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**Adults Learning – Regularly Collected Data by
Statistical Offices on a National Level**

ESNAL Subproject 3.3.1 Statistics – Report on year 2

Deutsches Institut für Erwachsenenbildung
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Summary

Going on from the report year 1 (Gnahs/Pehl/Seidel 1999) which offered a compilation of data accessible in internet, a discussion of case studies Finland and Switzerland and a suggestion of a 'minimal' data collection plan, in the report year 2 an overview of official (governmental) and institutional (providers) surveys on adult education is given.

The design of a survey on experts from the national statistical offices is explained and the unexpected small feedback rate is discussed.

As a basis for establishing an expert network a list with the full addresses (including e-mail) is given.

The feedback to the data collection plan developed in report year 1 is discussed in the context of intermediate results of the task force in measuring life long learning founded by EUROSTAT.

We come to the conclusion that both supply (providers) *and* demand (individuals) in the field of adult education has to be measured and efforts should be made that the NGOs will be more participating in the international discussion (EUROSTAT/OECD).

Introduction

As an *outcome* the subproject will give a *detailed overview of the statistical resources* on adult education in Europe.

- REPORT *year 1* was concentrated on a presentation of data accessible in Internet.
- On the basis of a questionnaire put to national statistical offices in *year 2* this data is complemented in a threefold way:
 1. An *expert list* enables establishing a network to promote the exchange of data and knowledge and to discuss data collection models in the future
 2. For official (=governmental) statistics as well as institutional statistics (by providers/organisations) and special statistics (by research institutes) the available *regularly collected data* on national levels are *characterized*
 3. The different *views on a „minimal“ data collection plan* are presented.
- In this version the REPORT *year 2* is given indepently from REPORT year 1. At the same time the results of the subproject as a whole are given in an integrated final REPORT. Besides the printed versions there are word & pdf files and hypertexts for presentation in internet are produced.

The background

In many areas of life and work, people feel the need to learn more about living and working conditions in other European countries. Above all, they wish to be able to understand their neighbours' situation, to collect new ideas and to explore the possibility of working together more closely.

In 1999 the international cooperation project ESNAL (**E**uropean **S**ervice **N**etwork **A**dults **L**earning <http://www.esnal.net>) was initiated by the EAEA (European Association for the Education of Adults <http://www.eaea.org> with financial support from the European Union. Working in different subprojects many members of EAEA have taken part in establishing a virtual service center.

The German Institute for Adult Education <http://www.die-frankfurt.de> – was involved in a study to find out what statistics on adult education are available in Europe as a first step. The result of the first year is to be found in:

Dieter Gnahs, Klaus Pehl, Sabine Seidel: Towards a European Statistics for Adult Education. Report on an ESNAL-Subproject. DIE 1999.

Summary: The project set out during its first stage in 1999 to produce an *overview of available data* on continuing education/adult education in Europe. For this purpose, it was necessary to concentrate on what is available on the Internet in English, focusing on an examination of the texts, tables and graphics in EURYBASE, run by the Information Network on Education in Europe (EURYDICE). The EURYBASE data were collated in a synoptic overview. The information was supplemented by data from European countries outside the European Union and from non-European countries. Specifically, *Finland* and *Switzerland* were selected for *case studies* since detailed and comprehensive population surveys are conducted regularly in these countries on continuing education issues, as they are in Germany. International sources such as *EUROSTAT*, the OECD and UNESCO provided other material.

Shortcomings were identified in the data, and a *core programme* for statistics to support lifelong learning was proposed. This is to be taken up in the second stage of the project in 2000.

During the research work we found manifold statistical information in the internet sites of the national statistical offices and therefore added their (internet) addresses as an appendix. What is *accessible* on the internet is probably only a small part of the statistical data on continuing education/adult education which is *available*.

In a second step we wanted

- to find out in what way the data collected from the internet is representative by asking the statistical offices about regularly collected data on a national level
- to give an overview of the available data (published, online, offline).

The results are compiled in this report. Originally it was planned that this report, in a pre-version, would be the basis for a discussion in an expert group. The subproject did *not* realize this expert workshop originally planned. Reasons are:

- The feedback from the national statistical offices was *not representative* enough to establish a valid expert meeting. The feedback was very much biased towards non-EU countries in Europe which are going to concentrate on the coming LBS (labour force survey) and the CVTS II (continuing vocational training survey).
- EUROSTAT founded a task force „measuring life long learning“. The ideas discussed by *representatives of the national governments (only)* are very much directed towards LBS. Efforts should be made by EAEA and/or ERDI that the discussion will be more open.

- The „minimal“ data collection plan presented in REPORT year 1 and the concepts, which are discussed on the governmental level, are quite different. To open a „parallel“ discussion at this time would not have made sense.

Designing the survey

Of course, we will distribute the report to all national statistical offices again.

For the sake of a better knowledge of adult education in Europe we asked the Statistical Offices of European Countries and selected Non-European countries to

- (1) give us the name and address of an *expert on statistics as well as on adult education* in your country with whom we could get in contact. As far as we knew from the discussion till today it would not be easy to find experts in both fields at the same time. We plan to establish a network to promote the exchange of data and knowledge and to discuss data collection models.
- (2) give us information about *available statistical data* (published, online, offline) on adult education (especially besides the data we found in internet or if there is more recent data). We put the – from our point of view – interesting aspects in a questionnaire. Any additional information (tables, figures, texts, literature lists etc., paper or files) were declared as ‘very helpful’. (Questionnaire see annexes)
- (3) tell us *their view* on the *data collection plan* described in chapter 5 of the attached report year 1. It was asked if something similar was already installed in the different country? What would be the chance for realisation?

We asked to send back the questionnaire by 1st of September 2000.

The questionnaire and all attachments were presented in English as printed material but at the same time offered as a word file attached to an e-mail. The components of the action were

- a covering letter (s. annexes)
- the complete report year 1 (90 pages)
- the questionnaire
(4 pages, page 3 – 5 empty tables for information on
1 Official (=governmental) Statistics [sample surveys, census, data collection on a legal basis etc.],
2 Institutional Statistics – Statistics by Providers (or Organisations) of continuing education/adult education,
3 Special Statistics by Research Institutes;
at page 2 examples were presented)
- the data collection plan described in chapter 5 of the attached report year 1.

