTHERLANGLEVEL**: Level of knowledge of other languages used only at the national level (other than mother tongue).

Standard question:

Please choose which alternative best describes your knowledge about other known language used only at the national level you mentioned (excluding mother tongue)?

Coding:

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	I can understand and use the most common everyday expressions. I use the language in relation to familiar things and situations.
2	I can understand the essential of clear language and produce simple text. I can describe experiences and events and communicate fairly fluently.
3	I can understand a wide range of demanding texts and use the language flexibly. I master the language almost completely.
-1	No answer
-2	Not applicable

- Classification used The currently used classification of language skill levels is based on the ‘Council of Europe scale’.

CULTPAR1: Cultural participation – Live performances

CULTPAR2: Cultural participation – Cinema

CULTPAR3: Cultural participation – Visit to cultural sites

CULTPAR4: Cultural participation – Live sport events

Short description

All these variables relate to cultural participation in the following ways: attendance of live performances, cinema, visits to cultural sites and attendance of live sport events.

Standard question

- In the last 12 months how many times have you attended a live performance (plays, concerts, operas, and ballet and dance performances)?
- In the last 12 months how many times were you in the cinema?
- In the last 12 months how often did you visit cultural sites (museums, historical monuments, art galleries or archaeological sites)?
- In the last 12 months how often have you attended live sport events?

Coding

- o Transmission codes

<i>Codes</i>	<i>Labels</i>
1	1 to 6 times in the last 12 months
2	More than 6 times in the last 12 months
3	Never
-1	No answer

- o Classification used Not applicable

Definition

- o Filter None
- o Reference period Last 12 months
- o Concept Cultural participation summarises respondent attendance to cultural live performances, going to the cinema and visits to cultural sites as well as attendance to live sport events. For live sports events and cultural live performances, participation refers only to spectating. Attendance to cultural live performances includes any live performance whether it was performed by professionals or amateurs. Going to live performances to watch one's own children should be included
- o Technical issues These variables are optional.

Rationale

Cultural participation summarises respondent attendance to live performances, cultural sites, live sport events, reading books, newspapers and other cultural activities.

Questions about cultural participation are mostly aimed at the frequency of attending live performances, cinema or sport events and doing different cultural activities.

Issues and developments

Concerns have been raised as on whether the inclusion of questions on participation in cultural activities within the framework of the AES can change the objective of the survey. These variables are important as they are correlating with participation in learning activities in general , which means that they are interesting as background variables in the EU AES. Therefore it has been decided that questions concerning incidence of participation in cultural activities should be included in the AES.

Good practices

-

CULTNEWS: Cultural participation – reading newspapers

Short description

Variable that describes the frequency of reading newspapers.

Standard question

In the last 12 months how often did you read newspapers (papers or Internet)?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Every day or almost every day
2	At least once a week (but not every day)
3	At least once a month (but not every week)
4	Less than once a month
5	Never
-1	No answer

- Classification used Not applicable

Definition

- Filter None
- Reference period Last 12 months
- Concept Information is asked about the frequency of reading newspapers by the respondent
- Technical issues This variables is optional.

Rationale

Reading of newspapers has a correlation with participation in education and training and therefore a good background variable

Issues and developments

With the development of ICT, online newspapers should be taken into consideration while asking this question

Good practices

-

CULTBOOK: Cultural participation – reading books

Short description

This variable provides information on whether respondent reads books as a leisure activity.

Standard question

In the last 12 months, as a leisure activity, did you read a book?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Yes
2	No
-1	No answer

- Classification used Classification as presented above

Definition

- Filter None
- Reference period Last 12 months
- Concept Information is collected whether a person read at least one book during the last year as a leisure activity (purely educational purpose, for studies is excluded)
- Technical issues This variable is optional.

Rationale

Reading books as a background or analytic variable to participation in education and training

Issues and developments

See Issues and developments for CULTPAR1 – CULTPAR4.

Good practices

-

CULTBOOKNUM: Cultural participation – Number of books

Short description

This variable describes the volume of books reading.

