



DVV International

Education for Everyone. Worldwide.
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ADULT EDUCATION SURVEY

ARMENIA

2020-2021



Die German Institute for
Adult Education
Leibniz Centre for
Lifelong Learning

CRRC
Armenia

Աճումսանկարի կրթությունը Հայաստանում հետազոտություն • Adult Education Survey Armenia

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Dear Readers,

DVV International and DIE Bonn started planning and implementing a complex regional project in 2019 which aimed to analyse the state-of-the-art of adult learning and education (ALE), and the participation of adults in education and training (formal, non-formal and informal learning). The qualitative study was conducted in Armenia, Bosnia and Herzegovina, Georgia, and Kosovo, and the adult education survey was implemented in Armenia, Georgia and Kosovo.

The purpose of the complex project was to conduct a comprehensive analysis of the ALE sector, and to provide data that would be used when creating policy and legislation in the ALE, vocational education and training, employment, lifelong learning sectors, and in other relevant areas.

The qualitative and the quantitative studies, as well as the seven country reports, were conducted and prepared from the second half of 2019 until June 2021. The quantitative study was commenced first, and the implementation of the qualitative studies started when the initial results began to arrive.

Monitoring progress on the basis of data-based surveys plays an important role in European strategy development on lifelong learning. The studies and AE surveys presented constitute a substantial stock-taking effort for the countries represented here (Armenia, Bosnia and Herzegovina, Georgia, and

Kosovo), aiming to provide a comprehensive picture of adult learning, as well as of its prerequisites and challenges.

Closely following the Adult Education Survey (AES) – which is a well-established international survey on adult learning – national specificities and information needs were identified in the coordination of the cooperation partners and through the involvement of national experts. The standard questionnaire was thus adapted to national circumstances and supplemented with additional questions on learning attitudes and motivation, as well as on educational and support needs in the face of massive changes on the labour market. Questions concerning access to education and (digital) learning during the pandemic were added at short notice in response to the Covid pandemic. The survey results answer a number of questions, and provide information about the extent and quality of adult learning. How are learning and attitudes towards learning distributed in the adult population? Which groups are involved, and to what extent? Are particular forms of learning used by different groups? What role do socio-economic conditions play, e.g. the employment context or residence in rural or urban areas?

The qualitative country reports provide additional in-depth information on the specific national context of the education system, and on the location and promotion of ALE, gathered in qualitative studies by a team of international and national experts according

to a standard outline. Together, the two reports form an excellent basis for the participating countries to assess the current situation against the background of education policy objectives and to develop political strategies for improving the ALE system.

Since the studies were carried out in four countries according to a uniform scheme, the comparison offers additional possibilities for classifying the respective national situation. As such comprehensive analyses and studies and surveys in the ALE sector were conducted for the first time in all the countries involved in this project, we are confident that a number of governmental and non-governmental institutions and organisations in these four countries and beyond will use the data and knowledge obtained.

We hope that these publications will provide a basis for discussions on further policy development, and thus contribute to the establishment of an evidence-based design of the ALE systems in Armenia, Bosnia and Herzegovina, Georgia, and Kosovo.

We would like to take this opportunity to sincerely thank the members of the project working group, the authors, and the research institutes, for their professional and fruitful cooperation, and for the excellent results and achievements, which were largely finalised in a difficult period during the coronavirus pandemic.

We hope you enjoy reading the reports!



Ester Hakobyan

Country Director

DVV International Armenia

Preface

The DVV International Country Office, led by the Regional Office for Caucasus and South-East Europe, initiated and conducted a number of research initiatives in 2019 and 2020 that facilitated a better understanding of the situation in adult learning and education (ALE) in Armenia, including developments since independence and the current state of affairs.

We are pleased to present the results of the first ever Adult Education Survey conducted in Armenia based on the methodology of the European Adult Education Survey (AES). The survey has collected and analysed nationwide representative data in several areas, including:

- the educational background and skills of the adult population;
- perceptions of adult education and educational opportunities;
- participation in education and learning;
- distance-learning during COVID-19.

The report summarises findings on a range of very interesting and important issues such as participation in formal and non-formal education and their correlation with one another, access to information on educational opportunities, reasons for participation/non-participation, types and formats of learning programmes, and others.

These findings will be used by DVV International in Armenia to enhance ALE advocacy and inform processes of both policy-makers and ALE providers, including those that relate to access, quality, motivation, and others.

Special thanks go to CRRC Armenia, which conducted the survey, and to the German Institute for Adult Education (DIE), which provided invaluable methodological guidance and support.

Abbreviations

AE	Adult education
CRRC Armenia	Caucasus Research Resource Centre Armenia
DIE	German Development Institute/ Deutsches Institut für Entwicklungspolitik
DVV	Deutscher Volkshochschul-Verband
HH	Household
ISCED	International Standard Classification of Education
ISCO	International Standard Classification of Occupations
NFE	Non-formal education
NQF	National Qualifications Framework
SC	Statistical Committee of the Republic of Armenia

Executive summary

This report outlines the findings from a study which explored the perceptions, participation and challenges regarding adult education in Armenia. The findings from this study will inform the advocacy and development of adult education support programmes in Armenia, and the study's methods may be adopted by Armenian statistical services for future education research and monitoring. The study was commissioned by DVV International and conducted by the Caucasus Research Resource Centre-Armenia Foundation (CRRCA Armenia) with support from the German Institute for Adult Education (DIE).

The study consisted of quantitative data collection and analysis. The survey questionnaire for the study was developed using questions from the European Adult Education Survey. Supplemental survey questions were developed in order to specifically address conditions on the ground in Armenia, as well as the COVID-19 crisis. The following topics were addressed within the study:

- Migration history;
- Education and training, including formal education, non-formal and informal learning;
- Access to information about learning opportunities and guidance;
- Employment status;
- Participation in education and training activities;
- Perceptions about adult education opportunities;
- Distance-based learning during COVID-19.

The survey targeted 2,440 respondents aged 18-64 for the stratified random sampling survey through face-to-face interviews. The fieldwork was conducted between 20 November 2020 and 20 February 2021, and therefore during the COVID-19 pandemic.

According to the survey results, only 4% of the respondents had migrated at some time in the past

to another country for six months or more, and returned. However, significantly more (18%) said that they planned to migrate in the future for reasons including greater potential to find a job abroad, higher wages, and better working conditions. Half of the respondents (50%) had secondary education, whereas 22% had vocational education, and 27% had at least some tertiary education. Only about a third (35%) were employed full-time, whilst about another third (31%) were unemployed. Whilst 37% of the respondents stated that they were making partial or complete use of the knowledge and skills that they had gained from their studies in their current job, almost half (45%) stated they had not utilised the skills and knowledge that they had acquired during their studies. The vast majority (92%) stated that they knew more than one language, with Russian being the most common second language (97%), followed by English (33%). Regarding skills in digital technology, the respondents were most comfortable with Internet search tools and social media. Younger people, people living in the capital city, and individuals who had completed tertiary education, were more likely to report having advanced digital skills.

Only 8% of the respondents had been involved in formal educational activities in the preceding 12 months, and about half of those activities were at the level of a Bachelor's degree or equivalent. The most common fields of formal education included business, administration and law. Among those who were both studying and working at the same time, more than half were pursuing their studies during working hours. The most common reasons for not pursuing formal education included no need, no time, and the belief that formal education was not worth pursuing due to age.

About 14% of the respondents had been involved in non-formal educational activities in the preceding 12 months. Among those who had participated

in such educational activities, courses were the most common type (7%), followed by workshops (5%). Women and people who were employed, particularly in high-skilled professions, were more likely to take part in non-formal educational activities than men or the unemployed. The majority of the respondents' non-formal educational activities was job related (67%), and took place outside working hours (45%). The most common reasons for participating in non-formal education included improving job performance (44%), obtaining skills and knowledge for use in everyday life (33%), and improving career prospects (32%). Over a third (39%) of non-formal educational activities was free, and the rest was paid for by the respondent or someone else (43%), most often an employer (76%). About half of the respondents reported positive outcomes from their non-formal educational experience, including better job performance (24%), and personal reasons (23%) such as meeting new people or refreshing skills on general subjects.

More than half of the respondents agreed that people aged over 30 face hardships in learning, as well as a lack of interest and time. Interestingly, women and people who had participated in informal and non-formal education within the previous year, as well as people with tertiary education and a higher occupational status, were more likely to disagree. Most respondents also agreed that adult education was for people who had large amounts of free time at their disposal (59%). Participation in adult education was believed by 22% of the respondents to be dependent on being able to afford it, whilst around a third believed that people working in manual professions or engaged with NGOs had greater opportunities to participate in adult education activities. Younger people aged 18-24, and people with tertiary education, were less likely to agree with these statements. Over half of the respondents felt that primary responsibility for the whole educational cycle lay with the State, from iden-

tifying training needs to job placement. Around half of the respondents believed that formal education was most effective to learn new things, to have better employment opportunities, better job security and pay, as well as to obtain a recognised qualification. Each of these was followed by non-formal education, which was believed to be the most effective learning method only for developing practical skills (49%) and meeting new people (44%). Informal learning was believed to be the best method for personal development. The most popular mode of learning for the respondents was formal education, followed by self-guided learning and non-formal education. Education, hard work and professional abilities were mentioned as the most important factors helping a person to get a job.

Only 12% of respondents had participated in distance learning activities following the outbreak of COVID-19, and those respondents were more likely to be in the capital than in rural areas. About two-thirds (65%) took part in distance learning activities as a result of a programme that was normally in person transitioning to an online format. Whereas more men (68% against 52% of women) were involved in formal distance-based education through a school or University, more women (47% against 26% of men) were involved in distance-based non-formal education such as a training course or workshop. Some of the advantages of distance learning included saving time by not physically going to the institution (51%), saving money on commuting (41%), and compatibility with work and family responsibilities (19%). Disadvantages included interacting with the instructor (48%), difficulty focusing (45%), and the impossibility of engaging in hands-on activities (35%). The majority of respondents (74%) were satisfied with their online studies. Respondents were generally more satisfied with the quality of distance-based non-formal education compared to that of formal education conducted online.

Introduction

DVV International is a global professional organisation engaging in adult education (AE) and development. Due to a lack of reliable quantitative data regarding adult education, and about AE participation in Armenia, Georgia and Kosovo in particular, DVV commissioned a study (including a survey) on adult education in order to inform DVV's adult education advocacy efforts. DVV International hired CRRC Armenia to conduct the Adult Education Survey, and CRRC Armenia was guided by the German Institute for Adult Education (DIE) in matters of survey design, methodology and data analysis, providing its longstanding expertise in international comparative research. The findings from this study will inform the advocacy and development of adult education support programmes in Armenia, and the study's methods may be adopted by Armenian statistical services for future education research and monitoring. This report presents the results of the study in Armenia.

Data collection efforts addressed the following topics:

- Educational background and skills of the adult population;
- Perceptions of adult education and educational opportunities;
- Participation in education and learning;
- Distance learning during COVID-19.

The adult education survey used the European Adult Education Survey (AES) methodology to address these topics. The survey was conducted between 20 November 2020 and 20 February 2021. It is nationally representative, as well as being representative of Yerevan, other urban areas and rural areas. A total of 2,440 respondents took part in the survey, resulting in an average margin of error of 2%. The response rate for the survey was 36%.

This report contains three sections. The first outlines the methodology that was used to conduct the survey. The second presents the main findings of the study, which are divided into five chapters covering respondents' background characteristics, access to information on educational opportunities, participation in education and training, perceptions of adult learning, and distance learning during the COVID-19 pandemic. The report ends with a conclusion, which is presented in the final section. The survey questionnaire is provided in the Appendix.

The survey showed that while the overwhelming majority of respondents had been involved in informal educational activities in the preceding 12 months (75%), only 14% were involved in non-formal educational activities, and even fewer had been in formal education (8%). The data demonstrated that women, young people, and people with higher levels of education, were more likely to be involved in non-formal and informal educational activities. While formal education was the preferred method of learning for respondents, non-formal education was seen as the most effective method to develop practical skills (49%) and to meet people/expand professional networks (44%).

A narrow majority of the respondents did not believe that learning becomes difficult over the age of 30 (57%); and both women and people with tertiary education were somewhat more likely to agree with this. That said, majorities of all respondents believe that people aged under 30 are more interested in learning, that learning new skills is easier for the under 30s, and that people aged over 30 have too many other responsibilities in order to pursue further education.

Methodology

The study consisted of quantitative data collection and analysis. This section of the report provides an overview of the data collection, including questionnaire development, sampling and survey characteristics, as well as data analysis.

Data collection

The survey questionnaire for the study was developed using questions from the European Adult Education Survey. Supplemental survey questions were developed in order to specifically address conditions on the ground in Armenia and the COVID-19 crisis. The questionnaire was developed jointly by DIE experts. The final questionnaire was approved by DVV country and regional offices, and included questions on the following subjects:

- Migration history;
- Education and training, including formal education, non-formal and informal learning;
- Access to information about learning opportunities and guidance;
- Employment status;
- Participation in education and training activities;
- Perceptions about adult education opportunities;

- Distance-based learning during COVID-19;
- Demographics.

CRRC Armenia used stratified cluster sampling in order to collect representative data. Election constituencies were used as primary sample units (PSUs). Households were used as secondary sampling units (SSUs). Random walk was used to sample households within clusters. Respondents were selected using a Kish Table. The survey targeted 18-64-year-olds, and had 2,440 respondents, an overall margin of error of 2% and a response rate of 36%. It was conducted between 20 November 2020 and 20 February 2021, and thus during the COVID-19 pandemic¹.

Survey characteristics for each stratum are provided in the table below.

Figure 1: Survey characteristics

Stratum	Sample size reached	Response rate
Capital	879	29%
Urban	618	30%
Rural	943	46%
Total	2,440	36%

¹ The survey was planned to be conducted in March 2020, but was postponed to November in order to ensure face-to-face interviews. The pandemic affected the duration of the fieldwork, resulting in it taking four weeks instead of the two weeks originally planned.

Data analysis

The study primarily used descriptive statistics based on the weighted data, including frequencies and crosstabs. Frequencies describe the overall situation nationally, while cross tabulations break down the data for different groups/sub-categories. The report below presents cross tabulations mainly for the following variables:

- Settlement type (capital, other urban, rural);
- Age group (18-24, 25-44, 45-64);
- Gender;
- Education level (secondary, vocational, tertiary).

All the charts reflect answers as percentages of the total (frequencies are mentioned in the chart titles). The results are rounded to the nearest whole number within the narrative text², but appear with decimal points in the charts.

Adaptation of ISCED

Formal education was measured for the purposes of the survey using the International Standard Classification of Education. Formal education was operationalised according to the National Qualifications Framework and the local context.

Figure 2: ISCED classification Country adaptation

ISCED classification	Country adaptation (name of the education programme in English)	Aggregated categories
ISCED 0: Early childhood education	Pre-primary education	Secondary
ISCED 1: Primary education	Primary general education	
ISCED 2: Lower secondary education	Basic general education	
ISCED 3: Upper secondary education	Secondary general education/Initial vocational (handicraft) training on the basis of general basic education/Advanced vocational education on the basis of general basic education	
ISCED 4: Post-secondary non-tertiary education	Initial vocational (handicraft) training on the basis of general secondary education	Vocational
ISCED 5: Short-cycle tertiary education	Advanced vocational education on the basis of general basic education	
ISCED 6: Bachelor's or equivalent level	Bachelor's degree	Tertiary
ISCED 7: Master's or equivalent level	Master's degree or specialist diploma	
ISCED 8: Doctoral or equivalent level	Postgraduate education	

² Rounded to the nearest whole number

Findings

This section of the report presents the main findings of the study. Beginning with a description of respondents' background characteristics in terms of migration and educational attainment, the section continues by outlining the findings related to participation in formal, non-formal and informal education and training, followed by data related to perceptions of adult learning. The final sub-section provides data regarding online learning in the context of COVID-19.

Respondent background characteristics

This sub-section provides data on a number of characteristics of the respondents, including the weighted distributions of the following variables: sex, age, education level, ethnicity, migration status, income level, settlement type, languages known and employment status.

Demographic profile

The weighted share of women and men in the dataset is 54% and 46%, respectively. The respondents' average age was 40, and their median age was 41. The data on age was broken down into three groups (18-24, 25-44 and 45-64). The weighted shares of the 18-24, 25-44 and 45-64 age groups were 13%, 50% and 37%, respectively. The weighted share of respondents was 33% in Yerevan, 30% in other urban areas, and 37% in rural areas. 99% of the weighted sample is Armenian.

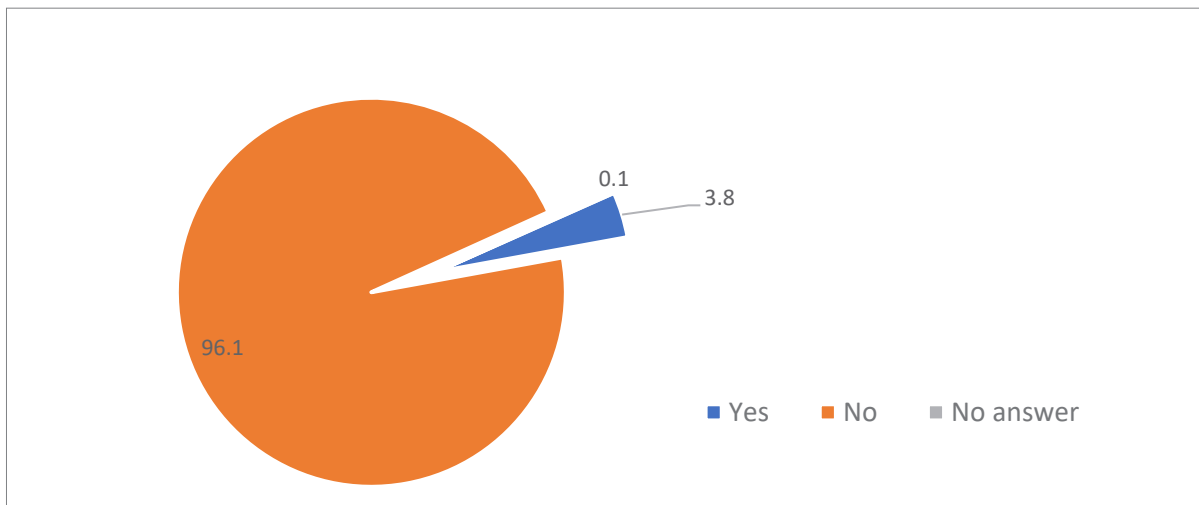
Migration history

The study explored interviewees' citizenship and migration status. 99% of the respondents were Armenian citizens; 1% had dual citizenship, and 0.5% were nationals of other countries. The vast majority of the respondents were born in Armenia (95%), and only a small share was born in another country (5%).

With regard to migration, 4% of the respondents reported having lived in another country within the six months prior to the survey period³ and then returned to Armenia.

Figure 3:
Migration status

“Have you lived in another country for at least 6 months in the past and returned to Armenia?” (n=2,440)



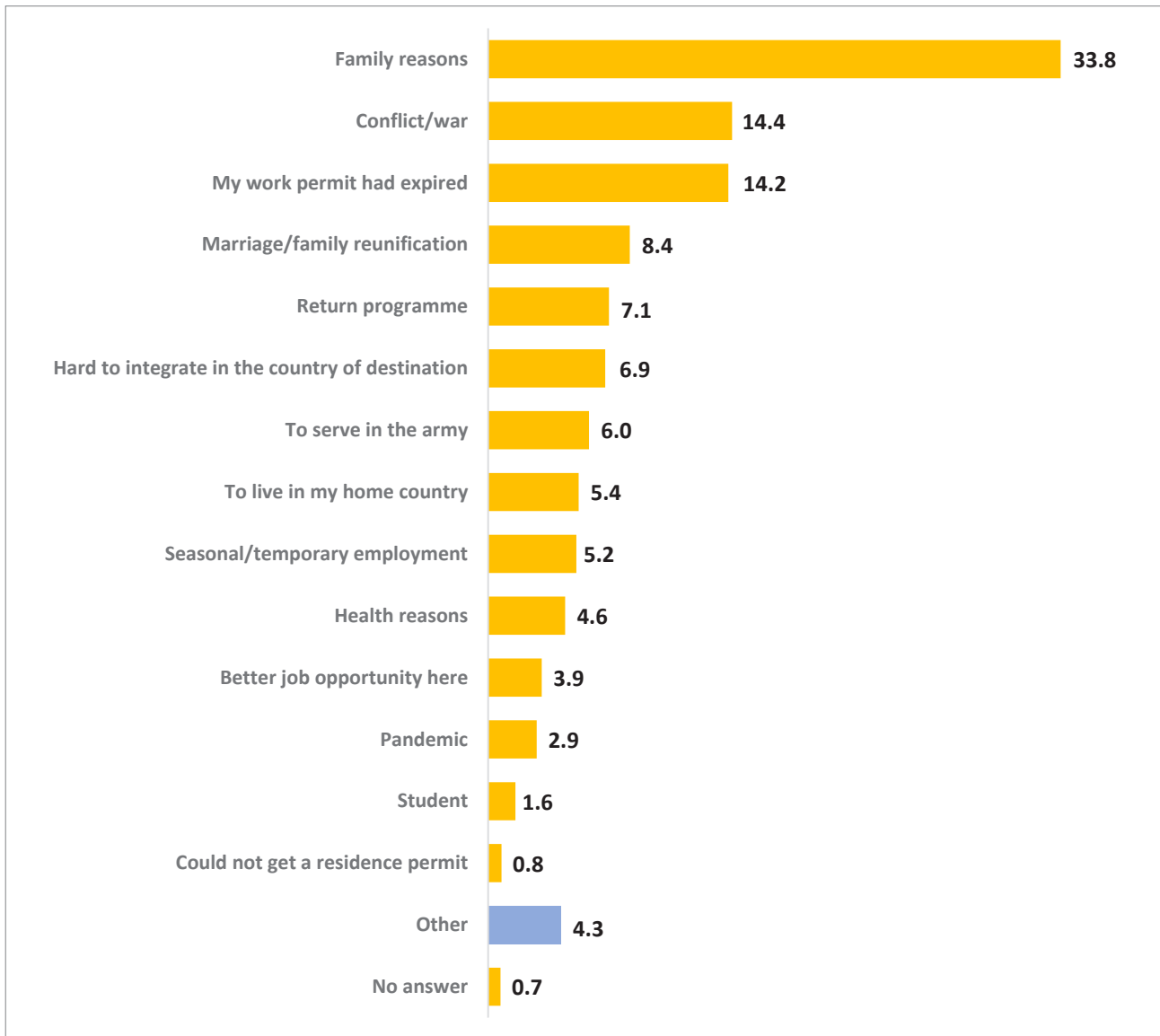
³ The survey was conducted from November 2020 to February 2021.

Respondents were asked about their reasons for returning from migration. The main reasons included family-related issues (34%), conflict/war⁴ (14%), expiring work permits (14%), and marriage/family reunification (8%).

