



EUROPEAN COMMISSION
EUROSTAT

Directorate F: Social Statistics
Unit F-3: Labour market and lifelong learning



2016 AES manual

Annexes

Version 2

1 February 2017

Annex 1 – Implementation of the forms of learning: FED, NFE, INF

The classification of learning activities (CLA) provides detailed definitions and explanations as well as examples for the broad categories of learning activities:

- formal education and training (FED)
- non-formal education and training (NFE)
- informal learning (INF)

The 2016 edition of the classification of learning activities (CLA) is available here:

<http://ec.europa.eu/eurostat/web/products-manuals-and-guidelines/-/KS-GQ-15-011>

The concepts used in the 2016 CLA are consistent with those used in the ISCED 2011.

Annex 2 – Coherence with other sources

To be added later on.

Annex 3 – Code book 2016 AES

Coding rules

- decimal separator is dot
- if filter is true, variable cannot have value '-2'; if filter is false variable must have value '-2'

Checking program

To use the checking program provided by EUROSTAT, two conditions must be fulfilled:

1. all and only variables must be in the file
2. the variables must be sorted in the predefined order which is the order of the questionnaire

The checking program will not accept values that are longer and/or different from those that are defined in the code book.

The checking program (EDIT) is available in [CircaBC](#), together with explanations and a dummy file describing the file structure.

Variable name	Format	Code	Description	Filter
COUNTRY	char(3)		COUNTRY OF RESIDENCE	
		country	See Annex 5: Country and regional codes	
REGION	char(4)		REGION OF RESIDENCE	
		NUTS 2	See Annex 5: Country and regional codes	
DEG_URB	num(2)		DEGREE OF URBANISATION OF THE AREA THE HOUSEHOLD LIVES IN	
		1	Densely populated area	
		2	Intermediate area	
		3	Thinly populated area	
REFYEAR	num(4)		YEAR OF INTERVIEW	
		2016, 2017	Year (4 digits)	
REFMONTH	num(2)		MONTH OF INTERVIEW	
		1-12	Month	
RESPID	num(6)		IDENTIFICATION OF THE RESPONDENT	
		numeric	Identification code of each record	
RESPWEIGHT	num(9.3)		WEIGHTING FACTOR FOR INDIVIDUALS	
		numeric (3 decimals)	Weighting factor for individuals	
NFEACTWEIGHT	num(9.3)		WEIGHTING FACTOR FOR NON-FORMAL ACTIVITIES	NFENUM ≥ 1
		numeric (3 decimals)	Weighting factor for the non-formal activities selected in NFERAND1 and NFERAND2	
		0	NFENUM = 0	
INTMETHOD	num(2)		DATA COLLECTION METHOD USED	
		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 collection mode (e.g. postal and face-to-face interview)	
			NUMBER OF PERSONS LIVING IN THE SAME HOUSEHOLD (INCLUDING THE RESPONDENT)	
HHNBPERS_tot	num(2)		TOTAL NUMBER OF PERSONS LIVING IN THE HOUSEHOLD	
		1-98	Number	
		-1	No answer	

Variable name	Format	Code	Description	Filter
HHNBPERS_0_13	num(2)		PERSONS 0-13 YEARS OLD LIVING IN THE HOUSEHOLD	
		0-98	Number	
		-1	No answer	
HHNBPERS_14_24	num(2)		PERSONS 14-24 YEARS OLD LIVING IN THE HOUSEHOLD	
		0-98	Number	
		-1	No answer	
HHNBPERS_25plus	num(2)		PERSONS 25 YEARS AND OLDER LIVING IN THE HOUSEHOLD	
		1-98	Number	
		-1	No answer	
HHTYPE	num(2)		HOUSEHOLD TYPE	
		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	
HHINCOME	num(2)		NET MONTHLY EQUIVALISED INCOME OF THE HOUSEHOLD	
		1	Below 1st quintile	
		2	Between 1st quintile and 2nd quintile	
		3	Between 2nd quintile and 3rd quintile	
		4	Between 3rd quintile and 4th quintile	
		5	Above 4th quintile	
		-1	No answer	
SEX	num(2)		SEX	
		1	Male	
		2	Female	
BIRTHYEAR	num(4)		YEAR OF BIRTH	
		1946-1999	Year of birth (4 digits)	
BIRTHMONTH	num(2)		MONTH OF BIRTH	
		1-12	Month of birth	
CITIZEN	char(3)		CITIZENSHIP	
		0	Same as country of residence	
		country	See Annex 5: Country and regional codes	
		-1	No answer	
BIRTHPLACE	char(3)		COUNTRY OF BIRTH	
		0	Born in this country	

Variable name	Format	Code	Description	Filter
		country	See Annex 5: Country and regional codes	
		-1	No answer	
RESTIME	num(2)		YEARS OF RESIDENCE IN THIS COUNTRY	BIRTHPLACE ≠ 0
		1	Been in this country for 1 year and less	
		2-10	Number of years for people who have 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)	
MARSTADEFACTO	num(2)		DE FACTO MARITAL STATUS (consensual union)	
		1	Person living in a consensual union	
		2	Person not living in a consensual union	
		-1	No answer	
HATLEVEL	num(3)		EDUCATIONAL ATTAINMENT LEVEL (highest level of education or training successfully completed as defined by ISCED 2011, coding based on ISCED mappings to be delivered to Eurostat)	
		000	No formal education or below ISCED 1	
		100	ISCED 1	
		200	ISCED 2 (incl. ISCED 3 programmes of duration less than 2 years)	
		302	ISCED 3 programme duration of 2 years and more, sequential (i.e. access to next ISCED 3 programme only)	
		303	ISCED 3 programme duration of 2 years and more, terminal or access to ISCED 4 only	
		304	ISCED 3 with access to ISCED 5, 6 or 7	
		300	ISCED 3 programme of duration of 2 years and more, without possible distinction of access to other ISCED levels	
		400	ISCED 4	
		500	ISCED 5	
		600	ISCED 6	
		700	ISCED 7	
		800	ISCED 8	
		-1	No answer	
HATFIELD	num(4)		FIELD OF THE HIGHEST LEVEL OF EDUCATION OR TRAINING SUCCESSFULLY COMPLETED	HATLEVEL = 300 to 800
		00	Generic programmes and qualifications	

Variable name	Format	Code	Description	Filter
		01	Education	
		02	Arts and humanities	
		03	Social sciences, journalism and information	
		04	Business, administration and law	
		05	Natural sciences, mathematics and statistics	
		06	Information and Communication Technologies	
		07	Engineering, manufacturing and construction	
		08	Agriculture, forestry, fisheries and veterinary	
		09	Health and welfare	
		10	Services	
		99	Unknown	
		-1	No answer	
		-2	Not applicable (HATLEVEL \neq 300 to 800)	
		0011-1041, 9999	Fields coded at a detailed level on 4 digits on an optional basis	
HATYEAR	num(4)		YEAR WHEN HIGHEST LEVEL OF EDUCATION OR TRAINING WAS SUCCESSFULLY COMPLETED	HATLEVEL \neq 000, -1
		1955-2017	Year when highest level of education or training was successfully completed (4 digits)	
		-1	No answer	
		-2	Not applicable (HATLEVEL = 000, -1)	
HATVOC	num(2)		ORIENTATION OF THE HIGHEST LEVEL OF EDUCATION OR TRAINING SUCCESSFULLY COMPLETED	HATLEVEL = 300 to 400 and (REFYEAR - HATYEAR) \leq 20
		1	General education	
		2	Vocational education	
		-1	No answer	
		-2	Not applicable (HATLEVEL \neq 300 to 400 or (REFYEAR - HATYEAR) $>$ 20)	
DROPEduc	num(2)		FORMAL EDUCATION OR TRAINING ABANDONED (programme with the highest level in case of several programmes abandoned)	HATLEVEL \neq 000, -1 and (REFYEAR - HATYEAR) \leq 20
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (HATLEVEL = 000, -1 or (REFYEAR - HATYEAR) $>$ 20)	
DROPEducLEVEL	num(3)		LEVEL OF THE FORMAL EDUCATION OR TRAINING ABANDONED	DROPEduc = 1
		100	ISCED 1	

Variable name	Format	Code	Description	Filter
		200	ISCED 2 (incl. ISCED 3 programmes of duration less than 2 years)	
		302	ISCED 3 programme duration of 2 years and more, sequential (i.e. access to next ISCED 3 programme only)	
		303	ISCED 3 programme duration of 2 years and more, terminal or access to ISCED 4 only	
		304	ISCED 3 with access to ISCED 5, 6 or 7	
		300	ISCED 3 programme of duration of 2 years and more, without possible distinction of access to other ISCED levels	
		400	ISCED 4	
		500	ISCED 5	
		600	ISCED 6	
		700	ISCED 7	
		800	ISCED 8	
		-1	No answer	
		-2	Not applicable (DROPELUC ≠ 1)	
DROPELUCVOC	num(2)		ORIENTATION OF THE FORMAL EDUCATION OR TRAINING ABANDONED	DROPELUCLEVEL = 300 to 400 and (REFYEAR - HATYEAR) ≤ 20
		1	General education	
		2	Vocational education	
		-1	No answer	
		-2	Not applicable (DROPELUCLEVEL ≠ 300 to 400 or (REFYEAR - HATYEAR) > 20)	
MAINSTAT	num(2)		CURRENT MAIN LABOUR STATUS	
		11	Carries out a job or profession, at the time of the interview, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship, etc. - Full time	
		12	Carries out a job or profession, at the time of the interview, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship, etc. - 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 or community service	
		35	Fulfilling domestic tasks	
		36	Other inactive person	
		-1	No answer	
EMP12M	num(2)		EMPLOYMENT DURING THE LAST 12 MONTHS	MAINSTAT = 20 to 36

Variable name	Format	Code	Description	Filter
			Carried out a job or profession, at any time during the last 12 months, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship, etc.:	
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (MAINSTAT = 11, 12, -1)	
JOBSTAT	num(2)		PROFESSIONAL STATUS	MAINSTAT = 11, 12
		11	Self-employed with employees	
		12	Self-employed without employees	
		21	Employee with a permanent job or work contract of unlimited duration	
		22	Employee with temporary job or work contract of limited duration	
		30	Family worker	
		-1	No answer	
		-2	Not applicable (MAINSTAT ≠ 11, 12)	
JOBISCO	char(4)		OCCUPATION	MAINSTAT = 11, 12
		ISCO-08	See Annex 7: ISCO-08 codes	
		-1	No answer	
		-2	Not applicable (MAINSTAT ≠ 11, 12)	
LOCNACE	char(3)		ECONOMIC ACTIVITY OF THE LOCAL UNIT	MAINSTAT = 11, 12
		NACE-Rev.2	See Annex 6: NACE Rev.2 codes	
		-1	No answer	
		-2	Not applicable (MAINSTAT ≠ 11, 12)	
LOCSIZEFIRM	num(2)		NUMBER OF PERSONS WORKING AT THE LOCAL UNIT	JOBSTAT = 11, 21, 22, 30
		1	1 to 9 persons	
		2	10 to 19 persons	
		3	20 to 49 persons	
		4	50 to 249 persons	
		5	250 persons or more	
		7	Do not know precisely but 10 persons or more	
		-1	No answer	
		-2	Not applicable (JOBSTAT ≠ 11, 21, 22, 30)	
JOBTIME	num(4)		YEAR IN WHICH PERSON STARTED WORKING IN HIS/HER CURRENT MAIN JOB	MAINSTAT = 11, 12
		1955-2017	Year (4 digits)	
		-1	No answer	
		-2	Not applicable (MAINSTAT ≠ 11, 12)	

Variable name	Format	Code	Description	Filter
			HIGHEST LEVEL OF EDUCATION OR TRAINING SUCCESSFULLY COMPLETED BY YOUR PARENTS (GUARDIAN)	
HATFATHER	num(2)		FATHER (MALE GUARDIAN)	
		1	At most lower secondary	
		2	Upper secondary	
		3	Tertiary	
		-1	No answer	
		-2	Not applicable (father unknown)	
HATMOTHER	num(2)		MOTHER (FEMALE GUARDIAN)	
		1	At most lower secondary	
		2	Upper secondary	
		3	Tertiary	
		-1	No answer	
		-2	Not applicable (mother unknown)	
			COUNTRY OF BIRTH OF YOUR PARENTS	
BIRTHFATHER	char(3)		COUNTRY OF BIRTH OF THE FATHER	
		0	Born in this country	
		country	See Annex 5: Country and regional codes	
		-1	No answer	
		-2	Not applicable (father unknown)	
BIRTHMOTHER	char(3)		COUNTRY OF BIRTH OF THE MOTHER	
		0	Born in this country	
		country	See Annex 5: Country and regional codes	
		-1	No answer	
		-2	Not applicable (mother unknown)	
SEEKINFO	num(2)		LOOKED FOR ANY INFORMATION CONCERNING LEARNING POSSIBILITIES IN THE LAST 12 MONTHS (FORMAL AND NON-FORMAL EDUCATION AND TRAINING)	
		1	Yes	
		2	No	
		-1	No answer	
GUIDEINST	num(2)		INFORMATION OR ADVICE/HELP ON LEARNING POSSIBILITIES RECEIVED FROM INSTITUTIONS/ORGANISATIONS IN THE LAST 12 MONTHS	
		1	At least one the items below (GUIDEINST_1 to GUIDEINST_3) selected	
		-1	No answer	