Each table in the questionnaire offered columns for answering the questions:

- (a) What is the official *name* of the survey
- (b) which body is *responsible* for the data collection/which body/bodies *carried out* the survey

- (c) what are the *methods* of data collection (population, sample method, sample size, year(s), planned etc.)
- (d) which were the key *characteristics/analysed variables*; sample objectives
- (e) in what form is the data analysis (excerpts) made *available* (internet, service, publication etc.)
- (f) title of *publications* (books, articles in journals)

The questionnaire was sent to the statistical offices of 30 countries, among them the EU-countries, most of the non EU countries in Europe and selected Non-European countries (addresses see annexes):

Austria, Bulgaria, Canada, Catalunya (and Spain), Croatia, Czech Republic, Denmark, Estonia, Finland, France, Great Britain, Greece, Hungary, Iceland, Ireland, Italy, Japan, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Portugal, Russia, Slovakia, Slovenia, Spain (and Catalunya), Sweden, Switzerland, USA

In three cases in addition to the statistical offices we wrote to the national ministries of education (Sweden, Russia, Ireland, because during our internet search we found more data in the websites of the ministries than in the websites of the national statistical offices.

Getting results

Feedback rate

The feedback is characterized by

1. The statistical offices do not seem to have an overview of institutional data collections or data collections from special research institutes besides official (governmental) statistics.
2. Only nine countries (Croatia, Czech Republic, Estonia, Finland, France, Iceland, Norway, Slovakia, Slovenia¹) took part in the survey which must be seen as a *feedback rate* much below average.
3. The feedback distribution is very much biased towards East European countries which seem to be very much interested in co-operation in the central questions.
4. Only two EU-countries gave information: Finland which is exemplary among the European countries under many statistical aspects (cf. chapter 3.1.1.3 report year 1) and France where we got fulltext articles on the construction principles as well as on the results of the different data collection.
5. The Labour Force Survey (LFS) and the Continuing and Vocational Training Survey (CVTS 2) in co-operation with EUROSTAT play a big role for the national data collection on adult education.
6. No statistical office mentioned surveys to take part in establishing the OECD-Indicators.

The letters, e-mails or telephone calls from the experts were extremely friendly and co-operative.

¹ Germany is added to the compilation of data since the authors have the relevant information. There was no questionnaire used in Germany.

So one explanation for the bad feedback rate is that the German Institute for Adult Education in co-operation with the EAEA is not a natural partner for the experts in the national Statistical offices. The offices are usually dependent from a national ministry or ministries. Their obvious best fitting partner on a European level is EUROSTAT and via LFS and CVTS 1 und 2 there is a close co-operation network between the statistical offices and EUROSTAT on a governmental level.

The German Institute for Adult Education as well as EAEA have from their point of view a NGO status.

Basic information on data collections by country

The basic information is given here structure by tables as they were designed for the questionnaire, that means classified by

- (a) *name* of the survey/data collection
- (b) *responsible* bodies/bodies carrying out the survey
- (c) *methods* of data collection
- (d) key *characteristics*/analysed variables
- (e) *availability*
- (f) *publications* .

Longer bibliographical list are appended. Full text articles (France) are to be found in the annexes.

The two most prominent surveys which are applied in many countries (LFS, CVTS 2) anyhow are described by some countries. In this report they are only mentioned. If there is an information on the sample size which usually differ from country to country it is given in the tables.

The countries appear in alphabetical order.

Croatia

Table 1 Croatia: Institutional Statistics

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>national data collections</i>					
(1) Report on public and open universities and cultural centres	CBS Central Bureau of Statistics	Every three years	Data about courses of informal education for adults	At CBS	– First release Statistical Report

Czech Republic

Table 2 Czech Republic: Official (= governmental) Statistics

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>national data collections</i>					
(1) CVTS 2	Czech Statistical Office (CSO) & EU/EUROSTAT	Sample of enterprises (7000) – By post and face to face survey	– Participation – Courses, other forms – Sex distribution – Costs – Etc.	In Czech Republic tables and analytical text can be ordered at CSO	Další Odborné Vzdělání Zaměstnanců v r. 1999 (in Czech)
(2) LFS 1999				Available in 2001	
(3) planned for 2002: monitoring some aspects of adult education along LFS; depends on financial assurance of extended survey					

Estonia

Table 3 Estonia: Official (=governmental) Statistics

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>national data collections</i>					
(1) Labour Force Survey (LFS)	Statistical Office of Estonia	Sample of households, annual	Participation in non-regular education and regular education, sociodemographic data	Partly published, special tables can be ordered at Statistical Office of Estonia	– Labour Force 1998 (and earlier publications)
(2) CVTS 2	Statistical Office of Estonia	Sample of enterprises	As in full EUROSTAT questionnaire	Not yet	Will be
(3) Adult Education survey 1997	Statistical Office of Estonia	Sample of residents of age 20 – 60	Participation in non-regular education and regular education, sociodemographic data	Partly published	Only in Estonian

Finland

Table 4 Finland: Official (=governmental) Statistics

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>national data collections</i>					
(1) Adult Education Survey in Finland 1980, 1990, 1995	Statistics Finland, Adult Education Statistics; Irja Blomquist Irja.Blomquist@stat.fi	s. REPORT year 1, p. 37	s. REPORT year 1, p. 37	s. REPORT year 1, p. 37	<ul style="list-style-type: none"> - Haven, H. – Syvärperä, R. 1983. Participation in Adult Education 1980. Central Statistical Office of Finland. - Simpanen, M. – Blomqvist, I. 1995. Participation in Adult Education in Finland. Adult Education Survey 1990. Statistics Finland. - Blomqvist, I. – Niemi, H. – Ruuskanen, T. 1998. Participation in Adult Education and Training in Finland. Adult Education Survey 1995. Statistics Finland.
(2) Labour Force Survey (LFS) 1999					Some reports and articles published by other research communities using Statistics Finland's data on Adult Education Survey, see special bibliography below
(3) CVTS 2					
(4) Adult education in educational institutions	Statistics Finland	all educational institutions, postal/fax questionnaires, every year	enrollments by type of training, by gender, hours of tuition by content of the course	not available in internet	published as a chapter of report 'Finnish educational institutions' (available only in Finnish)

Special bibliography

Some reports and articles published by other research communities using Statistics Finland's data on Adult Education Survey (last update spring 1999):