Figure 4:

Reasons for returning among people who had migrated

“Why did you return?” (multiple responses allowed, n=78)

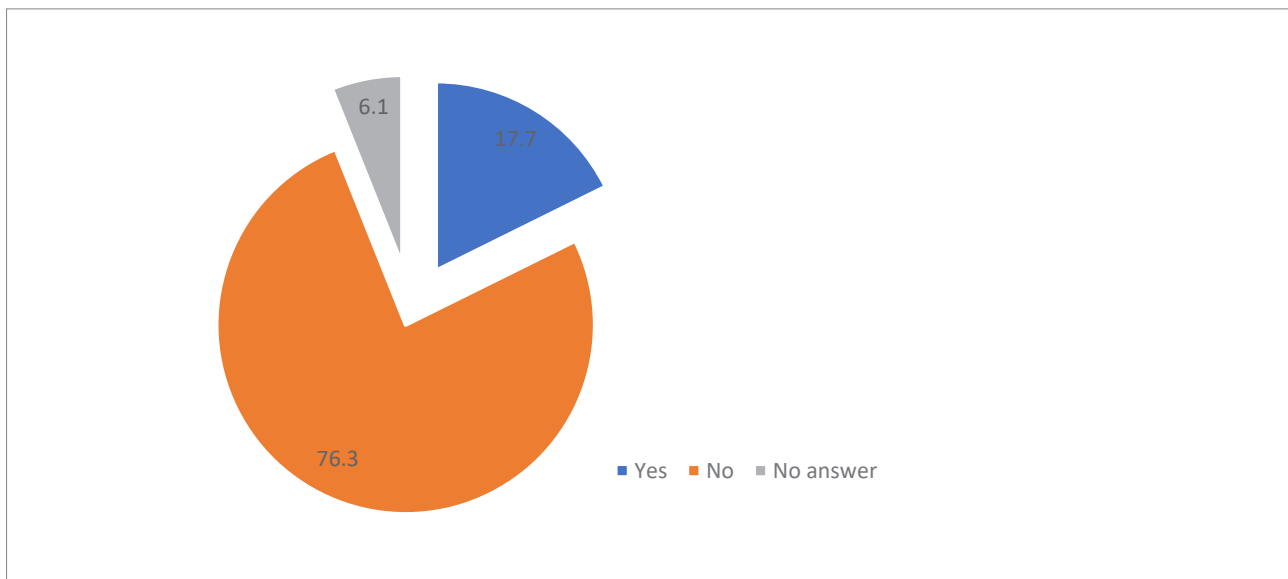


⁴ This refers to the 2020 Nagorno-Karabakh War.

The study also asked respondents about their migration intentions. The data indicates that 18% of individuals intend to go abroad to live and/or work within the next few years. Men (23%) and young people aged 18-35 (23%) were more likely to state that they intended to go abroad.

Figure 5:
Migration intentions

“Do you have plans to live and/or work in another country in the next three years?” (n=2,440)

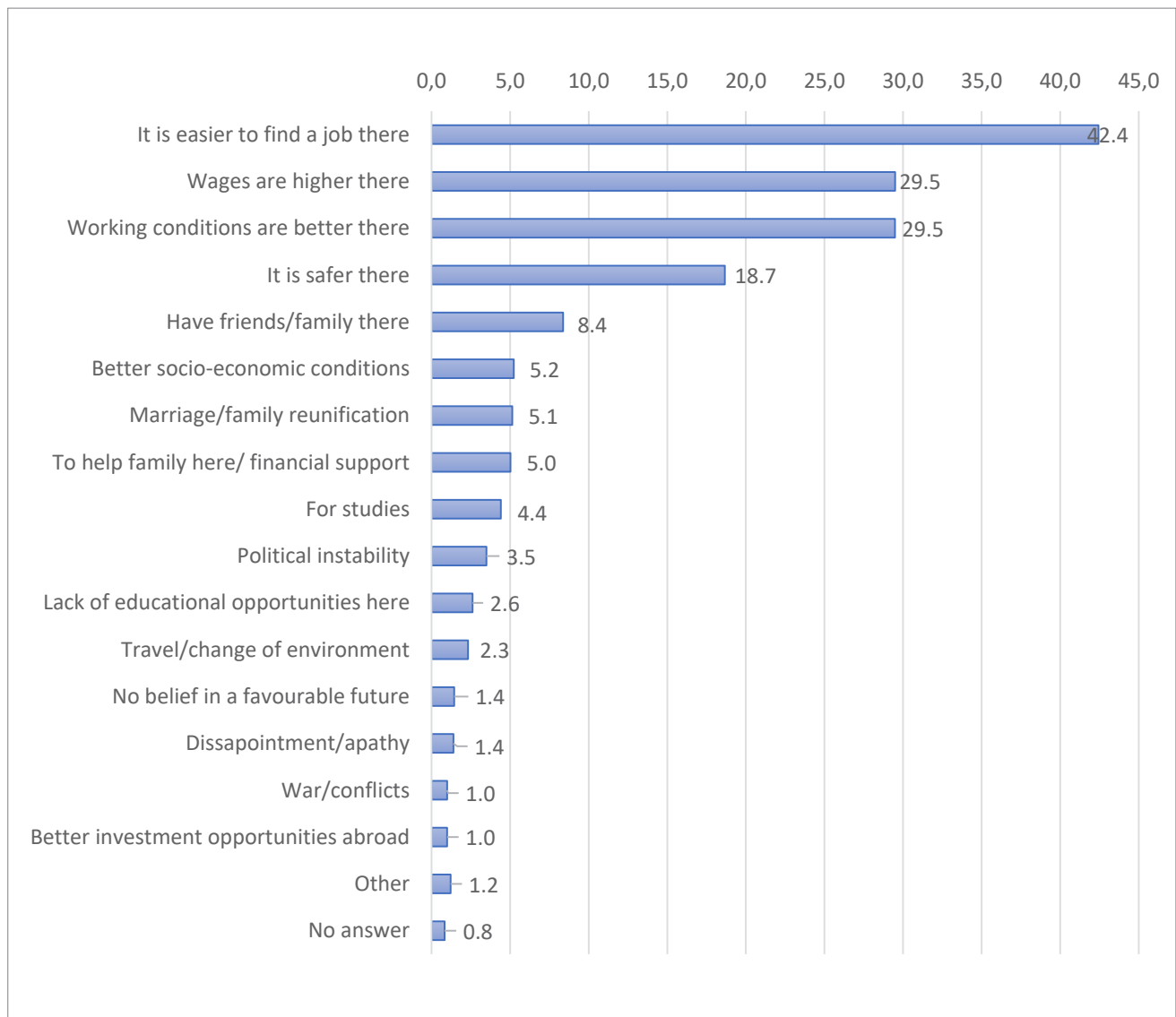


When it comes to the reason why people intend to migrate, the study suggests that the main reason is the belief that “It is easier to find a job abroad” (42%). Thirty percent (30%) of the respondents stated that “Working conditions are better there”, and that “Wages are higher”, whilst the “Lack of educational opportunities” was mentioned by 3% as a reason for emigrating from Armenia.

Figure 6:

Reasons to migrate

**Why would you like to live and/or work in another country?
(n=420)**



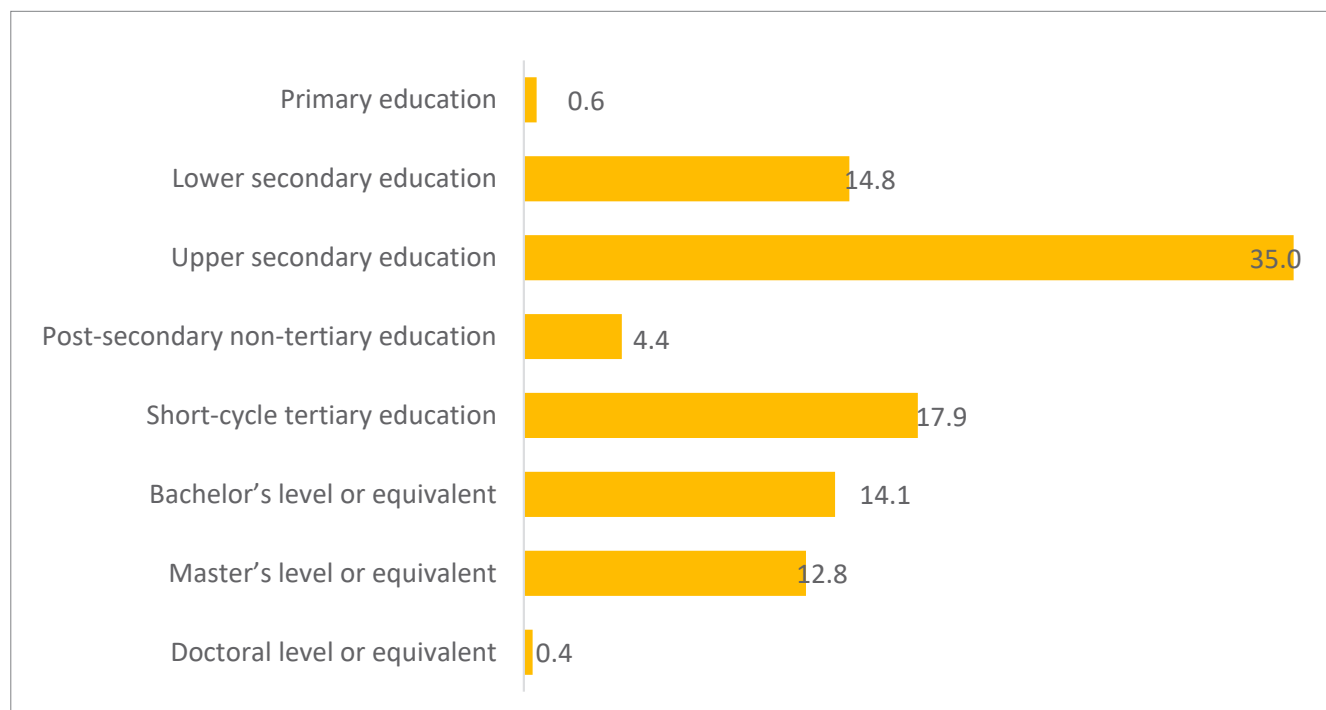
Educational background

The overall distribution of respondents' educational achievements is presented in the chart below. Given the small sub-sample size of some education levels, the data in the remainder of the report is presented for people who have secondary education or lower (50%), vocational education (22%), and tertiary education (27%), respectively⁵.

Figure 7:

Educational achievement

What is the highest level of education that you have successfully completed? (n=2,440)



When the data on educational achievement is broken down by demographic characteristics, it shows a number of expected differences. Respondents in Yerevan (41%) and other urban areas (26%) are more likely to have tertiary education than people in rural areas (16%). Twenty-five to forty-four (25-44) year-olds reported at least some tertiary education more often (34%) than people who were aged 45 or older (23%).

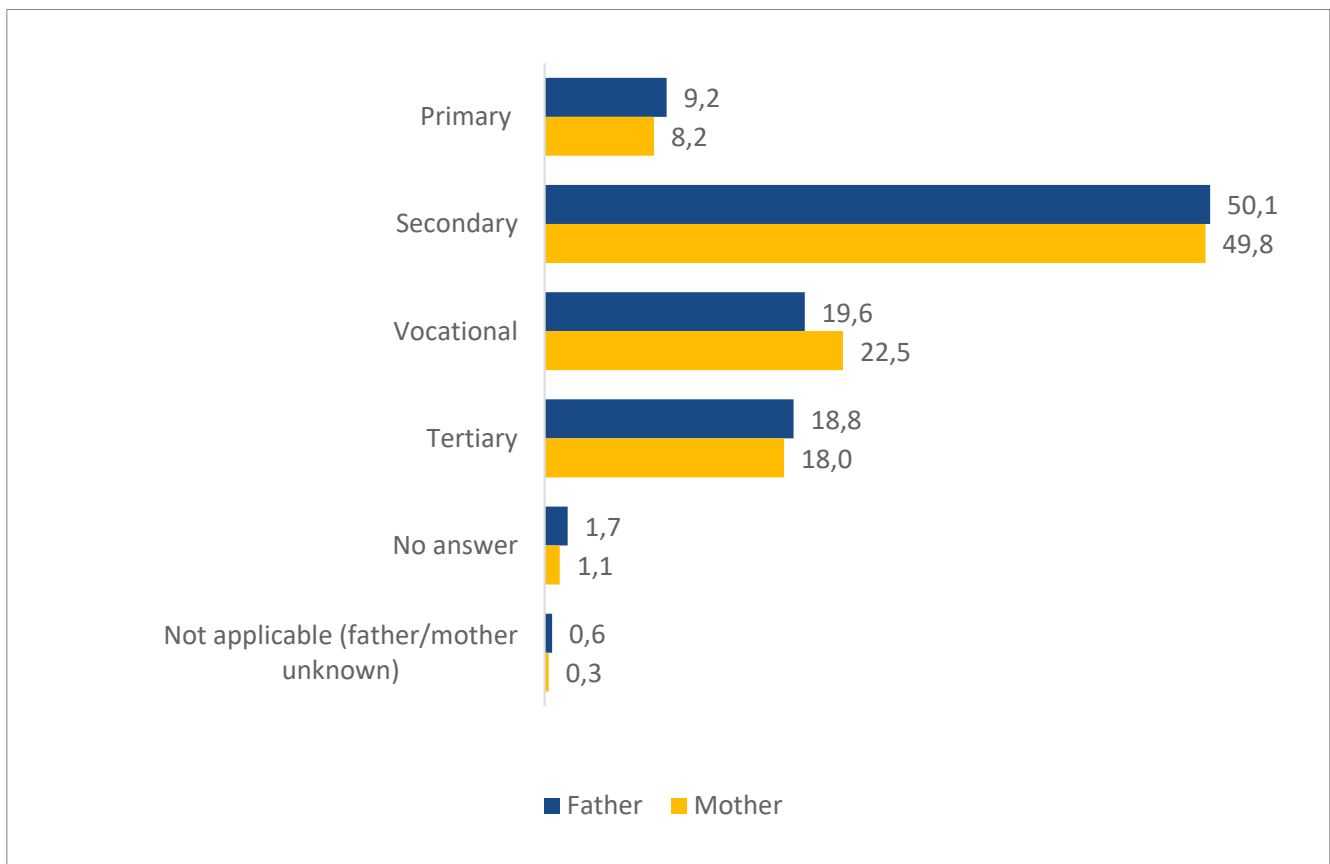
⁵ The initial question was grouped as follows: Secondary (ISCED 0-3), Vocational (ISCED 4-5), Tertiary (ISCED 6-8).

Respondents were asked to state their parents' highest educational level. The chart below shows the distribution of educational achievements by parents' gender. The data indicates that 50% of the respondents had mothers and fathers who had completed secondary education; 20% of fathers and 22% of mothers had middle vocational education, 18% of mothers and fathers had higher education, whilst 9% of fathers and 8% of mothers had primary education only⁶.

Figure 8:

Educational level of parents

What is the highest level of education/training successfully completed by your father/mother (male/female guardian)? (n=2,440)



⁶ The categories from the AES questionnaire on parental education have been adapted as follows: "At most lower secondary" into "Primary", "Upper secondary" into "Secondary", "Technical/vocational" into "Middle vocational", "Tertiary" into "Higher" education.

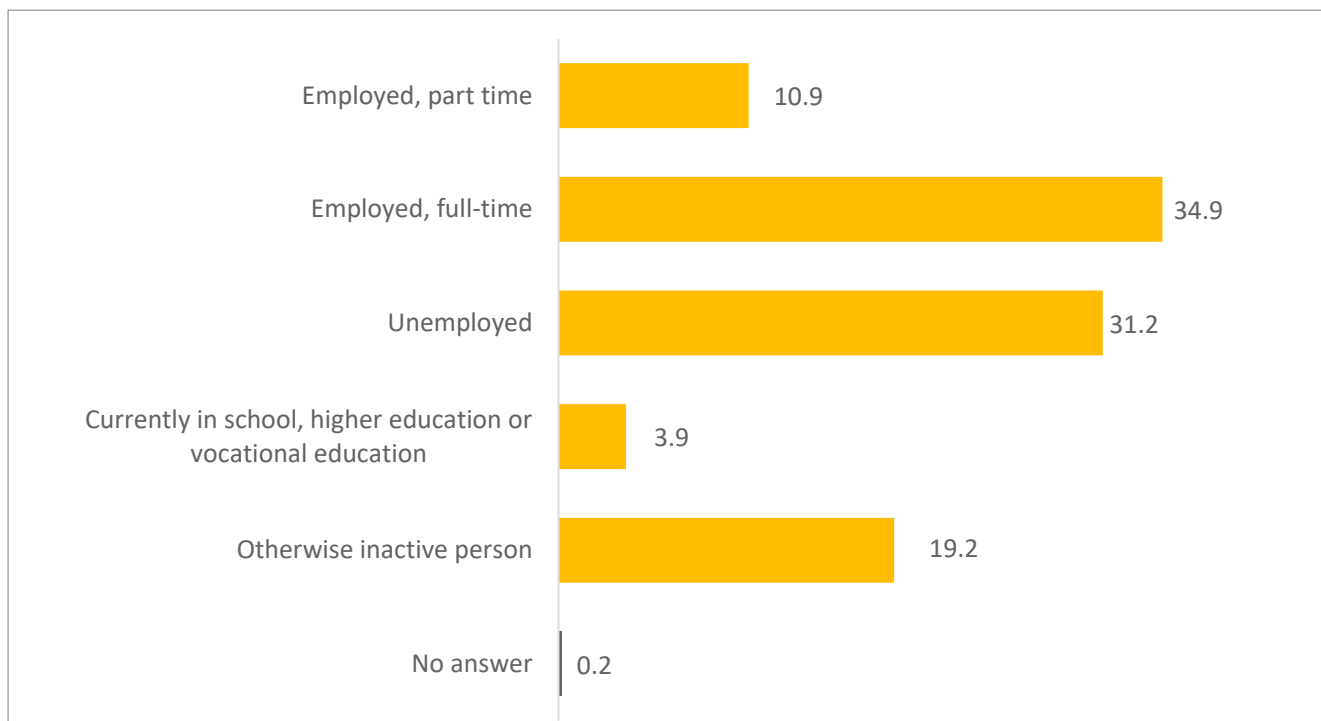
Employment

With regard to employment, the study found that almost half (46%) of the respondents were employed (35% full-time and 11% part-time); 4% were pursuing education, 31% were unemployed, and 19% were inactive. An additional 24% of those who were outside the labour force or unemployed said that they had had a job or profession at some point during the last 12 months, including unpaid work for a family business or holding, an apprenticeship or paid traineeship, or other related activities. 28% of younger people (aged 18-24) were in part-time or full-time employment; 29% were unemployed, 27% were pursuing their education, and 15% were otherwise inactive⁷.

Figure 9:

Employment status

Do you have a job or profession, including unpaid work for a family business or holding, an apprenticeship or paid traineeship, etc.? (n=2,440)

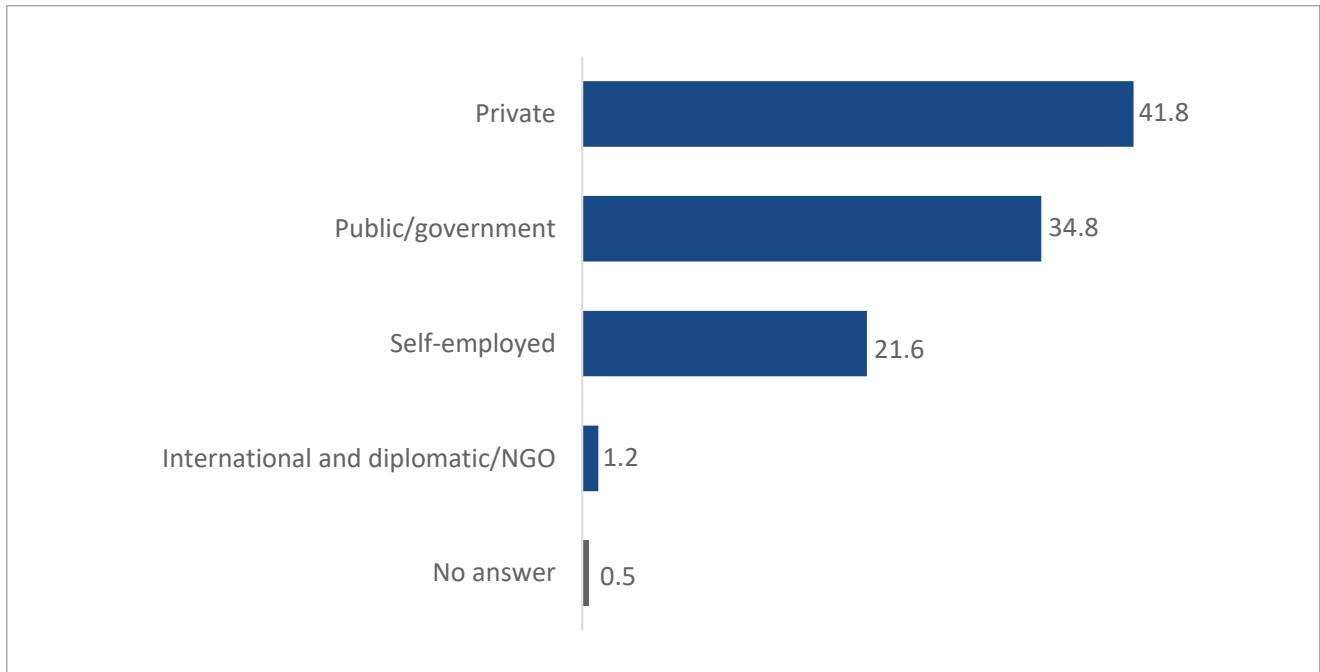


⁷ The results are generally aligned to the 2019 Labor Force Survey data (microdata, weighted results), according to which 52% of people aged 18-64 have been in employment for at least one hour within the previous week, while the number is 32% for those aged 18-24. According to the same data, 44% of 18-24-year-olds mentioned that they were not in education, employment or training (NEET).

Of the respondents who were in employment, 42% worked in the private sector, 35% worked in public/government, 21% were self-employed, and 1% worked for international and non-governmental organisations (NGO).