Variable name	Format	Code	Description	Filter
			LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):	
GUIDEINST_1	num(2)		YES, I RECEIVED FREE OF CHARGE INFORMATION OR ADVICE/HELP ON LEARNING OPPORTUNITIES FROM INSTITUTIONS/ORGANISATIONS	
		1	Yes	
		2	No	
		-1	No answer	
GUIDEINST_2	num(2)		YES, I PAID FOR INFORMATION OR ADVICE/HELP ON LEARNING OPPORTUNITIES FROM INSTITUTIONS/ORGANISATIONS	
			<i>same codes as GUIDEINST_1</i>	
GUIDEINST_3	num(2)		NO, I DID NOT RECEIVE ANY INFORMATION OR ADVICE/HELP ON LEARNING OPPORTUNITIES FROM INSTITUTIONS/ORGANISATIONS	
			<i>same codes as GUIDEINST_1</i>	
GUIDESOURCE	num(2)		SOURCE OF FREE OF CHARGE INFORMATION OR ADVICE/HELP ON LEARNING POSSIBILITIES RECEIVED IN THE LAST 12 MONTHS	GUIDEINST_1 = 1
		1	At least one of the items below (GUIDESOURCE_1 to GUIDESOURCE_5) selected	
		-1	No answer	
		-2	Not applicable (GUIDEINST_1 ≠ 1)	
			LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):	
GUIDESOURCE_1	num(2)		FROM EDUCATION OR TRAINING INSTITUTIONS (SCHOOL, COLLEGE, UNIVERSITY, VET CENTRE, INSTITUTION FOR ADULT LEARNING, VALIDATION CENTRE)	GUIDEINST_1 = 1
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (GUIDEINST_1 ≠ 1)	
GUIDESOURCE_2	num(2)		FROM EMPLOYMENT SERVICES	GUIDEINST_1 = 1
			<i>same codes as GUIDESOURCE_1</i>	
GUIDESOURCE_3	num(2)		FROM EMPLOYER OR EMPLOYER ORGANISATIONS	GUIDEINST_1 = 1

Variable name	Format	Code	Description	Filter
			<i>same codes as GUIDESOURCE_1</i>	
GUIDESOURCE_4	num(2)		FROM TRADE UNIONS OR WORK COUNCIL	GUIDEINST_1 = 1
			<i>same codes as GUIDESOURCE_1</i>	
GUIDESOURCE_5	num(2)		FROM OTHER INSTITUTIONS/ORGANISATIONS PROVIDING FREE INFORMATION OR ADVICE/HELP ON LEARNING OPPORTUNITIES (OTHER THAN MENTIONED BEFORE)	GUIDEINST_1 = 1
			<i>same codes as GUIDESOURCE_1</i>	
GUIDETYPE	num(2)		TYPE OF FREE INFORMATION OR ADVICE/HELP ON LEARNING POSSIBILITIES RECEIVED IN THE LAST 12 MONTHS	GUIDEINST_1 = 1
		1	At least one of the items below (GUIDETYPE_1 to GUIDETYPE_4) selected	
		-1	No answer	
		-2	Not applicable (GUIDEINST_1 ≠ 1)	
			LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):	
GUIDETYPE_1	num(2)		Information or advice/help on learning possibilities	GUIDEINST_1 = 1
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (GUIDEINST_1 ≠ 1)	
GUIDETYPE_2	num(2)		ASSESSMENT OF SKILLS AND COMPETENCES THROUGH TESTS, SKILLS AUDITS OR INTERVIEWS	GUIDEINST_1 = 1
			<i>same codes as GUIDETYPE_1</i>	
GUIDETYPE_3	num(2)		INFORMATION OR ADVICE/HELP ON PROCEDURE FOR VALIDATION/RECOGNITION OF SKILLS, COMPETENCES OR PRIOR LEARNING	GUIDEINST_1 = 1
			<i>same codes as GUIDETYPE_1</i>	
GUIDETYPE_4	num(2)		OTHER TYPE OF INFORMATION OR ADVICE/HELP	GUIDEINST_1 = 1
			<i>same codes as GUIDETYPE_1</i>	
GUIDEMODE	num(2)		MODE OF DELIVERY OF FREE INFORMATION OR ADVICE/HELP ON LEARNING POSSIBILITIES RECEIVED IN THE LAST 12 MONTHS	GUIDEINST_1 = 1

Variable name	Format	Code	Description	Filter
		1	At least one of the items below (GUIDEMODE_1 to GUIDEMODE_4) selected	
		0	None of the items listed below	
		-1	No answer	
		-2	Not applicable (GUIDEINST_1 ≠ 1)	
			LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):	
GUIDEMODE_1	num(2)		FACE TO FACE INTERACTION	GUIDEINST_1 = 1
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (GUIDEINST_1 ≠ 1)	
GUIDEMODE_2	num(2)		INTERACTION WITH A PERSON THROUGH INTERNET, PHONE, E-MAIL OR ANY OTHER MEDIA	GUIDEINST_1 = 1
			<i>same codes as GUIDEMODE_1</i>	
GUIDEMODE_3	num(2)		INTERACTION WITH A COMPUTER BASED APPLICATION FOR INFORMATION OR ADVICE/HELP (INCLUDING ON LINE SELF-ASSESSMENT TOOLS)	GUIDEINST_1 = 1
			<i>same codes as GUIDEMODE_1</i>	
GUIDEMODE_4	num(2)		NO INTERACTION, ONLY INFORMATION THROUGH DEDICATED MATERIAL (BOOKS, POSTERS, WEBSITES, LEAFLET, TV PROGRAMME, ETC.)	GUIDEINST_1 = 1
			<i>same codes as GUIDEMODE_1</i>	
FED	num(2)		PARTICIPATION IN FORMAL EDUCATION DURING THE LAST 12 MONTHS	
		1	Yes	
		2	No	
FEDNUM	num(2)		NUMBER OF FORMAL EDUCATION ACTIVITIES PARTICIPATED IN DURING THE LAST 12 MONTHS	
		0	None (FED = 2)	
		1-99	Number of activities	
FEDLEVEL	num(3)		LEVEL OF THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1
		100	ISCED 1	
		200	ISCED 2 (incl. ISCED 3 programmes of duration less than 2 years)	

Variable name	Format	Code	Description	Filter
		302	ISCED 3 programme duration of 2 years and more, sequential (i.e. access to next ISCED 3 programme only)	
		303	ISCED 3 programme duration of 2 years and more, terminal or access to ISCED 4 only	
		304	ISCED 3 with access to ISCED 5, 6 or 7	
		300	ISCED 3 programme of duration of 2 years and more, without possible distinction of access to other ISCED levels	
		400	ISCED 4	
		500	ISCED 5	
		600	ISCED 6	
		700	ISCED 7	
		800	ISCED 8	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDFIELD	num(4)		FIELD OF THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1 and FEDLEVEL = 300 to 800
		00	Generic programmes and qualifications	
		01	Education	
		02	Arts and humanities	
		03	Social sciences, journalism and information	
		04	Business, administration and law	
		05	Natural sciences, mathematics and statistics	
		06	Information and Communication Technologies	
		07	Engineering, manufacturing and construction	
		08	Agriculture, forestry, fisheries and veterinary	
		09	Health and welfare	
		10	Services	
		99	Unknown	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0 or FEDLEVEL ≠ 300 to 800)	
		0011-1041, 9999	<i>Fields coded at a detailed level on 4 digits on an optional basis</i>	
FEDVOC	num(2)		ORIENTATION OF THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDLEVEL= 300 to 400
		1	General education	
		2	Vocational education	
		-1	No answer	
		-2	Not applicable (FEDLEVEL ≠ 300 to 400)	
FEDSTARTYEAR	num(4)		YEAR WHEN THE MOST RECENT FORMAL EDUCATION ACTIVITY STARTED	FEDNUM ≥ 1

Variable name	Format	Code	Description	Filter
		2000-2017	Year when the most recent formal education activity started (4 digits)	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDSTARTMONTH	num(2)		MONTH WHEN THE MOST RECENT FORMAL EDUCATION ACTIVITY STARTED	FEDNUM ≥ 1
		1-12	Month when the most recent formal education activity started	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDCOMP	num(2)		COMPLETION OF THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1
		1	No, I dropped out before the expected end	
		2	No, it is still on-going	
		3	Yes, I completed it	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDDIST	num(2)		MOST RECENT FORMAL EDUCATION ACTIVITY ORGANISED AS DISTANCE LEARNING	FEDNUM ≥ 1
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDDISTOL	num(2)		DISTANCE LEARNING ORGANISED AS AN ONLINE COURSE	FEDDIST = 1
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (FEDDIST ≠ 1)	
FEDOERA	num(2)		USE OF ONLINE EDUCATIONAL RESOURCES FOR THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1
		1	Very frequently	
		2	Frequently	
		3	Sometimes	
		4	Never	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDOERB	num(2)		INTERACTION WITH OTHER PEOPLE (E.G. TEACHERS, LEARNERS) THROUGH EDUCATIONAL WEBSITES/PORTALS FOR THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1

Variable name	Format	Code	Description	Filter
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDREASON	num(2)		REASONS FOR PARTICIPATING IN THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1
		1	At least one of the items below (FEDREASON_01a to FEDREASON_09) selected	
		0	None of the items listed below	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
			<i>LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):</i>	
FEDREASON_01a	num(2)		TO DO MY JOB BETTER	FEDNUM ≥ 1
		1	Selected	
		2	Not selected	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDREASON_01b	num(2)		TO IMPROVE MY CAREER PROSPECTS	FEDNUM ≥ 1
			<i>same codes as FEDREASON_01a</i>	
FEDREASON_02	num(2)		TO BE LESS LIKELY TO LOSE MY JOB	FEDNUM ≥ 1
			<i>same codes as FEDREASON_01a</i>	
FEDREASON_03	num(2)		TO INCREASE MY POSSIBILITIES OF GETTING A JOB, OR CHANGING A JOB/PROFESSION	FEDNUM ≥ 1
			<i>same codes as FEDREASON_01a</i>	
FEDREASON_04	num(2)		TO START MY OWN BUSINESS	FEDNUM ≥ 1
			<i>same codes as FEDREASON_01a</i>	
FEDREASON_05	num(2)		I WAS OBLIGED TO PARTICIPATE	FEDNUM ≥ 1
			<i>same codes as FEDREASON_01a</i>	
FEDREASON_06	num(2)		TO GET KNOWLEDGE/SKILLS USEFUL IN MY EVERYDAY LIFE	FEDNUM ≥ 1
			<i>same codes as FEDREASON_01a</i>	
FEDREASON_07	num(2)		TO INCREASE MY KNOWLEDGE/SKILLS ON A SUBJECT THAT INTERESTS ME	FEDNUM ≥ 1
			<i>same codes as FEDREASON_01a</i>	
FEDREASON_08	num(2)		OBTAIN CERTIFICATE	FEDNUM ≥ 1
			<i>same codes as FEDREASON_01a</i>	

Variable name	Format	Code	Description	Filter
FEDREASON_09	num(2)		TO MEET NEW PEOPLE/FOR FUN	FEDNUM ≥ 1
			<i>same codes as FEDREASON_01a</i>	
FEDWORKTIME	num(2)		MOST RECENT FORMAL EDUCATION ACTIVITY DURING PAID WORKING HOURS (INCLUDING PAID LEAVE OR RECUPERATION)	FEDNUM ≥ 1
		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)	
FEDNBHOURS	num(4)		TOTAL NUMBER OF INSTRUCTION HOURS OF THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1
		1-9999	Number of instruction hours	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDPAID	num(2)		PAYMENT FOR THE TUITION, REGISTRATION, EXAM FEES, EXPENSES FOR BOOKS OR TECHNICAL STUDY MEANS FOR THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1
		1	Fully paid by yourself	
		2	Partly paid by yourself and partly paid by someone else	
		3	Fully paid by somebody else	
		4	Free activity	
		5	You do not know	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDPAIDBY	num(2)		Partial or full payment for the tuition, registration, exam fees, expenses for books or technical study means for the most recent formal education activity by:	FEDNUM ≥ 1 and FEDPAID = 2 or 3
		1	At least one of the items below (FEDPAIDBY_1 to FEDPAIDBY_4) selected	
		0	None of the items listed below	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0 or (FEDPAID ≠ 2 and FEDPAID ≠ 3))	
			LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):	
FEDPAIDBY_1	num(2)		EMPLOYER OR PROSPECTIVE EMPLOYER	FEDNUM ≥ 1 and FEDPAID = 2 or 3
		1	Selected	