- Kivinen, O. 1994. "Recent Issues in University Continuing Education in Finland." 1994. *EUCEN. Fifth European Conference: Continuing Education in Spain and in Europe. Proceedings*. Continuing Education Studies. University of Barcelona. Bosch i Gimpera Foundation May 13-16, 1993, pp. 33-34.
- Kivinen, O. & Rinne, R. 1992. Adult Education Gains Importance: The Finnish Model. *Scandinavian Review*. 80, 2, 18-23
- Kivinen, O. & Rinne, R. 1992. "Adult Education in Different Regions of Finland." *Adult Education Research in Nordic Countries. Social Change and Adult Education Research 1991/1992*. pp. 90-104.
- Kivinen, O. & Rinne, R. 1992. "Adult Education, the Second Chance: fact and fiction." In: R. Mykietun (ed.) *Kongressrapport fra den 20. nordiske kongress for pedagogisk forskning*. Report 132. Stavanger.
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- Kivinen, O. & Rinne, R. 1993. *Adult Education the Second Chance: Fact and Fiction*. *Scandinavian Journal of Education Research* 37, 2, 115-128.
- Kivinen, O. & Rinne, R. 1993. *Society, Education and Vocational Competence: Towards Flexible Society of Continuous Adult Education*. In Mäkinen, R. (ed.) *Producing and Certifying Qualifications for Skilled-Worker Level Occupations in Youth and Adult Education*. Research reports from the Research Institute of Education. University of Jyväskylä. B 83.
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- Naumanen, P. 1997. *Gender in Adult Education Research*. In Kurtakko, K., Kivinen, O. & Eskola, E. (eds.) *Adult Education without Barriers. Discussion and Research in European Context*. Lapin yliopiston kasvatustieteellisiä julkaisuja C16. Rovaniemi. s. 83-99.
- Niininen, P. 1994. "Gender Differences in Experience and Mobility Effects on Earnings", kansantaloustieteen laitoksen keskusteluaioteita #13, Helsingin kauppaorkeakoulu.
- Silvennoinen, H. 1998. *Structures Of Learning In Working Life – A Sociological View*. In Tosse, S., Falkencrone, P., Puurula, A. and Bergstedt, B. (eds.) *Corporate And Nonformal Learning*, pp. 61-81. Trondheim: Tapir forlag.
- Tikkanen, T. The age-participation relationship revised. Focus on older workers. *Adult Education Quarterly*.
- Tikkanen, T., Paloniemi, S. & Penttinen, A. Interest and participation in adult education among ageing workers. In K. Percy (Ed.) *Researching Older Learners: Issues, Experiences and possibilities*. Lancaster University, Lancaster, U.K.
- Tuomisto, J. 1996. *Access strategies for the education of adults in market-oriented adult education policy – a Finnish perspective*. Paper presented at European Conference Lifelong Learning and Its Impact on Social and Regional Development, 3-5 October 1996 at the University of Bremen.
- Tuomisto, J. 1996. *Markets do not solve the problems of adult education – new initiatives are needed*. Paper presented at Pan European Conference on Adult Learning. Unesco. Barcelona December 12-14 1996. Finland.

- Tuomisto, J.* 1997. Demands and Possibilities for Lifelong Learning in a Market-Oriented Society. Holford, John & Jarvis, Peter (eds.), Lifelong Learning: Reality, Rhetoric & Public Policy. Conference proceedings 4-6 July 1997. University of Surrey, England. 6 s.
- Tuomisto, J.* 1997. Rolled over by market-forces. Adult education in Finland. European Access News 4/1997. 2 s.
- Tuomisto, J.* 1998. Social Structures and Lifelong Learning. Critical analysis of learning opportunities in working life. Paper presented in 2nd ESREA Research Conference: Learning to Live in the Learning Society: Trends and Challenges in Adult Learning. Université Catholique de Louvain. Louvain-la-Neuve. 16-19 September 1998.
- Tuomisto, J.* Teoksessa Jarvis, P. & Stannet, A. (eds.), Perspectives on Adult Education and Training in Europe. Malabar, Florida: Krieger Publishing Company. Revised version.
- Tuomisto, J.* Market-Oriented Adult Education Policy – a Finnish Perspective. Teoksessa Peter Alheit & Eva Kammler (eds.), Lifelong Learning and its Impact on Social and Regional Development. Bremen: Donat Verlag. 15 s.
- Tuomisto, J.* Demands and Possibilities for Lifelong Learning in Market-Oriented Society: A Finnish Perspective on Public Policy and Reality. Teoksessa Peter Jarvis, Colin Griffin & John Holford (eds.), Lifelong Learning in the Learning Society. London: Kogan Page. 12 s.

France

Table 5 France: Official (=governmental) Statistics

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>national data collections</i>					
(1) Enquete Emploi (EE) coordinated with Labour Force Survey (LFS)	INSEE Institut National de la Statistique et des Études Économique	Annual in March (1975 – 2000) survey, 75 000 households; 150 000 persons, aged upto 15 years	Only a few questions are concerning the participation in march in continuing or adult education (length, type, specialty); See <i>annex 5 for a general presentation of the survey and the questions concerning education.</i>	published	See bibliography below
(2) Supplement to the "Enquête Emploi" 2000: "Formation continue" (CEE 2000)	INSEE Institut National de la Statistique et des Études Économique & CEREC	31 000 persons of (1) interview of 25 min.	A detailed questionnaire deals with the themes of participation in, uses an evaluation of continuing education; see <i>annex 6</i> Socio-demographical data	To be published (2001)	See bibliography below

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
(3) Formation Qualification Professionnelle (FQP): survey on Education and Qualifications	INSEE Institut National de la Statistique et des Études Économique	1977, 1985, 1993, planned for 2003 sample of 23 000 persons aged from 20 to 64 years (45 000 in 1977 and 1985) interview of 40 min.	A detailed questionnaire deals with the themes of participation in, uses an evaluation of continuing education. See <i>annex 7 for a presentation of the survey</i> C	published	See <i>bibliography below, especially</i> – Dominique Goux : Formation et qualification professionnelle. L'enquête FQP 1993. Dans : Courrier des statistiques No 63, p. 49 – 52
(4) Enquête Permanente Condition de Vie des Ménages (EPCV)	INSEE Institut National de la Statistique et des Études Économique	Annual in October (1996 – 2000) Sample of 6 000 persons aged up to 15 years	Only a few questions are concerning the participation in the last 12 months in continuing or adult education. See <i>annex 8 for these questions</i> Socio-demographical data	published	For instance: – INSEE première No 697 See <i>annex 9</i> See <i>bibliography below</i>

French Bibliography On Continuing Education

Economie Et Statistique

- N°41, 01/1973, Les tableaux de l'enquête « Formation et qualification professionnelle » sont disponibles.
- N°70, 09/1975, Qualification ouvrière et rentabilité des entreprises illoises?
- N°81-82, 09-10/1976, Emploi-formation.
- N°228, 01/1990, La formation continue.
- N°246-247, 09-10/1991, FRANCE – ALLEMAGNE, Formation professionnelle et emploi: un lien plus marqué en Allemagne.
- N°303, 03/1997, La formation continue dans les entreprises et son retour sur investissement, Formation-emploi: quelle adéquation?
- N°306, 06/1997, Les entreprises, les salaires et la formation continue.

Economie Et Prevision

- F. KRAMARTZ, E. DELAME, Entreprises et formation continue, n°127, 1997.