Figure 10:
Type of employer

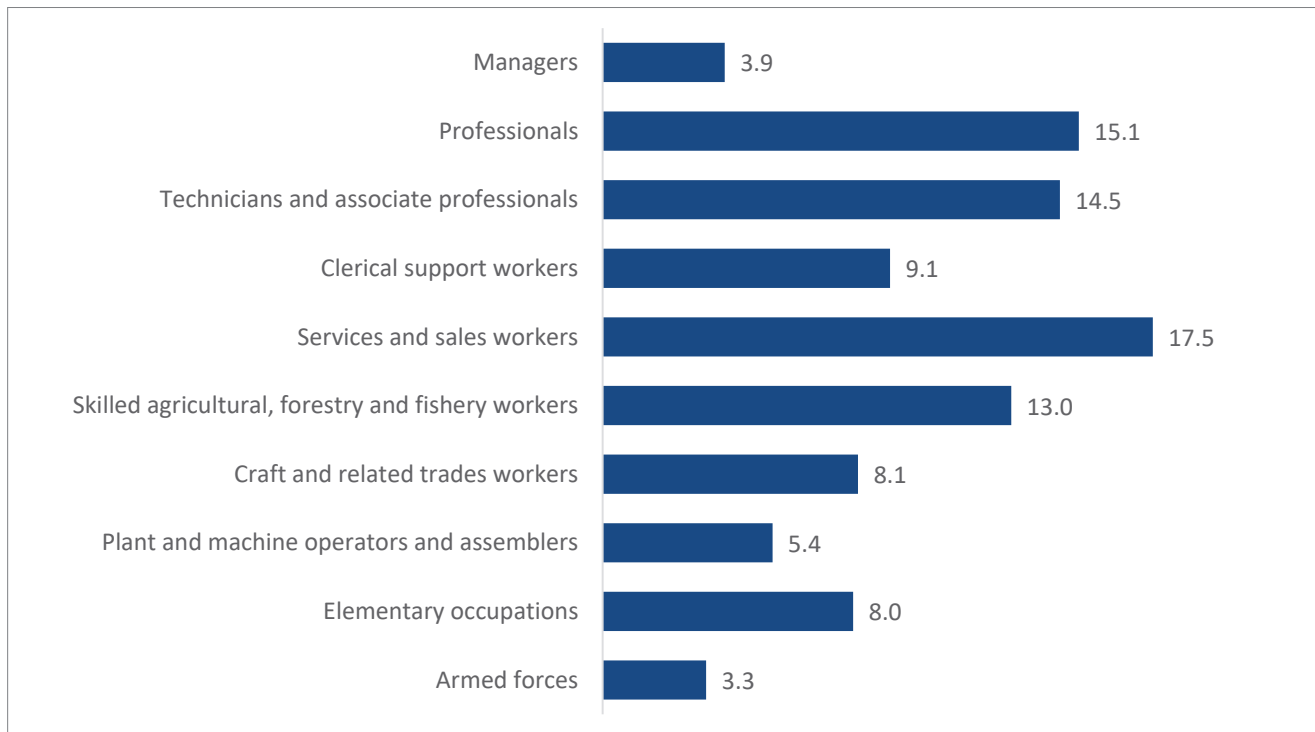
What type of employer do you currently work for? (n=1105)



In reference to the ISCO 08 occupational categories at two-digit level, the distribution per major group (single-digit level) is presented in the chart below. One group not specified by the ISCO occupational categories used in the questionnaire, namely the armed forces (3%), was added based on open-ended question responses. According to the data, 19% of the respondents were managers or professionals, 24% were technicians and associate professionals and clerical support workers, 18% worked in the service sector, with sales workers being the largest occupational group here, and 13% were plant and machine operators and assembly line workers⁸.

Figure 11:
Occupational categories

What is your occupation (based on your main job)? (n=1,105)



Breaking down the occupational data suggests a number of differences between social and demographic groups in terms of occupational status. Among the employed, people living in the capital, women, people with higher education, and 18-44-year-olds, were more likely to be in higher occupational status groups.

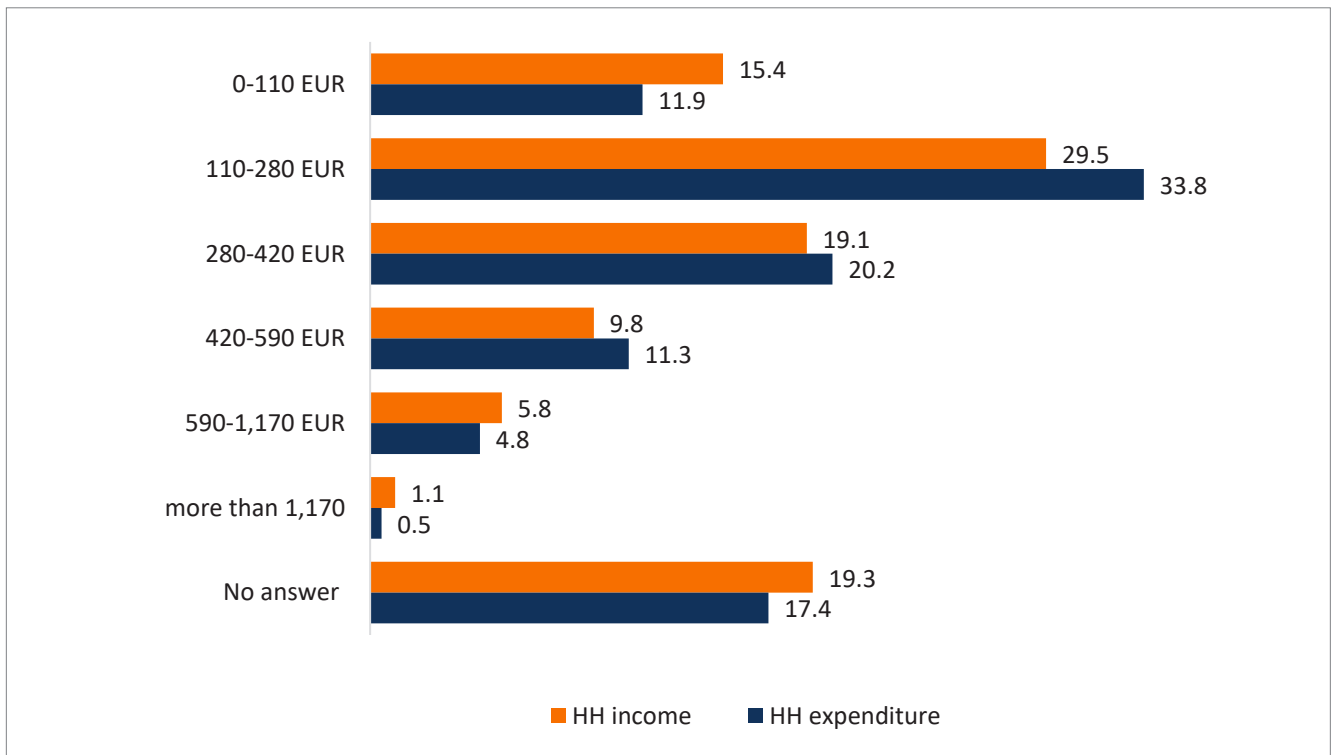
⁸ The data was grouped into four main occupational skill levels (ISCO codes 1,2,3: highly-skilled white-collar; ISCO codes 4,5: low-skilled white-collar; ISCO codes 6,7: highly-skilled blue-collar; ISCO codes 8,9: low-skilled blue-collar). The armed forces are viewed as a separate category.

Respondents also stated their monthly income and outgoings. The data on income suggests that 45% of HHs have an income of less than 280 EUR per month⁹. It was noted that respondents reported slightly more outgoings than income.

Figure 12:

Household net monthly income/expenditure

**What is the net monthly income/expenditure of your household?
(n=2,440)**



⁹ The categories were in local currency (AMD). The Central Bank exchange rate as of 20 November 2020 (start date of the fieldwork) was used. The values were rounded to the nearest decimal point. The EUR exchange rate was 597 AMD on the start date of the fieldwork, whilst it was 636 AMD on the end date (20 February 2021).

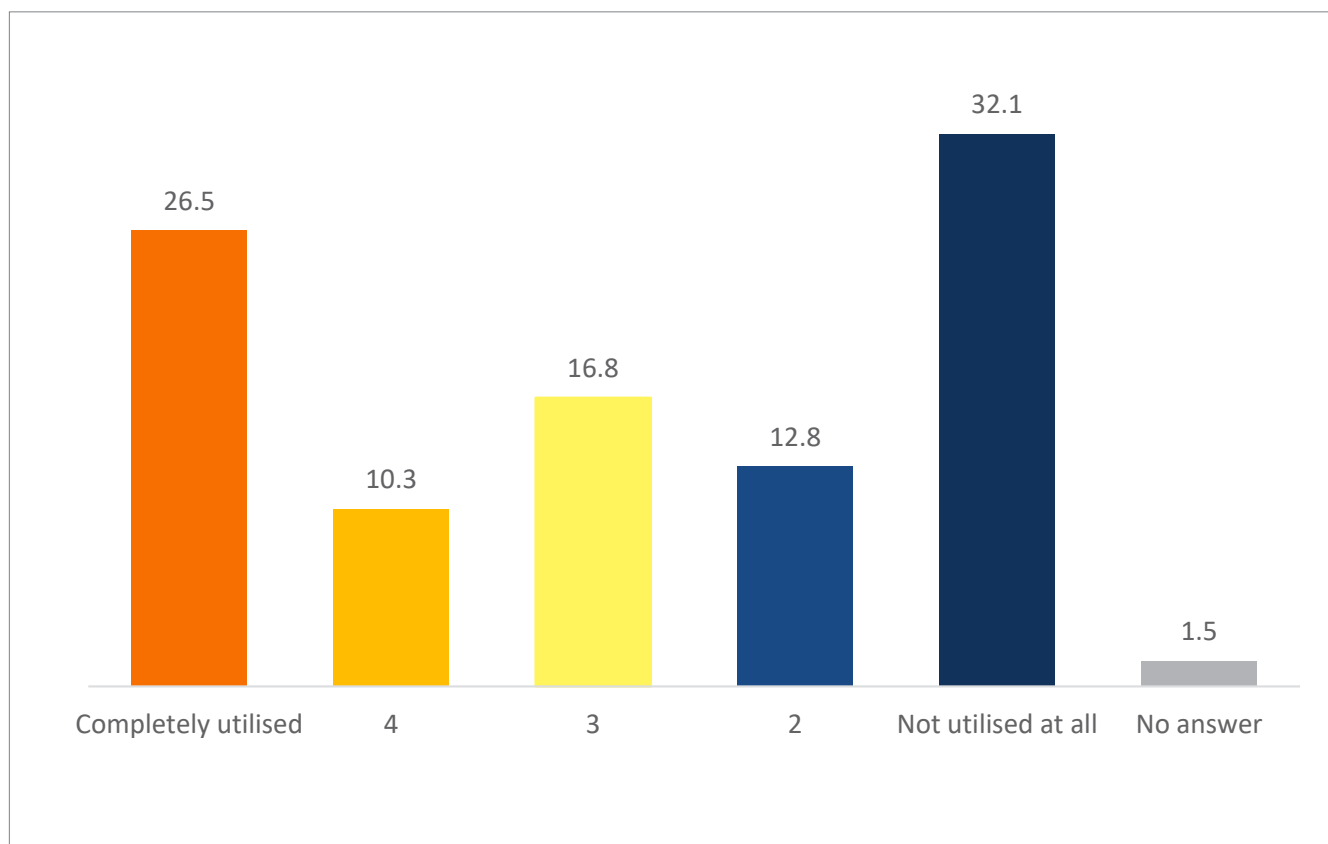
Knowledge and skills

Respondents were asked to assess the extent to which they were making use of the knowledge and skills that they had acquired during their studies in their current job. Thirty-seven percent (37%) of respondents stated that they were partially or completely utilising their knowledge and skills, whereas as many as 45% of respondents answered that they had not utilised the skills and knowledge that they had acquired during their studies.

Figure 13:

Utilisation of knowledge and skills

“To what extent are the knowledge and skills that you acquired during your studies utilised in your current job?” (n=1,105)

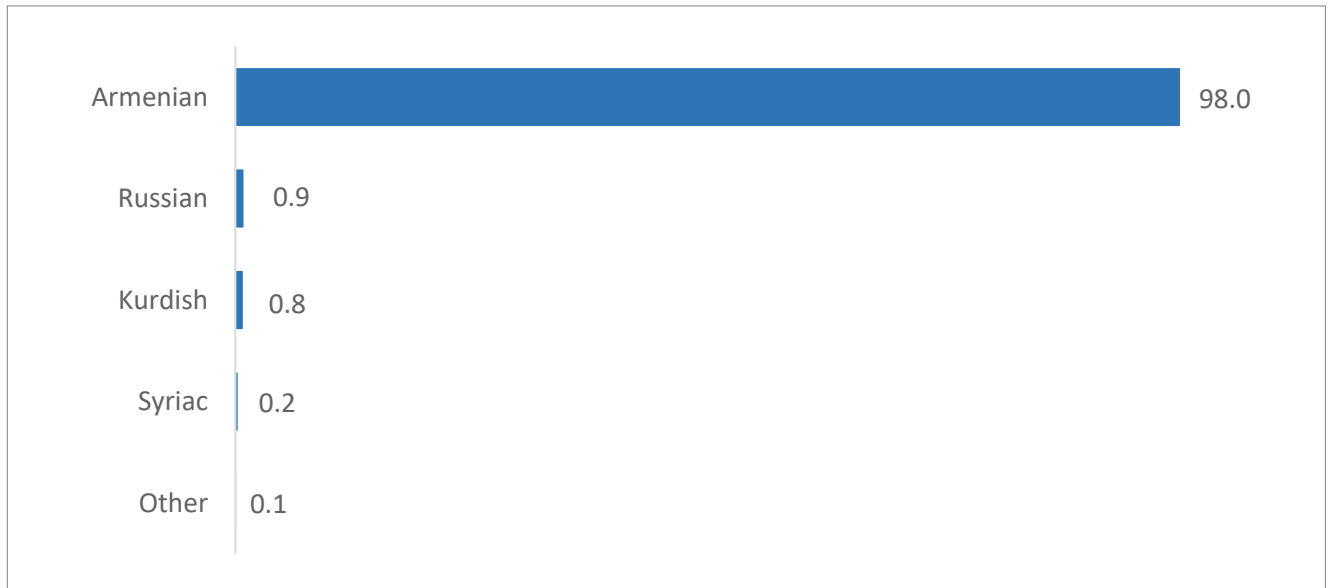


The data also explored respondents' knowledge of different languages. Almost all respondents (98%) stated that Armenian was their native language. This was followed by Russian (1%). Kurdish and Syriac were mother tongues for fewer than 1% of the individuals surveyed.

Figure 14:

Mother tongue(s) language(s)

**Which language(s) is (are) your mother tongue(s)?
(n=2,440)**

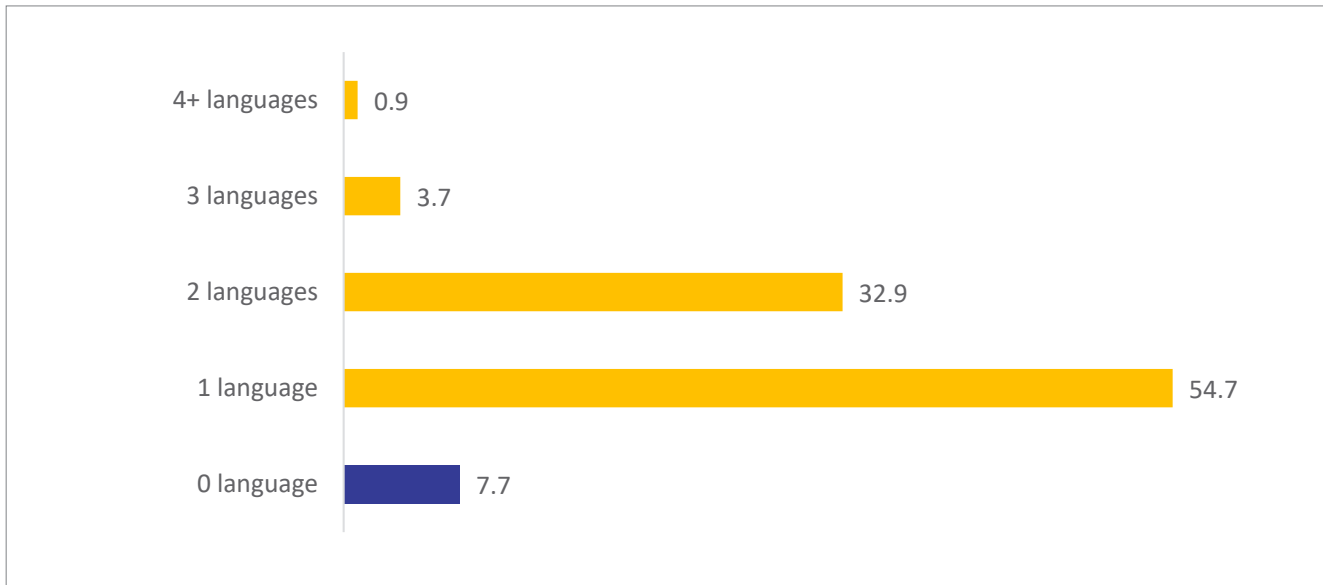


Only a small percentage of respondents (8%) could not use any language except their mother tongue. The majority (55%) of the individuals surveyed were able to use one foreign language; 33% were able to use two foreign languages, and 5% were able to use three foreign languages or more.

Figure 15:

Number of languages used in addition to mother tongue(s)

**How many languages can you use in addition to your mother tongue(s)?
(n=2,440)**

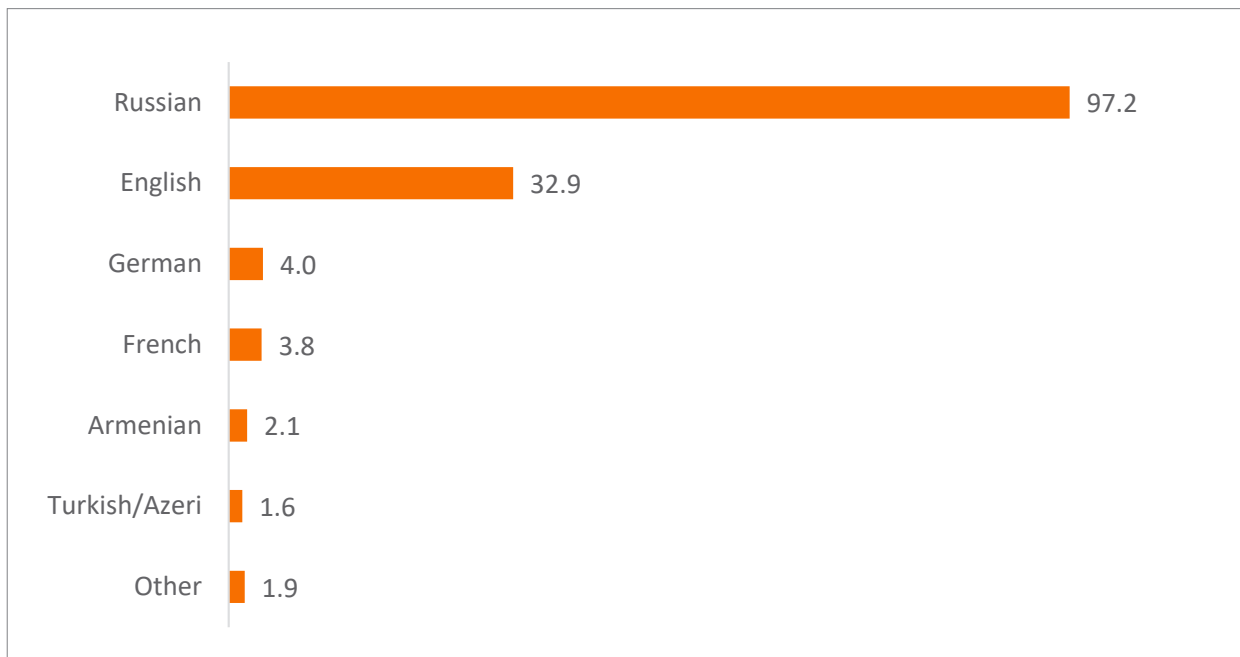


The most commonly reported second language was Russian (97%), followed by English (33%), German (4%) and French (4%). There was no difference between people who chose Russian as a foreign language, but younger people, people with tertiary education, and people living in the capital, were more likely to know English. Women (38%) also mentioned English more often compared to men (28%).

Figure 16:

Knowledge of other languages

**“Which languages can you use in addition to your mother tongue?”
(multiple responses allowed, n=2,258)**

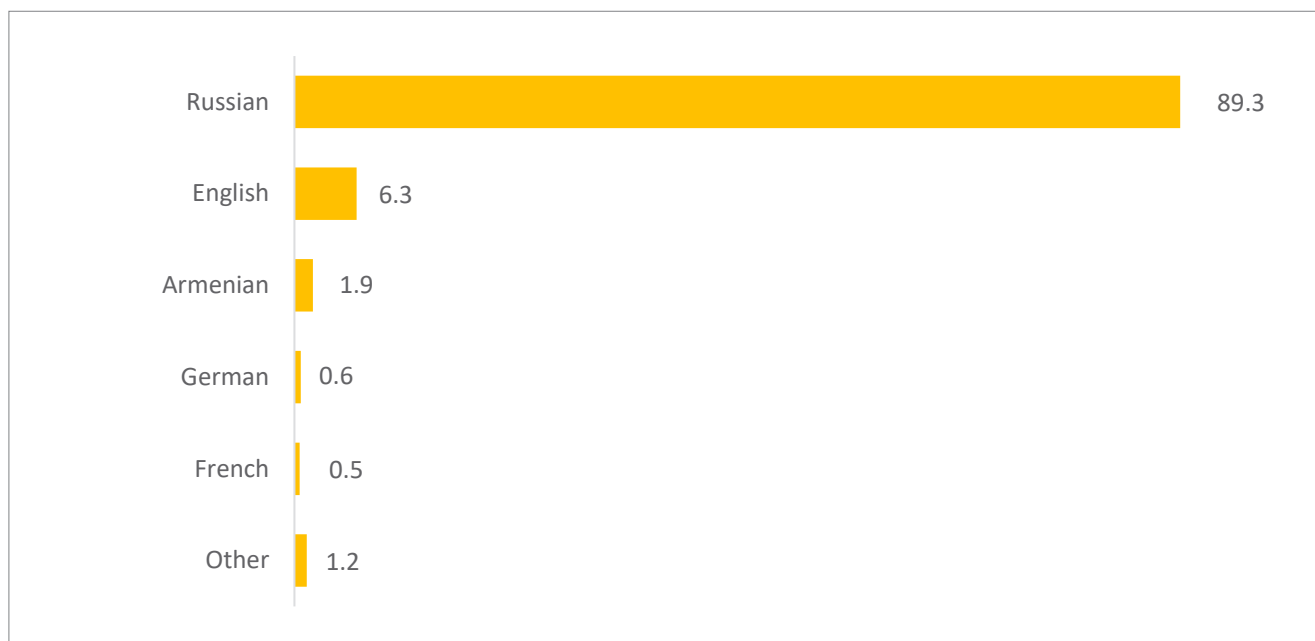


Among languages known in addition to the mother tongue, 89% of the respondents knew Russian best. Russian was followed by English (6%) and Armenian (2%). All other languages were reported by fewer than 3% of the respondents.