Variable name	Format	Code	Description	Filter
		2	Not selected	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0 or (FEDPAID ≠ 2 and FEDPAID ≠ 3))	
FEDPAIDBY_2	num(2)		PUBLIC EMPLOYMENT SERVICES	FEDNUM ≥ 1 and FEDPAID = 2 or 3
			<i>same codes as FEDPAIDBY_1</i>	
FEDPAIDBY_3	num(2)		OTHER PUBLIC INSTITUTIONS	FEDNUM ≥ 1 and FEDPAID = 2 or 3
			<i>same codes as FEDPAIDBY_1</i>	
FEDPAIDBY_4	num(2)		A HOUSEHOLD MEMBER OR A RELATIVE	FEDNUM ≥ 1 and FEDPAID = 2 or 3
			<i>same codes as FEDPAIDBY_1</i>	
FEDUSEA	num(2)		CURRENT USE OF THE SKILLS OR KNOWLEDGE ACQUIRED FROM THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1
		1	A lot	
		2	A fair amount	
		3	Very little	
		4	Not at all	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDUSEB	num(2)		EXPECTED USE OF THE SKILLS OR KNOWLEDGE ACQUIRED FROM THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1
		1	A lot	
		2	A fair amount	
		3	Very little	
		4	Not at all	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDOUTCOME	num(2)		OUTCOMES OF THE NEW SKILLS/KNOWLEDGE ACQUIRED THROUGH THE MOST RECENT FORMAL EDUCATION ACTIVITY	FEDNUM ≥ 1
		1	At least one of the items below (FEDOUTCOME_1 to FEDOUTCOME_7) selected	
		0	None of the items listed below	
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
			LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):	
FEDOUTCOME_1	num(2)		GETTING A (NEW) JOB	FEDNUM ≥ 1
		1	Selected	
		2	Not selected	

Variable name	Format	Code	Description	Filter
		-1	No answer	
		-2	Not applicable (FEDNUM = 0)	
FEDOUTCOME_3	num(2)		HIGHER SALARY/WAGES	FEDNUM ≥ 1
			<i>same codes as FEDOUTCOME_1</i>	
FEDOUTCOME_2	num(2)		PROMOTION IN THE JOB	FEDNUM ≥ 1
			<i>same codes as FEDOUTCOME_1</i>	
FEDOUTCOME_4	num(2)		NEW TASKS	FEDNUM ≥ 1
			<i>same codes as FEDOUTCOME_1</i>	
FEDOUTCOME_5	num(2)		BETTER PERFORMANCE IN THE JOB	FEDNUM ≥ 1
			<i>same codes as FEDOUTCOME_1</i>	
FEDOUTCOME_6	num(2)		PERSONAL-RELATED REASONS (MEET OTHER PEOPLE, REFRESH YOUR SKILLS IN GENERAL SUBJECTS ETC.)	FEDNUM ≥ 1
			<i>same codes as FEDOUTCOME_1</i>	
FEDOUTCOME_7	num(2)		NO OUTCOMES YET	FEDNUM ≥ 1
			<i>same codes as FEDOUTCOME_1</i>	
			PARTICIPATION IN ANY OF THE FOLLOWING ACTIVITIES WITH THE INTENTION TO IMPROVE KNOWLEDGE OR SKILLS IN ANY AREA (INCLUDING HOBBIES) DURING THE LAST 12 MONTHS	
NFECOURSE	num(2)		a. COURSES	
		1	Yes	
		2	No	
NFEWORKSHOP	num(2)		b. WORKSHOPS AND SEMINARS	
		1	Yes	
		2	No	
NFEGUIDEDJT	num(2)		c. GUIDED-ON-THE-JOB TRAINING	
		1	Yes	
		2	No	
NFELESSON	num(2)		d. PRIVATE LESSONS	
		1	Yes	
		2	No	
NFENUM	num(2)		NUMBER OF NON-FORMAL EDUCATION AND TRAINING ACTIVITIES DURING THE LAST 12 MONTHS	
		0	None (NFECOURSE = 2 and NFEWORKSHOP = 2 and NFEGUIDEDJT = 2 and NFELESSON = 2)	

Variable name	Format	Code	Description	Filter
		1-99	Number of activities	
			IDENTIFICATION OF ACTIVITIES (UP TO 7)	
			01 — IDENTIFICATION OF THE 1ST ACTIVITY	
NFEACT01_TYPE	num(2)		TYPE OF THE ACTIVITY	NFENUM ≥ 1
		1	Courses	
		2	Workshops and seminars	
		3	Guided-on-the-job training	
		4	Private lessons	
		-1	No answer	
		-2	Not applicable (NFENUM = 0)	
NFEACT01_PURP	num(2)		PURPOSE OF THE ACTIVITY	NFENUM ≥ 1
		1	Mainly job related	
		2	Mainly personal/non-job related reasons	
		-1	No answer	
		-2	Not applicable (NFENUM = 0)	
NFEACT01_WORKTIME	num(2)		THE LEARNING ACTIVITY TOOK PLACE FULLY OR MOSTLY DURING PAID WORKING HOURS (INCLUDING PAID LEAVE AND RECUPERATION)	NFENUM ≥ 1
		1	Yes	
		2	No (including not working at that time)	
		-1	No answer	
		-2	Not applicable (NFENUM = 0)	
NFEACT01_PAIDBY	num(2)		THE LEARNING ACTIVITY WAS PARTIALLY OR FULLY PAID BY THE EMPLOYER	NFENUM ≥ 1
		1	Yes	
		2	No (including not working at that time)	
		-1	No answer	
		-2	Not applicable (NFENUM = 0)	
			02 — IDENTIFICATION OF THE 2ND ACTIVITY	
NFEACT02_TYPE	num(2)		TYPE OF THE ACTIVITY	NFENUM ≥ 2
			<i>same codes as NFEACT01_TYPE</i>	
NFEACT02_PURP	num(2)		PURPOSE OF THE ACTIVITY	NFENUM ≥ 2
			<i>same codes as NFEACT01_PURP</i>	
NFEACT02_WORKTIME	num(2)		THE LEARNING ACTIVITY TOOK PLACE FULLY OR MOSTLY DURING PAID WORKING HOURS (INCLUDING PAID LEAVE AND RECUPERATION)	NFENUM ≥ 2
			<i>same codes as NFEACT01_WORKTIME</i>	

Variable name	Format	Code	Description	Filter
NFEACT02_PAIDBY	num(2)		THE LEARNING ACTIVITY WAS PARTIALLY OR FULLY PAID BY THE EMPLOYER	NFENUM ≥ 2
			<i>same codes as NFEACT01_PAIDBY</i>	
			03 — IDENTIFICATION OF THE 3RD ACTIVITY	
NFEACT03_TYPE	num(2)		TYPE OF THE ACTIVITY	NFENUM ≥ 3
			<i>same codes as NFEACT01_TYPE</i>	
NFEACT03_PURP	num(2)		PURPOSE OF THE ACTIVITY	NFENUM ≥ 3
			<i>same codes as NFEACT01_PURP</i>	
NFEACT03_WORKTIME	num(2)		THE LEARNING ACTIVITY TOOK PLACE FULLY OR MOSTLY DURING PAID WORKING HOURS (INCLUDING PAID LEAVE AND RECUPERATION)	NFENUM ≥ 3
			<i>same codes as NFEACT01_WORKTIME</i>	
NFEACT03_PAIDBY	num(2)		THE LEARNING ACTIVITY WAS PARTIALLY OR FULLY PAID BY THE EMPLOYER	NFENUM ≥ 3
			<i>same codes as NFEACT01_PAIDBY</i>	
			04 — IDENTIFICATION OF THE 4TH ACTIVITY	
NFEACT04_TYPE	num(2)		TYPE OF THE ACTIVITY	NFENUM ≥ 4
			<i>same codes as NFEACT01_TYPE</i>	
NFEACT04_PURP	num(2)		PURPOSE OF THE ACTIVITY	NFENUM ≥ 4
			<i>same codes as NFEACT01_PURP</i>	
NFEACT04_WORKTIME	num(2)		THE LEARNING ACTIVITY TOOK PLACE FULLY OR MOSTLY DURING PAID WORKING HOURS (INCLUDING PAID LEAVE AND RECUPERATION)	NFENUM ≥ 4
			<i>same codes as NFEACT01_WORKTIME</i>	
NFEACT04_PAIDBY	num(2)		THE LEARNING ACTIVITY WAS PARTIALLY OR FULLY PAID BY THE EMPLOYER	NFENUM ≥ 4
			<i>same codes as NFEACT01_PAIDBY</i>	
			05 — IDENTIFICATION OF THE 5TH ACTIVITY	
NFEACT05_TYPE	num(2)		TYPE OF THE ACTIVITY	NFENUM ≥ 5
			<i>same codes as NFEACT01_TYPE</i>	
NFEACT05_PURP	num(2)		PURPOSE OF THE ACTIVITY	NFENUM ≥ 5
			<i>same codes as NFEACT01_PURP</i>	

Variable name	Format	Code	Description	Filter
NFEACT05_WORKTIME	num(2)		THE LEARNING ACTIVITY TOOK PLACE FULLY OR MOSTLY DURING PAID WORKING HOURS (INCLUDING PAID LEAVE AND RECUPERATION)	NFENUM ≥ 5
			<i>same codes as NFEACT01_WORKTIME</i>	
NFEACT05_PAIDBY	num(2)		THE LEARNING ACTIVITY WAS PARTIALLY OR FULLY PAID BY THE EMPLOYER	NFENUM ≥ 5
			<i>same codes as NFEACT01_PAIDBY</i>	
			06 — IDENTIFICATION OF THE 6TH ACTIVITY	
NFEACT06_TYPE	num(2)		TYPE OF THE ACTIVITY	NFENUM ≥ 6
			<i>same codes as NFEACT01_TYPE</i>	
NFEACT06_PURP	num(2)		PURPOSE OF THE ACTIVITY	NFENUM ≥ 6
			<i>same codes as NFEACT01_PURP</i>	
NFEACT06_WORKTIME	num(2)		THE LEARNING ACTIVITY TOOK PLACE FULLY OR MOSTLY DURING PAID WORKING HOURS (INCLUDING PAID LEAVE AND RECUPERATION)	NFENUM ≥ 6
			<i>same codes as NFEACT01_WORKTIME</i>	
NFEACT06_PAIDBY	num(2)		THE LEARNING ACTIVITY WAS PARTIALLY OR FULLY PAID BY THE EMPLOYER	NFENUM ≥ 6
			<i>same codes as NFEACT01_PAIDBY</i>	
			07 — IDENTIFICATION OF THE 7TH ACTIVITY	
NFEACT07_TYPE	num(2)		TYPE OF THE ACTIVITY	NFENUM ≥ 7
			<i>same codes as NFEACT01_TYPE</i>	
NFEACT07_PURP	num(2)		PURPOSE OF THE ACTIVITY	NFENUM ≥ 7
			<i>same codes as NFEACT01_PURP</i>	
NFEACT07_WORKTIME	num(2)		THE LEARNING ACTIVITY TOOK PLACE FULLY OR MOSTLY DURING PAID WORKING HOURS (INCLUDING PAID LEAVE AND RECUPERATION)	NFENUM ≥ 7
			<i>same codes as NFEACT01_WORKTIME</i>	
NFEACT07_PAIDBY	num(2)		THE LEARNING ACTIVITY WAS PARTIALLY OR FULLY PAID BY THE EMPLOYER	NFENUM ≥ 7
			<i>same codes as NFEACT01_PAIDBY</i>	

Variable name	Format	Code	Description	Filter
NFERAND1	num(2)		CODE OF THE 1ST RANDOMLY SELECTED ACTIVITY	NFENUM ≥ 1
		01-07	Identification code of the 1st randomly selected activity (code of the activity as in the variables NFEACTxx)	
		-2	Not applicable (NFENUM = 0)	
NFERAND1_TYPE	num(2)		TYPE OF THE 1ST ACTIVITY	NFENUM ≥ 1
		1-4	As reported in NFEACTxx_TYPE for the 1st randomly selected activity	
		-1	No answer	
		-2	Not applicable (NFENUM = 0)	
NFEFIELD1	num(4)		FIELD OF THE 1ST ACTIVITY	NFENUM ≥ 1
		00	Generic programmes and qualifications	
		01	Education	
		02	Arts and humanities	
		03	Social sciences, journalism and information	
		04	Business, administration and law	
		05	Natural sciences, mathematics and statistics	
		06	Information and Communication Technologies	
		07	Engineering, manufacturing and construction	
		08	Agriculture, forestry, fisheries and veterinary	
		09	Health and welfare	
		10	Services	
		99	Unknown	
		-1	No answer	
		-2	Not applicable (NFENUM = 0)	
		0011-1041, 9999	<i>Fields coded at a detailed level on 4 digits on an optional basis</i>	
NFEDIST1	num(2)		1ST ACTIVITY ORGANISED AS DISTANCE LEARNING	NFENUM ≥ 1
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (NFENUM = 0)	
NFEDISTOL1	num(2)		DISTANCE LEARNING FOR THE 1ST ACTIVITY ORGANISED AS AN ONLINE COURSE	NFEDIST1 = 1
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (NFEDIST1 ≠ 1)	
NFEOERA1	num(2)		USE OF ONLINE EDUCATIONAL RESOURCES FOR THE 1ST ACTIVITY	NFENUM ≥ 1
		1	Yes	
		2	No	