Standard question

Approximately how many books as a leisure activity?

Coding

- Transmission codes

<i>Codes</i>	<i>Labels</i>
1	Less than 5
2	5 to 10
3	More than 10
-1	No answer
-2	Not applicable (CULTBOOK ≠1)

- Classification used Not applicable

Definition

- Filter All respondents that read books as a leisure activity (CULTBOOK=1)
- Reference period Last 12 months
- Concept Information on the number of books read in the last year.
- Technical issues This variables is optional.

Rationale

Reading books as a background or analytic variable to participation in education and training

Issues and developments

See Issues and developments for CULTPAR1 – CULTPAR4.

Good practices

-

SOCIALPAR: Social participation

Short description

Social participation variable refers to participation in any of the social organisations, like political parties, professional associations, etc.

Standard question

In the last 12 months did you take part in any of the following social-related activities?

Coding

- Transmission codes

<i>Variable name</i>	<i>Codes</i>	<i>Labels</i>
SOCIALPAR_1	1	Activities of political parties or trade unions
SOCIALPAR_2	2	Activities of professional associations
SOCIALPAR_3	3	Activities of recreational groups or organisations
SOCIALPAR_4	4	Activities of charitable organisations
SOCIALPAR_5	5	Informal voluntary activities
SOCIALPAR_6	6	Activities of religious organisations
	0	None of the activities above
	-1	No answer

- Classification used Not applicable

Definition

- Filter None
- Reference period Last 12 months
- Concept Social participation is related to involvement in political parties, professional associations, religious organisations, trade unions, recreational groups, charitable organisations, informal voluntary organisations or other interest groups.
- Technical issues This variable is optional.

Rationale

The section on social participation includes questions concerning participation in organisations and voluntary work. These variables on social (and civic) participation give information on the relationship between social activities and learning activities and may be analysed from the social outcomes of education point of view.

Issues and developments

-

Good practices

-

SECTION 4: SURVEY GUIDELINES

This section provides guidance to national authorities about methods and practices they should or could follow when planning and carrying out their Adult Education Survey. The chapter is split into two major sections. Section 4.1, provides requirements about particular aspects of the AES which must be satisfied by the national implementations. Section 4.2, provides recommendations or options about the remaining aspects of AES but national authorities may adopt a different approach as long as they meet the requirements of section 4.1.

4.1 Requirements

a) Target population

The target population of the AES consists of the individuals who live in private households and are aged 25 to 64 years. The recommendations of this manual regarding coverage, sample sizes, precision of the produced statistics, etc., refer to this particular population.

National authorities may expand the surveyed population to younger age groups (18-24) as well as older age groups (65-69) if they wish so, but must pay attention not to reduce the quality of statistics about the target population.

Persons living in institutions, e.g. residential homes for the elderly, nursing homes, prisons, etc, should be excluded from the survey. The reason for this is that access to institutions may be difficult and special arrangements may be required making the survey quite expensive. Moreover institutionalised people may not be mentally or physically able to respond or even if they are the questions asked may not be applicable to them.

b) Reference period

The reference period is the last 12 months prior to the interview day.

c) Sample size and precision requirements

Annex 2 of the AES Commission Regulation (see annex 18 to this manual) sets the precision requirements for key indicators. Annex 15 to this manual presents the corresponding sample sizes required for simple random surveys and participation rates.

d) Selection of activities for detailed information

1.0 Introduction

The AES pilot survey took place between 2005 and 2008. For both formal and non-formal education and training facilities, up to 10 activities were collected but **THREE** activities out of the total number was randomly selected for detailed information. Analysis of the pilot data showed that the average number of activities was **ONE** for formal education and training and **TWO** for non-formal education and training. In preparation for the next survey, the AES Task Force meeting in Lisbon November 2009 recommended **ONE** randomly selected for formal education and training and **TWO** activities for non-formal education and training. This decision was also endorsed by the Director of Social Statistics (DSS) group meeting in March 2010.