Labour Economics

- D. GOUX, E. MAURIN, Returns to firm-provided training: evidence from french worker-firm matched data, 2000, pp 1-19, n°7.

Donnees Sociales

- Volume de 1987, La formation professionnelle continue de J. AVENTUR et C. SAUVAGEOT.
- Volume de 1990, La formation professionnelle: de la « seconde chance » a la restructuration de J.-P. GEHIN et E. VERDIER.
- Volume de 1993, L'Education nationale forme aussi des adultes de C. SAUVAGEOT.
- Volume de 1996, La formation professionnelle des jeunes sans qualification de F. JEGER-MADIOT.
- Volume de 1996, La formation des adultes chomeurs de longue duree de A.-M. VESPA.

I.N.S.E.E. PREMIERE

- N°314, La formation professionnelle continue (05/1994).
 - N°512, Apprendre sa vie durant (02/1997).
 - N°697, Investir dans la formation continue (02/2000).
- Volume de 1996, La formation professionnelle des jeunes sans qualification de F. JEGER-MADIOT.
- Volume de 1996, La formation des adultes chomeurs de longue duree de A.-M. VESPA.

Germany²**Table 6 Germany: Official (= governmental) Statistics**

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>national data collections</i>					
(1) Labour Force Survey (LFS)	Statistisches Bundesamt				
(2) Mikrozensus	Statistisches Bundesamt	350 000 households a few questions are added on a voluntary basis	Participation		
(3) CVTS 2	Statistisches Bundesamt				
(4) Berichtssystem Weiterbildung	Bundesministerium für Bildung und Forschung	Representative sample of 7 000 persons	Socio-demographical data Participation Volume Contents Provider Informal AE	published	Berichtssystem Weiterbildung VII. BMBF. Bonn 2001
(5) database Volkshochschulen and other publicly supported providers	Deutsches Institut für Erwachsenenbildung	Annual data collection from the providers	Personnel Financial resources Courses (length, participants, time organisation, contents etc.)	Published (printed material) Results electronic/printed of special evaluations (target groups etc.) In internet to, downloadable	Example: - Pehl/Reitz: Volkshochschul-Statistik. Bielefeld

² By knowledge of the authors (national level only)

Table 7 Germany: Institutional Statistics

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>national data collections</i>					
(5) database Volkshochschulen and other publicly supported providers	Deutsches Institut für Erwachsenenbildung	Annual data collection from the providers	Personnel Financial resources Courses (length, participants, time organisation, contents etc.)	Published (printed material) Results electronic/printed of special evaluations (target groups etc.) In internet to, downloadable	Example: – Pehl/Reitz: Volkshochschul-Statistik. Bielefeld

Iceland

Table 8 Iceland: Official (= governmental) Statistics

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>national data collections</i>					
(1) Labour Force Survey (LFS) 1999	Statistics Iceland, Labour Force Department. For further information please contact: Mr. Omar Harðarson, e-mail: omar.harðarson@hagstofa.is	Sample of resident individuals 16-74 years old. Sample size ca. 4.400. Biannual (April and November)	Participation in education, courses or practical training in the past 4 weeks. Type of education/courses, purpose, length of education, hours/week. Participation in short courses that have been useful for work, and the number of such courses in the past 3 years Educational attainment Sociodemographic data	Special figures can be ordered from the LFS department at Statistics Iceland. News releases from LFS on the internet (in Icelandic), but do not include data on adult education. See also Publications.	Vinnurmarkaður 1999 (Labour Force Statistics 1999) on Internet (http://www.hagstofa.is/talnaefn/vinna99/english/labour99.htm) A summary of results from each LFS survey in Hagföndi and in Landshagir (The Statistical Yearbook), also available on the Internet. http://www.hagstofa.is/talnaefn/hagsk.htm These publications do not include data on adult education.

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
(2) Education Statistics	Statistics Iceland, Education Department.	Information on each student in the regular school system collected from the schools annually in October. Information is collected for evening schools (mostly intended for age20+) that are part of upper secondary education, and for distance programmes in the regular school system at the upper secondary and tertiary levels.	Participation, school, field and level of study, study load, demographic data.	Special figures can be ordered from the Education department at Statistics Iceland. News releases are on the Internet (in Icelandic), but they do not cover adult education in particular. Data on the number of students in evening schools and in distance learning programmes are available on the internet in Icelandic. See also Publications.	Data on the number of students in evening schools are published in Landshagrir , chapter 18 (The Statistical Yearbook), also available on the Internet. http://www.hagstofa.is/taeafn/Lh_1999/ENGLISH/CHAPT_18.HTM The number of students in evening schools and distance learning programmes (Endanlegar tölur samkvæmt nemendaskrá 1999) are available at http://www.hagstofa.is/frettir/sklar.htm

Norway

Table 9 Norway: Institutional Statistics – Statistics by Providers (or Organisations)

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
Annual collection of some statistical data	Statistic Norway	annual	<i>national data collections</i> Different types of adult education, ranging from different types of primary and secondary education within the formal system of education, to vocational training, courses of varying length at different levels of education more informal education like distance learning etc.	Shorter articles on http://www.ssb.no (also in English)	Annual publication on adult education (in Norwegian)

Slovakia

Table 10 Slovakia: Institutional Statistics – Statistics by Providers (or Organisations)

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>national data collections</i>					
Uncompleted statistical data about adult education activities gathered from Slovak institutions	Statistical Office of the Slovak Republic				

Slowenia

Table 11 Slowenia: Official (= governmental) Statistics

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>national data collections</i>					
(1) Data on education	Statistical Office Republic Slovenia	Data on continuing education of adults refer to the whole school year. Definition: <i>Adult education</i> includes formal elementary and upper secondary education of adults after regular education has been interrupted. <i>Continuing education</i> providers are folk high schools, specialised organisations for adult education, units at schools, enterprises and other business subjects registered for adult education, driving schools and individual private entrepreneurs dealing with adult education (OJ RS No. 12/96). Verified educational programs of vocational train-	Data on continuing education cover adults and youth participating in vocational training, further vocational training, vocational training specialisation programs and general education programs with which participants obtain a higher level of formal education.	Published in Statistical Yearbook Also in internet http://www.sigov.si/zrsleng/index.html	– Statistical Yearbook, chapter 6

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
		<p>ing, further vocational training and vocational training specialisation are adopted by the minister of labour in cooperation with the authorised council of experts (OJ RS, No. 12/96). Participants in these programs do not obtain a higher level of formal education, but qualification for employment. Non-verified vocational programs are not part of the list of educational programs of the authorised ministry. They provide vocational training programs and general education programs (i.e. general-purpose programs and leisure programs).</p>			

Basic information on data collections – an overview

Increasing globalisation makes international comparisons more important. That is why the information is here re-arranged in an overview. Only official statistics must be regarded. Only in one country institutional statistics are mentioned and only in Finland (again!) there exists an complete system 'statistics on organized adult education by providing bodies/organisations'.