Variable name	Format	Code	Description	Filter
		-1	No answer	
		-2	Not applicable (NFENUM = 0)	
NFEOERB1	num(2)		INTERACTION WITH OTHER PEOPLE (E.G. TEACHERS, LEARNERS) THROUGH EDUCATIONAL WEBSITES/PORTALS FOR THE 1ST ACTIVITY	NFENUM ≥ 1
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (NFENUM = 0)	
NFEREASON1	num(2)		REASONS FOR PARTICIPATING IN THE 1ST ACTIVITY	NFERAND1 ≠ -2
		1	At least one of the items below (NFEREASON1_01a to NFEREASON1_12) selected	
		0	None of the items listed below	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2)	
			LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):	
NFEREASON1_01a	num(2)		TO DO MY JOB BETTER	NFERAND1 ≠ -2 (job related activity)
		1	Selected	
		2	Not selected	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2)	
NFEREASON1_01b	num(2)		TO IMPROVE MY CAREER PROSPECTS	NFERAND1 ≠ -2 (job related activity)
			<i>same codes as NFEREASON1_01a</i>	
NFEREASON1_02	num(2)		TO BE LESS LIKELY TO LOSE MY JOB	NFERAND1 ≠ -2 (job related activity)
			<i>same codes as NFEREASON1_01a</i>	
NFEREASON1_03	num(2)		TO INCREASE MY POSSIBILITIES OF GETTING A JOB, OR CHANGING A JOB/PROFESSION	NFERAND1 ≠ -2 (job related activity)
			<i>same codes as NFEREASON1_01a</i>	
NFEREASON1_04	num(2)		TO START MY OWN BUSINESS	NFERAND1 ≠ -2 (job related activity)
			<i>same codes as NFEREASON1_01a</i>	
NFEREASON1_13	num(2)		BECAUSE OF ORGANISATIONAL AND/OR TECHNOLOGICAL CHANGES AT WORK	NFERAND1 ≠ -2 (job related activity)
			<i>same codes as NFEREASON1_01a</i>	
NFEREASON1_11	num(2)		REQUIRED BY THE EMPLOYER OR BY LAW	NFERAND1 ≠ -2
			<i>same codes as NFEREASON1_01a</i>	

Variable name	Format	Code	Description	Filter
NFEREASON1_06	num(2)		TO GET KNOWLEDGE/SKILLS USEFUL IN MY EVERYDAY LIFE	NFERAND1 ≠ -2
			<i>same codes as NFEREASON1_01a</i>	
NFEREASON1_07	num(2)		TO INCREASE MY KNOWLEDGE/SKILLS ON A SUBJECT THAT INTERESTS ME	NFERAND1 ≠ -2
			<i>same codes as NFEREASON1_01a</i>	
NFEREASON1_08	num(2)		OBTAIN CERTIFICATE	NFERAND1 ≠ -2
			<i>same codes as NFEREASON1_01a</i>	
NFEREASON1_09	num(2)		TO MEET NEW PEOPLE/FOR FUN	NFERAND1 ≠ -2
			<i>same codes as NFEREASON1_01a</i>	
NFEREASON1_10	num(2)		FOR HEALTH REASONS	NFERAND1 ≠ -2
			<i>same codes as NFEREASON1_01a</i>	
NFEREASON1_12	num(2)		TO DO VOLUNTARY WORK BETTER	NFERAND1 ≠ -2
			<i>same codes as NFEREASON1_01a</i>	
NFENBHOURS1	num(4)		TOTAL NUMBER OF INSTRUCTION HOURS OF 1ST ACTIVITY	NFERAND1 ≠ -2
		1-9999	Number of instruction hours	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2)	
NFEPROVIDER1	num(2)		PROVIDER OF THE 1ST ACTIVITY	NFERAND1 ≠ -2
		1	Formal education institution	
		2	Non-formal education and training institutions	
		3	Commercial institution where education and training 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 education and training is not the main activity (e.g. libraries, museums, ministries)	
		10	Other	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2)	
NFECERT1	num(2)		CERTIFICATE OBTAINED AFTER THE 1ST ACTIVITY	NFERAND1 ≠ -2
		1	Yes, required by the employer or a professional body or by law	

Variable name	Format	Code	Description	Filter
		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)	
NFEPaid1	num(2)		PAYMENT FOR THE TUITION, REGISTRATION, EXAM FEES, EXPENSES FOR BOOKS OR TECHNICAL STUDY MEANS	NFERAND1 ≠ -2
		1	Fully paid by yourself	
		2	Partly paid by yourself and partly paid by someone else	
		3	Fully paid by somebody else	
		4	Free activity	
		5	You do not know	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2)	
NFEPaidBY1	num(2)		PARTIAL OR FULL PAYMENT FOR THE TUITION, REGISTRATION, EXAM FEES, EXPENSES FOR BOOKS OR TECHNICAL STUDY MEANS FOR THE 1ST ACTIVITY	NFERAND1 ≠ -2 and NFEPaid1 = 2 or 3
		1	At least one of the items below (NFEPaidBY1_1 to NFEPaidBY1_4) selected	
		0	None of the items listed below	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2 or (NFEPaid1 ≠ 2 or 3))	
			LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):	
NFEPaidBY1_1	num(2)		EMPLOYER OR PROSPECTIVE EMPLOYER	NFERAND1 ≠ -2 and NFEPaid1 = 2 or 3
		1	Selected	
		2	Not selected	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2 or (NFEPaid1 ≠ 2 or 3))	
NFEPaidBY1_2	num(2)		PUBLIC EMPLOYMENT SERVICES	NFERAND1 ≠ -2 and NFEPaid1 = 2 or 3
			<i>same codes as NFEPaidBY1_1</i>	
NFEPaidBY1_3	num(2)		OTHER PUBLIC INSTITUTIONS	NFERAND1 ≠ -2 and NFEPaid1 = 2 or 3
			<i>same codes as NFEPaidBY1_1</i>	
NFEPaidBY1_4	num(2)		A HOUSEHOLD MEMBER OR A RELATIVE	NFERAND1 ≠ -2 and NFEPaid1 = 2 or 3
			<i>same codes as NFEPaidBY1_1</i>	

Variable name	Format	Code	Description	Filter
NFEPAIDVAL1	num(8)		COSTS PAID PERSONALLY OR BY ANY HOUSEHOLD MEMBER OR RELATIVE FOR TUITION, REGISTRATION, EXAM FEES, BOOKS, AND/OR TECHNICAL STUDY MEANS REGARDING THE 1ST ACTIVITY	NFEPAID1 = 1 or 2 or (NFEPAID1 = 3 and NFEPAIDBY1_4 = 1)
		1-99999999	In euros (see annex 4 for exchange rates)	
		-1	No answer	
		-2	Not applicable [NFEPAID1 ≠ 1 and 2 and (NFEPAID1 = 3 and NFEPAIDBY1_4 ≠ 1)]	
NFEUSEA1	num(2)		CURRENT USE OF THE SKILLS OR KNOWLEDGE ACQUIRED FROM THE 1ST ACTIVITY	NFERAND1 ≠ -2
		1	A lot	
		2	A fair amount	
		3	Very little	
		4	Not at all	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2)	
NFEUSEB1	num(2)		EXPECTED USE OF THE SKILLS OR KNOWLEDGE ACQUIRED FROM THE 1ST ACTIVITY	NFERAND1 ≠ -2
		1	A lot	
		2	A fair amount	
		3	Very little	
		4	Not at all	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2)	
NFEOUTCOME1	num(2)		OUTCOMES OF THE NEW SKILLS/KNOWLEDGE ACQUIRED THROUGH THE 1ST ACTIVITY	NFERAND1 ≠ -2
		1	At least one of the items below (NFEOUTCOME1_1 to NFEOUTCOME1_7) selected	
		0	None of the items listed below	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2)	
			LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):	
NFEOUTCOME1_1	num(2)		GETTING A (NEW) JOB	NFERAND1 ≠ -2
		1	Selected	
		2	Not selected	
		-1	No answer	
		-2	Not applicable (NFERAND1 = -2)	
NFEOUTCOME1_3	num(2)		HIGHER SALARY/WAGES	NFERAND1 ≠ -2
			<i>same codes as NFEOUTCOME1_1</i>	
NFEOUTCOME1_2	num(2)		PROMOTION IN THE JOB	NFERAND1 ≠ -2
			<i>same codes as NFEOUTCOME1_1</i>	

Variable name	Format	Code	Description	Filter
NFEOUTCOME1_4	num(2)		NEW TASKS <i>same codes as NFEOUTCOME1_1</i>	NFERAND1 ≠ -2
NFEOUTCOME1_5	num(2)		BETTER PERFORMANCE IN THE JOB <i>same codes as NFEOUTCOME1_1</i>	NFERAND1 ≠ -2
NFEOUTCOME1_6	num(2)		PERSONAL RELATED REASONS (MEET OTHER PEOPLE, REFRESH YOUR SKILLS IN GENERAL SUBJECTS ETC.) <i>same codes as NFEOUTCOME1_1</i>	NFERAND1 ≠ -2
NFEOUTCOME1_7	num(2)		NO OUTCOMES YET <i>same codes as NFEOUTCOME1_1</i>	NFERAND1 ≠ -2
NFERAND2	num(2)	¹	CODE OF THE 2ND RANDOMLY SELECTED ACTIVITY	NFENUM ≥ 2
NFERAND2_TYPE	num(2)		TYPE OF THE 2ND ACTIVITY	NFENUM ≥ 2
NFEFIELD2	num(4)		FIELD OF THE 2ND ACTIVITY	NFENUM ≥ 2
NFEDIST2	num(2)		2ND ACTIVITY ORGANISED AS DISTANCE LEARNING	NFENUM ≥ 2
NFEDISTOL2	num(2)		DISTANCE LEARNING FOR THE 2ND ACTIVITY ORGANISED AS AN ONLINE COURSE	NFEDIST2 = 1
NFEOERA2	num(2)		USE OF ONLINE EDUCATIONAL RESOURCES FOR THE 2ND ACTIVITY	NFENUM ≥ 2
NFEOERB2	num(2)		INTERACTION WITH OTHER PEOPLE (E.G. TEACHERS, LEARNERS) THROUGH EDUCATIONAL WEBSITES/PORTALS FOR THE 2ND ACTIVITY	NFENUM ≥ 2
NFEREASON2	num(2)		REASONS FOR PARTICIPATING IN THE 2ND ACTIVITY	NFERAND2 ≠ -2
NFEREASON2_01a	num(2)		TO DO MY JOB BETTER	NFERAND2 ≠ -2 (job related activity)
NFEREASON2_01b	num(2)		TO IMPROVE MY CAREER PROSPECTS	NFERAND2 ≠ -2 (job related activity)
NFEREASON2_02	num(2)		TO BE LESS LIKELY TO LOSE MY JOB	NFERAND2 ≠ -2 (job related activity)

¹ NFERAND2 to NFEOUTCOME2_7: same coding than NFERAND1 to NFEOUTCOME1_7

Variable name	Format	Code	Description	Filter
NFEREASON2_03	num(2)		TO INCREASE MY POSSIBILITIES OF GETTING A JOB, OR CHANGING A JOB/PROFESSION	NFERAND2 ≠ -2 (job related activity)
NFEREASON2_04	num(2)		TO START MY OWN BUSINESS	NFERAND2 ≠ -2 (job related activity)
NFEREASON2_13	num(2)		BECAUSE OF ORGANISATIONAL AND/OR TECHNOLOGICAL CHANGES AT WORK	NFERAND2 ≠ -2 (job related activity)
NFEREASON2_11	num(2)		REQUIRED BY THE EMPLOYER OR BY LAW	NFERAND2 ≠ -2
NFEREASON2_06	num(2)		TO GET KNOWLEDGE/SKILLS USEFUL IN MY EVERYDAY LIFE	NFERAND2 ≠ -2
NFEREASON2_07	num(2)		TO INCREASE MY KNOWLEDGE/SKILLS ON A SUBJECT THAT INTERESTS ME	NFERAND2 ≠ -2
NFEREASON2_08	num(2)		OBTAIN CERTIFICATE	NFERAND2 ≠ -2
NFEREASON2_09	num(2)		TO MEET NEW PEOPLE/FOR FUN	NFERAND2 ≠ -2
NFEREASON2_10	num(2)		FOR HEALTH REASONS	NFERAND2 ≠ -2
NFEREASON2_12	num(2)		TO DO VOLUNTARY WORK BETTER	NFERAND2 ≠ -2
NFENBHOURS2	num(4)		TOTAL NUMBER OF INSTRUCTION HOURS OF 2ND ACTIVITY	NFERAND2 ≠ -2
NFEPROVIDER2	num(2)		PROVIDER OF THE 2ND ACTIVITY	NFERAND2 ≠ -2
NFECERT2	num(2)		CERTIFICATE OBTAINED AFTER THE 2ND ACTIVITY	NFERAND2 ≠ -2
NFEPAID2	num(2)		PAYMENT FOR THE TUITION, REGISTRATION, EXAM FEES, EXPENSES FOR BOOKS OR TECHNICAL STUDY MEANS	NFERAND2 ≠ -2
NFEPAIDBY2	num(2)		PARTIAL OR FULL PAYMENT FOR THE TUITION, REGISTRATION, EXAM FEES, EXPENSES FOR BOOKS OR TECHNICAL STUDY MEANS FOR THE 2ND ACTIVITY	NFERAND2 ≠ -2 and NFEPAID2 = 2 or 3
NFEPAIDBY2_1	num(2)		EMPLOYER OR PROSPECTIVE EMPLOYER	NFERAND2 ≠ -2 and NFEPAID2 = 2 or 3