Figure 17:

Best known second language

“Which of the languages that you mentioned before (apart from your mother tongue) do you know best?” (n=2,258)

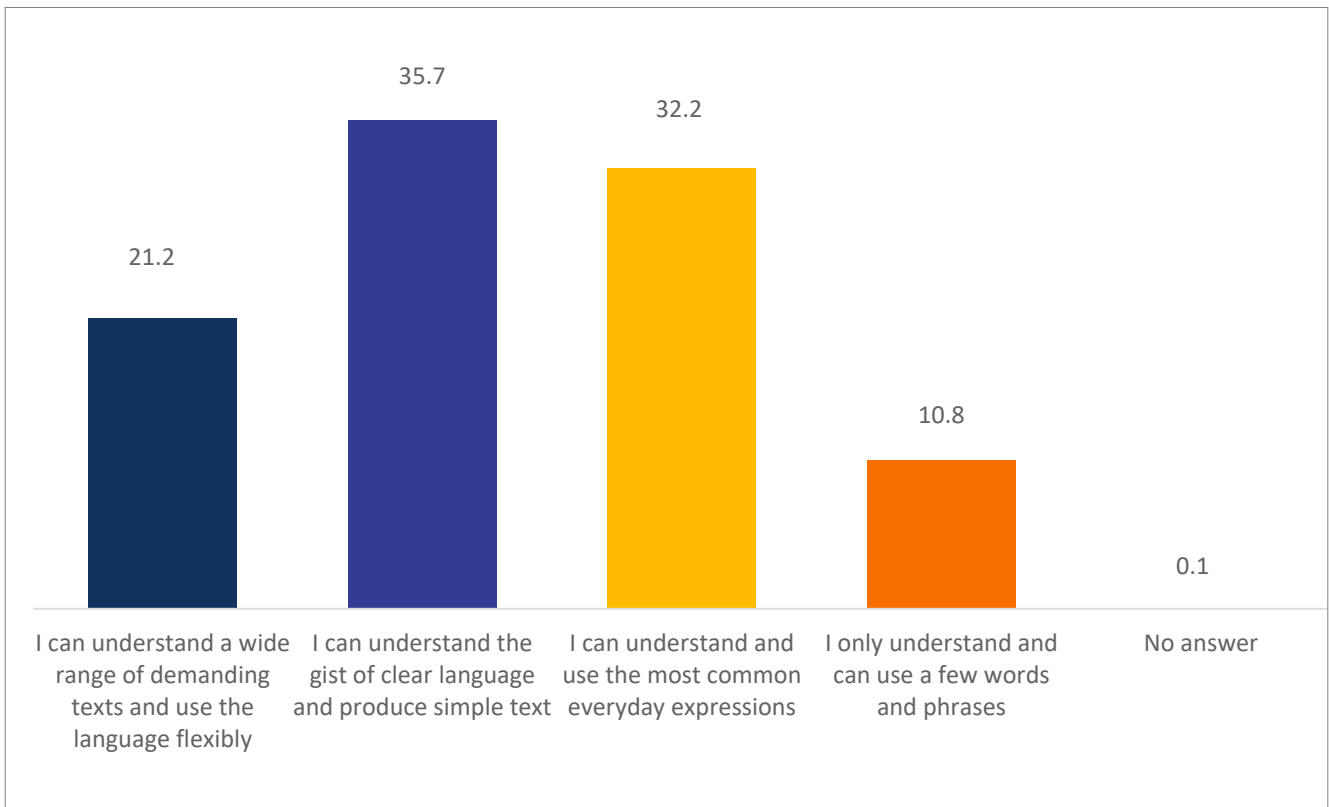


Respondents were asked about their level of foreign language knowledge. A little more than a third (36%) of the respondents were able to understand the essentials of the language and produce a simple text; another third (32%) were able to understand and use the most common everyday expressions, and 21% could understand a wide range of demanding texts and use the language flexibly. Only 10% of the individuals surveyed stated that they could only understand and use a few words and phrases. Thirty-two percent (32%) of the respondents from Yerevan used foreign languages flexibly, while only 18% of respondents from other urban areas and 13% from rural areas spoke a foreign language fluently. Higher education was also linked with more effective use of a foreign language.

Figure 18:

Level of knowledge of the first best known language

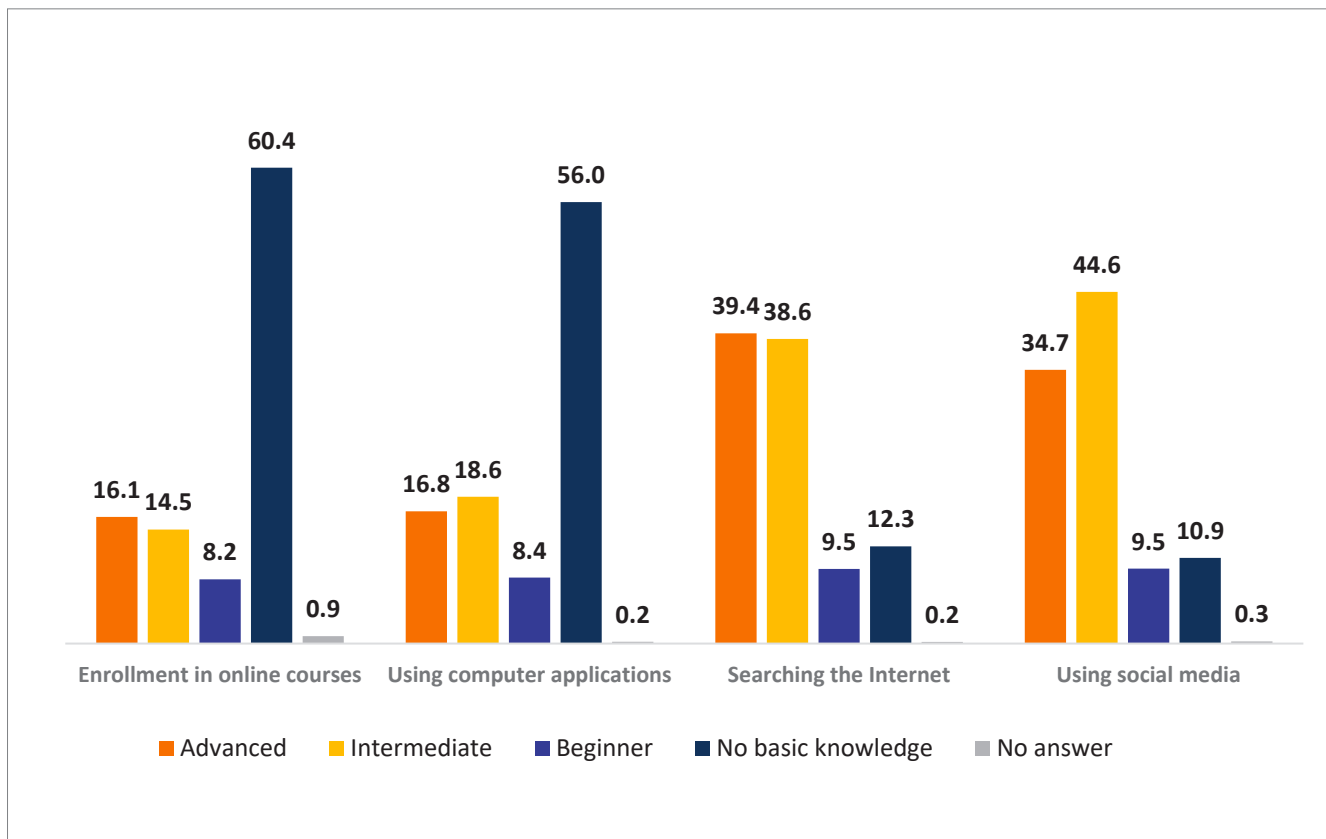
“Which of the following cases best describes your knowledge of the above mentioned first best-known language (apart from your mother tongue)?” (n=2,258)



The study also explored respondents' skills in digital technology, including using social media, using Internet search tools, using computer applications, and enrolment in online courses. Respondents were most comfortable using Internet search tools (39%), followed by social media (35%), computer applications (17%), and enrolling in online courses (16%). Knowledge of digital tools varied significantly by a number of characteristics. The young, people who lived in the capital, and people who had completed tertiary education, were more likely to report higher levels of knowledge of digital tools than others did.

Figure 19:
Knowledge of digital tools

“Which of these levels best describes your ability in...?”
 (n=2,440)



Summary of findings on respondents' background characteristics

Almost all the respondents were Armenian citizens, with nearly equal shares of men and women. Only 4% of the respondents had migrated in the past to another country for six months or more and returned. That said, significantly more (18%) stated that they had plans to migrate in the future for reasons including greater potential to find a job abroad, higher wages, and better working conditions. Half of the respondents (50%) had secondary education, whereas 22% had vocational education, and 27% had at least some tertiary education. When asked to indicate their parents' highest educational attainment, most indicated upper secondary education. Only about a third (35%) were in full-time employment, and about another third (31%) were unemployed. While 37% of the respondents stated that they partially or completely utilised the knowledge and skills that they had gained from their studies in their current job, almost half (45%) stated they had not utilised these skills and knowledge. The vast majority (92%) stated that they knew more than one language, with Russian being the most common second language (97%), followed by English (33%). Regarding skills in digital technology, respondents were most comfortable with Internet search tools and social media. Younger people, people who lived in the capital city, and who had completed tertiary education, were more likely to report advanced digital skills.

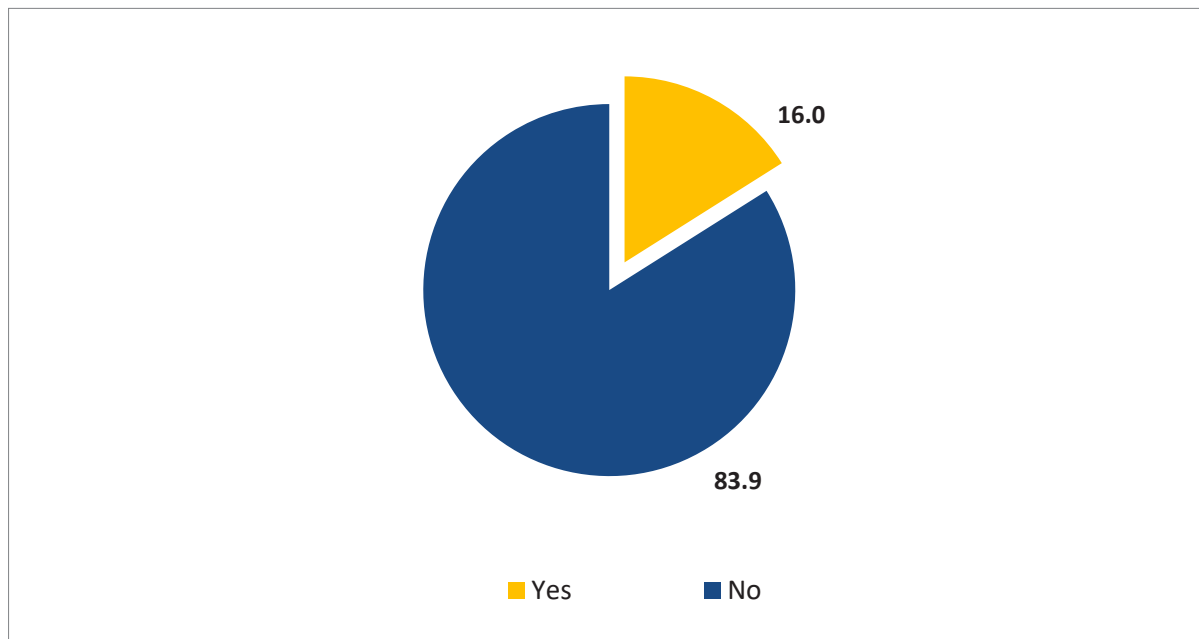
Access to information about learning opportunities and guidance

The study asked about access to information, and about learning opportunities and guidance. The data shows that 16% of respondents had looked for information about learning opportunities during the last 12 months in either formal education, in non-formal education, or in training.

Figure 20:

Number of people who have searched for learning opportunities

“Have you looked for information concerning learning opportunities during the last 12 months (either on formal or non-formal education or training?” (n=2,440)



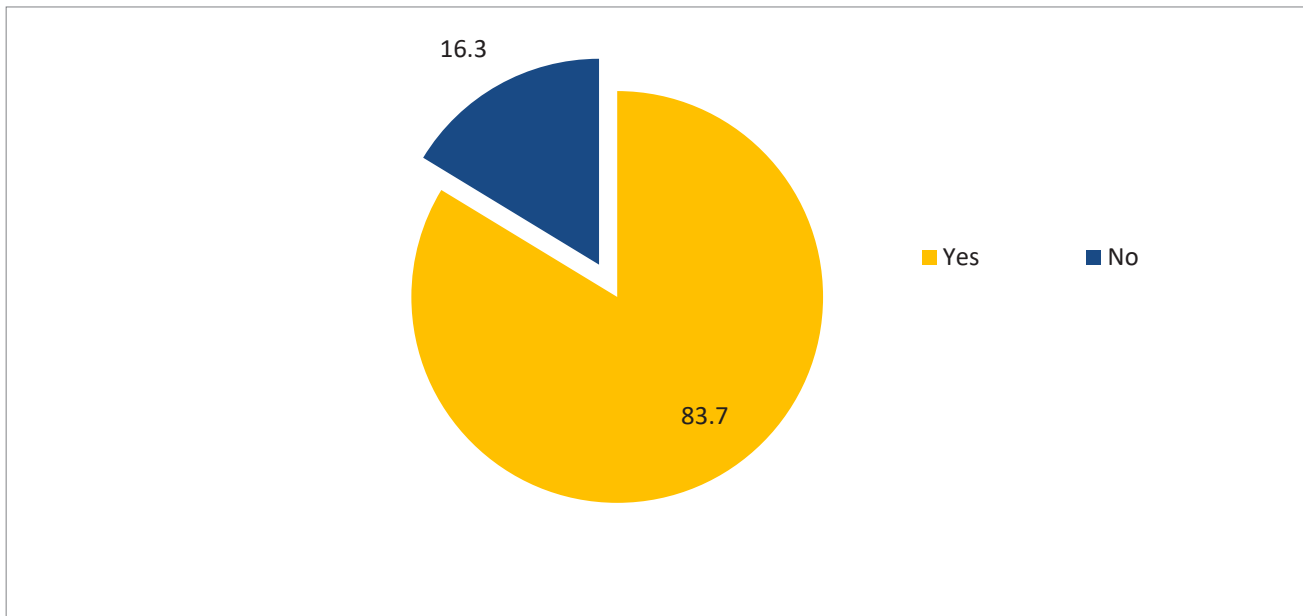
Searching for information on learning opportunities was more common in the capital (21%) than in rural areas (9%). Women (19%) were more active in searching for new learning opportunities than men (12%). Younger people aged 18-35 (45%) were more active in this regard than older people aged 56-64 (5%). People with tertiary education (26%) were also more likely to have searched for information.

Among respondents who searched for information, the majority (84%) found the information that they were looking for. Additionally, of those who searched for information, the groups that were most likely to find it were people who lived in the capital (89%), younger people aged 18-24 (89%), and highly-skilled white-collar workers (92%).

Figure 21:

Found information looked for

“Did you find the information?” (n=388)

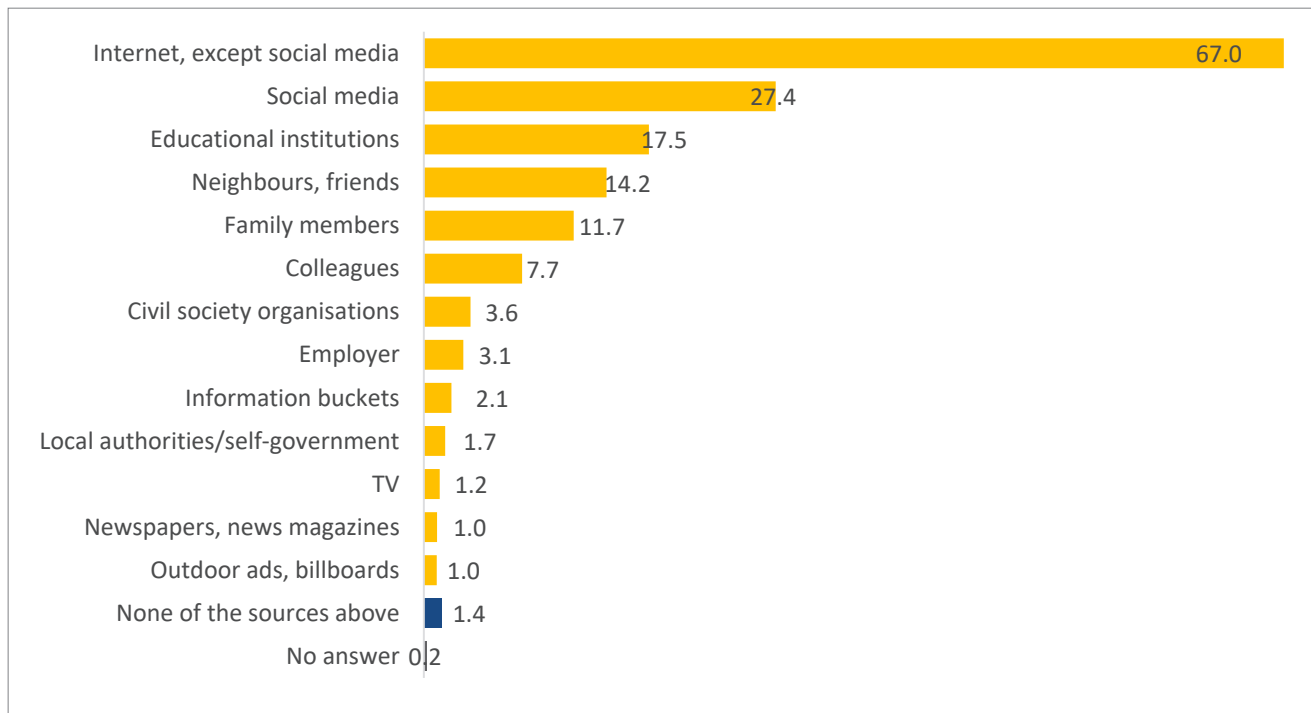


The top three sources of information were the Internet except social media (67%), social media (27%), and educational institutions (18%).

Figure 22:

Main sources of information

“Where did you find information on learning activities?”
(multiple responses allowed, n=327)



Summary of findings on access to information about learning opportunities and guidance

Most of the survey respondents (84%) did not search for information regarding educational opportunities. Those who did search for information on educational opportunities and found it (16%) mostly did so via the Internet (67%) and social media (27%), and the fewest through newspapers and magazines (1%), and outdoor adds such as billboards (1%). Furthermore, the data showed that people who searched for information on educational opportunities were residents of the capital (89%), 18-24-year olds (89%), and white-collar workers (92%).

Participation in education and training

The study asked a wide range of questions about engagement in formal, non-formal and informal education and training. 8% reported that they had been involved in formal education; 75% had been involved in informal education, and 14% in non-formal education during the previous 12 months. This section of the report presents the findings regarding participation in these activities.

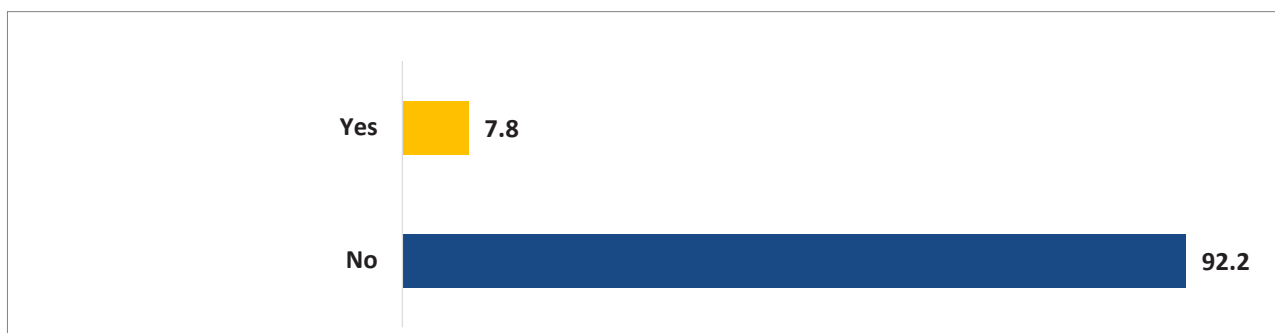
Formal education

As noted above, 8% of the population surveyed had been engaged in formal education in the preceding 12 months and worked towards obtaining a qualification. Among those who were engaged in formal education, most reported that they were engaged in one formal learning activity (90%). The remaining respondents reported two activities (10%). In terms of time spent on formal education, the average amount was 325 hours during last 12 months, with a median value of 204.

Figure 23:

Engagement in formal education

“Have you been studying towards a qualification during the last 12 months?” (n=2,440)

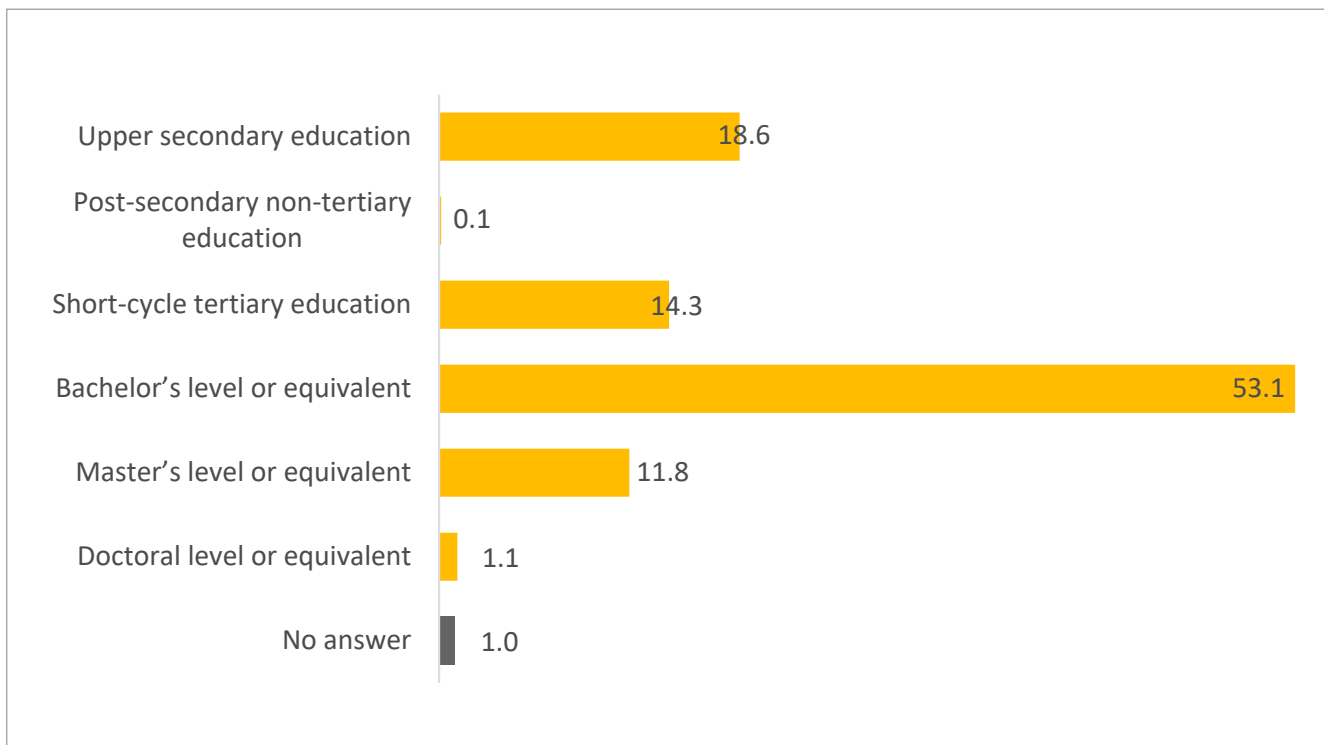


Most formal learning activities were at Bachelor’s level or equivalent (53%), and at Master’s level or equivalent (12%). Fourteen percent (14%) of the respondents were engaged in short-cycle tertiary education, and 19% of the individuals surveyed reported being in upper secondary education. Only 1% of the respondents were studying towards Doctoral level or equivalent.