Table 12 Country overview on surveys

Type of Surveys	Croatia	Czech Republic	Estonia	Finland	Germany	France	Iceland	Norway	Slovakia	Slovenia
Labour Force		LFS 1999 (2002)	LFS	LFS	LFS	Enquete Emploi (EE)	LFS			
						"Formation continue" (CEE 2000)				
						Formation Qualification Professionnelle (FQP): survey on Education and Qualifications				
Mikrocensus					Mikrozensus	Enquête Permanente Condition de Vie des Ménages (EPCV)				
Enterprises		CVTS 2	CVTS 2	CVTS 2	CVTS 2					
Unspecific							Education Statistics	Annual collection of some statistical data		uncomplete) Data on education
Complete survey residents			Adult Education survey 1997	Adult Education Survey in Finland 1980, 1990, 1995	Berichtssystem Weiterbildung (BSW)					

Type of Surveys	Croatia	Czech Republic	Estonia	Finland	Germany	France	Iceland	Norway	Slovakia	Slovenia
institutions	public and open universities and cultural centres			Adult education in educational institutions	E.g. Volkshochschul-Statistik				Uncomplete statistical data about adult education activities gathered from Slovak institutions	

Types of survey are in the field of vocational training:

- (annual) Labour Force survey (LFS), persons europeanwide
- Special vocational training related surveys in different countries (see France)
- Continuing an vocational training survey (enterprises), CVTS 2, second wave in 2000 europeanwide

Under a more general aspect types of statistics are:

- Microcensus; households in many European countries
- ‘complete’ nationwide sample surveys (Finland, Germany, Switzerland)
- institutional statistics by single providers
- ‘complete’ nationwide statistics of all providers (Finland, Switzerland).

Towards a european network of statistic experts on adult education

We asked the statistical offices/ministries to name experts who feel ‘at home’ in the methodological discussion from the statistical point of view and at the same know the discussion about the actual developments and problems of adult education.

Although we did not succeed to organise a workshop with these experts, we will list in this report the complete addresses. We assume that the interest in exchanging views and thoughts is much wider than what could be found from the feedback. Some counties could not give a detailed overview on surveys, but even so they gave us good information an experts even outside the national statistical offices.

Table 13 The expert list

Country	Expert
Croatia	-
Czech Republic	<p>Mr. Jaroslav Novák jarnovak@gw.czso.cz tel. +42 (2) 7405 2931</p> <p>Czech Statistical Office Information Department Sokolovska no. 142 Praha 8, 186</p>
Estonia	<p>Mr. Aavo Heinlo Head of Education, Science, Culture, Justice Statistics Section aavo.heinlo@stat.ee tel. +00 (372) 625 9217, fax +00 (372) 625 9370</p> <p>Statistical Office of Estonia Endla 15 15174 Tallinn Estonia</p>
Finland	<p>Mrs. Irja Blomqvist irja.blomqvist@stat.fi tel. +35 (89) 1734 3221, fax +35 (89) 1734 2786</p> <p>Statistics Finland Adult Education Statistics FIN-00022 Helsinki</p> <p>http://www.stat.fi</p>
France	<p>Mrs. Goux INSEE – Timbre F230 Chef de la Division Emploi 17 blvd. Adolphe Pinard F-75675 Paris</p> <p>Mr. Gelot Direction de l'amination de la recherché, des Etudes et des Statisques (D.A.R.E.S.) du Ministère de l'Emploi et de la Solidarité 20, bi rue d'Estrées F-75350 Paris 07</p> <p>Mr. Midy Direction de la Programmation et du Développement (D.P.D.) du Ministère de l'Education, de la Recherché et de la Technologie 3-5, blvd Pasteur F-75015 Paris</p>

Country	Expert
	<p>Mr. Aventur Centre d'Etude et de Recherché sur les Qualification (C.E.R.E.Q.) 10, place de la Joliete, B.P. 21321, F-13567 Marseilles Cedex 02</p>
<p>Germany</p>	<p>Herrn RD Walter Hörner gruppe-viic@statistik-bund.de tel. +49 (611) 75-1 fax +49 (611) 72 40 00</p> <p>Statistisches Bundesamt Gruppe VII C "Bildung, Kultur und Rechtspflege" Gustav-Stresemann-Ring 11 D- 65189 Wiesbaden</p> <p>Herr Dr. Dieter Gnahs gnahs@ies.uni-hannover.de tel. +49 (511) 3997-244 fax +49 (511) 3997-229</p> <p>Institut für Entwicklungsplanung und Strukturforschung GmbH – Universität Hannover Lister Str. 15 D-30163 Hannover</p> <p>Klaus Pehl Head of Department Information and Publication pehl@die-frankfurt.de tel. +49 (69) 95 626 132, fax +49 (69) 95 626 206</p> <p>Deutsches Institut für Erwachsenenbildung Hansaallee 150 D-60320 Frankfurt am Main</p>
<p>Iceland</p>	<p>Mr. Dr. Jón Torfi Jónasson jtj@hi.is</p> <p>University of Iceland</p> <p>Mr. Karl Kristjánsson karl.kristjansson@mrn.stjr.is</p>
<p>Norway</p>	<p>Mr. Hossein Moafi hossein.moafi@ssb.no tel. +47(62) 88 52 71</p> <p>Terje Risberg terje.risberg@ssb.no</p>

Country	Expert
	tel. +47(62) 88 52 68 Benedicte Lie benedicte.lie@ssb.no tel. +47 (62) 88 52 88 Statistics Norway Oterveien 23 N-2225 Kongsvinger http://www.ssb.no
Slovakia	Mr. Dr. Eugen Placintar Head of Unit Social Statistics eugen.placintar@statistics.sk tel. +42 (17) 50 236 789, fax +42 (17) 50 236 788 Mr. Peter Fink Adviser Education Statistics peter.fink@statistics.sk tel. +42 (17) 50 236 789, fax +42 (17) 50 236 788 Statistical Office of the Slovak Republic Mileticova 3 824 67 Bratislava 2 SLOVAKIA
Slovenia	Joza Klep joza.klep@sigov.si tel. (00 386 61) 2415 106 fax (00 386 61) 2415 344 Statistični urad Republike Slovenije Vožarski pot 12 SL-1000 Ljubljana

Discussion of a data collection plan

In report year 1 there is a design for a 'minimal' data collection plan (s. annex 3). We asked the experts to give their view.