Variable name	Format	Code	Description	Filter
NFEPAIDBY2_2	num(2)		PUBLIC EMPLOYMENT SERVICES	NFERAND2 ≠ -2 and NFEPAID2 = 2 or 3
NFEPAIDBY2_3	num(2)		OTHER PUBLIC INSTITUTIONS	NFERAND2 ≠ -2 and NFEPAID2 = 2 or 3
NFEPAIDBY2_4	num(2)		A HOUSEHOLD MEMBER OR A RELATIVE	NFERAND2 ≠ -2 and NFEPAID2 = 2 or 3
NFEPAIDVAL2	num(8)		COSTS PAID PERSONALLY OR BY ANY HOUSEHOLD MEMBER OR RELATIVE FOR TUITION, REGISTRATION, EXAM FEES, BOOKS, AND/OR TECHNICAL STUDY MEANS REGARDING THE 2ND ACTIVITY	NFEPAID2 = 1 or 2 or (NFEPAID2 = 3 and NFEPAIDBY2_4 = 1)
NFEUSEA2	num(2)		CURRENT USE OF THE SKILLS OR KNOWLEDGE ACQUIRED FROM THE 2ND ACTIVITY	NFERAND2 ≠ -2
NFEUSEB2	num(2)		EXPECTED USE OF THE SKILLS OR KNOWLEDGE ACQUIRED FROM THE 2ND ACTIVITY	NFERAND2 ≠ -2
NFEOUTCOME2	num(2)		OUTCOMES OF THE NEW SKILLS/KNOWLEDGE ACQUIRED THROUGH THE 2ND ACTIVITY	NFERAND2 ≠ -2
NFEOUTCOME2_1	num(2)		GETTING A (NEW) JOB	NFERAND2 ≠ -2
NFEOUTCOME2_3	num(2)		HIGHER SALARY/WAGES	NFERAND2 ≠ -2
NFEOUTCOME2_2	num(2)		PROMOTION IN THE JOB	NFERAND2 ≠ -2
NFEOUTCOME2_4	num(2)		NEW TASKS	NFERAND2 ≠ -2
NFEOUTCOME2_5	num(2)		BETTER PERFORMANCE IN THE JOB	NFERAND2 ≠ -2
NFEOUTCOME2_6	num(2)		PERSONAL RELATED REASONS (MEET OTHER PEOPLE, REFRESH YOUR SKILLS IN GENERAL SUBJECTS ETC.)	NFERAND2 ≠ -2
NFEOUTCOME2_7	num(2)		NO OUTCOMES YET	NFERAND2 ≠ -2
DIFFICULTY	num(2)		DIFFICULTIES RELATED TO PARTICIPATION (OR MORE PARTICIPATION) IN FORMAL OR NON-FORMAL EDUCATION AND TRAINING DURING THE LAST 12 MONTHS	
		1	Person participated in formal or non-formal education but did not want to participate more	

Variable name	Format	Code	Description	Filter
		2	Person participated in formal or non-formal education and wanted to participate more	
		3	Person did not participate in formal or non-formal education and did not want to participate	
		4	Person did not participate in formal or non-formal education but wanted to participate	
		-1	No answer	
NEED	num(2)		NO NEED FOR (FURTHER) EDUCATION AND TRAINING	DIFFICULTY = 1 or 3
		1	Yes	
		2	No	
		-1	No answer	
		-2	Not applicable (DIFFICULTY ≠ 1 or 3)	
DIFFTYPE	num(2)		TYPE OF DIFFICULTIES	(DIFFICULTY = 2 or 4) or NEED = 2
		1	At least one item below (DIFFTYPE_01 to DIFFTYPE_12) selected	
		0	None of the items listed below	
		-1	No answer	
		-2	Not applicable [(DIFFICULTY ≠ 2 or 4) and NEED ≠ 2]	
			LIST OF ITEMS (MULTIPLE RESPONSES ALLOWED):	
DIFFTYPE_01	num(2)		DIFFICULTY 01 — PREREQUISITES	[(DIFFICULTY = 2 or 4) or NEED = 2]
		1	Selected	
		2	Not selected	
		-1	No answer	
		-2	Not applicable [(DIFFICULTY ≠ 2 or 4) and NEED ≠ 2]	
DIFFTYPE_02	num(2)		DIFFICULTY 02 — COST	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	
DIFFTYPE_03	num(2)		DIFFICULTY 03 — LACK OF EMPLOYER'S SUPPORT OR LACK OF PUBLIC SERVICES SUPPORT	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	
DIFFTYPE_04	num(2)		DIFFICULTY 04 — SCHEDULE	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	
DIFFTYPE_05	num(2)		DIFFICULTY 05 — DISTANCE	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	

Variable name	Format	Code	Description	Filter
DIFFTYPE_06	num(2)		DIFFICULTY 06 — NO ACCESS TO A COMPUTER OR INTERNET	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	
DIFFTYPE_07	num(2)		DIFFICULTY 07 — FAMILY RESPONSIBILITIES	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	
DIFFTYPE_08a	num(2)		DIFFICULTY 08A — HEALTH	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	
DIFFTYPE_08b	num(2)		DIFFICULTY 08B — AGE	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	
DIFFTYPE_09	num(2)		DIFFICULTY 09 — OTHER PERSONAL REASONS	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	
DIFFTYPE_10	num(2)		DIFFICULTY 10 — NO SUITABLE EDUCATION OR TRAINING ACTIVITY	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	
DIFFTYPE_12	num(2)		DIFFICULTY 12 — NEGATIVE PREVIOUS LEARNING EXPERIENCE	[(DIFFICULTY = 2 or 4) or NEED = 2]
			<i>same codes as DIFFTYPE_01</i>	
DIFFMAIN	char(3)		MOST IMPORTANT DIFFICULTY	DIFFTYPE = 1
		01-12	Code of the reason from 01 to 12, including codes with a letter: 08a and 08b (code of the difficulty as in the variable DIFFTYPE)	
		-1	No answer	
		-2	Not applicable (DIFFTYPE ≠ 1)	
			<i>PARTICIPATION IN THE FOLLOWING OTHER ACTIVITIES IN THE LAST 12 MONTHS (DELIBERATE LEARNING TO IMPROVE KNOWLEDGE OR SKILLS AT WORK OR DURING FREE TIME)</i>	
INF	num(2)		INFORMAL LEARNING	
		1	Yes	
		2	No	
INFFAMILY	num(2)		LEARNING FROM A FAMILY MEMBER, FRIEND OR COLLEAGUE	
		1	Yes	
		2	No	

Variable name	Format	Code	Description	Filter
INFMATERIAL	num(2)		LEARNING BY USING PRINTED MATERIAL (BOOKS, PROFESSIONAL MAGAZINES ...)	
		1	Yes	
		2	No	
INFCOMPUTER	num(2)		LEARNING BY USING COMPUTERS (ONLINE OR OFFLINE)	
		1	Yes	
		2	No	
INFMEDIA	num(2)		LEARNING THROUGH TELEVISION/RADIO/VIDEO	
		1	Yes	
		2	No	
INFMUSEUM	num(2)		LEARNING BY GUIDED TOURS IN MUSEUMS, HISTORICAL OR NATURAL OR INDUSTRIAL SITES	
		1	Yes	
		2	No	
INFLIBRARIES	num(2)		LEARNING BY VISITING LEARNING CENTRES (INCLUDING LIBRARIES)	
		1	Yes	
		2	No	
			MOTHER TONGUE(S)	
LANGMOTHER1	char(3)		1ST MOTHER TONGUE	
		Language	See Annex 9: Language codes	
LANGMOTHER2	char(3)		2ND MOTHER TONGUE	
		Language	See Annex 9: Language codes	
		000	None	
LANGUSED	num(2)		OTHER LANGUAGES APART FROM MOTHER TONGUE(S)	
		0-99	Number of other languages	
		-1	No answer	
LANGUSED_1	char(3)		FIRST LANGUAGE	
		Language	See Annex 9: Language codes	
		000	None	
		-1	No answer	
LANGUSED_2	char(3)		SECOND LANGUAGE <i>same codes as LANGUSED_1</i>	
LANGUSED_3	char(3)		THIRD LANGUAGE <i>same codes as LANGUSED_1</i>	
LANGUSED_4	char(3)		FOURTH LANGUAGE <i>same codes as LANGUSED_1</i>	
LANGUSED_5	char(3)		FIFTH LANGUAGE	

Variable name	Format	Code	Description	Filter
			<i>same codes as LANGUSED_1</i>	
LANGUSED_6	char(3)		SIXTH LANGUAGE	
			<i>same codes as LANGUSED_1</i>	
LANGUSED_7	char(3)		SEVENTH LANGUAGE	
			<i>same codes as LANGUSED_1</i>	
LANGBEST1	char(3)		FIRST BEST KNOWN LANGUAGE (APART FROM MOTHER TONGUE(S))	LANGUSED ≠ 0, -1
		Language	See Annex 9: Language codes	
		-1	No answer	
		-2	Not applicable (LANGUSED = 0, -1)	
LANGLEVEL1	num(2)		FIRST BEST LANGUAGE KNOWLEDGE (APART FROM MOTHER TONGUE(S))	LANGBEST1 ≠ -1, -2
		0	I only understand and can use a few words and phrases	
		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)	
LANGBEST2	char(3)		SECOND BEST KNOWN LANGUAGE (APART FROM MOTHER TONGUE(S))	LANGUSED ≠ 0, 1, -1
			<i>same codes as LANGBEST1</i>	
LANGLEVEL2	num(2)		SECOND BEST LANGUAGE KNOWLEDGE (APART FROM MOTHER TONGUE(S))	LANGBEST2 ≠ -1, -2
			<i>same codes as LANGLEVEL1</i>	

Annex 4 – Euro exchange rates

The AES is to be conducted between July 2016 and March 2017. Learning activities in the sample may therefore take place between July 2015 and March 2016.

It is proposed to consider a single exchange rate per country, i.e. preferably close to the middle of the reference period for learning activities.

The adequate source for the Euro exchange rates is the table '**ert_bil_eur_q**' on Eurostat's website. To retrieve the data, type '**ert_bil_eur_q**' in the search engine at the top of the webpage: <http://ec.europa.eu/eurostat/data/database>

Annex 5 – Country and regional codes

Country codes

EUROPEAN UNION

BE	Belgium
BG	Bulgaria
CZ	Czech Republic
DK	Denmark
DE	Germany
EE	Estonia
IE	Ireland
GR	Greece
ES	Spain
FR	France
HR	Croatia
IT	Italy
CY	Cyprus
LV	Latvia
LT	Lithuania
LU	Luxembourg
HU	Hungary
MT	Malta
NL	Netherlands
AT	Austria
PL	Poland
PT	Portugal
RO	Romania
SI	Slovenia
SK	Slovak Republic
FI	Finland
SE	Sweden
UK	United Kingdom

CANDIDATE AND EFTA COUNTRIES

CH	Switzerland
IS	Iceland
LI	Liechtenstein
ME	Montenegro
MK	FYR Macedonia
NO	Norway
TR	Turkey

OTHER EUROPEAN COUNTRIES

AD	Andorra
AL	Albania
BA	Bosnia Herzegovina
BY	Belarus
FO	Faroe Islands
GG	Guernsey
GI	Gibraltar
IM	Isle of Man
JE	Jersey
MC	Monaco
MD	Republic of Moldova
RS	Serbia
RU	Russian Federation
SM	San Marino
UA	Ukraine
VA	Vatican City
XK	Kosovo (UNSCR1244)
NN	Recognized non-citizens
CS	Czechoslovakia
SU	Soviet Union
YU	Yugoslavia

NORTH AFRICA

DZ Algeria
 EG Egypt
 LY Libya
 MA Morocco
 TN Tunisia

OTHER AFRICA

AO Angola
 BF Burkina Faso
 BI Burundi
 BJ Benin
 BW Botswana
 CD Republic Democratic of Congo
 CF Central African Republic
 CG Congo
 CI Ivory Coast
 CM Cameroon
 CV Cape Verde
 DJ Djibouti
 ER Eritrea
 ET Ethiopia
 GA Gabon
 GH Ghana
 GM Gambia
 GN Guinea
 GQ Equatorial Guinea
 GW Guinea-Bissau
 KE Kenya
KM Comoros
 LR Liberia
 LS Lesotho
 MG Madagascar
 ML Mali
 MR Mauritania
 MU Mauritius
 MW Malawi
 MZ Mozambique
 NA Namibia
 NE Niger
 NG Nigeria
 RW Rwanda
 SC Seychelles
 SD Sudan
SH Saint Helena
 SL Sierra Leone
 SN Senegal
 SO Somalia
 ST Sao Tome and Principe
 SZ Swaziland
 TD Chad

TG Togo
 TZ Tanzania
 UG Uganda
YT Mayotte
 ZA South Africa
 ZM Zambia
 ZW Zimbabwe

NORTH AMERICA

BM Bermuda
 CA Canada
 GL Greenland
 PM Saint Pierre and Miquelon
 US United States of America