Figure 24:

Level of formal education

“What is the highest level of education or training that you have successfully completed?” (n=173)

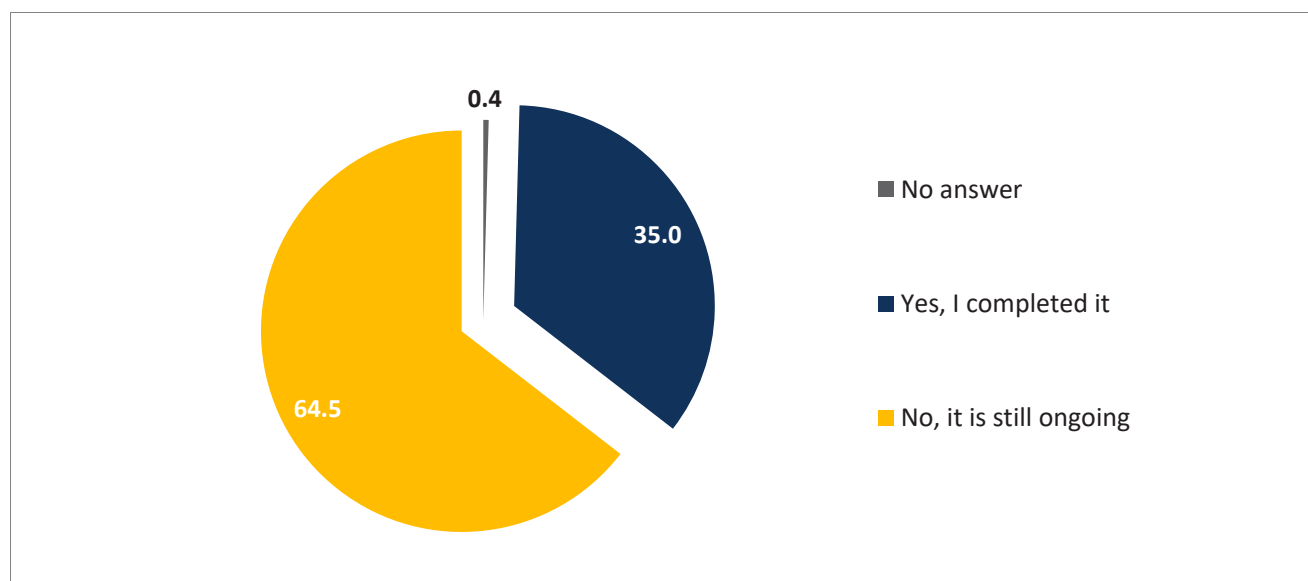


The data also indicated that of those who reported that they had engaged in an educational activity within the previous 12 months, 65% were still engaged in the activity, 35% had completed it, and no one reported that they had dropped out.

Figure 25:

Completed formal education

“Have you completed your formal education?” (n=173)

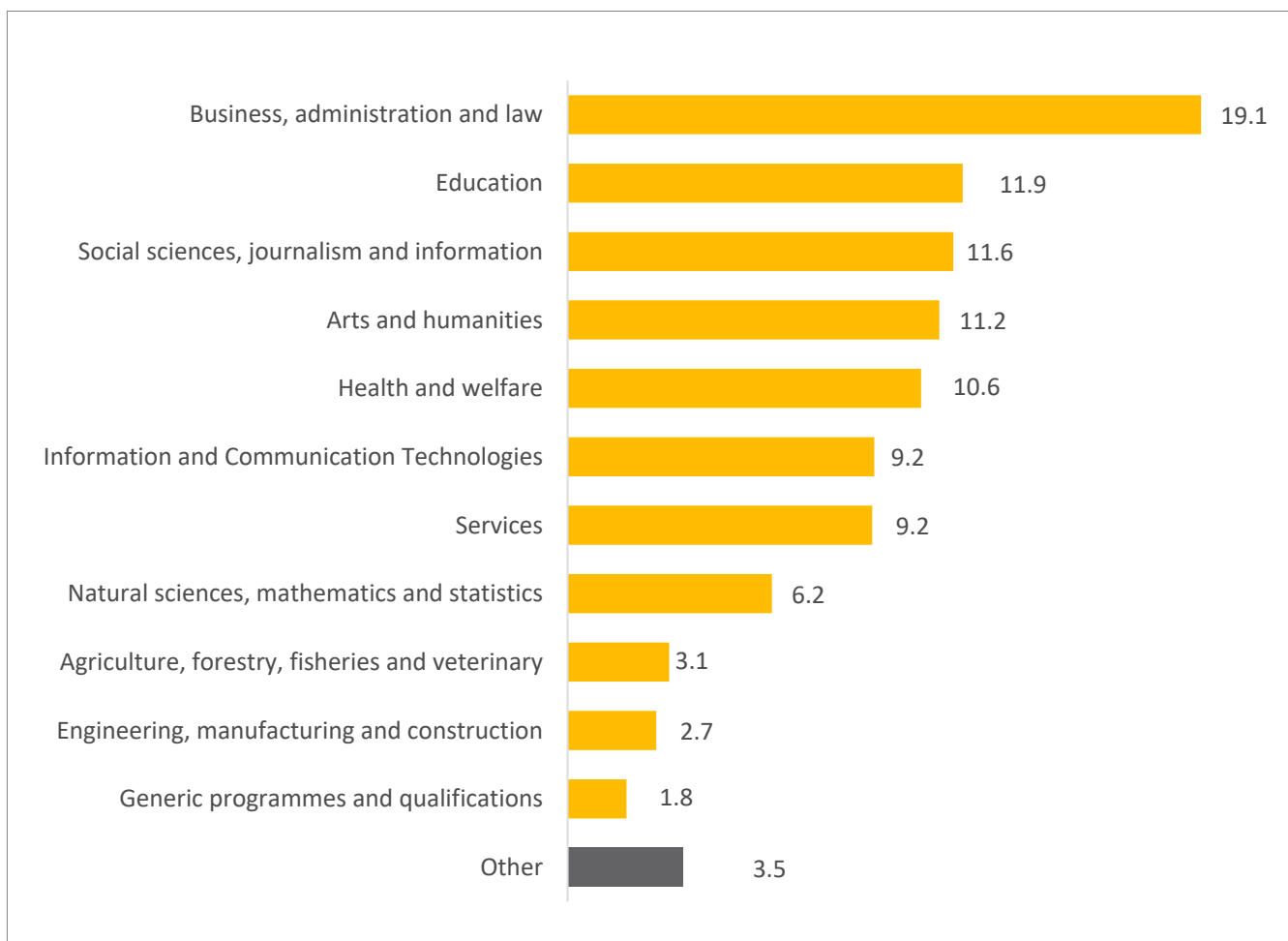


Moreover, the study asked which formal fields of study were pursued in education. The data indicated that business, administration¹⁰ and law (19%), education (12%), and social sciences, journalism and information (12%) were the most common fields, and the fields of generic programmes and qualifications (2%), engineering, manufacturing and construction (3%) and agriculture, forestry, fisheries and veterinary medicine (3%) were the least common.

Figure 26:

Field of study

“What was the field of study?” (n=173)



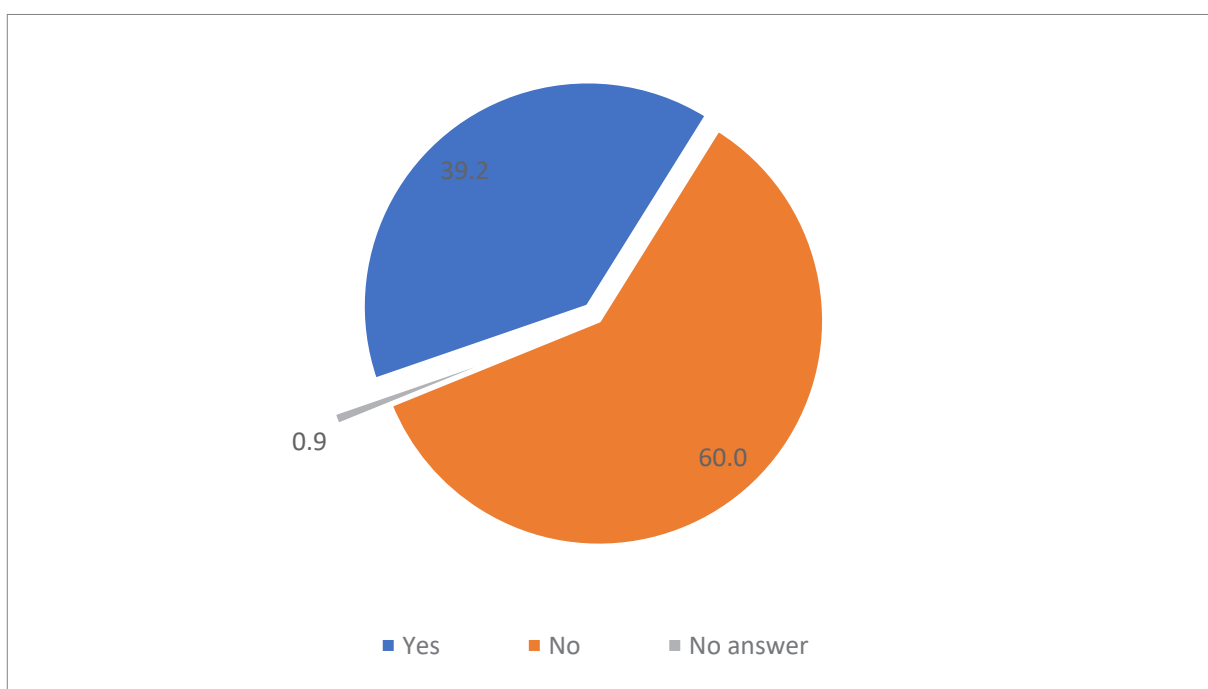
¹⁰ The category includes accounting and taxation, finance, banking and insurance, management and administration, etc., as defined by the [2013 ISCED Fields of Education Classification](#).

Fewer than half (39%) of those engaged in formal education pursued it through a programme that was organised as distance based¹¹.

Figure 27:

Formal education organised as distance learning

“Was your formal education mainly organised as a distance-based learning programme?” (n=173)



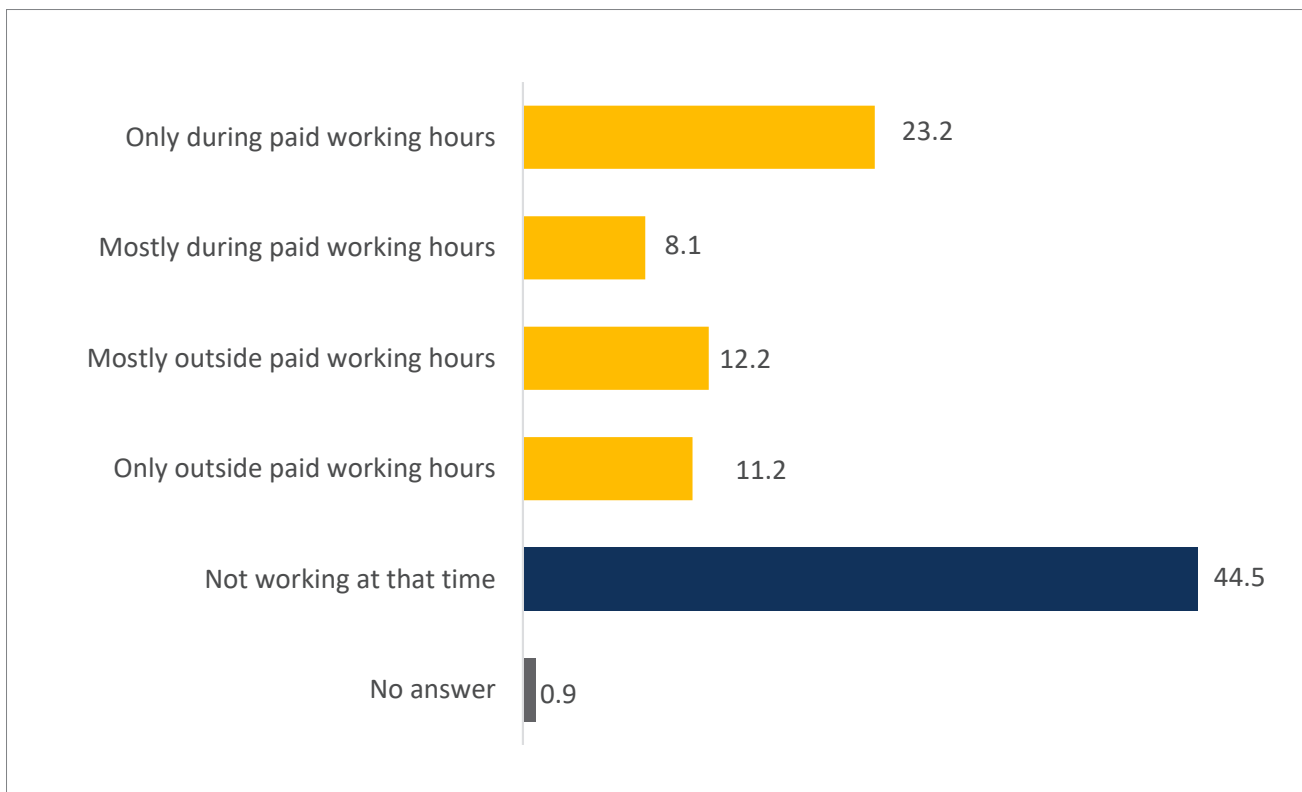
¹¹ Many of those who reported their education as being organized through distance learning may have had their studies impacted by the coronavirus pandemic, when all formal education shifted online.

Among people who were working and pursuing formal education at the same time, most learning activities took place during paid working hours. Close on a quarter of the respondents (23%) reported that they only studied during working hours; 8% mostly studied during paid working hours, and 45% were not working at that time.

Figure 28:

Formal education during paid working hours

**“Did it take place during paid working hours (including paid leave or recuperation)?”
(n=173)**

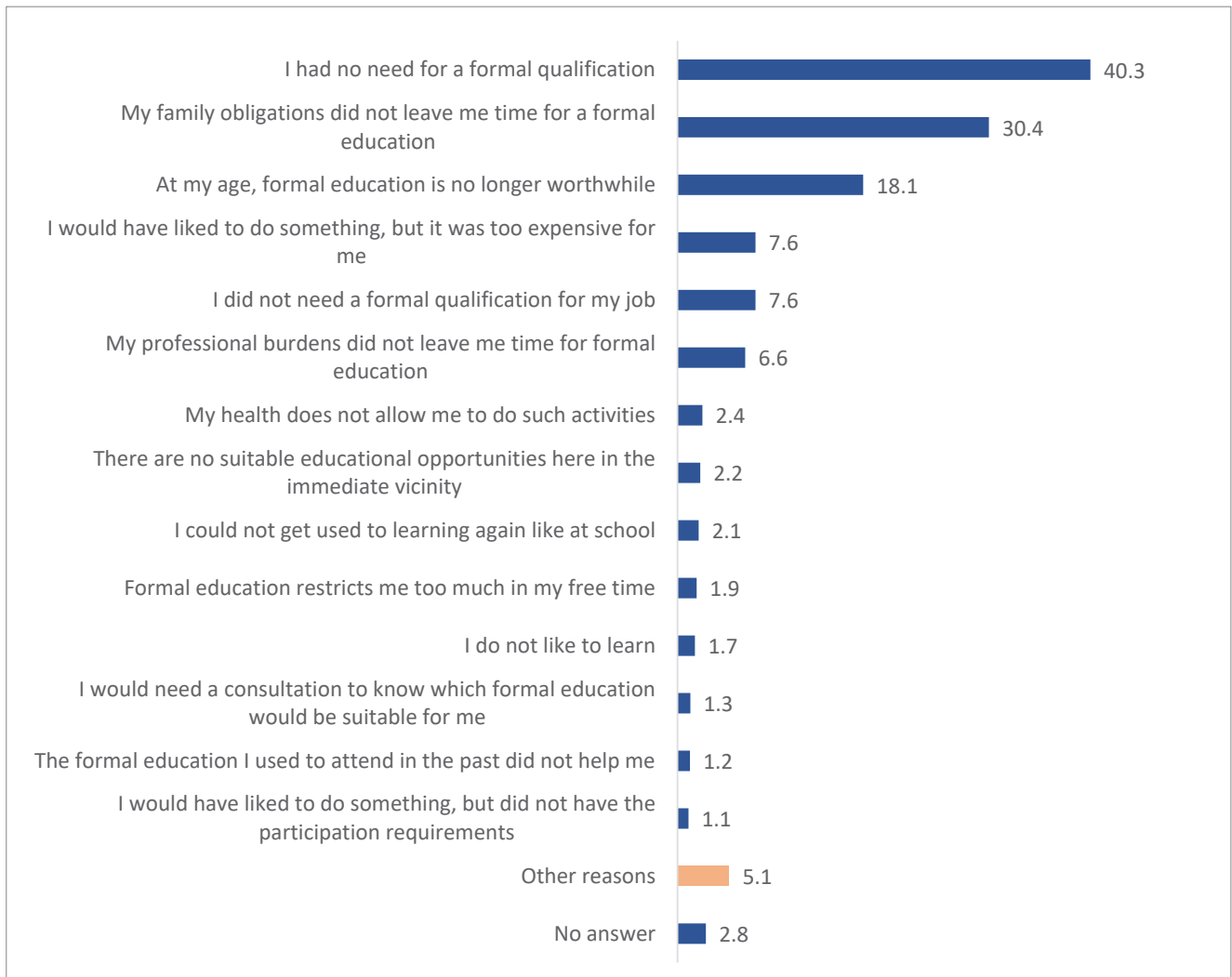


The main reasons for not participating in formal educational activities were: no need for formal education (40.3%), not having time for formal education because of family obligations (30.4%), and the belief that formal education was not worth pursuing at their age (18.1%). The first reason was most commonly stated by men (47%), residents of the capital (49%), respondents with tertiary education (54%), employed respondents (51%), and highly-skilled white-collar workers (64%), while the second was most commonly mentioned by female respondents (42%), individuals from other urban areas (37%), unemployed respondents (39%), and respondents aged 25-44 (40%).

Figure 29:

Reasons for not engaging in formal learning activities

“Please state if any of the following were a reason for you not participating in further training in the past 12 months” (multiple responses allowed, n=2,269)



Summary of findings on participation in education and training

Only 8% of the respondents had been involved in formal educational activities in the preceding 12 months, and about half of those activities were at the level of a Bachelor's degree or its equivalent. The most common fields of formal education included business, administration and law. More than half of those who were both studying and working at the same time pursued their studies during working hours. The most common reasons for not pursuing formal education included no need, no time, and the belief that formal education is not worth pursuing due to age.

Non-formal education

The non-formal education explored through the survey included training courses, workshops/seminars, guided on-the-job training courses, and private lessons attended by the respondents. All in all, 14% of the population had been involved in one or more of these types of non-formal educational activities in the preceding 12 months.

The most frequent type of non-formal learning activities were courses (7%), followed by workshops (5%), guided training courses (3%), and private lessons (3%)¹². The average number of non-formal educational activities in which respondents participated was two. The average number of hours of non-formal education received by the respondents in a year was 50.

¹² Reported rare cases of excessive or very low levels of training were excluded from the calculation.

Figure 30:

Non-formal education

“Have you participated in any of the following non-formal activities at the workplace or in your free time during the last 12 months?” (n=356)



People from the capital (22%) were more likely to engage in non-formal education than people from other urban areas (12%) and from rural areas (8%). Women (16%) and the employed (21%) were more active in non-formal education than men (12%) and the unemployed (8%)¹³. People with higher levels of education, and people working in higher-skilled professions, were also more likely to report non-formal educational activities. Twenty-six percent (26%) of people aged 18-24 reported at least one non-formal activity, while the figure was 16% for those aged 25-44, and it was 7% for 45-64-year-old respondents. Furthermore, the rate of participation in non-formal educational activities increased with income levels. Whilst about half of people with household incomes of more than 590 EUR per month took part in non-formal education, only 18% of those making 280-590 EUR, and 8% of those making 0-280 EUR, took part in non-formal educational activities.

These demographic patterns were generally similar between each type of non-formal educational activity. However, people with secondary education (4%), and the unemployed (4%), were more likely to have taken private lessons, while 25-44-year-olds were more likely to have taken part in workshops and seminars (6%) compared to other age groups.

¹³ This includes the following categories: “Unemployed”, “Currently in school, higher education or vocational education” and “Otherwise inactive person”.

Respondents were asked for more details about the four main types of non-formal educational activities. As Figure 31 suggests, most types of non-formal education were job related, and they mainly took place outside working hours. Sixty-seven percent (67%) of non-formal learning activities were primarily job related, and 54% of non-formal learning activities took place outside paid working hours (Figure 31).