Table 14 Data collection plan (report year 1)

Country	View
Croatia	-
Czech Republic	Not able to provide data
Estonia	-
Finland	– Co-operation with Task Force Measurement on Lifelong Learning (EUROSTAT) – Network B Group CET (OECD)

Country	View
France	Questions: <ul style="list-style-type: none"> – Boundary between vocational continuous training and general continuous training – Difficulties to collect data on self-study and self-learning – No collection of number of enrolments or hours of tuition
Germany	-
Iceland	Co-operation with EUROSTAT and OECD recommended
Norway	-
Slovakia	Interested in developments
Slowenia	-

It is very obvious that a discussion without a close co-operation with EUROSTAT or OECD will not match the needs of the experts. That was the main reason why the originally planned workshop was cancelled.

It is strongly recommended that EAEA tries to convince the discussion groups

- Task Force Measurement on Lifelong Learning (EUROSTAT)
- Network B Group CET (OECD)

to be more open to NGO-experts on statistics and adult education.

To describe the state of affairs the *table of Contents* and the *executive summary* from the draft recommendations Task Force on measuring lifelong learning based on a meeting of the working group education and training statistics 13 – 14 November 2000 is quoted:

“Eurostat Task Force on measuring lifelong learning Recommendations (draft 8.11.2000)

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1. Executive summary

According to the European Union definition, lifelong learning is seen as encompassing all purposeful learning activity, whether formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence. The objective of the Task Force on Measuring Lifelong Learning was to contribute to the operationalisation of this definition: it has been asked to make recommendations on approaches to be adopted within the European Statistical System, taking on board the statistical implications of explicit needs for indicators expressed in official EU policy documents.

Existing statistics on education and training are based on a system approach, since this has dominated policy perspectives to date and, to a lesser extent, on individuals and companies. There is a growing recognition though that much learning takes place outside the formal education system. Today more information is needed on the way individual citizens learn in formal and non-formal settings but also through informal activities like self-learning. This puts the individual learner in the centre of interest.

Based on previous methodological work at the international level, the TFMLLL agreed that

« purposeful » learning can be divided into 3 categories: Formal education, non-formal education and informal learning. Operational boundaries and criteria for the delimitation of the 3 types of learning are proposed. These will have to be tested in practice.

The TFMLLL has drawn the following conclusions:

- 1) LLL is a vast notion so measuring should be focused on clearly delimited areas of policy interest for example adult education, second chance schools, formal education and lifelong learning, continuing training for disadvantaged groups, early childhood education etc
- 2) The full potential of existing ESS sources has to be explored; they will have to be reviewed and if necessary revised from a lifelong learning perspective.
- 3) Investment in learning both in terms of money and time should be measured. However additional information is needed to assess the quality of lifelong learning.
- 4) New classifications may be needed to cover the emerging needs. For example a classification of learning activities that would include informal learning seems necessary.
- 5) The best source of information on LLL seems to be the individual and the ideal solution to cover most of the information needs seems to be a dedicated harmonised household adult learning survey. The cost-effectiveness of this solution should be carefully assessed.

The following actions are proposed:

LFS ad hoc module on lifelong learning

First priority for the year 2001 is the development of the LFS 2003 ad hoc module on lifelong learning. In the context of the preparation of this module harmonised lists of learning activities and obstacles to access to LLL opportunities should be developed. The lessons learnt from the development of this module should be used to re-evaluate and improve the standard education and training questions included in LFS. (work in 2001)

The new European Community Household Panel

The inclusion of questions on education and learning in the new European Community Household Panel should allow the evaluation of personal and societal outcomes of learning. The new Panel should be launched in 2003. (work in 2001)

Classification of learning activities

A classification of learning activities which would include informal learning may have to be developed. The way to include cultural activities in this classification should be explored. Such a decision should be

taken by the Statistical Programme Committee. In the meantime a harmonised list of activities to be used in different ESS surveys will be developed.

Review of existing administrative sources

The UOE and VET data collections should be reviewed from a lifelong learning. The main issue in this context for the UOE is the clarification of its' coverage and its; capacity to collect information on flexible forms of education (modular programmes, open and distance learning etc). For VET the positioning of VET information in the lifelong learning framework (including conciliation of results with UOE, LFS, CVTS results) should be studied. (work already in 2001) Continuing Vocational Training Survey

The use of CVTS2 data should indicate the way forward for subsequent CVT surveys, so as to cover even better the area of continuing vocational training in enterprises.

European adult learning survey

The design of a European adult learning questionnaire to be used in a European survey should be considered as a medium to long term. The feasibility and necessity for such a survey should be assessed by the Statistical Programme Committee.

Explore other ESS sources.

The possibility of including more explicitly education and training in other Eurostat areas like the Time Use Survey or the Structural Business Survey should be explored. (work already in 2001)

The present report does not examine issues like the direct assessment of skills or specific types of surveys (for example youth surveys, school-leaver surveys etc), since Eurostat is not involved in such activities at international level for the time being. Nevertheless these activities may be possibilities to examine in the longer run for the European Statistical System."

The view of individuals and the view of providers

The example Finland shows that it is not necessary to make a choice between 'complete' versions of surveys on *citizens* and a complete *institutional* statistic or to discuss heavily advantages and disadvantages. They complement each other. Both are important and both aspect a essential.

Nevertheless on an European and an international level surveys on the view of individuals are more discussed than the data with providers. According to topics as development of competences and lifelong learning the discussions tends to see a priority to measure the demand (of individuals) not the supply (of providers).

Conclusion

"It's a long way to Tipperary" but it is even a longer way to establish basis a system comparable with the finish system on a European to measure the supply and the demand in context of lifelong learning. Both GOs and NGOs should participate. Learning from the Task Force founded by EUROSTAT the NGOs have a lot of catching up to do.

Annexes

1. covering letter (survey design)
2. questionnaire (survey design)
3. data collection plan (survey design)
4. addresses of the national statistical offices
5. L'enquête emploi – summary and questionnaire (fulltext article France)
6. Formation Continue 2000 (France)
7. L'enquête FQP 1993
8. Enquête permanente Condition de Vie des Ménages (EPCV), questionnaire (France)
9. INSEE Premiere No 697 Février 2000 (France)

Annex 1 Covering letter

«Office»
 «Department»
 «Street»

 «town»
 «country»

July 25, 2000
 pe/pe
 Tel. -132/Fax -206
 pehl@die-frankfurt.de

Statistics on Adult Education in Europe³

Dear Sirs,

In many areas of life and work, people feel the need to learn more about living and working conditions in other European countries. Above all, they wish to be able to understand their neighbours' situation, to collect new ideas and to explore the possibility of working together more closely.

In 1999 the international cooperation project ESNAL (European Service Network Adults Learning <http://www.eaea.org/esnal>) was initiated by the EAEA (European Association for the Education of Adults <http://www.eaea.org>) with financial support from the European Union. Working in different subprojects many members of EAEA have taken part in establishing a virtual service center.