CENTRAL AMERICA AND CARRIBEAN

AG Antigua and Barbuda
AI Anguilla
 AN Netherlands Antilles
AW Aruba
 BB Barbados
BL Saint Barthelemy
 BS Bahamas
 BZ Belize
 CR Costa Rica
 CU Cuba
 DM Dominica
 DO Dominican Republic
 GD Grenada
 GT Guatemala
 HN Honduras
 HT Haiti
 JM Jamaica
KN Saint Kitts and Nevis
KY Cayman Islands
LC Saint Lucia
MF Saint Martin
MS Montserrat
 MX Mexico
 NI Nicaragua
 PA Panama
 PR Puerto Rico
 SV El Salvador
TC Turks and Caicos Islands
 TT Trinidad and Tobago
VC Saint Vincent and the Grenadines
VG British Virgin Islands

SOUTH AMERICA

AR Argentina
BO Bolivia
BR Brazil
CL Chile
CO Colombia
EC Ecuador
FK Falkland Islands (Malvinas)
GY Guyana
PE Peru
PY Paraguay
SR Suriname
TF French Southern Territories
UY Uruguay
VE Venezuela

EAST ASIA

CN China
JP Japan
KP Dem. People's Republic of Korea
(North)
KR Republic of Korea (South)
MN Mongolia
TW Taiwan

NEAR AND MIDDLE EAST

AE United Arab Emirates
AM Armenia
AZ Azerbaijan
BH Bahrain
GE Georgia
IL Israel
IQ Iraq
IR Iran
JO Jordan
KG Kyrgyzstan
KW Kuwait
KZ Kazakhstan
LB Lebanon
OM Oman
PS Palestine
QA Qatar
SA Saudi Arabia
SY Syria
TJ Tajikistan
TM Turkmenistan
UZ Uzbekistan
YE Yemen

SOUTH AND SOUTH EAST ASIA

AF Afghanistan

BD Bangladesh
BN Brunei
BT Bhutan
ID Indonesia
IN India
KH Cambodia
LA Laos
LK Sri Lanka
MM Myanmar
MV Maldives
MY Malaysia
NP Nepal
PH Philippines
PK Pakistan
SG Singapore
TH Thailand
TL East Timor
VN Vietnam

AUSTRALIA, OCEANIA AND OTHER TERRITORIES

AU Australia
FJ Fiji
FM Micronesia
KI Kiribati
MH Marshall Islands
NC New Caledonia
NR Nauru
NZ New Zealand
PF French Polynesia
PG Papua New Guinea
PN Pitcairn
PW Palau
SB Solomon Islands
TO Tonga
TV Tuvalu
VU Vanuatu
WF Wallis and Futuna
WS Samoa

XX OTHER + STATELESS

Region codes (NUTS 2)

See further details on Eurostat's webpage:

<http://ec.europa.eu/eurostat/web/nuts/overview>

Annex 6 – NACE Rev. 2

Code	Description
SECTION A	AGRICULTURE, FORESTRY AND FISHING
A01	Crop and animal production, hunting and related service activities
A02	Forestry and logging
A03	Fishing and aquaculture
SECTION B	MINING AND QUARRYING
B05	Mining of coal and lignite
B06	Extraction of crude petroleum and natural gas
B07	Mining of metal ores
B08	Other mining and quarrying
B09	Mining support service activities
SECTION C	MANUFACTURING
C10	Manufacture of food products
C11	Manufacture of beverages
C12	Manufacture of tobacco products
C13	Manufacture of textiles
C14	Manufacture of wearing apparel
C15	Manufacture of leather and related products
C16	Manufacture of wood and of products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials
C17	Manufacture of paper and paper products
C18	Printing and reproduction of recorded media
C19	Manufacture of coke and refined petroleum products
C20	Manufacture of chemicals and chemical products
C21	Manufacture of basic pharmaceutical products and pharmaceutical preparations
C22	Manufacture of rubber and plastic products
C23	Manufacture of other non-metallic mineral products
C24	Manufacture of basic metals
C25	Manufacture of fabricated metal products, except machinery and equipment
C26	Manufacture of computer, electronic and optical products
C27	Manufacture of electrical equipment
C28	Manufacture of machinery and equipment n.e.c.
C29	Manufacture of motor vehicles, trailers and semi-trailers
C30	Manufacture of other transport equipment
C31	Manufacture of furniture
C32	Other manufacturing
C33	Repair and installation of machinery and equipment

SECTION D	ELECTRICITY, GAS, STEAM AND AIR CONDITIONING SUPPLY
	D35 Electricity, gas, steam and air conditioning supply
SECTION E	WATER SUPPLY; SEWERAGE, WASTE MANAGEMENT AND REMEDIATION ACTIVITIES
	E36 Water collection, treatment and supply
	E37 Sewerage
	E38 Waste collection, treatment and disposal activities; materials recovery
	E39 Remediation activities and other waste management services
SECTION F	CONSTRUCTION
	F41 Construction of buildings
	F42 Civil engineering
	F43 Specialised construction activities
SECTION G	WHOLESALE AND RETAIL TRADE; REPAIR OF MOTOR VEHICLES AND MOTORCYCLES
	G45 Wholesale and retail trade and repair of motor vehicles and motorcycles
	G46 Wholesale trade, except of motor vehicles and motorcycles
	G47 Retail trade, except of motor vehicles and motorcycles
SECTION H	TRANSPORTATION AND STORAGE
	H49 Land transport and transport via pipelines
	H50 Water transport
	H51 Air transport
	H52 Warehousing and support activities for transportation
	H53 Postal and courier activities
SECTION I	ACCOMMODATION AND FOOD SERVICE ACTIVITIES
	I55 Accommodation
	I56 Food and beverage service activities
SECTION J	INFORMATION AND COMMUNICATION
	J58 Publishing activities
	J59 Motion picture, video and television programme production, sound recording and music publishing activities
	J60 Programming and broadcasting activities
	J61 Telecommunications
	J62 Computer programming, consultancy and related activities
	J63 Information service activities
SECTION K	FINANCIAL AND INSURANCE ACTIVITIES
	K64 Financial service activities, except insurance and pension funding
	K65 Insurance, reinsurance and pension funding, except compulsory social security
	K66 Activities auxiliary to financial services and insurance activities
SECTION L	REAL ESTATE ACTIVITIES
	L68 Real estate activities
SECTION M	PROFESSIONAL, SCIENTIFIC AND TECHNICAL ACTIVITIES
	M69 Legal and accounting activities

- M70 Activities of head offices; management consultancy activities
- M71 Architectural and engineering activities; technical testing and analysis
- M72 Scientific research and development
- M73 Advertising and market research
- M74 Other professional, scientific and technical activities
- M75 Veterinary activities
- SECTION N ADMINISTRATIVE AND SUPPORT SERVICE ACTIVITIES**
- N77 Rental and leasing activities
- N78 Employment activities
- N79 Travel agency, tour operator reservation service and related activities
- N80 Security and investigation activities
- N81 Services to buildings and landscape activities
- N82 Office administrative, office support and other business support activities
- SECTION O PUBLIC ADMINISTRATION AND DEFENCE; COMPULSORY SOCIAL SECURITY**
- O84 Public administration and defence; compulsory social security
- SECTION P EDUCATION**
- P85 Education
- SECTION Q HUMAN HEALTH AND SOCIAL WORK ACTIVITIES**
- Q86 Human health activities
- Q87 Residential care activities
- Q88 Social work activities without accommodation
- R SECTION ARTS, ENTERTAINMENT AND RECREATION**
- R90 Creative, arts and entertainment activities
- R91 Libraries, archives, museums and other cultural activities
- R92 Gambling and betting activities
- R93 Sports activities and amusement and recreation activities
- SECTION S OTHER SERVICE ACTIVITIES**
- S94 Activities of membership organisations
- S95 Repair of computers and personal and household goods
- S96 Other personal service activities
- SECTION T ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS- AND SERVICES-PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE**
- T97 Activities of households as employers of domestic personnel
- T98 Undifferentiated goods- and services-producing activities of private households for own use
- SECTION U ACTIVITIES OF EXTRATERRITORIAL ORGANISATIONS AND BODIES**
- U99 Activities of extraterritorial organisations and bodies

This list is conform to the standard code lists available at http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM&StrGroupCode=SCL&StrLanguageCode=EN (SCL – NACE Rev 2)

Annex 7 – ISCO-08

The following codes for occupation are expected:

Code	Description
OC1	Managers
OC11	Chief executives, senior officials and legislators
OC12	Administrative and commercial managers
OC13	Production and specialised services managers
OC14	Hospitality, retail and other services managers
OC2	Professionals
OC21	Science and engineering professionals
OC22	Health professionals
OC23	Teaching professionals
OC24	Business and administration professionals
OC25	Information and communications technology professionals
OC26	Legal, social and cultural professionals
OC3	Technicians and associate professionals
OC31	Science and engineering associate professionals
OC32	Health associate professionals
OC33	Business and administration associate professionals
OC34	Legal, social, cultural and related associate professionals
OC35	Information and communications technicians
OC4	Clerical support workers
OC41	General and keyboard clerks
OC42	Customer services clerks
OC43	Numerical and material recording clerks
OC44	Other clerical support workers
OC5	Service and sales workers
OC51	Personal service workers
OC52	Sales workers
OC53	Personal care workers
OC54	Protective services workers
OC6	Skilled agricultural, forestry and fishery workers
OC61	Market-oriented skilled agricultural workers
OC62	Market-oriented skilled forestry, fishery and hunting workers
OC63	Subsistence farmers, fishers, hunters and gatherers
OC7	Craft and related trades workers

OC71	Building and related trades workers, excluding electricians
OC72	Metal, machinery and related trades workers
OC73	Handicraft and printing workers
OC74	Electrical and electronic trades workers
OC75	Food processing, wood working, garment and other craft and related trades workers
OC8	Plant and machine operators, and assemblers
OC81	Stationary plant and machine operators
OC82	Assemblers
OC83	Drivers and mobile plant operators
OC9	Elementary occupations
OC91	Cleaners and helpers
OC92	Agricultural, forestry and fishery labourers
OC93	Labourers in mining, construction, manufacturing and transport
OC94	Food preparation assistants
OC95	Street and related sales and service workers
OC96	Refuse workers and other elementary workers
OC0	Armed forces occupations
OC01	Commissioned armed forces officers
OC02	Non-commissioned armed forces officers
OC03	Armed forces occupations, other ranks

This list is identical to the standard code lists (SCL – ISCO 08) available at http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM&StrGroupCode=SCL&StrLanguageCode=EN

Annex 8 – ISCED 2011 and ISCED-F 2013

The version of the International Classification of Education to be used for the level of education and training (HATLEVEL, FEDLEVEL, NFELEVELx) in the 2016 AES is the **ISCED 2011**. The classification of **Fields of education and training ISCED-F 2013** is to be used for classifying the fields (FEDFIELD, NFEFIELDx)

For the detailed codes and further information on the ISCED 2011, please go to the following page of UNESCO's website:

<http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>

Information can also be found on Eurostat CIRCABC pages:

<https://circabc.europa.eu/w/browse/c2dc65ad-5163-4935-b0c2-e5ea1f44929b>

Please note that the implementation of the new ISCED 2011 in EU social surveys (LFS, AES) was addressed in Commission Regulation n°317/2013. That regulation refers to the 2011 AES and to the variables which were part of the 2011 data collection. Some of those variables are not to be collected in the 2016 AES anymore.

Annex 9 – Language codes

Language	Code
Albanian	ALB
Basque	BAQ
Bosnian	BOS
Bulgarian	BUL
Catalan	CAT
Croatian	HRV
Czech	CZE
Danish	DAN
Dutch; Flemish	DUT
English	ENG
Estonian	EST
Finnish	FIN
French	FRE
German	GER
Greek	GRE
Hungarian	HUN
Icelandic	ICE
Irish	GLE
Italian	ITA
Latvian	LAV
Lithuanian	LIT
Luxembourgish	LTZ
Macedonian	MAC
Maltese	MLT
Norwegian	NOR
Polish	POL
Portuguese	POR
Romanian	RUM
Russian	RUS
Serbian	SRP
Slovak	SLO
Slovenian	SLV
Spanish	SPA
Swedish	SWE
Turkish	TUR
Welsh	WEL

For other languages, please consult:

http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM&StrGroupCode=SCL&StrLanguageCode=EN (SCL – Languages) or https://www.loc.gov/standards/iso639-2/php/code_list.php.

This standard code list is based on ISO 639-2 codes, and languages missing from the Eurostat standard code list are to be coded in ISO-639-2 (or ISO-639-3 if the language cannot be found in ISO-639-2) accordingly.

Certain criteria are applied for ISO-639 to define a language (see <http://www.loc.gov/standards/iso639-2/criteria1.html>), and Eurostat considers defining 'foreign' languages via the ISO-639 approach as the most appropriate and operational.

For some languages, there are two codes: "B" (bibliographic) or "T" (terminology). In this case please use the bibliographic one.

Annex 10 – Precision requirements

The precision requirements are set up in Commission Regulation (EU) n°1175/2014 (see Annex 15 to this manual). The indicators concerned are defined in Annex 2 of the Commission Regulation.

Precision requirements have been simplified compared to the 2011 AES. Indeed, requirements on 'unplanned domains' (i.e. domains for which it is difficult to properly design the strata, especially for some socio-demographic characteristics like educational attainment, occupation, etc.) have been removed. Only the precision requirements for participation in non-formal education and training were kept.