Figure 31:

Job-related learning activities

“Was the non-formal learning activity mainly job related?” (n=600)

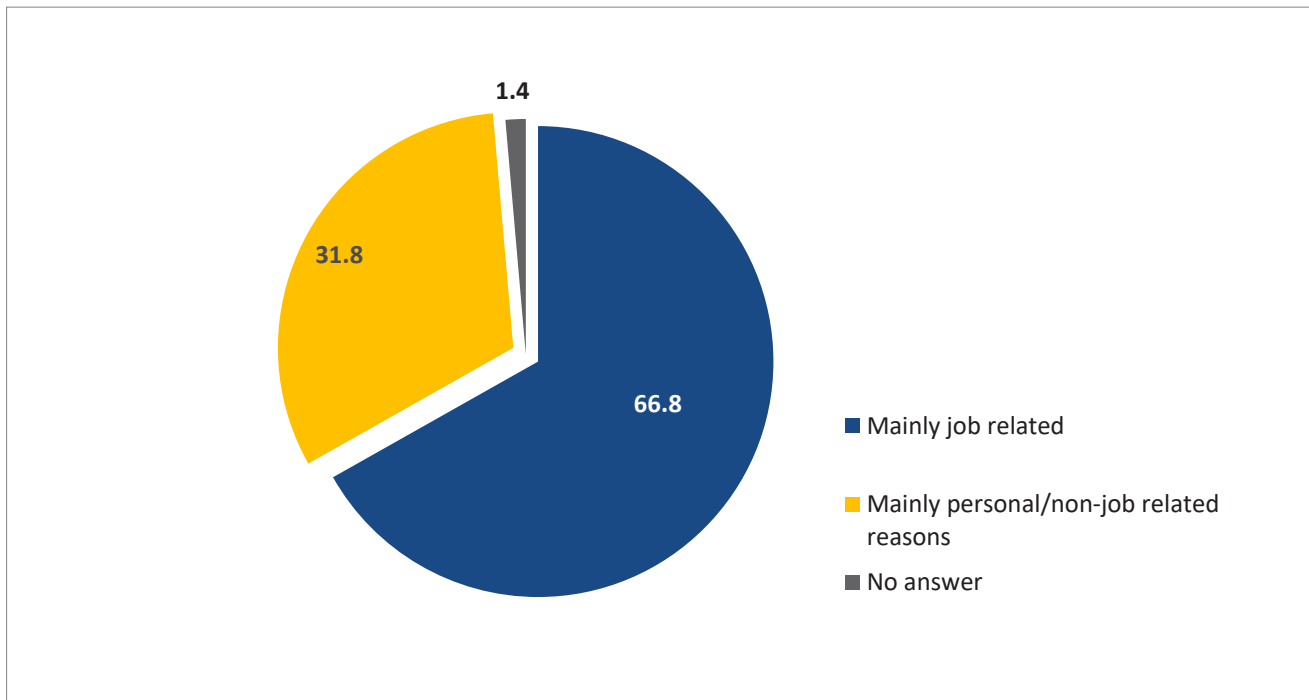
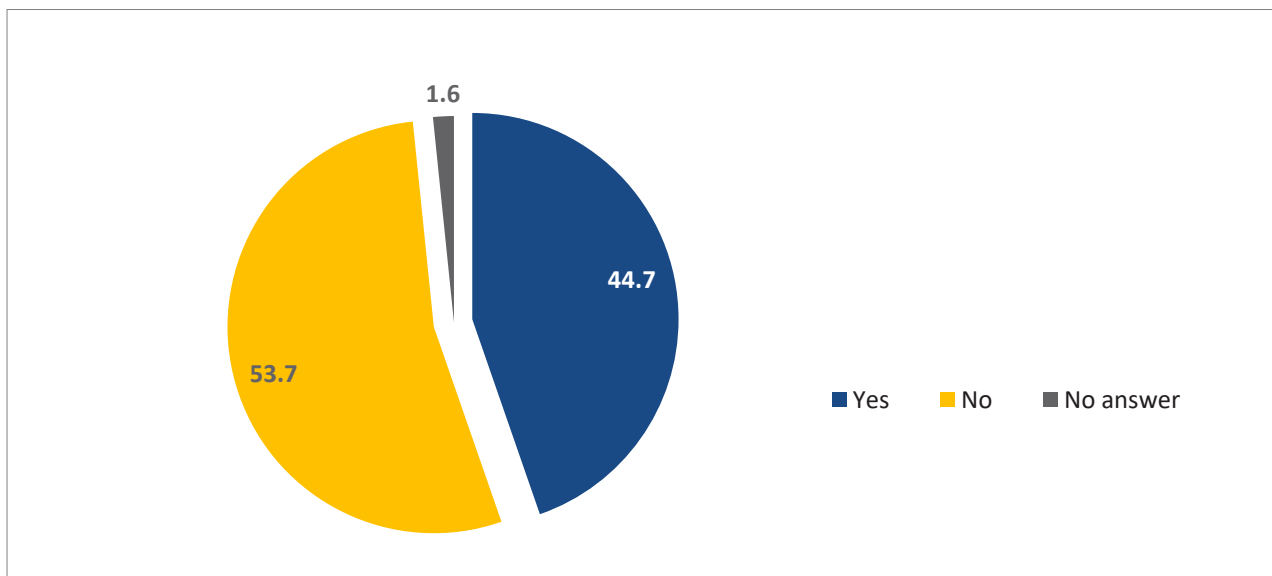


Figure 32:

Time when non-formal learning activity took place

“Did the non-formal learning activity take place mostly or fully during paid working hours (including paid leave or recuperation)?” (n=600)

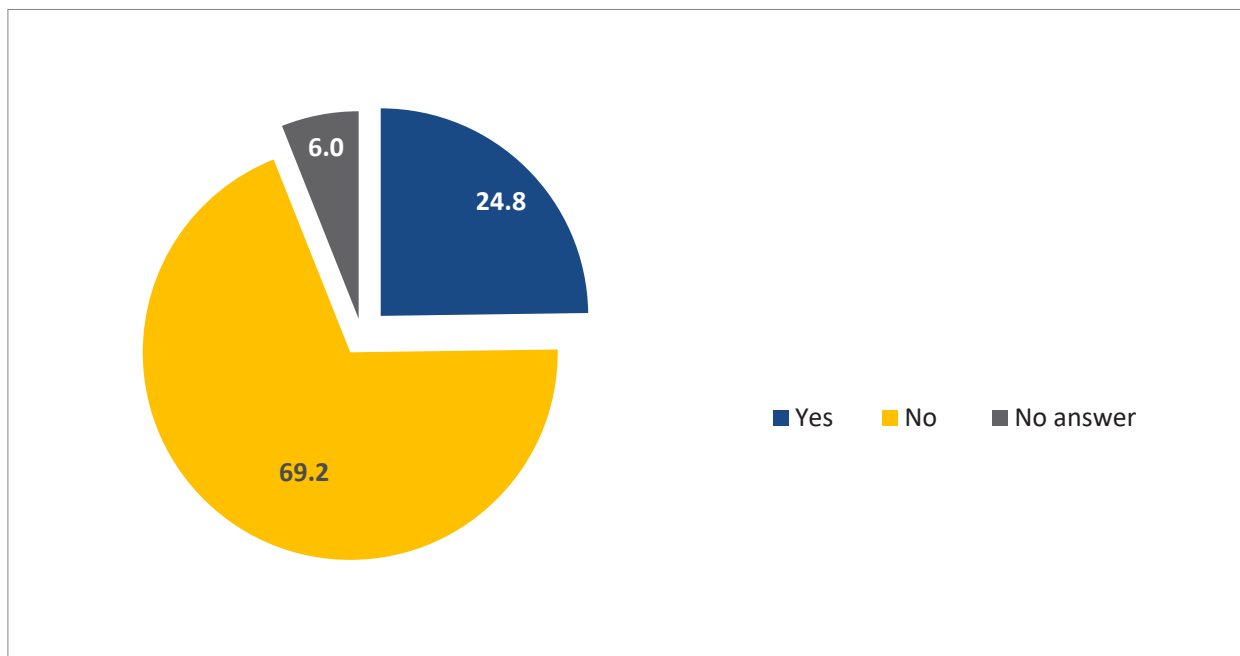


Respondents tended to pay for non-formal educational activities when they had a cost associated with them. Only 25% of non-formal learning activities were paid for by employers.

Figure 33:

Who paid for the non-formal educational activity?

**“Did your employer pay for the non-formal learning activity partially or fully?”
(n=600)**



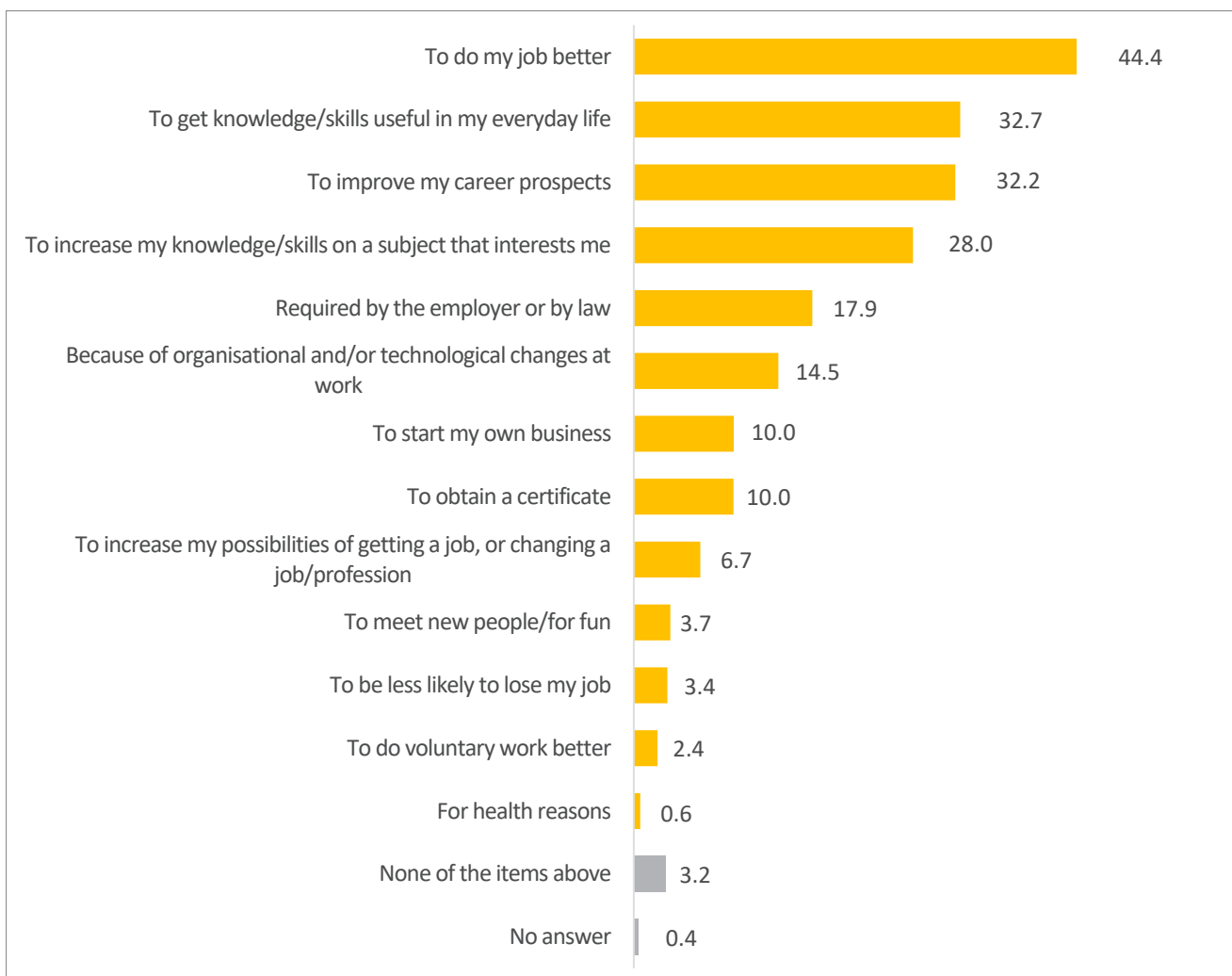
The respondents were asked to give additional details for two of the non-formal activities in which they had taken part.

The main reasons for participating in non-formal educational activities included improving job performance (44.4%), obtaining knowledge/skills useful for everyday life (32.7%), improving career prospects (32.2%), and improving knowledge/skills of a subject of interest (28%).

Figure 34:

Reasons for attending non-formal education

What were the reasons for participating in the non-formal learning activity? (n=355)

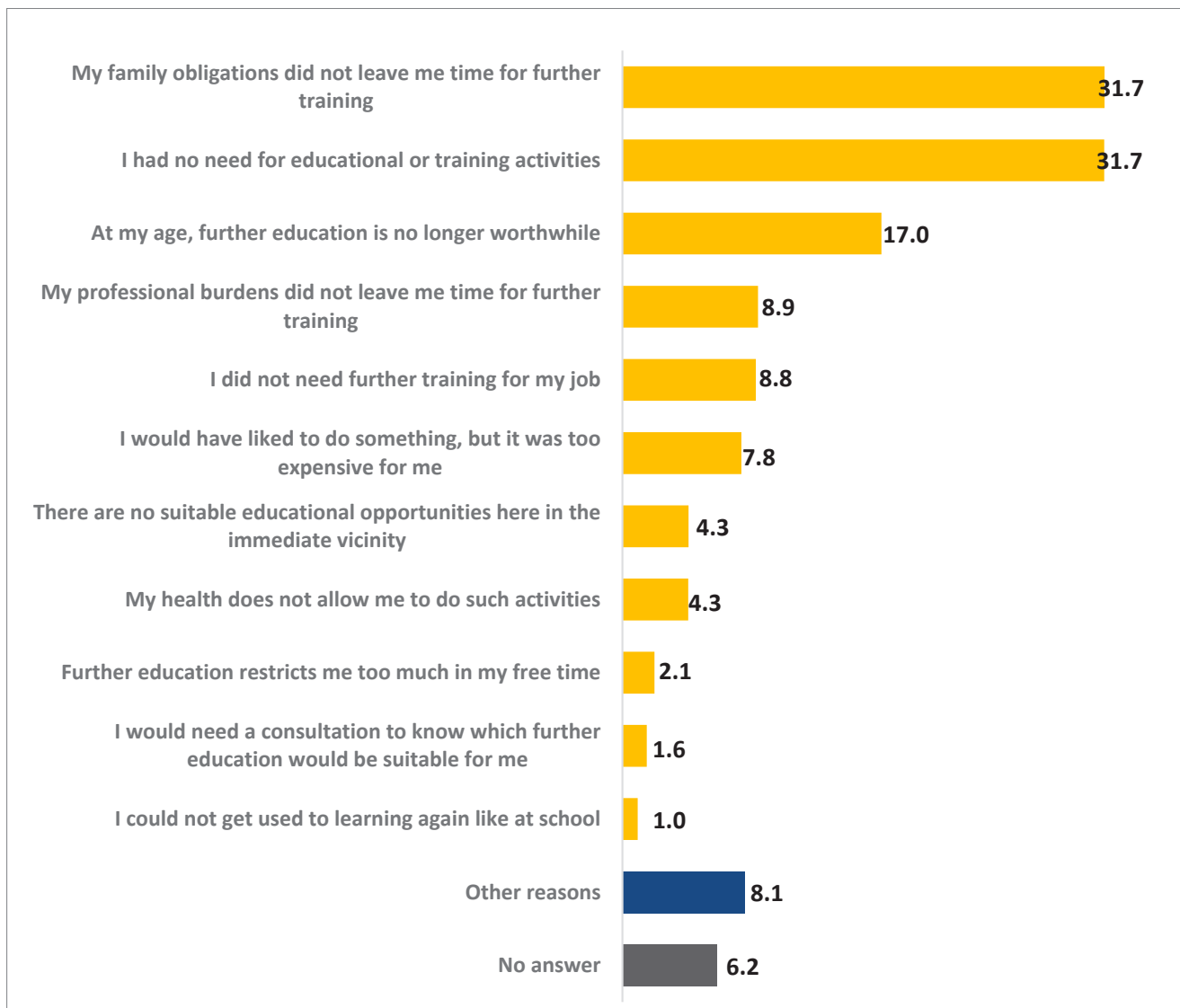


The main reasons for not participating in non-formal educational activities included not having any need for education or training (31.7%), not having time because of family obligations (31.7%), and belief in not having any need for non-formal education due to age (17%).

Figure 35:

Reasons for not attending non-formal education

What were the reasons for you personally not participating in further training in the last 12 months? (multiple responses allowed, n=2,084)



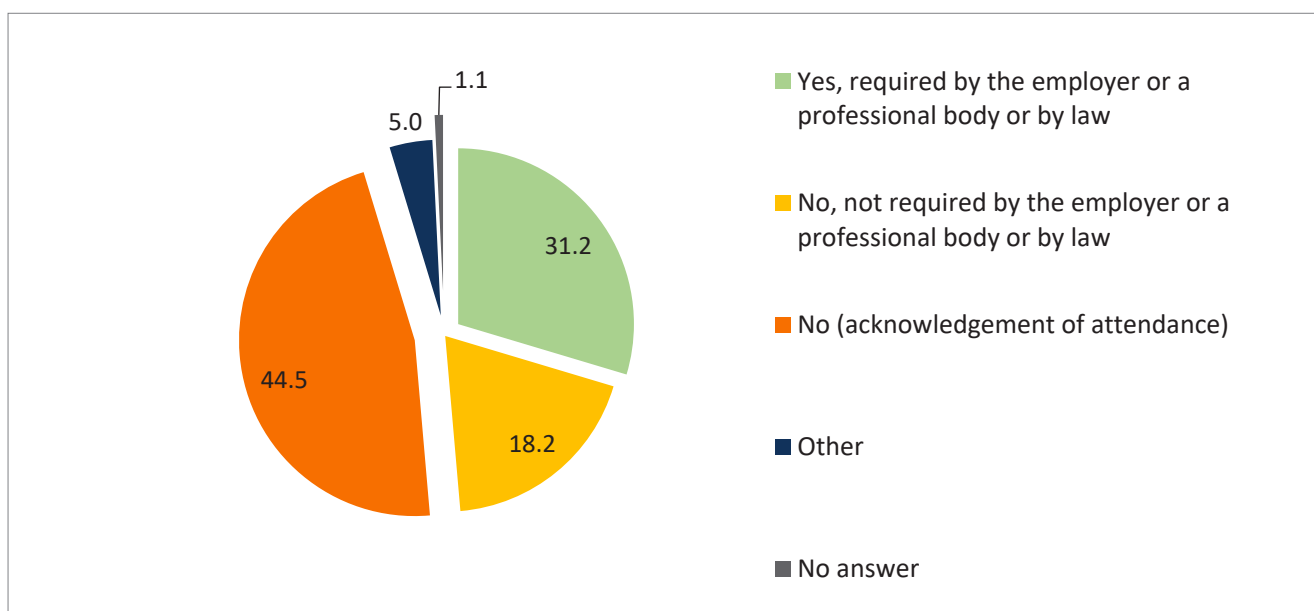
The reasons for not participating in non-formal education differed across socio-demographic groups. Residents of Yerevan were more likely to state that they had no need for training (39%) compared to urban and rural populations (29%). Residents of Yerevan were also less likely to report family obligations as an obstacle (24%). Men were more likely to state that they had no need for training (40%), and were less likely to state that they had no time due to family obligations (19%). The higher the level of education, the more likely respondents were to mention not having any need for further training, and the less likely they were to report age and family obligations as a reason for not taking part in any non-formal education activities. Unsurprisingly, the older the respondent, the more likely they were to mention not having any need for further education (36%), and to state that further training was not worthwhile at their age (37%). Forty-four percent (44%) of 25-44-year-olds stated that family obligations hindered further education. People who were in employment were more likely to state they had no need (41%) for further training, or no time for it (16%), as well as that they did not need it for their job (17%), while people who were unemployed were more likely to mention family obligations (38%) and age as an obstacle (20%).

Sixty-three percent (63%) of non-formal educational activities did not lead to a certificate, and according to the respondents it was only required by the employer, a professional body, or by law, in 31 % of cases.

Figure 36:

Receiving a certificate for non-formal education

Does the non-formal learning activity lead to a certificate? (n=490)

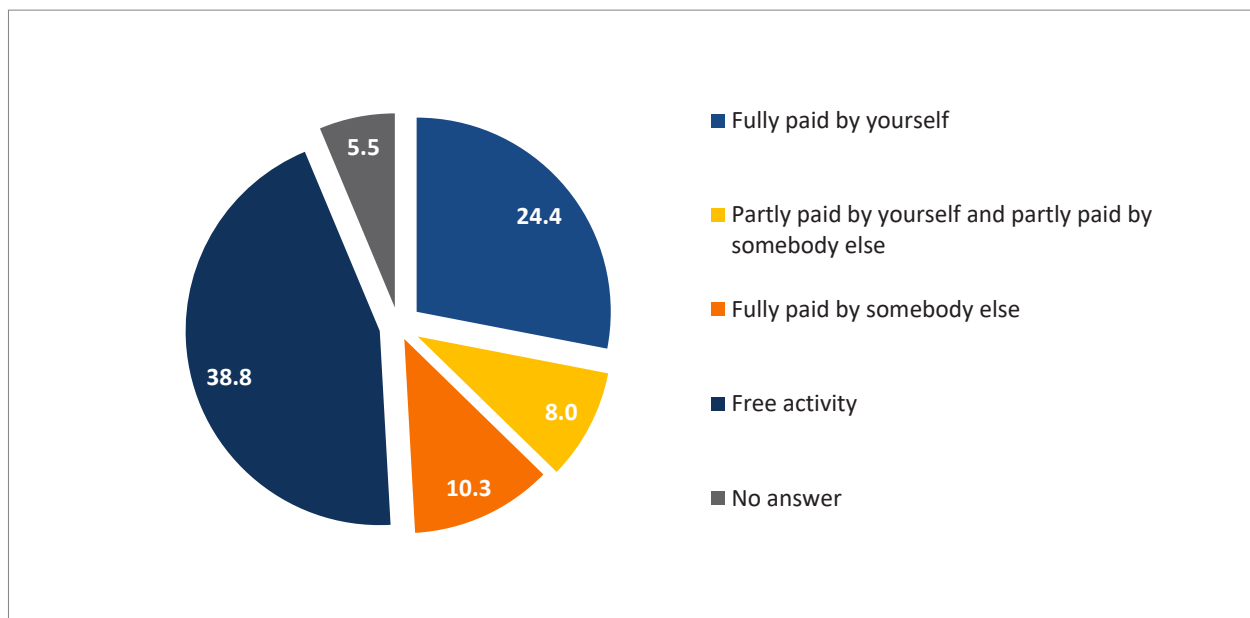


With regard to payment for the courses, there was no participation fee for the non-formal training activity in almost half of the cases (38.8%), and whenever there was a fee, it was mainly covered by the participants (24.4%).

Figure 37:

Costs for non-formal education

Which of the following cases best describes payment for tuition, registration, exam fees and expenses for books or technical study material, regarding your studies in the activity? (n=490)

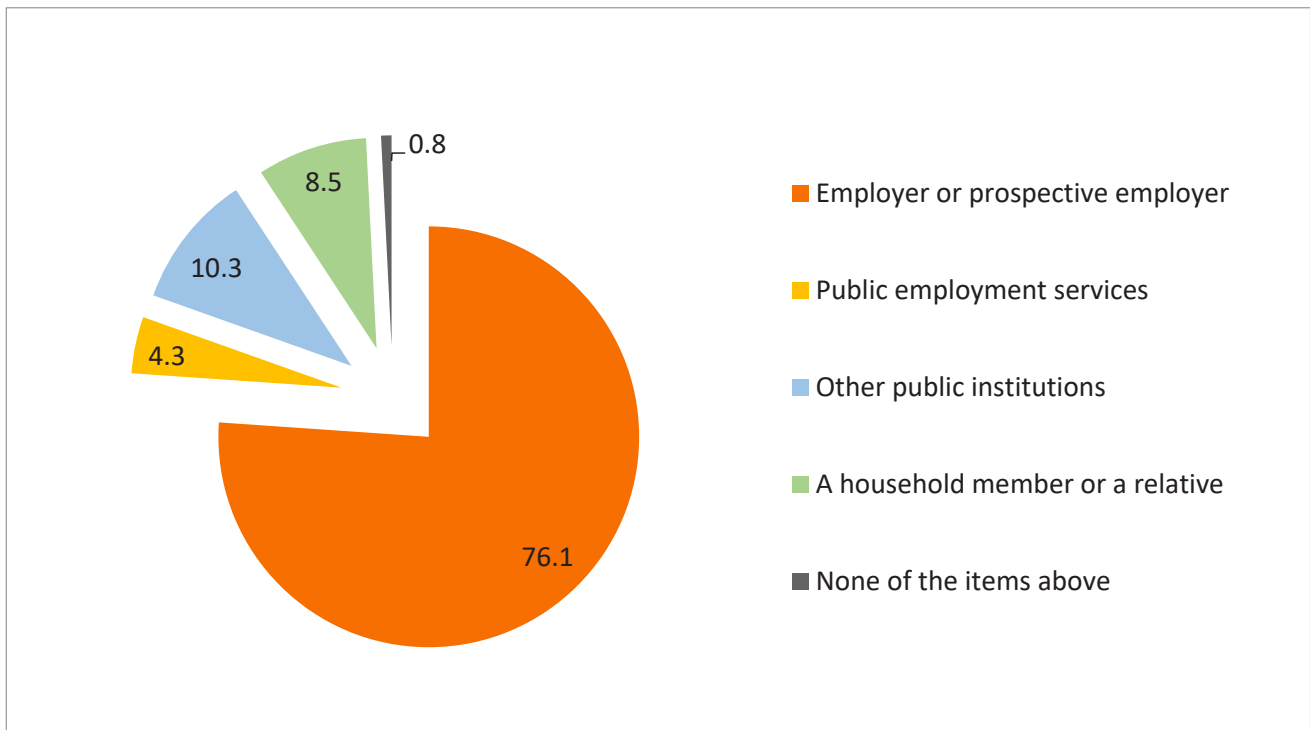


Whenever the training activity was paid for by someone else, it was mainly the employer or prospective employer (76%), at an average value of around 100 thousand AMD (167 EUR)¹⁴.