We – the German Institute for Adult Education <http://www.die-frankfurt.de> – were involved in a study to find out what statistics on adult education are available in Europe as a first step. The result is to be found in the papers attached (attachment 1):

Dieter Gnahn, Klaus Pehl, Sabine Seidel: Towards a European Statistics for Adult Education. Report on an ESNAL-Subproject. DIE 1999.

Summary: The project set out during its first stage in 1999 to produce an *overview of available data* on continuing education/adult education in Europe. For this purpose, it was necessary to concentrate on what is available on the Internet in English, focusing on an examination of the texts, tables and graphics in EURYBASE, run by the Information Network on Education in Europe (EURYDICE). The EURYBASE data were collated in a synoptic overview. The information was supplemented by data from European countries outside the European Union and from non-European countries. Specifically, *Finland* and *Switzerland* were selected for *case studies* since detailed and comprehensive population surveys are conducted regularly in these countries on continuing education issues, as they are in Germany. International sources such as *EUROSTAT*, the OECD and UNESCO provided other material.

Shortcomings were identified in the data, and a *core programme* for statistics to support lifelong learning was proposed. This is to be taken up in the second stage of the project in 2000.

During our research work we found manifold statistical information in the internet sites of the national statistical offices and therefore added their (internet) addresses as an appendix. What is *accessible* on the internet is probably only a small part of the statistical data on continuing education/adult education which is *available*.

In a second step we would like to find out in what way the data collected from the internet is representative and to give an overview of the available data (published, online, offline). The results will be compiled in a second report which, in a pre-version, will be the basis for a discussion in an expert group. Of course, we will distribute the report to all national statistical offices again.

³ and other G8 Countries

For the sake of a better knowledge of adult education in Europe we therefore kindly ask you to

- (1) give us the name and address of an *expert on statistics as well as on adult education* in your country with whom we could get in contact. As far as we know from the discussion till today it is not easy to find experts in both fields at the same time. We plan to establish a network to promote the exchange of data and knowledge and to discuss data collection models
- (2) give us information about *available statistical data* (published, online, offline) on adult education (especially besides the data we found in internet or if there is more recent data). We have put the – from our point of view – interesting aspects in a questionnaire (attachment). Any additional information (tables, figures, texts, literature lists etc., paper or files) would be very helpful.
s. Questionnaire (attachment 2)
- (3) tell us *your view* on the *data collection plan* described in chapter 5 of the attached report (attachment 3). Is something similar already installed in your country? What would be the chance for realisation?

Please help us to increase the common knowledge about adult education in Europe by sending us back the above mentioned information or hints to other sources by *1st September 2000*.

We hope for your understanding that we rather use English as a *lingua franca* than maltreating your own mother tongue in this letter (with special apologies to Great Britain and Ireland for maltreating yours where this has happened).

Yours faithfully

Klaus Pehl
Information and Publication
Head of department

Annex 2 Questionnaire
Continuing education/Adult education in Europe
Regularly collected data on continuing education/adult education (at a national level)
 - English version -

Dear Sirs,

We prepared three tables (*if there is not enough space or if there are other kinds of data collections relevant for adult education, additional unstructured text is very welcome*):

- 1 Official (= governmental) Statistics (sample surveys, census, data collection on a legal basis etc.), p. 3
- 2 Institutional Statistics – Statistics by Providers (or Organisations) of continuing education/adult education, p. 4
- 3 Special Statistics by Research Institutes, p. 5

In each table we would like to know

- (g) What is the official *name* of the survey
- (h) which body is *responsible* for the data collection/which body/bodies *carried out* the survey
- (i) what are the *methods* of data collection (population, sample method, sample size, year(s), planned etc.)
- (j) which were the key *characteristics*/analysed variables; sample objectives
- (k) in what form is the data analysis (excerpts) made *available* (internet, service, publication etc.)
- (l) title of *publications* (books, articles in journals)

On page 2 we give two examples of data collections.

If there are any free brochures, which describe the data collections/survey results please send them to

Deutsches Institut für Erwachsenenbildung
 Klaus Pehl, Dep. Information and Publication
 Hansaallee 150
 D-60320 Frankfurt am Main

If there are downloadable files, please send the internet address to
pehl@die-frankfurt.de

If there are other files please send them as an attachment by e-mail.

If you like to have the questionnaire as a MS Word file (or other format) please contact us by e-mail or
 phone +49 (69) 95 626-132 or fax +49 (69) 95 626-206

We would like to have your information back on **1st of September 2000**. Thank you very much in advance for your cooperation.
 Yours faithfully, Klaus Pehl

Examples for data collections

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics/ variables	(e) availability	(f) publications
Two Examples					
Labour Force Survey (LFS) <i>In Germany: together with „Microcensus“ (=sample census)</i>	European Union – EUROSTAT/ <i>In Germany: Federal Statistical Office Germany</i>	<ul style="list-style-type: none"> sample of households annual <i>in Germany: sample size appr. 350,000 households</i> 	<ul style="list-style-type: none"> participation in general adult education participation in vocational continuing education sociodemographical data 	<i>In Germany:</i> <ul style="list-style-type: none"> <i>Special tables and figures can be ordered at Federal Statistical Office Germany</i> <i>Published in parts</i> 	Labour Force Survey. Results 1997. EUROSTAT Catalogue No. CA-15-98-229-EN-C <i>In Germany: Stand und Entwicklung der Erwerbstätigkeit (Ergebnisse des Mikrozensus 1999).</i>
Finland: Adult Education Survey	Finnish Ministry of Education and Statistics Finland (= National Statistical Office)	<ul style="list-style-type: none"> Persons aged 18-64 years and resident in Finland <i>random systematic sample of 5,000 persons</i> <i>interviews</i> 1980, 1990, 1995, 2000 	<ul style="list-style-type: none"> participation in formal educational courses uses to which continuing education is put needs for continuing education self-directed informal education sociodemographical data 	<ul style="list-style-type: none"> Excerpts in internet: http://www.stat.fi/tk/he/aku95b_text_en.html#inquiries published 	e.g. Participation in Adult Education and Training in Finland. Adult Education Survey 1995. Statistics Finland

Would you kindly give us the name of the person who compiled the statistical information for us so we will be able to contact her/him.

Name:
Institution:
Post address:
e-mail:
Tel/fax:

Could you name an expert in your national system of continuing education/adult education, especially under statistical aspects?