For further details, please refer to the new handbook on precision requirements in EU social surveys: <http://ec.europa.eu/eurostat/en/web/products-manuals-and-guidelines/-/KS-RA-13-029>.

Annex 11 – Comparability with previous waves and changes explained compared to 2011 AES

The pilot AES, carried out in the period 2005-2008, was implemented according to EU recommendations, through a gentlemen's agreement.

The development of the following AES wave, under a proper EU legal basis, was made taking into consideration the experience gained from the pilot and especially the shortcomings that had been reported by the countries that implemented the pilot survey. The main weaknesses identified by the countries were the long questionnaire and the lack of sufficient guidelines regarding some survey variables. Both weaknesses are believed to have affected to some extent the accuracy of the AES data. With a view to overcome these problems Eurostat updated the AES recommendations and revised the relevant technical documents following the discussions made in the working group meetings. The 2011 AES wave was therefore adapted accordingly.

The aim for the 2016 AES is to further streamline and improve the data collection on adult participation in lifelong learning by both focusing on priority topics and adapting the current content to new policy needs. In order to prepare the 2016 AES, Eurostat set up – in agreement with the Directors of Social Statistics – an AES Task Force. The AES Task Force met twice (in June and in December 2013) in order to define the requirements for the 2016 AES in terms of data collection and reference periods, variables covered, quality criteria and data transmission. 'After the first two meetings, the TF met a third and last time in May 2014 to prepare the implementation manual of the 2016 AES.

Based on the recommendations of the TF Eurostat prepared the draft Commission Regulation for the 2016 AES. The draft Regulation built upon the countries' experiences of the 2011 AES and the needs of European policies in terms of education and training expressed by stakeholders such as DG EAC (Directorate General Education and Culture) and CEDEFOP (European Centre for the Development of Vocational Training). The Education and Training Statistics Working Group and the Directors of Social Statistics were consulted on the draft Commission Regulation.

According to the European statistical programme 2013-2017, the development of statistics provided on education and training includes a 'rationalisation and modernisation of the Adult Education Survey'. The setting up of the Task Force on the 2016 AES was an essential element to define the requirements for the 2016 AES data collection in a way that takes changes and new developments in lifelong learning into account while keeping coherence with 2011 AES where appropriate. The final Commission Regulation was adopted and released in October 2014 (see Annex 15).

For further details concerning the correspondence of all variables of the three AES waves (2007 AES – 2011 AES and 2016 AES), see the separate Excel file.

Explanation of the changes made between the 2011 AES and the 2016 AES

The following elements were discussed by the 2016 AES Task Force (TF) the mandate of which was to propose the content for a streamlined 2016 AES data collection. Both the discussions and the conclusions are mentioned here in order to justify the reasons why the final changes were made.

Age coverage

The AES basic act defines the mandatory age range 25-64. Therefore 18-24 and 65-69 can only be optional in the Commission Regulation. Accordingly, it is proposed to keep article 2 of the AES 2011 Commission Regulation also for AES 2016. The TF agreed to this proposal. The TF also commented that increasing the age coverage requires an increase in sample size.

DG EAC encouraged countries to expand the age coverage on a voluntary basis and expressed the expectation that the age coverage will be enlarged for post-2016 AES.

Reference period – data collection period – data transmission period

The reference period for AES 2011 were the 12 months before the interview; alternatively the calendar year could be used. Arguments in favour of the calendar year are the harmonisation of the reference period across countries, a better recall and further alignment to CVTS.

Prior to the meeting Eurostat had asked all AES delegates to provide their opinion on using the calendar year (2015) for AES 2016. From a purely methodological point of view, 20 countries were in favour and 12 against. However, concerns were raised as regards implementation (data collection period would have to be very early in 2016 which is not possible for many countries), the break in series with previous AES and coherence with LFS.

The TF was invited to discuss the following two options for AES 2016:

- Option 1: reference period = calendar year 2015; data collection period = Q1 2016
- Option 2: reference period = 12 months before the survey; data collection period: Q1+Q2 2016

Several countries indicated that for them it would be an option 3 = data collection in Q4 2015; this would result in a reference period closer to 2015 than if data were collected in Q4 2016.

The majority of TF participants indicated that keeping the 12 months before the survey is the preferred option as it allows more flexibility for the fieldwork period. Implementing the survey early in 2016 and with a very short fieldwork period is not possible for most countries. A fieldwork period of 6 months is in general considered to be feasible.

Eurostat concluded from the discussion that in the AES 2016 draft regulation, the reference period would be the 12 months before the survey and the data collection period would be Q1+Q2 2016. The general aim was to reduce the overall data collection period compared to AES 2011 which stretched over 30 months when considering all countries. In the end, the agreed data collection period, after consultation of all relevant fora (Education and Training Working Group, Directors of Social Statistics) was set between July 2016 and March 2017. Countries for which this was not possible asked for derogation, this is the case for Ireland Q1-Q4 2017 as well as France and Finland Q1-Q2 2017.

For data transmission, Eurostat proposed to use delays as for AES 2011, i.e. micro data transmission 6 months after the end of the national data collection period, and the quality report 3 months after the micro data transmission. The TF agreed to this proposal. When the Commission Regulation was finalised, Belgium and Malta were granted derogation for 9 months.

Discussion on the content (variables) of the survey

In view of the experiences of the 2011 AES and suggestions made for new variables, Eurostat had prepared a draft list of variables for AES 2016. The TF discussed the list and proposed changes and recommended the following for the 2016 AES. Proposed changes are listed below.

Action codes are as follows:

D= dropped,

C= changed,

A= added.

a) Background information block

Variable	Action	Proposal	Reactions	Conclusion
REFYEAR	C	Guidelines will be improved for improving the consistency ('Reference' here refers to the year of the interview, and not the 12 months reference period)	The label itself should be changed: removing the term 'reference' would avoid confusion.	TF recommends to amend the label as such: 'Year of interview'
INTLANG	D	The variable is dropped for it is not useful at EU level.	Broad support.	TF supports the deletion of the variable.
HHNBPERS	C	The variable is much simplified, and we only ask for a restricted set of counts (fewer age-groups)	Proposal broadly supported, only the relevant age-groups needed for the computation of the equivalised household income should be kept: total household size, number of people aged +/- 13 and number of people aged +/- 25	TF supports the change with age-groups that are only relevant for computing HHINCOME
HHLABOUR	D	Dropped as not relevant for AES and burdensome	Agreement	TF supports to drop the variable.
HHINCOME	C	This variable is difficult to properly collect across countries. The distribution is therefore collected in quintiles rather than the current deciles. In spite of the fact that it would not reduce the	This variable is very useful provided that we are sure of its quality ... which is very difficult to assert in a survey like AES which the main topic of which is not directly the	TF supports the change and the fact that it should be kept in the survey, though asked at the very end of the interview.

Variable	Action	Proposal	Reactions	Conclusion
		burden, the quality of the data would be improved. Indeed would then be less likely possible to make an error when it comes to give the position of the respondents in the scale as there are less classes.	income. Collecting classes a priori with fixed limits would not be possible though due to the diversity of income distributions across countries. If the variable was kept, the guidelines would need to be improved a lot and the question asked at the very end of the questionnaire in order to not disturb the respondents and avoid any non-response caused by this variable.	
MARSTALEGAL	D	Variable dropped following the DSS recommendations.	Broad support.	TF supports the deletion.
HATLEVEL	C	Changes due to new ISCED 2011		TF supports the changes
HATFIELD	C	New codes due to the change in ISCED	The change is endorsed, but maybe the codes should not be included in the regulation and rather listed in the manual instead.	TF supports the change and recommends putting the code list in the manual rather than the regulation.
(HATOTHER) 4 variables	D	All variables on 'other formal education or training' are dropped. They were optional and implemented in very few countries.	Broad support.	TF supports the deletion of these four variables.
(HATCOMP) 2 variables	D	The two variables on 'procedure of recognition of skills and competences' are dropped. They were optional and implemented in very few countries.	Broad support. DG EAC thinks that if it happened to become policy relevant in the future, it might then be suggested to collect	TF supports the deletion of these two variables.

Variable	Action	Proposal	Reactions	Conclusion
			them again.	
DROPHIGH	C	The filter changes due to changes in ISCED.	Some TF members suggest to get rid of the current comparison with the educational level reported in HATLEVEL and that the question on drop outs should be asked regardless of the level of the educational programme abandoned. It would then cover more cases and thus become more relevant.	TF supports the initiative to ask the question regardless of the level of the educational programme abandoned and to rename the variable accordingly (DROPELUC)
DROPVOC	C	The variable is made mandatory.	Broad support.	TF supports the proposal (renamed DROPELUCVOC)
DROPLEVEL	C	Changes due to changes in ISCED		TF supports the changes (variable renamed DROPELUCLEVEL)
EMP12M	A	The current variable on the labour status is insufficient as regards the status over the reference period (12 months before the interview), this new variable completes the information. To be properly drafted.	Broad support, this variable would be useful for Continuing vocational training statistics for which it is essential to know whether the person was employed at least once during the reference period. The Swedish example – which worked well in the 2011 AES – can be used to draft the proposal (‘did you carry out a job at least once during the last 12 months?’ is a binary question	TF supports the inclusion of this new variable.

Variable	Action	Proposal	Reactions	Conclusion
			asked to those not in employment at the time of the interview (filter with MAINSTAT).	
LOCSIZEFIRM	C	The lowest two categories are merged for simplification.	Keeping the two categories but changing the limits (1 to 9 ; 10 to 19 instead of respectively 1 to 10 ; 11 to 19) would be better.	TF rejects the change and rather recommends changing the limits of the first two categories.
ISCOFATHER ISCOMOTHER	D	The variables – which were optional and rarely implemented in practice – are dropped: difficult for the respondents to properly remember, not used for the moment at EU level.	Broad support.	TF supports the deletion of the variables on the parents' occupations and the inclusion of the variables on the parents' place of birth, yet recommends simplifying the categories due to sampling effects.
BIRTHFATHER BITHMOTHER	A	Two variables on the parents' geographical origins are added. They were discussed at the November 2013 DSS meeting. They are not considered yet as 'common to several social surveys' but their status might change in the future in the context of the modernisation of social statistics.	<p>General approval of the initiative to include these new variables, although the same concerns about the memory effect were raised.</p> <p>There might be some sampling effects due to low frequency if the country of birth is asked.</p> <p>Some TF members would rather ask for a binary statement whether the parents were born in the country or not. But this is not as trivial due to changes of borders and national perceptions.</p>	<p><i>After further reflection after the meeting, there is no obvious alternative issue to the current suggestion to ask for the country of birth itself and not for a 'region' or a union of countries like 'inside the EU' vs. 'outside the EU' due to historical changes and national perceptions.</i></p>

b) Access to information and guidance

Variable	Action	Proposal	Reactions	Conclusion
SEEKSOURCE	D	DG EAC proposes to modify the current set of variables on the access to information by focusing on guidance and counselling (what entity provided advice, on what subject and through which means) rather than the research and retrieval of information itself.	Proposal broadly supported by the TF: it is more policy oriented and less unspecific, yet it is very complex as such so it needs to be redrafted / simplified.	TF supports the deletion of two variables and the inclusion of the 3 new variables but they need to be redrafted (new proposal to be made by DG EAC)
SEEKFOUND	D			
GUIDESOURCE	A			
GUIDETYPE	A			
GUIDEMODE	A			

c) Formal education block (FED)

Variable	Action	Proposal	Reactions	Conclusion
FEDSTART	A	New variable in order to know when the most recent formal education activity started	<p>On top of asking for the information about the start, it would be interesting to know if the programme is still on-going or finished.</p> <p>The year and the month should be both collected.</p> <p>The questions should be placed at the beginning of the questionnaire on formal learning</p>	<p>TF supports this additional information and recommends completing the proposal with information about the end of the programme (month + year).</p> <p><i>In the version of the draft presented to the ESSC, only the month was kept, and an additional variable FEDCOMP to know if the training was still on-going or was already completed which was considered a piece of information with higher value.</i></p>
FEDFIELD	C	Some changes are made due to ISCED on the one hand.	Loss of details, but we can put an optional list of subdivisions of the classification in the	TF supports the changes

Variable	Action	Proposal	Reactions	Conclusion
		Only one level of the classification (first level) is asked for the transmission to Eurostat on the other hand.	<p>manual.</p> <p>For transmission though, we would only ask for the first level of the classification (2 digits)</p> <p>FEDFIELD should be placed before FEDLEVEL</p>	
FEDMETHOD	D	<p>Need for both improvement and focus on ‘distance learning’.</p> <p>The current variable is dropped and replaced by four new variables proposed by DGEAC (see below).</p>		TF supports the removal of this variable
FEDDIST	A			TF supports the addition of these four new variables: frequency scale for FEDOERA, binary questions for the other three variables
FEDDISTOL	A			
FEDOERA	A		We should turn this suggested question into a frequency scale instead of a binary question.	
FEDOERB	A		The variable FEDOERB might be not so useful and was not supported by all TF members, but should be kept in the first approach.	
FEDREASON	C	The first category is split in two categories and a filter is added to focus on employed people for job-related categories.	<p>The split in two categories was proposed by different countries and supported by the TF.</p> <p>The filter on the other hand is not supported.</p> <p>The count of the reasons is useless, as</p>	<p>TF supports the split in two categories but rejects the proposal of a filter</p> <p>TF agrees that all</p>