2.0 Guidelines for selection

2.1. Formal education and training

For formal education and training, it is recommended that the last activity is selected for detailed information. It is important to remind the respondent using the name of the last activity to be sure of the activity being referred to.

2.2 Non-formal education and training

The random selection only applies to respondents with more than **TWO** non-formal education and training activities. The explanation of the selection is related to the new variables described in point 3.0 and included in the AES manual (interview guidelines). In cases where the list of activities is more than 2, the respondent is presented with the list identified by the names of the activities by the interviewer. There are no pre-criteria or methods for the selection but it is important that every activity has an equal chance of being selected and the process results in the **RANDOM** selection of activities. For the computer-based surveys the selection can be done automatically but other methods need to be applied for the paper-based interviews. The use of random tables can be employed to select the activities. Eurostat recommends that the method used is documented in the quality report.

2.3 Recommendation to include a third activity

Countries are encouraged to include a third activity on voluntary basis thereby increasing the number of randomly selected non-formal activities to **THREE** especially in countries with high number of activities.

3.0 New variables

To compensate for the reduction in the number of randomly selected activities, **THREE** new variables were introduced to get information on all non-formal education and training taken. **NFEPURP10**, **NFEWORKTIME10**, **NFEPAIDBY10** measures if at least one of the NFE activities was job related, done in paid working time and/or sponsored by the employment. These are especially collected if the number of activities is more than **TWO** and none of the activities were job-related, took place in paid working hours or sponsored by the employer.

4.2 Recommendations

a) Survey frame

A survey frame (also called the sampling frame in case of a sample survey) is a device for accessing the members of the target population. It may be a list of all population units, such as a population register or a postal address file in the case of populations of natural persons. Such a list is not necessary however. The frame may for example be a map of city blocks, which enables the sampling of blocks and subsequent sampling of persons living in sampled blocks.

What is important is that the frame is of good quality. In order to ensure this the following issues should be considered:

- The frame should adequately **cover** the target population. The population units accessible via the frame comprise the so-called frame population. The produced statistics actually refer to the frame population. Therefore the larger the discrepancies between target and frame population the larger the coverage problems of the frame.
- The frame should contain information that is **up-to-date** with respect to the survey's reference period
- The frame should use **standardised concepts, definitions and classifications** that are easily understood by the data user
- The **accuracy** of the frame's data should be assessed in means of:
 - coverage errors (undercoverage, overcoverage and duplication), i.e. what is the extent of missing, out-of-scope or duplicate units on the frame
 - classification errors, i.e. the extent to which all units are properly classifiedBoth coverage and classification errors should be kept at minimum.
- The frame should be **accessible** and **easy to use**, i.e. its information should also be available electronically and easy to organize (in case of different lists need to be combined)

A number of guidelines for choosing and making best use of a sampling frame are given below:

- When deciding which frame to use, assess different possible frames at the planning stage of the survey for their suitability and quality
- Avoid using multiple frames whenever possible. In case when no single frame exists then a multiple frame can be considered
- Include descriptions of the target and survey population, frame and coverage in the survey documentation
- Monitor the quality of the frame coverage periodically by verifying information during data collection
- Incorporate frame updates and procedures to eliminate duplication, out-of-scope units and any other changes in the frame information in order to improve and/or maintain the level of quality of the frame

b) Sample design

Depending on the quality of the sampling frame and the auxiliary information that is available countries are advised to use any of the following sampling methods:

- **Simple random sampling (SRS)** in which each person has an equal chance of inclusion in the sample. Its main advantages are:
 - It is the simplest sampling technique
 - No additional (auxiliary) information on the frame is required in order to draw the sample. The only information required is a complete list of survey population and contact information.
 - It needs no technical development, i.e. the theory of SRS is well established and the formulas for determining the sample size, population estimates and variance estimates are easy to use

The main disadvantages of SRS are:

- It makes no use of auxiliary information if this exists resulting to less efficient estimates than if another sample design had been used
 - It can be expensive if personal interviews are used since the sample may be widely spread out geographically
 - It is possible to draw a 'bad' sample that is not well dispersed and poorly represents the population since all samples have an equal chance of being included
- **Stratified sampling (STR)** where the population is divided into homogeneous, mutually exclusive groups called strata and then independent samples are selected from each stratum. The advantages of stratified sampling are:
 - It is statistically efficient since it can increase the precision of overall population estimates and guarantee that important subgroups of the population are well represented in the sample
 - It can be operationally or administrative convenient
 - It can protect against selecting a 'bad' sample
 - It allows different sampling frames and procedures to be applied to different strata

The main disadvantages of stratified sampling are:

- It requires a high quality auxiliary information for all units on the frame (not only for those in the sample but also for those used for stratification). This results to a more costly and complex sampling frame than the one used for SRS
 - It can result to less efficient estimates than SRS for survey variables that are not correlated to stratification variables
 - Estimation is slightly more complex than SRS
- **Multi-stage cluster sampling** where a sample is selected in two or more successive stages. A common multi-stage sampling involves a two-stage cluster sampling: At the first stage, the primary sampling units are selected (PSU's), e.g. city blocks and at the second stage, the second stage units (SSU's) units are selected, e.g. dwellings make up a city block.

The advantages of a multi-stage sampling are:

- It can greatly reduce the travel time and cost of personal interviews as a result of the sample being less dispersed than SRS
- It is not necessary to have a list frame for the entire population. All that is needed is a good frame at each stage of sample selection

The disadvantages of the multi-stage sampling are:

- It is not as statistically efficient as a SRS
- The final sample size is not known in advance since it is not usually known how many units are within a cluster until the survey has been conducted
- Its formulas for calculating estimates and sampling variances can be complex

c) Data collection methods

The basic data collection methods are:

- Postal questionnaire
- Web based questionnaire
- Face-to-face interviews
- Telephone interviews

For the former two collection methods the respondent completes the questionnaire without the assistance of the interviewer. In this case, the questionnaire is delivered to and returned by mail (postal questionnaire) or electronically (web based questionnaire).

This is usually the cheapest form of data collection, but not the best one since it often has low response rates and it is also time consuming, particularly if the questionnaire is delivered and returned by mail.

In the case of a web based questionnaire, the respondents may not represent the total adult population due to differences in age, educational level etc while there are many of them who do not use the internet.

On the other hand, the latter two data collection methods are done either in person, i.e. an interviewer assists the respondent to complete the questionnaire at the respondent's residence or place of work or over the telephone. Both can be either paper-based (PAPI) or computer-assisted (CAPI or CATI). The main advantage of computer-assisted methods is that data collection and capture are combined. However, considerable time and cost is required to develop the computer application.

The main advantage of face-to-face interviews (PAPI or CAPI) is the reduction of measurement errors, i.e. errors due to the misunderstanding of a question or a concept definition, since the interviewer assists the respondent to complete the questionnaire. Such interviews are recommended for surveys with complex or extensive questions and they can yield to high response rates. The main drawback is the high cost required not only for developing the computer application for CAPI but also for visiting a respondent (when he/she cannot be reached over the phone or he/she has a low literacy level).

On the other hand, telephone interviews (PAPI or CATI) are less expensive than personal interviews, it takes less time to be conducted and can cover a bigger geographical area.

However, there is problem when the list of telephone numbers where the sample is drawn from is out-of-date or the random digit dialing is inefficient.

For the reasons mentioned above, **it is the recommended to use an interviewer-assisted method (personal or telephone interview)** when collecting data for the AES due to the nature of its questions.

It is preferable to use a personal (face-to-face) interview and in particular computer-assisted (CAPI) in order to eliminate mistakes and inconsistencies on the field. However, when this is not feasible, a telephone or web interview can be conducted or even a combination of a personal and telephone interview (the latter can be used for the follow-up of the respondents).

d) Data processing

Data processing of the incoming questionnaires should be carried out by the CNAs. Specifically, once data has being collected, countries must ensure that all necessary information has been received and legibly recorded, that interviewer notes have been reviewed and some preliminary edits have been performed to eliminate gross errors and inconsistencies.

