



2022 EU-LFS results on participation in education and training in the last 12 months

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Eurostat

F.3. Labour market and lifelong learning

Adult learning – new policy indicator

- ***“60% of all adults should participate in training every year by 2030”***

One of the three EU targets of the European Pillar of Social Rights (EPSR) Action Plan. National targets complement it.

- Defined as the share of adults aged 25-64 years old who have participated in learning during the last 12 months
- To be measured through the new EU-LFS biennial variables on participation in formal and non-formal education in the last 12 months
 - New variables: EDUCFED12, EDUCNFE12
(available every 2 years as from 2022)
 - *First data sent to Eurostat in March 2023*

Background

- The target of 60% in the EU was established based on the levels of participation in formal and non-formal education and training over the last 12 months in the Adult Education Survey 2016, 2011 and 2007.
- Compared to the measurement of adult learning in Adult Education Survey (AES), the target excludes guided on-the-job training (GOTJ) from non-formal education.
- Biennial variables EDUCFED12 and EDUCNFE12 were introduced with the Framework Regulation (EU) 2019/1700 (“IESS”) and Implementing Regulation (EU) 2019/2240 for the labour force domain (Labour Force Survey – LFS).

Adult learning – 2022 EU-LFS vs AES (1)

- Data from both sources are available for 27 EU MS + NO and CH.
- Compared with 2016 AES baseline data (which exclude GOTJ), the LFS 2022 results for the EU (24.5%) are much lower than those of AES 2016 (37.4%).
- This represents a difference between the EU results of LFS 2022 and AES 2016 of 12.9 percentage points (pp), or 35%.
- In LFS, AL 12 months is higher than AL 4 weeks in all countries, on EU average about double as high, with large differences across the countries, ranging between 4% and 244%.

Adult learning – 2022 EU-LFS vs AES (2)

Participation in adult learning at EU level (AL 12 months and 4 weeks) in the comparison of LFS and AES results is as follows:

- 2016 AES (12M, excl. GOTJ) 37.4%
- 2022 LFS (12M) 24.5%
- 2022 LFS (4W) 11.9%

Adult learning – 2022 EU-LFS vs AES (4)

Comparison of EU-LFS and AES (29 countries)

- In pp
 - Lower up to 6 pp: five countries
 - 6 to 13 pp lower: nine countries
 - More than 17 pp: nine countries
 - Equal or higher than AES: six countries
- In %
 - More than 50% lower than AES: six countries
 - 25%-50% lower: seven countries
 - 10%-25% lower: eight countries
 - Between 10% lower and 10% higher: five countries
 - Over 30% higher: three countries

Main findings on the differences in outputs in LFS and AES

- Differences between LFS and AES remain big for different groups of respondents, though they tend to be less prominent for people having attained tertiary education level, women and people aged 25-34.
- Differences between sources are smaller for participation in formal education compared to participation in non-formal education.

Formal education (FED)		Non-formal education (NFE)	
2016 AES	5.0%	2016 AES (excl. GOTJ)	34.8%
2022 LFS (12M)	4.1%	2022 LFS (12M)	21.6%
2022 LFS (4W)	3.3%	2022 LFS (4W)	9.1%

Metadata – possible explanations

- National questionnaires
- Use of proxies
- Sampling and data collection mode
- Purpose of the survey

Metadata – country questionnaires

- Place and the order of variables and questions
 - Several countries still use the pre-IESS version of NFE questions.
 - Most countries use only one question to ask about NFE while in AES there are three different questions (courses, seminars & workshops, private lessons) to make it easier to remember.
 - Most countries respect the recommended order of questions between AL 4 weeks (first) and AL 12 months (second) in LFS but in those where it is not followed there is some indication of lower AL 12 months participation results.
 - Countries that changed the LFS questionnaire for NFE in the IESS recommended way have higher participation rates in 2022 for AL 4 weeks compared to 2019 (pre-Covid results), which may indicate a generally positive impact on participation measurement.

Metadata – use of proxies

- Answers by proxies may have an impact on participation rates.
- They are allowed in both AES and LFS but they are hardly used in AES.
- The rate of AL 12 months is 27.4% for direct interviews and 18.8% for proxy interviews at EU level in LFS. However, the gap between AES and LFS direct interviews still remains 10.0 pp or 27%, a gain of around a fifth in the difference between the two sources including all interviews.
- Non-response does not appear to have any influence on the results.

Metadata – sampling and collection mode

- Sampling or data collection mode (face-to-face with interviewer – CAPI/PAPI, telephone with interviewer – CATI, internet without interviewer – CAWI) may also play a role in why the measurement of adult learning is different in AES and LFS.
- The use of the most modern modes impacts positively the rate of AL 12 months in LFS, with 28.9% of AL 12 months participation for people answering by CAWI against 23.8% in CATI/CAPI/PAPI. This may result from the characteristics of people answering on internet, younger and skilled, therefore prone to participate in AL.

Metadata – purpose of the survey

- AES questions on adult learning are at the core of the survey and respondents are fully thinking about this subject, answering detailed questions on it.
- The focus of LFS is on labour market and employment, and questions on participation in education and training are peripheral to the core subject. The measurement in LFS of AL 12 months, a rather complex concept, can suffer memory recall problems especially as the questions are posed at the end of the long interview.

Conclusions

- Several factors influence the different outputs in the surveys.
- The important use of proxy interviews in LFS tends to decrease the reporting of AL 12 months but hardly explains more than a fifth of the difference.
- For NFE, simplified questions compared to AES were agreed for LFS as a condition to be able to introduce this measurement in LFS, but this probably affects results. Moreover, the implementation of these questions appears not to be optimal in all Member States.
- Further investigations together with the Working Group on Labour Market Statistics (LAMAS WG) in June 2023 and against 2022 AES results, at the end of 2023, are needed in order to allow a full evaluation of the LFS AL12 months data.

Thank you



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