Variable	Action	Proposal	Reactions	Conclusion
			a general remark, all counts derived from such qualitative variables should be dropped	counts from derived qualitative variables should be dropped
(FEDVOLUME) FEDNBWEEKS FEDDURPERWEEK	D	These variables – which were optional – are dropped. Only the final variable FEDNBHOURS is kept. They were not often collected, meant to be used at national level to impute the final value FEDNBHOURS .	Removing these 2 variables is not harmful at all. Guidelines should be improved for FEDNBHOURS and concepts made clearer (especially about self-study + clock-hours)	TF supports the deletion of these two variables
FEDPAIDVAL	D	Too difficult to get valid information (difficult for respondents to remember well) and comparable data	It would be a pity to drop FEDPAIDVAL as we would then lose some valuable information: indeed the average amount paid by learners is used and published at national level by some countries. Moreover, in some countries most of the formal education programmes are free, so there should be another category in the FEDPAIBY variable.	TF supports the deletion of this variable and recommends to improve the FEDPAIDBY variable thanks to an additional extra variable FEDPAID (see the equivalent for non-formal education and training) and a category ‘free’
FEDPAIDFULL	D	The variable is not really necessary, somehow redundant with FEDPAIDBY	It should not be dropped, but instead, the set of questions on the payment should be made more consistent by changing the order and using the same pattern as in the standard questionnaire which is a more appropriate and logical implementation for	TF recommends to use the 2011 AES questionnaire to build a more consistent proposal to improve the collection of data about the payment

Variable	Action	Proposal	Reactions	Conclusion
			the payment.	
FEDUSE	D	FEDUSE is split into two new variables for sake of clarity :	<p>Some TF members are not supportive of keeping such information and prefer more factual questions. While some other TF members disagreed on the filter.</p> <p>If the variable was kept, this split into two new variables would be better than the current situation.</p> <p>It would also better match the questionnaire but would not be necessary in the regulation if it was only for helping the respondent.</p> <p>The aim is to not only help the respondent, but to make a clear distinction in terms of the information hereby collected, which is of utmost importance if – for instance – the learning activity is not yet finished.</p>	TF supports the split of FEDUSE into two new variables
FEDUSEA	A	FEDUSEA for <u>current</u> use		
FEDUSEB	A	FEDUSEB for <u>expected</u> use Moreover a filter could be added into FEDUSEB as a matter of logic with FEDUSEA.		
FEDOUTCOMES	C	Order of categories is changed to build a more logical questioning scheme, two categories (#7: and #8: ‘no outcomes expected’) are dropped and a filter is added for job-related outcomes.	<p>Same concerns as for FEDUSE: maybe we should separate current outcomes vs. expected ones.</p> <p>Then we could find a smart way to display the item in the questionnaire (for instance the possibility to tick either ‘current’ or</p>	<p>TF supports the change in the order, the removal of outcome #8 but the outcome #7 should be kept.</p> <p>The TF recommends to not filtering the job-related outcomes. These items should rather be asked to</p>

Variable	Action	Proposal	Reactions	Conclusion
			<p>‘expected’ for each possible outcome in the list).</p> <p>Even if there is a time-lag between the moments when the formal learning finishes and when the outcomes show which calls for splitting the current variables into two variables, asking for expected outcomes might be too ambitious and unclear for respondents for such an abstract question, the current situation is therefore the priority. Moreover, the expectations are somehow already in the different reasons for participating (thus included in FEDREASON).</p> <p>Finally, the questionnaire should be made different for very young respondents.</p>	<p>everyone. Still there is a need to amend the questionnaire for the young respondents.</p>
FEDSAT	D	These two variables are dropped because they are very unspecific and increase the burden for a quite limited interest.		TF supports the proposition to drop these two variables.
FEDUNSATREASON	D			

d) Non-formal education block (NFE)

Variable	Action	Proposal	Reactions	Conclusion
(NFE) NFECOURSE	-	The variables are kept as such but the guidelines need to be improved, especially for	The TF members think we should be cautious with using these variables	TF recommends to improve the AES manual on this item (to be

Variable	Action	Proposal	Reactions	Conclusion
NFEWORKSHOP NFEGUIDEDJT NFELESSON		guided-on-the-job training and lessons	separately to publish indicators by type of NFE activity as the single categories are not comparable across countries	discussed at the 3rd meeting of the TF)
NFEACT08_TYPE NFEACT09_TYPE NFEACT010_TYPE	D	The list of 10 NFE activities is down to a list of 7 activities. There is no need to collect further information as people having more than 7 NFE activities are very rare in the sample.	Although some TF members think it would be a pity to limit the collection this way and are not in favour, the majority of the TF members support the idea, especially for the sake of a burden reduction: it is a trade in to collect more information on the 7 remaining NFE activities. As a counterpart, this new implementation needs to be checked properly when it comes to drafting manual and questionnaire.	TF supports the change
NFEACTxx_PURP NFEACTxx_WORKTIME NFEACTxx_PAIDBY	A	The three basic characteristics on NFE are asked for each of the NFE activity reported by the respondent.	Collecting more details for each NFE activity would improve the statistics on job-related NFE activities and the measurement of participation in CVT.	TF supports the change <i>In the version of the draft presented to the ESSC, the words 'fully/mostly' were included in the variable about work time (to better match the concept of employer-financed CVT).</i>
NFEPURP10 NFEWORKTIME10 NFEPAIDBY10 NFEPURP1 NFEWORKTIME1	D	These variables become redundant with the new ones proposed for each of the NFE activities in the list (see above).		TF supports the change

Variable	Action	Proposal	Reactions	Conclusion
NFEFIELD1	C	Same proposal and conclusion as for FEDFIELD		
NFEMETHOD1	D + A	Same proposal and conclusion as for FEDMETHOD (except that NFEOERA1 would be a binary variable and not a frequency scale like FEDOERA)		
NFEREASON1	C	<p>The current list of reasons for doing the training is revised in order to better cover all the possible reasons. The list of reasons differs from the one for FED because some reasons for NFE are not relevant for FED.</p> <p>Same conclusion as for FEDREASON except that the filter for some job-related activities is positively welcomed for NFEREASON in order to make the questionnaire less annoying for respondents as irrelevant items are not asked.</p> <p>Moreover four new categories are added: <i>'for health reasons'</i>, <i>'because it is required by the employer or by law'</i>, <i>'to do voluntary work better'</i> and a category corresponding to the new topic proposed by France (see item 8 below): <i>'because of organisational/ technological changes at work'</i>.</p>		<p>TF supports the split in two categories and the proposal of a filter for job-related activities (NFEREASON1a to 4).</p> <p>TF supports the addition of the four new categories.</p>
(NFEVOLUME1) NFENB WEEKS1 NFEDURPERWEEK1	D	Same proposal and conclusion as for FEDVOLUME : TF supports the deletion of these two variables (and the final variable NFENBHOURS1 is kept)		
NFEPROVIDER1	C	The categories must change, yet no proper proposal from Eurostat.	<p>Some TF members wonder whether this piece of information is relevant.</p> <p>At national level, it can be of utmost importance for some countries.</p> <p>A proposal was made to also include such information about providers in FED.</p>	TF does not recommend to remove the variable, yet guidelines should be improved
NFECERT1	D	This variable is dropped because it is unsure whether it is relevant at EU level. Moreover it could confuse the respondent with FED.	The debate was not conclusive enough to determine what the best choice (dropping or keeping) is.	TF recommends making a decision later on when the overall burden reduction is known.

Variable	Action	Proposal	Reactions	Conclusion
NFEPAIDBY1	D	This variable is dropped if the information about the payment is collected for each of the seven NFE activities reported by the respondent.	This deletion is not supported by the TF. We should do as in FED instead and use the item which is in the current version of the standard questionnaire: ask a first question NFEPAID1 and then ask for who was in charge of the payment.	TF rejects the deletion of these variables and recommends to align the collection of data on the payment to the items of the questionnaire and enhance NFEPAID1 with an extra category 'free'
NFEPAIDFULL1	D	This variable is dropped because it is confusing, absent from the questionnaire.	The TF would prefer to streamline the set of questions on the payments (see above).	
NFEPAIDVAL1	D	The amount paid by respondent is not collected anymore because it is difficult to collect properly (same as FED)	Even if the TF agrees to drop the amount paid by respondents for FED, on the other hand the amount paid for NFE should be kept.	TF recommends to keep the variable in NFE (unlike in FED)
NFEUSE1	D	Same proposal and same conclusion as for FEDUSE , FEDUSEA and FEDUSEB : TF supports the split of NFEUSE1 into two new variables		
NFEUSEA1	A			
NFEUSEB1	A			
NFEOUTCOMES1	C	Same proposal and same conclusion as for FEDOUTCOMES : TF supports the change in the order, the removal of outcome #8 but the outcome #7 should be kept. No filtering.		
DIFFICULTY	C	One new category is added: 'negative previous experience with learning' and current category #8 is split in two: #8a: 'health' - #8b: 'age'.	The proposal is supported by the TF.	TF supports the proposed changes and the addition of an another variable (NEED)
NEED	A	Current category #11 'no need for further education' is not a difficulty; therefore it is singled out and asked first to the adequate		

Variable	Action	Proposal	Reactions	Conclusion
		groups of respondents.		

e) Informal block (INF)

The variables used in 2011 AES did not work as they were too complex and detailed.

Eurostat proposed to drop the whole block. The possibility to drop variables on informal learning completely was discarded by the TF as AES is the only source of information for informal learning.

The TF rather suggests using the questions of the 2007 AES (Pilot) instead, which are more specific, easy-to-understand examples.

After the meeting, it is therefore decided to include the following variables, asked to every respondent regardless of their age:

New variable	Label	Categories
INFFAMILY	Learning from a family member, friend or colleague	<p>1 = Yes</p> <p>2 = No</p>
INF MATERIAL	Learning by using printed material (books, professional magazines...)	
INF COMPUTER	Learning by using computers (online or offline)	
INF MEDIA	Learning through television/radio/video	
INF MUSEUM	Learning by guided tours in museums, historical or natural or industrial sites	
INF LIBRARIES	Learning by visiting learning centres (including libraries)	

f) ICT

The block on ICT skills is proposed for deletion. The TF supports this initiative, knowing that:

- not all countries implemented the optional variables (ICTINTERNET) in this block;
- the 2011 AES variables were not linked to the main topic of the AES and might be covered elsewhere (ICT survey) ;
- instead of the ICT skills, new variables about online learning are included in formal education and non-formal education blocks (FEDDIST, FEDDISTOL, FEDOERA, FEDOERB and NFEDIST1, NFEDISTOL1, NFEOERA1, NFEOERB1).

g) Languages block

Variable	Action	Proposal	Reactions	Conclusion
LANGLEVEL	C	The scale of levels is completed by a basic level '0 – I only understand and can use a few words and phrases' like in the 2007 AES.	The TF welcomed this proposal, which came into light at the time of using the 2011 AES results on languages in the purpose of the communication of Eurostat on the European day of languages (26 September 2013)	TF supports the initiative to insert a fourth (and basic) level into the scale.
OTHERLANG	D	The two variables on 'non-international' languages are deleted because the concept was not relevant.	The TF welcomed this proposal, which was made by many countries through the questionnaire sent in June 2013.	TF supports the initiative to drop these two variables.
OTHERLANGLEVEL	D			

h) Cultural participation block

The blocks on ICT skills as well as that of cultural participation are proposed for deletion.

The TF supports this initiative, knowing that:

- not all countries implemented the optional variables in this block (around 22 countries for ICTINTERNET, 20 countries for participation in cultural activities and 15 countries for participation in social activities);
- the 2011 AES variables were not linked to the main topic of the AES and might be covered elsewhere (ICT survey for ICT variables and a regular module on cultural participation in SILC).

Annex 12 – Integrated AES database including previous waves

Under preparation, to be added later on

Annex 13 – Main indicators and formulas

Under preparation, to be added later on

Annex 14 – European Parliament/Council Regulation

Regulation (EC) No 452/2008 of 23 April 2008 concerning the production and development of statistics on education and lifelong learning

<http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1416236812785&uri=CELEX:32008R0452>

Annex 15 – Commission Regulation

Commission Regulation (EU) No 1175/2014 of 30 October 2014 as regards statistics on the participation of adults in lifelong learning

<http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1415896180907&uri=CELEX:32014R1175>

Derogations: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.L_.2014.316.01.0067.01.ENG

Annex 16 – Quality reporting

A standard quality report has to be submitted using the ESS-Metadata handler application (<https://webgate.ec.europa.eu/estat/spe/metaconv/>). It is planned that the application is available for 2016 AES quality reporting by the end of February 2017.

The format of the standard quality report follows the requirements outlined annex III of Commission Regulation (EU) No 1175/2014 (see annex 15 above).

An excel version of the quality report template is available for information on the requirements for quality reporting: [AES 2016 template quality report](#).

Annex 17 – Control tables

The structure and contents of the control table are explained in the excel file [2016 AES Template Controltable.xls](#).