Then coding should be carried out during which any written answers to open questions should be coded. After coding, the data should be captured electronically into a computer (in case a PAPI data collection method was used) and more coding may be carried out.

The data processing is then going on with detailed editing and imputation. Questionnaires that fail one or more checks should be put aside for further examination, either follow-up from the respondent or for imputation.

Moreover, outlier detection should be carried out to identify suspicious or extreme values. Finally, the data should be stored on a database to facilitate data manipulation during the post-processing activities.

e) Editing

Data editing involves validity and consistency edits. The former kind of edits verify the syntax of responses including checking of non-numeric characters reported in numeric fields and checking for missing values. Moreover, validity edits can check that the coded data lies within an allowed range of values, e.g. the age of the respondent should lie within a range of 0 and 125 years.

On the other hand, consistency edits verify that relationships between questions (i.e. the logical flow of questions) are respected, e.g. if a person is not carrying out a job or profession cannot declare a professional status or if a person has not been a student or apprentice during the last twelve months then he/she can participate in non-formal education and training activities.

f) Imputation

Imputation is the process used to determine plausible values for replacing missing, invalid or inconsistent data. The following are some guidelines for imputation:

- Imputed records should closely resemble the failed edit record. To achieve this, the minimum number of variables is imputed preserving as much respondent data as possible.
- Imputed values should be flagged and the methods and sources of imputation should be clearly identified. Both imputed and blanks or the original values should be retained in order to assess the impact of imputation.
- Imputed records should satisfy all edits.
- The imputation methods should be chosen carefully taking into account the type of data to be imputed
- The imputation method should aim to reduce nonresponse bias and preserve relationships between variables as much as possible
- The imputation system should be specified, programmed and tested in advance
- The imputation system should be able to handle any pattern of missing or inconsistent fields
- For donor imputation methods, the imputed record should closely resemble the donors selected. This will ensure that the combination of imputed and unimputed responses for the imputed record not only satisfy the edits but are also plausible.

g) Estimation and weighting

When estimating the parameters of interest, i.e. totals, means or proportions, countries should consider the following important points:

- Estimation must take into account the sample design. Therefore, design weights, defined as the inverse of the unit's inclusion probability, should be incorporated in the estimation process.
- The initial design weights should be adjusted for non-response
- Auxiliary information of adequate quality and correlated with the main survey variables, should be used whenever possible to improve the consistency and precision of the estimates
- The sample design and sample allocation should be used to meet the requirements of domains of interest. If this is not possible at the design stage, special estimation methods should be considered at the estimation stage.
- Outlier detection and treatment should be considered in estimation since outliers can lead to large variability in the estimates
- Survey estimates should include an estimate of their sampling error in the form of sampling variance, standard error, coefficient of variation, margin error or confidence interval.

This applies to both results on individual and activities in the adult education survey which are grossed-up by two different weighting factors

- **Weight factor for individuals (RESPWEIGHT)**

In the Adult education survey, the normal weights are calculated according to standard weighting systems depending on the sampling techniques in the individual countries. Generally, demographic characteristics like age, sex or region is used in the weighting. These weights are computed according to the selection probabilities.

The individual weight is the inverse of the individual inclusion probabilities and is mainly used when calculating indicators for individuals only like the number of participants in formal and non formal education and training. The final weight factor for the individuals is a product of the individuals design weights and the re-weighting factors (non-response and/or calibration).

Individual weights are to be computed and included in the microdata to be transmitted to Eurostat.

More information on the codes and formats can be found in the code book (AES manual Annex 3).

- **Weight factor for results on activities (NFEACTWEIGHT)**

Data on up to 10 activities are collected in the Adult education survey for non-formal education and training. There is a random selection of two or three activities for more detailed information or at least one activity if the individual has taken part in one non-formal education activity only.

The regulation proposes one unique weighting factor named NFEACTWEIGHT for the non-formal learning activities. It can be used to calculate indicators which are relevant for 'activities' for example the average duration of learning activities.