Figure 38:

Costs for non-formal education

Which of the following entities paid in part or in full for tuition, registration, exam fees and expenses for books or technical study materials regarding your studies for the 1st non-formal learning activity? (n=80)



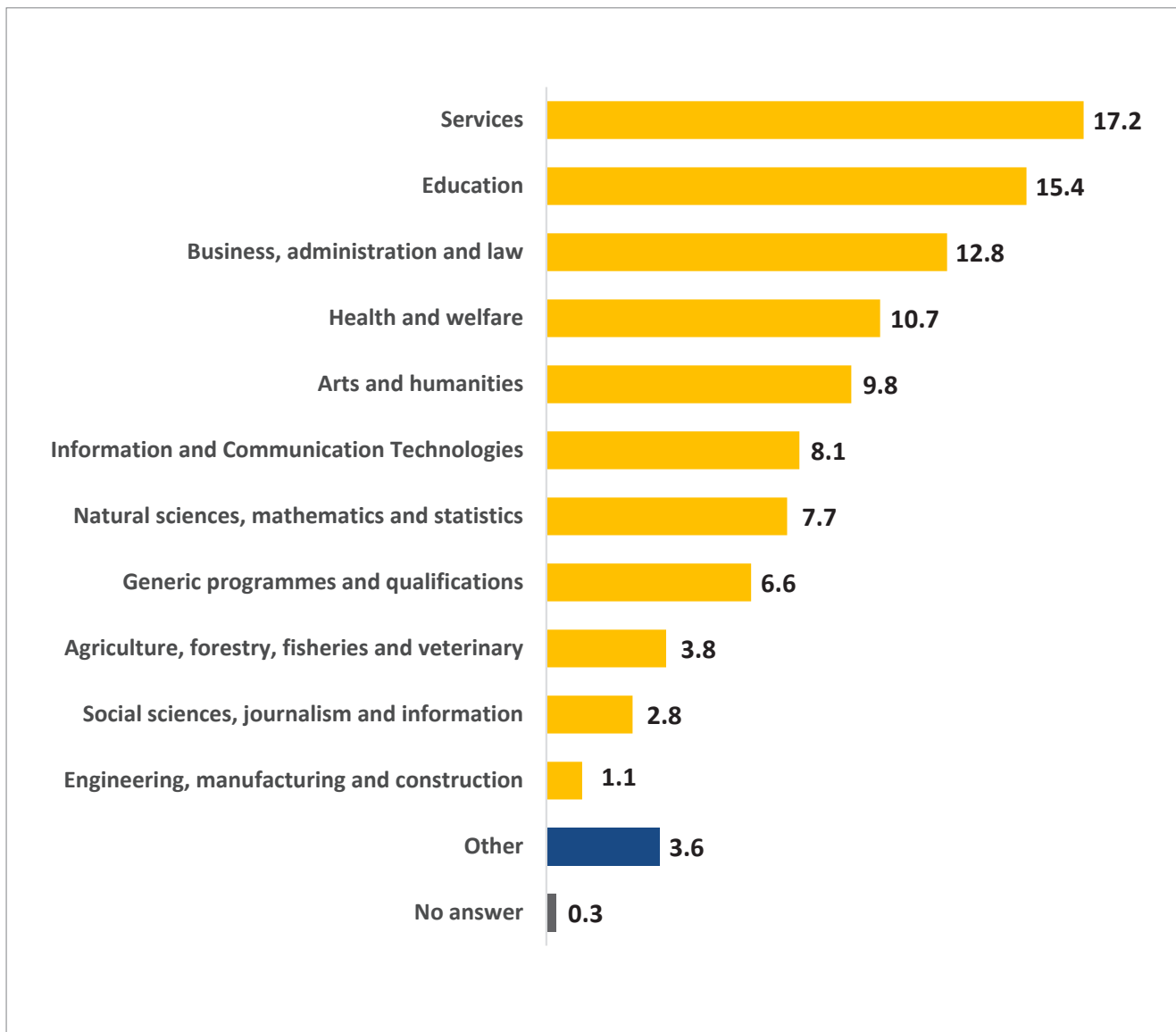
¹⁴ The categories were in the local currency (AMD). The Central Bank rate as of 20 November 2020 (start date of the fieldwork) was used for the exchange.

The participants reported that they had spent 50 hours on up to two randomly-selected non-formal educational activities in the following fields: services, education, business, administration and law, etc. (Figure 38).

Figure 39:

Field of learning activity

What was the field of the non-formal learning activity? (n=490)

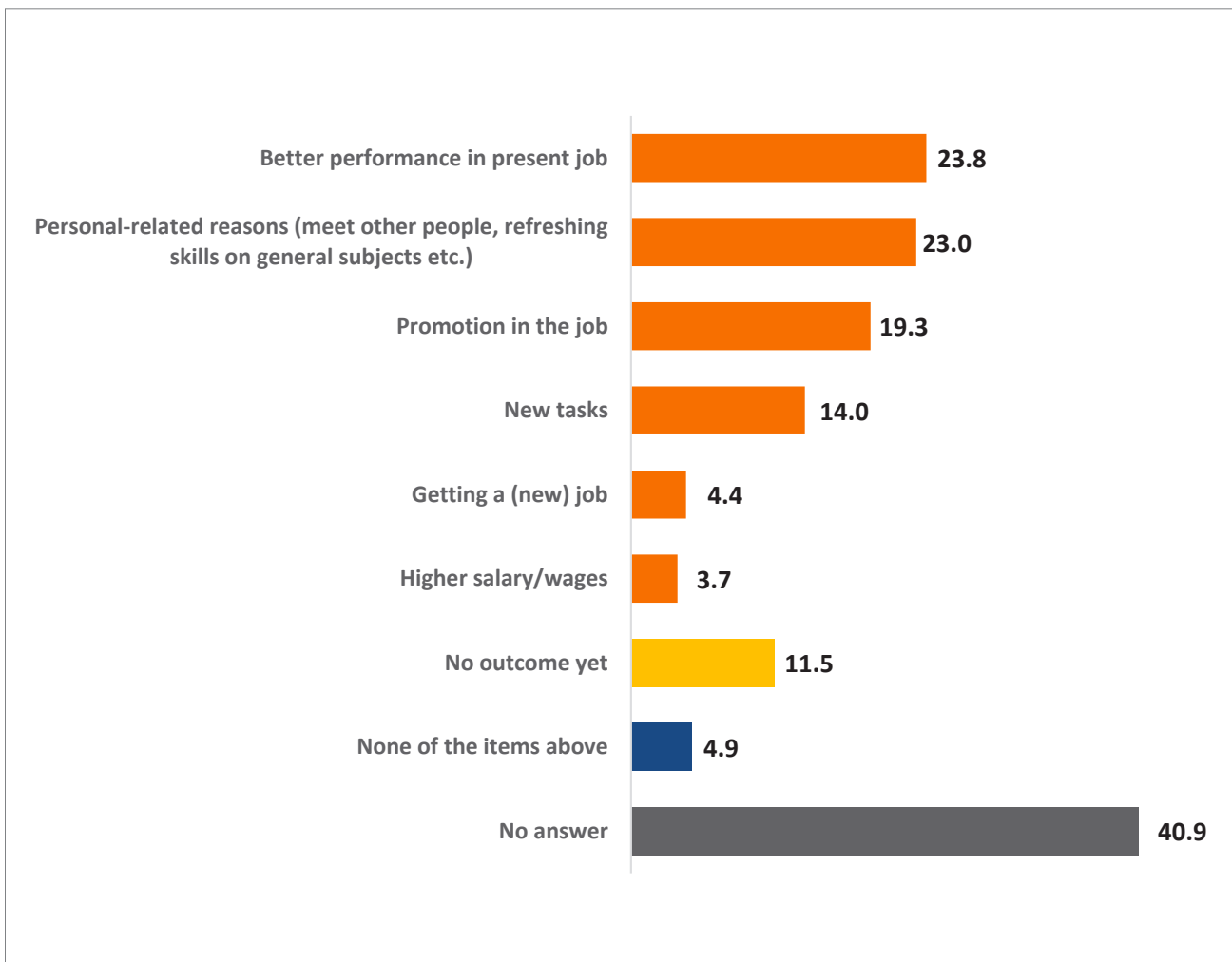


The participants felt that the courses had helped them in a number of ways. Participation in non-formal educational activities helped participants to improve their performance in their current job (23.8%), helped them in personal matters (23%), and got them promoted at work (19.3%). A total of 12% of participants reported no outcome, while a large number (41%) found it hard to answer the question.

Figure 40:

Outcomes of non-formal education

Have the new skills/knowledge that you acquired through the non-formal learning activity helped you in any of the following ways? (n=490)



Summary of findings on participation in non-formal education

About 14% of the respondents had been involved in non-formal educational activities in the preceding 12 months. Among those who had participated in such activities, courses were the most common type of non-formal education (7%), followed by workshops (5%). Women and particularly people who were employed in highly-skilled professions were more likely to take part in non-formal educational activities than men or people who were unemployed. The majority of the respondents' non-formal educational activities were job-related (67%), and took place outside working hours (45%). The most common reasons for participating in non-formal education included improving job performance (44%), obtaining skills and knowledge for use in everyday life (33%), and improving career prospects (32%). Over a third (39%) of non-formal educational activities was free, and the rest was paid for by the respondent or someone else (43%), most often an employer (76%). About half of the respondents reported positive outcomes from their non-formal educational experience, including better job performance (24%) and personal reasons (23%), as well as meeting new people or refreshing skills on general subjects.

Informal learning

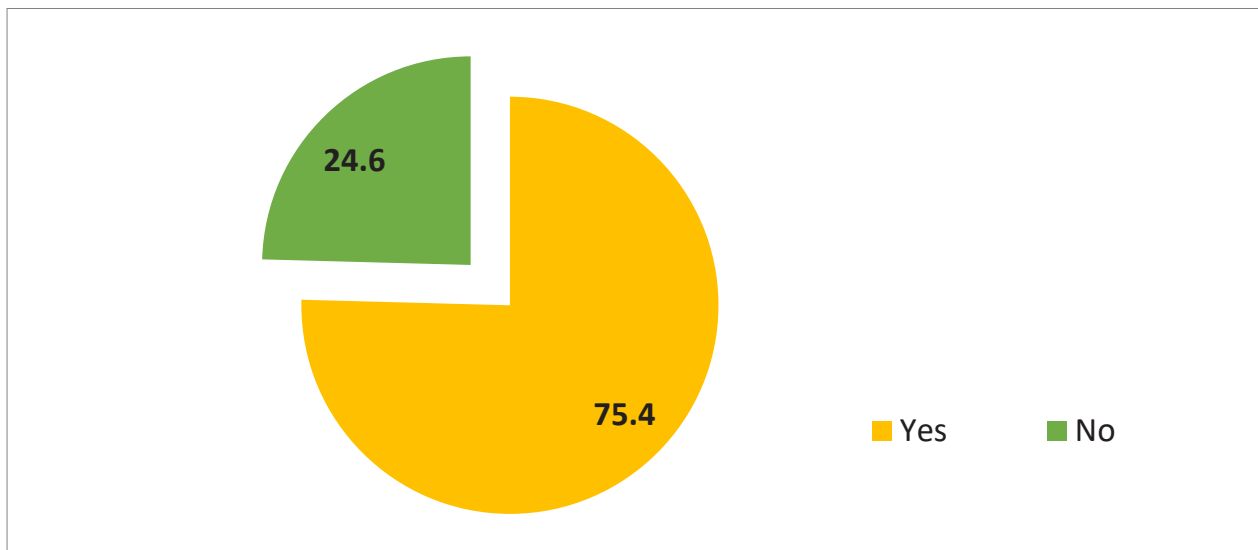
According to the data, 75% of the respondents have been involved in informal learning activities during the past 12 months. Informal learning refers to less organised, less structured learning from various sources at work or during leisure time that improved knowledge or skills.

All in all, young people were more likely to have been involved in informal learning activities during the past 12 months; 87% of 18-24-year-olds, 80% of 25-44-year-olds, and 65% of 45-65-year-olds, reported that they had been engaged in informal learning. Participation in informal learning also increased with educational level, as 88% of people with tertiary education were involved in informal learning, versus 77% of people with vocational education, and 68% of those with secondary education. Highly-skilled white-collar and blue-collar workers were also more likely to be involved in informal education (90% and 76%, respectively) than low-skilled white-collar or blue-collar workers (74% and 67%, respectively).

Figure 41:

Engagement in informal learning

“Have you deliberately tried to learn anything at work or during your free time in order to improve your knowledge or skills, apart from the activities mentioned earlier, during the last 12 months?” (n=2,440)¹⁵



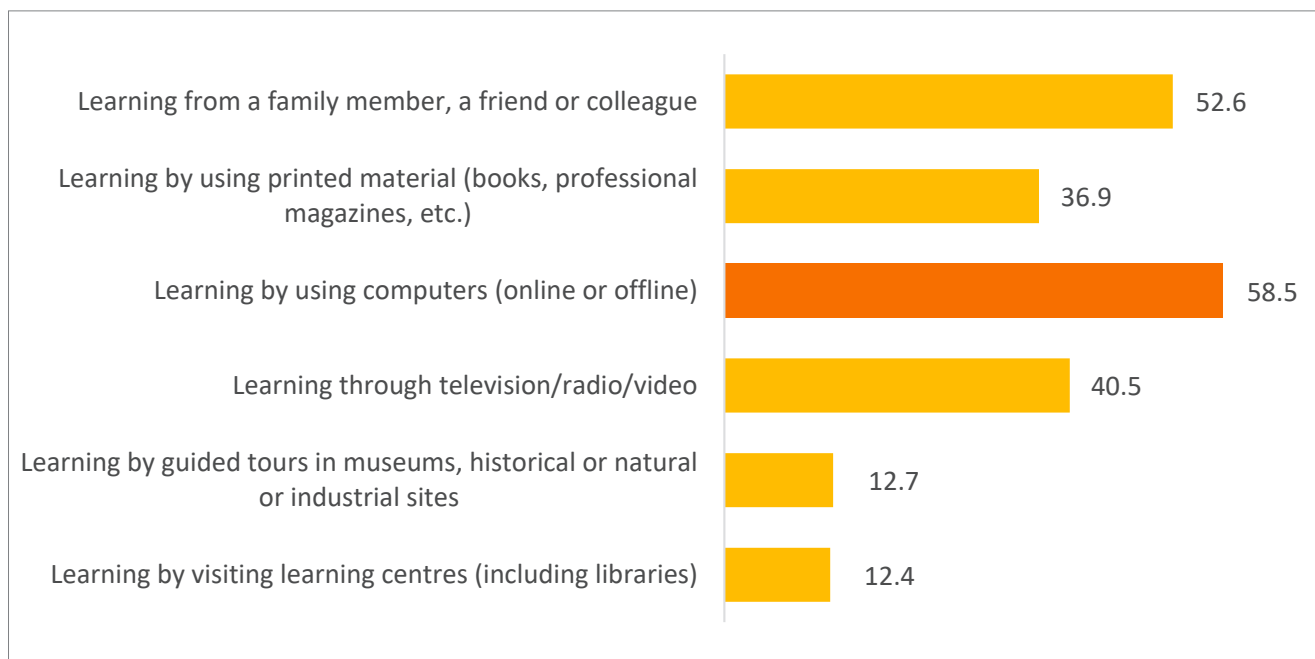
¹⁵ Constructed variable: participation in at least one type of informal learning

Computers (58.5%) were the main medium for informal learning. This was followed by family members, friends or colleagues (52.6%), television, radio, or video (40.5%), printed materials such as books (36.9%), guided tours in museums or at historical, natural or industrial sights (12.7%), and attending learning centres such as libraries (12.4%).

Figure 42:

Type of informal learning

“Apart from the activities mentioned earlier, have you deliberately tried to learn anything at work or during your free time in order to improve your knowledge or skills through any of the following means during the last 12 months?” (n=2,440)



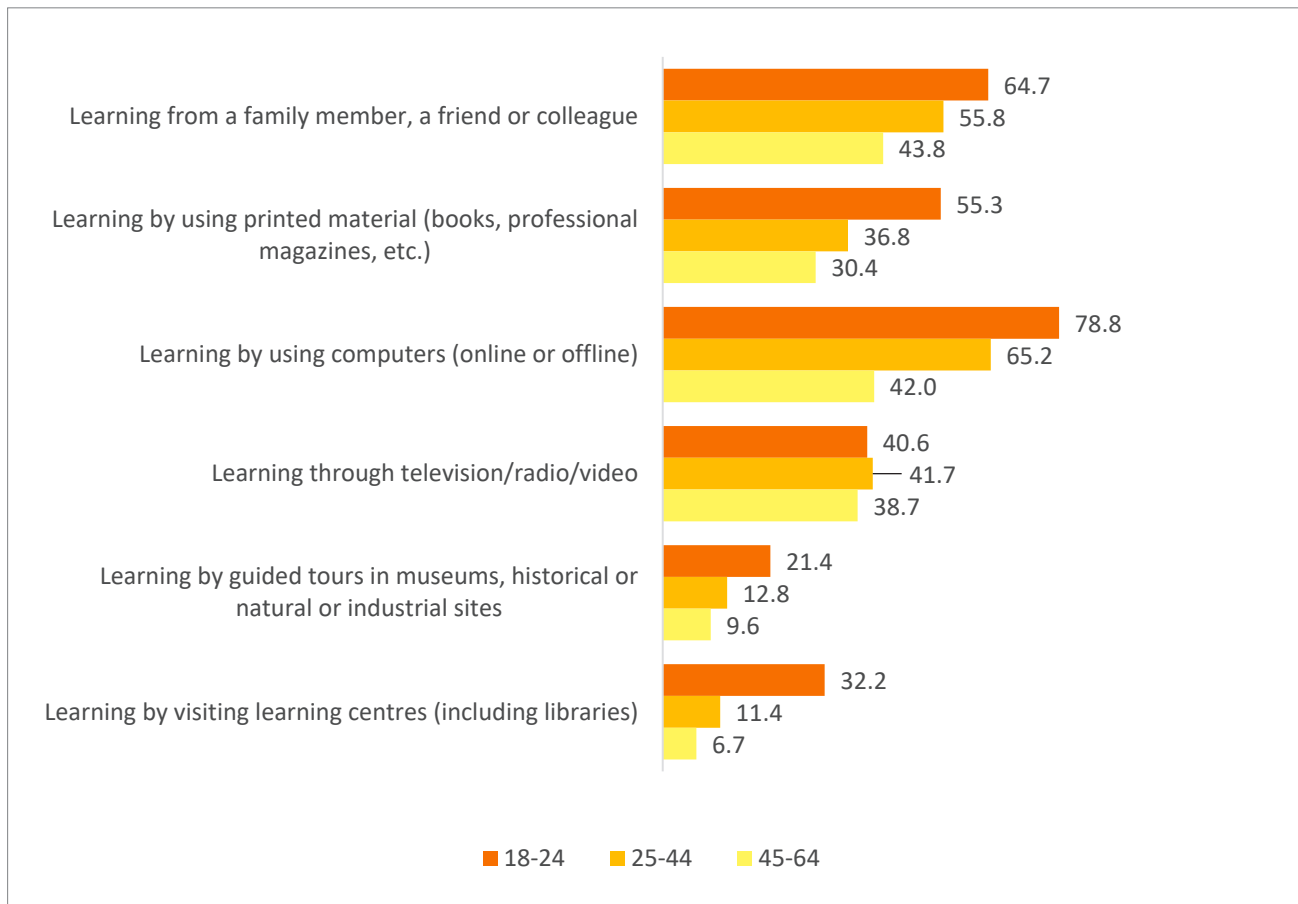
If one looks at the types of education separately, the data shows that women have been engaged in all methods of informal learning slightly more frequently than men in the last 12 months. While women outnumbered men in each method of informal learning, there was a particularly pronounced difference between women and men when it came to using printed materials (43% versus 30%, respectively), and in learning through television/radio/video (44% versus 37%, respectively).

Involvement in informal learning activities over the past 12 months generally decreased with age. Younger people aged 18-24 were engaged in each method of informal learning more frequently than older groups, with the exception of television/radio/video, which was used at roughly the same rate between each age group. The most common means of informal learning among people aged 18-24 and 25-44 was using a computer (78.8% and 65.2%, respectively), whereas the most common means of informal learning among older people aged 45-64 was family members, friends, or colleagues (43.8%).