Name:
Institution:
Post address:
e-mail:
Tel/fax:

Table 15 Official (=governmental) Statistics

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>Your national data collections</i>					
(1)					
(2)					
(3)					
(4)					
(5)					

(for more data collections copy the sheet)

Table 16 Institutional Statistics – Statistics by Providers (or Organisations)

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>Your national data collections</i>					
(1)					
(2)					
(3)					
(4)					
(5)					

(for more data collections copy the sheet)

Table 17 Special Statistics by Research Institutes

(a) Name of the survey	(b) responsible/carried out by	(c) Method of data collection	(d) Characteristics	(e) availability	(f) publications
<i>Your national data collections</i>					
(1)					
(2)					
(3)					
(4)					
(5)					

(for more data collections copy the sheet)

Annex 3 Data collection plan

Excerpt from

Dieter Gnahs, Klaus Pehl, Sabine Seidel

Towards a European Statistics for Adult Education

Report on an ESNAL-Subproject, 24 January 2002

5 Proposal for a data collection plan, and a scheme of work

... It will be no easy task to collate European continuing education statistics, since current circumstances and intentions differ widely. Experience to date at national and international level suggests strongly that attempts to make improvements should not be over-ambitious. A requirement to keep complex records would make acceptance less likely, would hinder agreement and would generally lead in consequence to more confusion than illumination.

What is proposed here is therefore a plan in several stages which aims at small steps that are successful rather than at a major leap forward that would be largely impracticable.

Stage 1

The clearly very incomplete statistics on continuing education should be supplemented or, where possible, completed by surveys of those bodies with national responsibility.

Stage 2

All bodies with national responsibility should try to fill in the following two tables:

Table I	Enrolments	Hours of tuition	Courses
Continuing education with vocational purpose/content (improvement of occupational skills)			
Continuing education with general purpose/content (improvement of everyday skills)			

Table II	Gender		Age	
	Male	Female	under 25	26-50
Participation in vocational continuing education				Over 50
Participation in general continuing education				

Stage 3

A Europe-wide scheme of data collection should be planned. To this end, an international planning group should meet with the aim of drawing up a list of questions for a representative sample survey, as is already the custom in Finland, Germany and Switzerland. These countries should be represented in the group.

Questions should cover:

1. organised continuing education activities
2. unorganised continuing education activities (informal, self-directed learning)

All persons over 18 years of age who are living in the relevant country should be included.

The main question should read:

Did you in year X take part in the following activities for the purpose of acquiring skills:

- attendance at a seminar or course at your place of work,
- attendance at a seminar or course at an educational institution,
- attendance at a seminar or course at an institution which provides education or training as a subsidiary activity,
- self-study through reading,
- a self-learning programme,
- educational television.

Annex 4 Addresses of the national statistical offices

Table 18

Office	Department	Street	town	country
Österreichisches Statistisches Zentralamt		Hinterere Zollamtsstraße 2b	A-1030 Wien	Austria
National Statistical Institute	Information department	2, "P. Volov" Str.	Sofia 1504	Bulgaria
Statistics Canada	Information department	Tunney's Pasture	Ottawa, Ontario K1A 0T6	Canada
Instituto Estatística de Catalunya	Information department	Via Laietana, 58	08003 Barcelona	Catalunya
Croatian Bureau Of Statistics	Information department	Ilica 3	10000 Zagreb	Croatia
Czech Statistical Office	Information department	Sokolovska no. 142	Praha 8 , 186 04	Czech Republic
Statistics Denmark	Information department	Sejrgade 11	DK-2100 København Ø	Denmark
National Statistical Office	Information department	Endla 15	15174 TALLINN	Estonia
Statistics Finland	Information department	Työpajakatu 13	Helsinki	Finland
Insee (head office)	Information department	18 boulevard Adolphe-Pinard	F-75675 Paris	France
ONS	Information department	1 Drummond Gate	London, SW1V 2QQ	Great Britain
NSSG HEADQUARTERS	Information department	14-16 Lykourgou Str.	GR – 101 66 Athens	Greece
Hungarian Central Statistical Office	Information department	II. Keleti Károly u. 5-7	H-1024 Budapest	Hungary
Statistics Iceland – Information services	Information department	Skuggasund 3	IS–150 Reykjavik	Iceland
Department of Education	Communications Unit	Marlborough Street	Dublin 1	Ireland

Office	Department	Street	town	country
Central Statistics Office	Information department	Skehard Rd	Cork	Ireland
Istituto Nazionale Di Statistica (ISTAT)	Informazione	Via C. Balbo 16	I-00184 – Roma	Italy
Government of Japan	Statistics Bureau & Statistics Center, Management and Coordination Agency	19-1 Wakamatsu-cho	shinjuku-ku Tokyo 162-8668	Japan
Central Statistical Bureau of Latvia	Information, Publishing and Printing Department	1, Lacplesa Street	Riga, LV-1301	Latvia
Stock Company "Statistinės informacijos rengimo centras"	Information department	31 Gedimino av.,	2600 Vilnius	Lithuania
Statec	Information department	6, Boulevard Royal B.P. 304	L-2013 Luxembourg	Luxembourg
National Statistical Office	Information department	P.O. Box 4000	2270 JM VOORBURG	Netherlands
Statistics Norway (SSB)	Information department	P.O.B 8131 Dep. Kongens gate 6	N-0033 Oslo	Norway
Central Statistical Office of Poland	Information department	al. Niepodległości 208	00-925 Warszawa	Poland
Instituto Nacional de Estatística Portugal	Information department	Av. António José de Almeida	P-1000-043 Lisboa	Portugal
Russian Statistical Agency	Information department	39 Myasnitskaya St.	Moscow 103450	Russia
CISSTAT	Information department	39, Myasnitskaya Str.	103450 Moscow	Russia
Bundesamt für Statistik	Informationsstelle	Espace de l'Europe 10	CH-2010 Neuchâtel	Schweiz
Statistical Office of The Republic of Slovakia	Information centre	Mileticova 3	824 67 Bratislava	Slovakia
Statistical Office of The Republic of Slovenia	Information department	Vožarski pot 12	1000 Ljubljana	Slovenia
Instituto Nacional De Estadística	Information department	Pº Castellana, 183	E-28071 - Madrid	Spain
Statistics Sweden	Information department	Karlavägen 100	Stockholm	Sweden
SCB	Information department	Box 24 300	S-104 51 STOCKHOLM	Sweden
National Center for Education Statistics	Information department	555 New Jersey Avenue NW	Washington, DC 20208-5574	USA

Annex 5 – 9 Full text articles (France)

5. L'enquête emploi – summary and questionnaire (fulltext article France), 4 pages
6. Formation Continue 2000 (France), 11 pages
7. L'enquête FQP 1993, 4 pages
8. Enquête permanente Condition de Vie des Ménages (EPCV), questionnaire (France), 2 pages
9. INSEE Premiere No 697 Février 2000 (France), 4 pages