Eurostat applies the following rule to calculate the weighting factor NFEACTWEIGHT for a given activity.

$\text{NFEACTWEIGHT} = \text{RESPWEIGHT} * (\text{NFENUM} / \text{number of selected NFE activities (NFERANDx > 0)})$

Example: if a country has chosen to implement a random selection of 2 activities then NFERANDNUM = 2.

And then we have the following formula:

NFEACTWEIGHT

= **RESPWEIGHT * (NFENUM / NFENUM) = RESPWEIGHT**
if the individual participated in 1 or 2 activities (then they will all be selected for further details)

= **RESPWEIGHT * (NFENUM / 2).**
if the individual participated in at least 3 activities (a maximum of 2 will be selected to represent all of the individual's activities)

If a respondent participated in many activities, the weights will be higher. And the sum of all **NFEACTWEIGHT** of the sample represents all the activities followed by the population of the country during the reference period.

Unfortunately, there is no existing source to know the real number of NFE activities in which people took part (ie. real margins). If so, the next statistical step would have been to operate a calibration on these margins.

In terms of datasets, all the variables that are "activity"-oriented enable to create a second dataset from the global file sent by countries for the production of EU results in parallel to the dataset on individuals as described in annex 3.. Indeed Eurostat processes the national data files as follows :

- a first classic database on 'individuals' is created ;
- a second one on 'activities' is generated by replicating for each respondent the number of lines corresponding to the number of randomly selected activities - i.e. from 1 to 3 records per individual according to the existence of 1 to 3 randomly-selected activities - and the characteristics of the individual are reported for each activity as well as the activity weight **NFEACTWEIGHT**.

In case some countries decided to use any additional statistical method to calculate these **NFEACTWEIGHT** (for example to deal with non-response), Eurostat should be informed on this particular implementation.

4.3 Timetable and data transmission to Eurostat

The timing for the AES2011 as defined in the AES Commission Regulation is:

- **Fieldwork** (data collection) should be carried out between 1 July 2011 and 30 June 2012
- **Processing** (including quality control, editing and imputation) and **transmission** of micro-data to Eurostat should take place within 6 months after the survey.

This shall be done in electronic form by means of a secure data transmission software application (STADIUM / EDAMIS) to be made available by Eurostat.

SECTION 5: INFORMATICS FRAMEWORK

5.1 Logical Data Checks

Annexes 4, 5 and 6 to this manual set out a list of checking rules which will be implemented in the Eurostat Checking tool.

3 basic levels of checking are foreseen

- **Field level checks (former data entry checks)** – simple coherency check between a variable entry and the possible allowed entries. It will detect missing values and incompleteness of the file - see annex 4.
- **Record level checks** - arithmetic checks to test the consistency between variables for a single enterprise record. This covers routing tests (target enterprises for each question as defined in the Regulation, e.g. training or non-training enterprises) as well as logical tests within a single record (e.g. coherence of data for both gender and for males and females separately) - see annex 5.
- **File level checks** – checks of the country file as a whole which will include some reasonableness checks including country dependent reasonableness checks and suggestions for cleaning of data and totals - see annex 6.

The country operator will be able to run the 3 checking programme levels. The output from the checking programme will be an error report, available by enterprise record. A set of indicators are defined in the “control tables” to validate the main results of the survey (annex 7).

5.2 Data checking Tool

Eurostat will prepare a checking tool which will be distributed to countries towards the end of 2011. The objective of this tool will be to realise a high quality error free data set. The tool will not be a data entry tool. The format and platform for the tool are yet to be defined.

The tool shall be used by all the countries for checking their data sets before transmission to Eurostat. In addition Eurostat will use the tool to verify the quality and consistency of delivered national data sets

The checking tool will implement the data entry, record level and file level checking rules defined in annexes 4, 5 and 6.

It may contain additional checks should a need become evident in order to guarantee the quality of the AES data set. The tool will take a modular design, allowing the 3 levels of checking to be performed independently and sequentially. The tool will output an error report, most probably sorted by individual record. The checking tool will not implement any automatic cleaning of data.