Figure 43:

Type of informal learning by age

“Have you deliberately tried to learn anything at work or during your free time to improve your knowledge or skills through any of the following means apart from the abovementioned activities during the last 12 months?” (n=2,440)

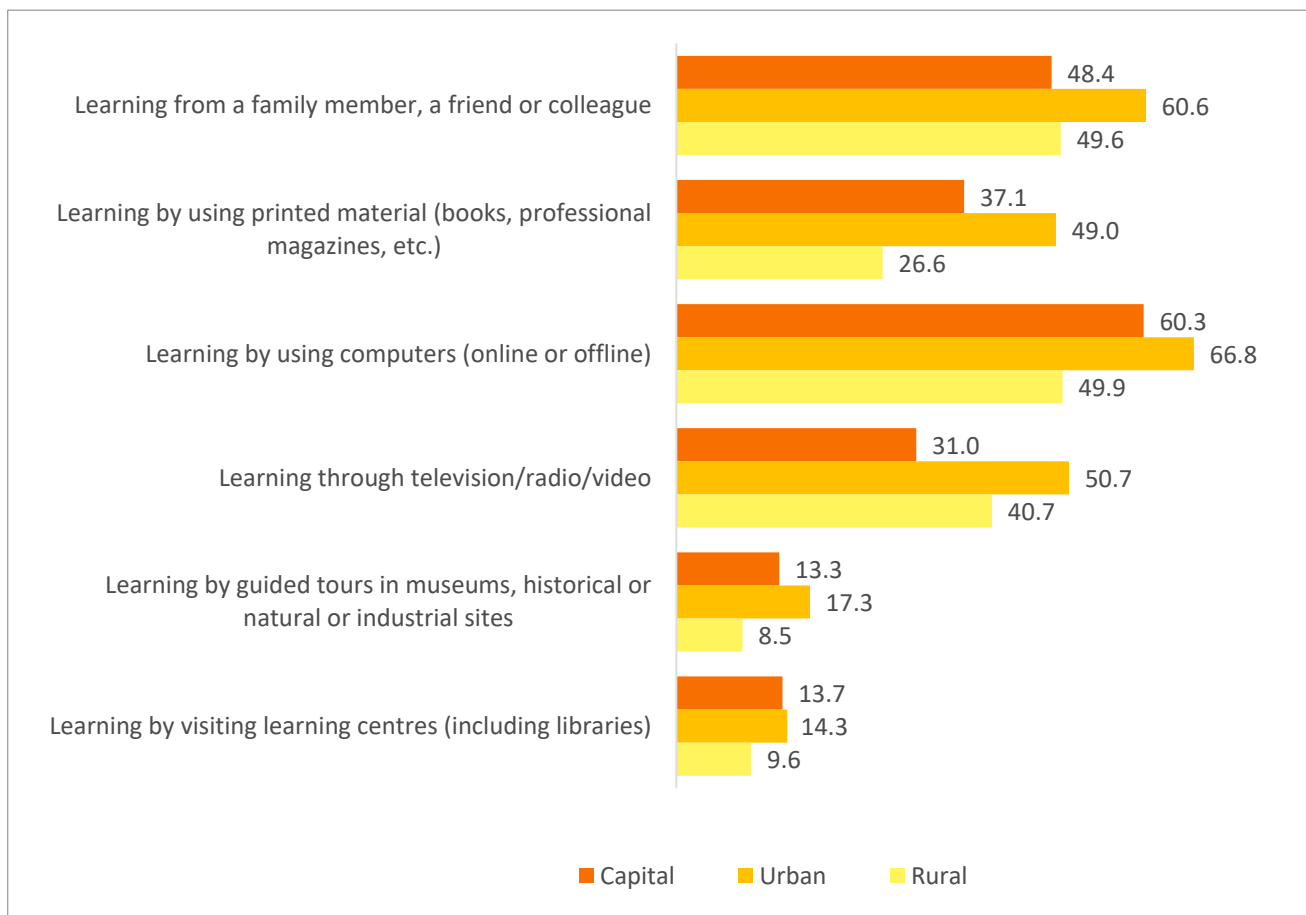


People in urban areas were more likely to have been involved in all types of informal learning activities than people living in the capital or in rural areas. Computers were also more likely to be used for informal learning by people living in the capital or in urban areas (60.3% and 66.8%, respectively) than by people living in rural areas (49.6%). Both computers and learning from family members, friends or colleagues were used at the same rate (around 50%) for informal learning in rural areas.

Figure 44:

Type of informal learning by settlement type

“Have you deliberately tried to learn anything at work or during your free time in order to improve your knowledge or skills through any of the following means apart from the abovementioned activities during the last 12 months?” (n=2,440)

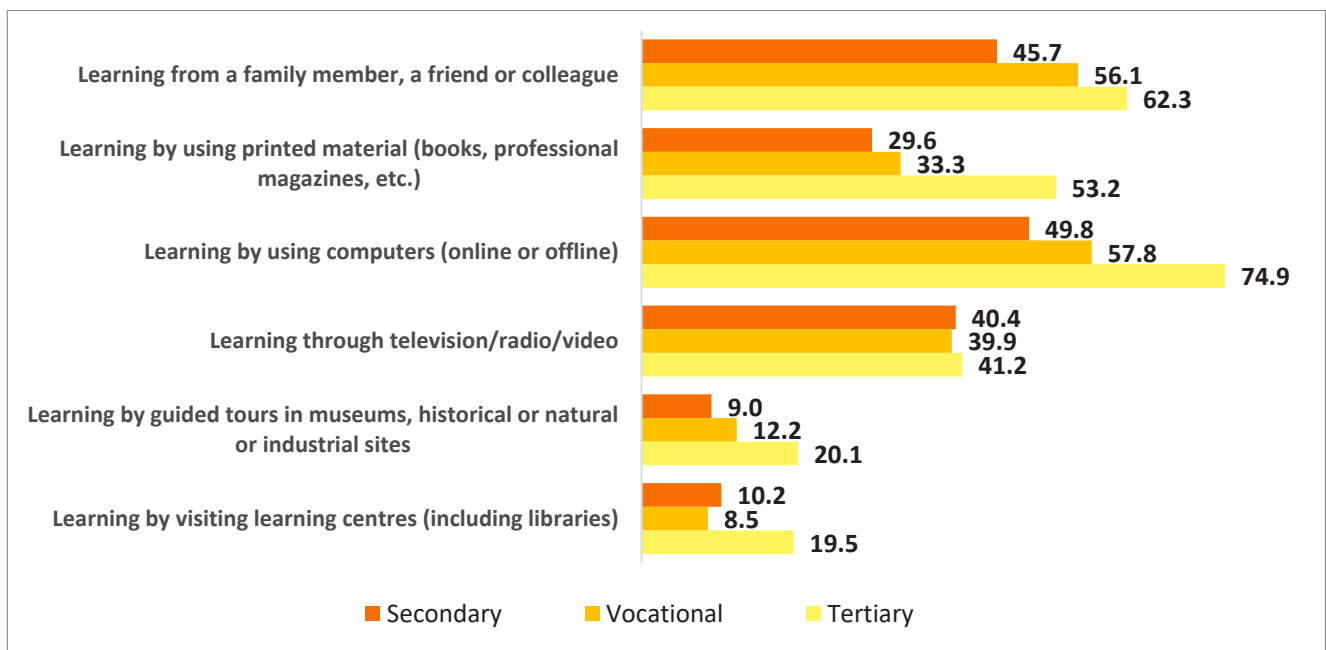


As shown in the figure below, involvement in informal learning increased by level of education, especially for reading printed materials and using a computer. The same pattern holds true for the type of occupation.

Figure 45:

Type of informal learning by education

“Have you deliberately tried to learn anything at work or during your free time in order to improve your knowledge or skills through any of the following means apart from the abovementioned activities during the last 12 months?” (n=2,440)



Summary of findings on participation in informal learning

The majority of the respondents have been involved in informal learning activities in the past 12 months. More women than men have been involved in informal learning activities, mostly through reading. Involvement in informal learning generally decreased with age. All in all, the higher the level of education, and the occupation level, the higher the engagement in informal learning. The most common means of informal learning were using a computer (58%), followed closely by family, friends or colleagues (53%). Guided tours or learning centres such as libraries were used least frequently as a means of informal learning. The use of computers, family members/friends/colleagues and printed materials as a means of informal learning significantly decreased with age, whilst learning through television/radio/video was relatively the same across all age groups.

Perceptions of adult learning

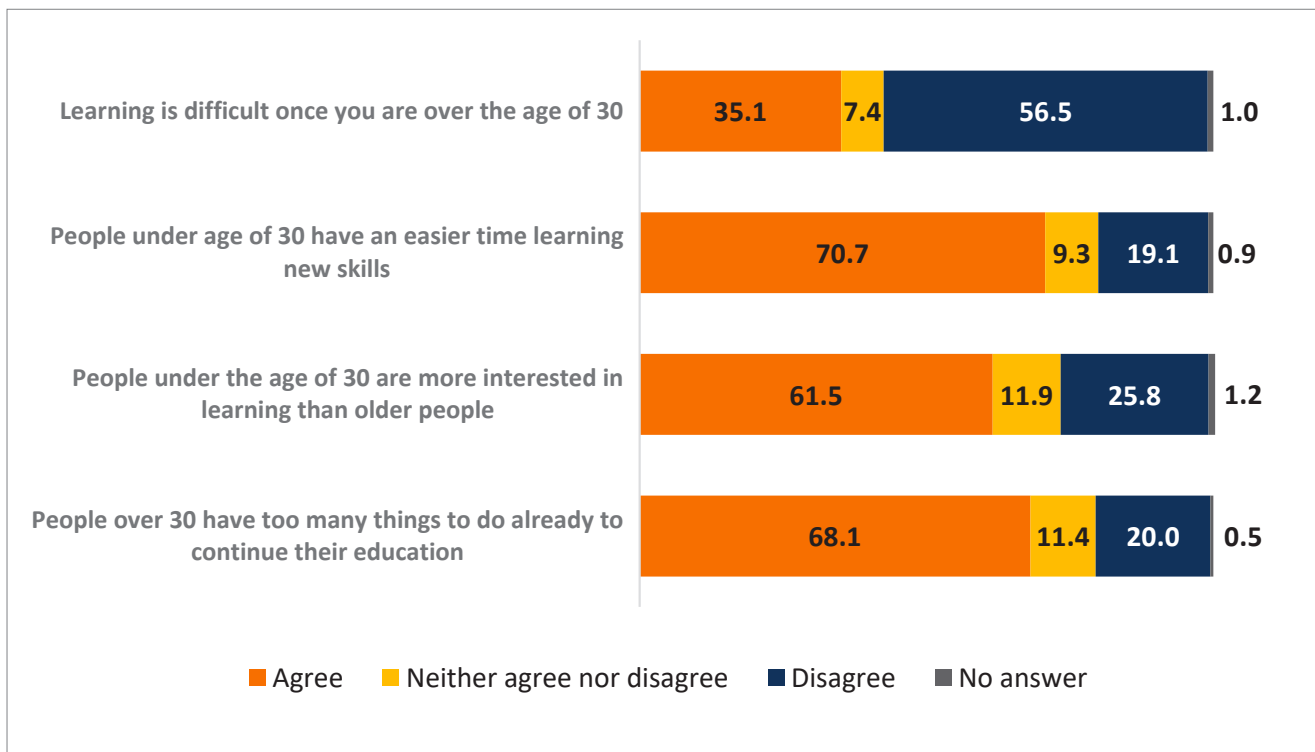
The study extensively explored perceptions of adult learning, including the difficulty of learning after the age of 30, the purpose of adult education, responsibilities for different components of adult education, preferred modes/activities for learning, and views of factors that are important for getting a good job.

The survey addressed how people perceived the difficulty of learning after the age of 30. Although more than half (56.5%) of the respondents disagreed with the statement that learning was difficult over the age of 30, the majority (70.7%) believed that people under the age of 30 could gain new skills with greater ease. Most of the respondents (61.5%) also believed that people aged under 30 were more interested in learning than older people. Furthermore, 68.1% agreed that people aged over 30 had too many other things to do in order to be able to continue their education¹⁶.

Figure 46:

Attitudes to learning over the age of 30

“Please tell me the extent to which you agree or disagree with the following statements” (n=2,440)



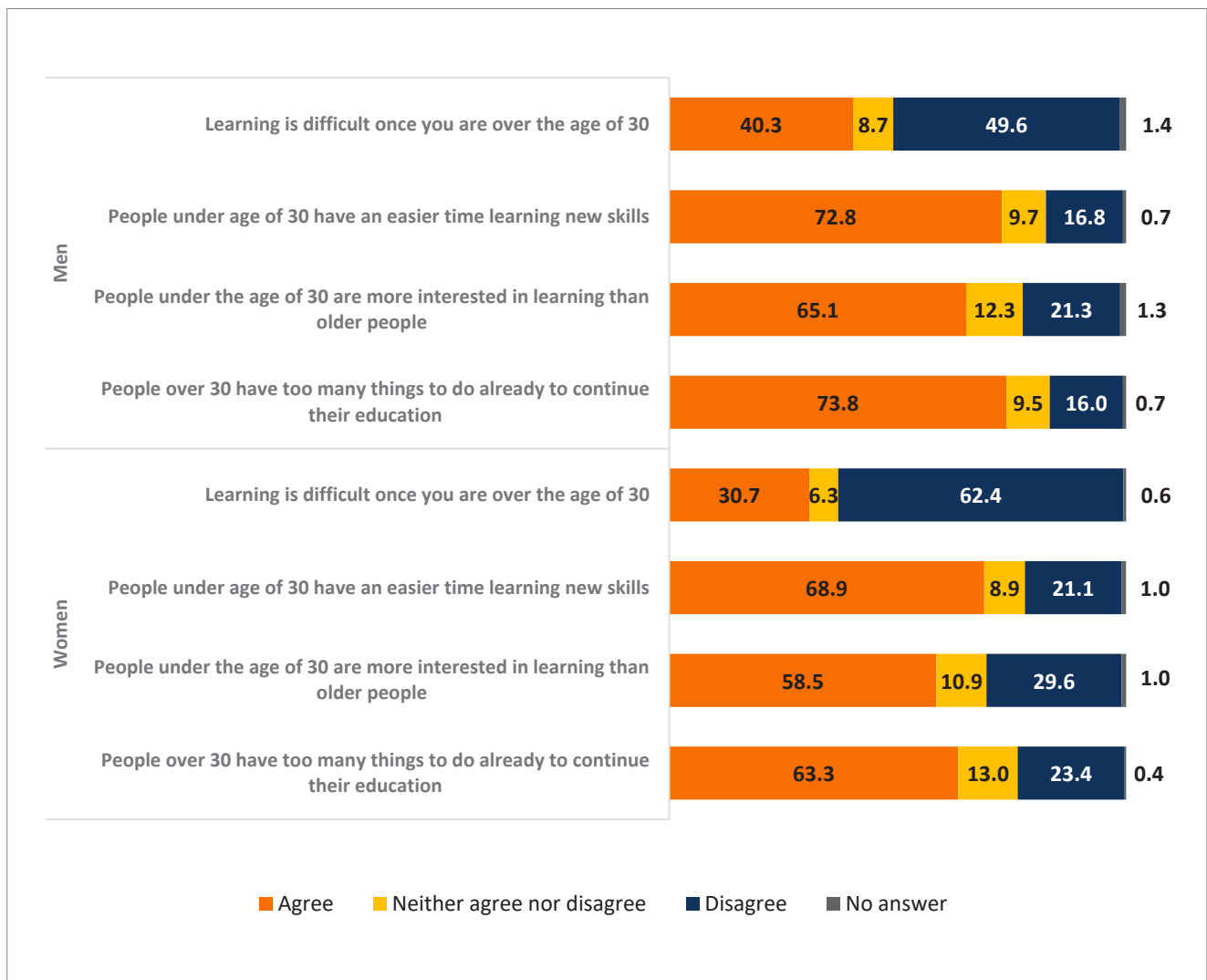
¹⁶ The initial scale including 5 categories was aggregated into a 3-point scale as follows: Agree (“Completely agree” and “Mostly agree”), Neither agree nor disagree (“Mostly disagree”) and “Completely disagree”.

When broken down by gender, the data showed a number of differences in the perception of learning after the age of 30, namely that more men concurred with all of the above statements than women. Men were more likely to think that learning was difficult after the age of 30 (40.3% of men compared to 30% of women), and that people aged over 30 were too busy to continue to pursue education (73.8% of men compared to 63% of women).

Figure 47:

Attitudes towards learning over the age of 30 by sex

“Please tell me the extent to which you agree or disagree with the following statements” (n=2,440)

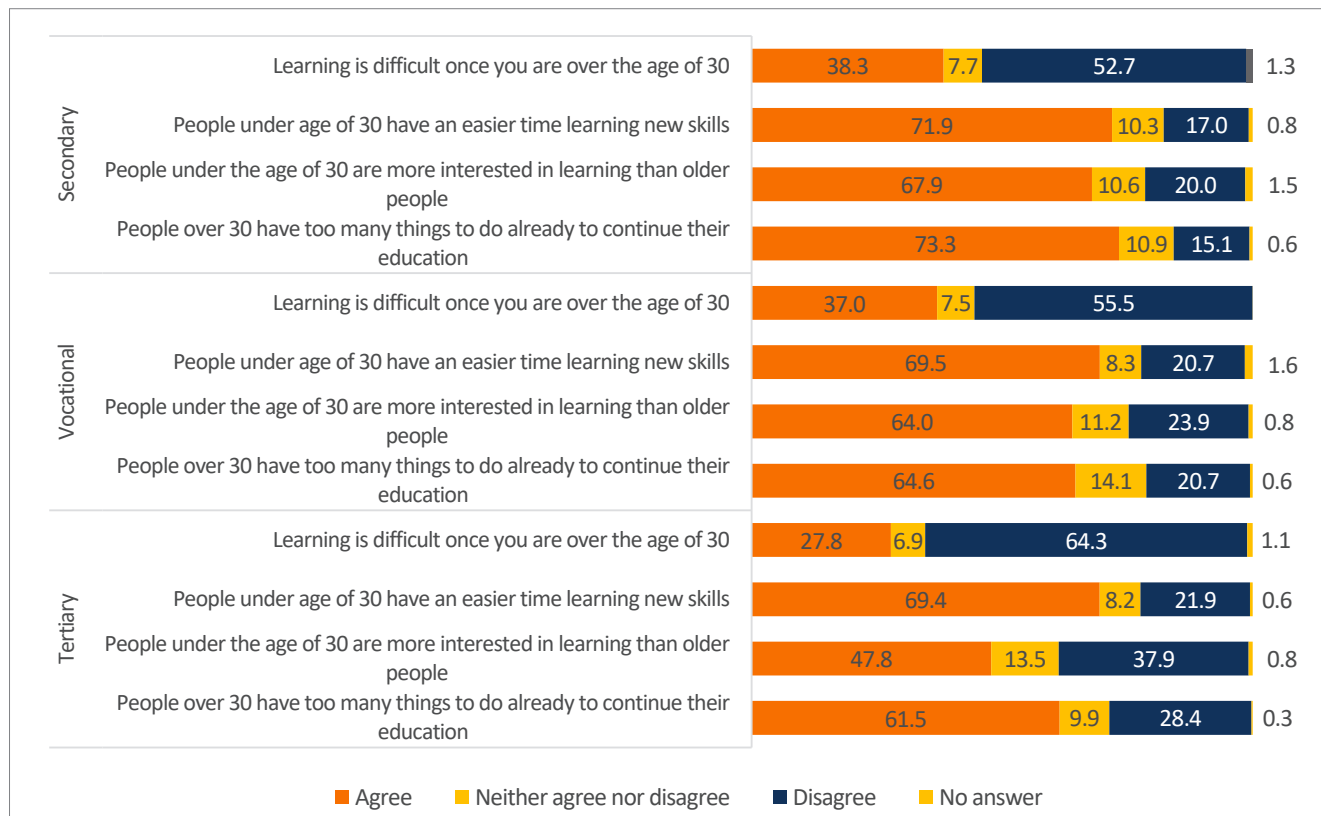


Educational level also had an effect on the perception of adult learning. People with tertiary education were less likely to agree with the statements compared to people with secondary or vocational education. The difference was especially pronounced when it came to interest in learning among people under the age of 30: 67.9% of those with secondary education agreed with the statement, while it was 47.8% among people who had tertiary education. The difference between people who had secondary education and people with vocational training was true in the case of agreeing with the statement that people over the age of 30 had too many things to do in order to pursue further education (73.3% of those with secondary education, compared to 64.6% of those with vocational education). Correspondingly, people with occupations linked to higher levels of education were more likely to disagree with the statements than were people with lower-skilled jobs.

Figure 48:

Attitudes towards learning over the age of 30 by education

“Please tell me the extent to which you agree or disagree with the following statements” (n=2,440)



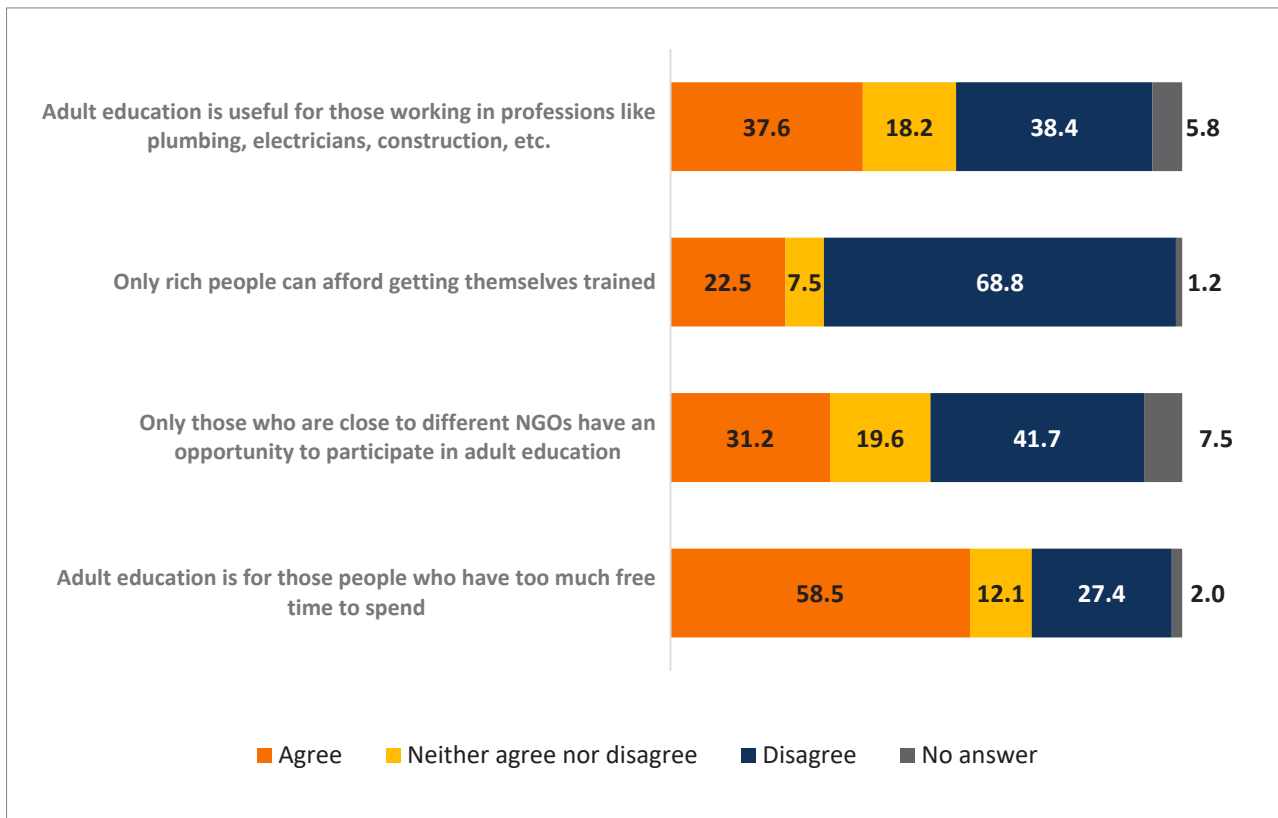
Not surprisingly, people who had participated in informal or non-formal education within the last 12 months tended to disagree with the statements to a greater extent than people who had not.

The data also contained views on a number of different aspects of adult education programming. For example, 38.4% believed that adult education programming is particularly useful for people working in professions such as plumbers, electricians, construction and welfare workers. A total of 22.5% thought that only rich people could afford to get trained or qualified in adult education activities, either formal or non-formal. Furthermore, 31.2% agreed that only people who were engaged with different NGOs had an opportunity to participate in adult education activities. Moreover, 58.5% believed that adult education is for people who have too much free time¹⁷.

Figure 49:

Attitudes towards adult education

“Please tell me the extent to which you agree or disagree with the following statements” (n=2,440)



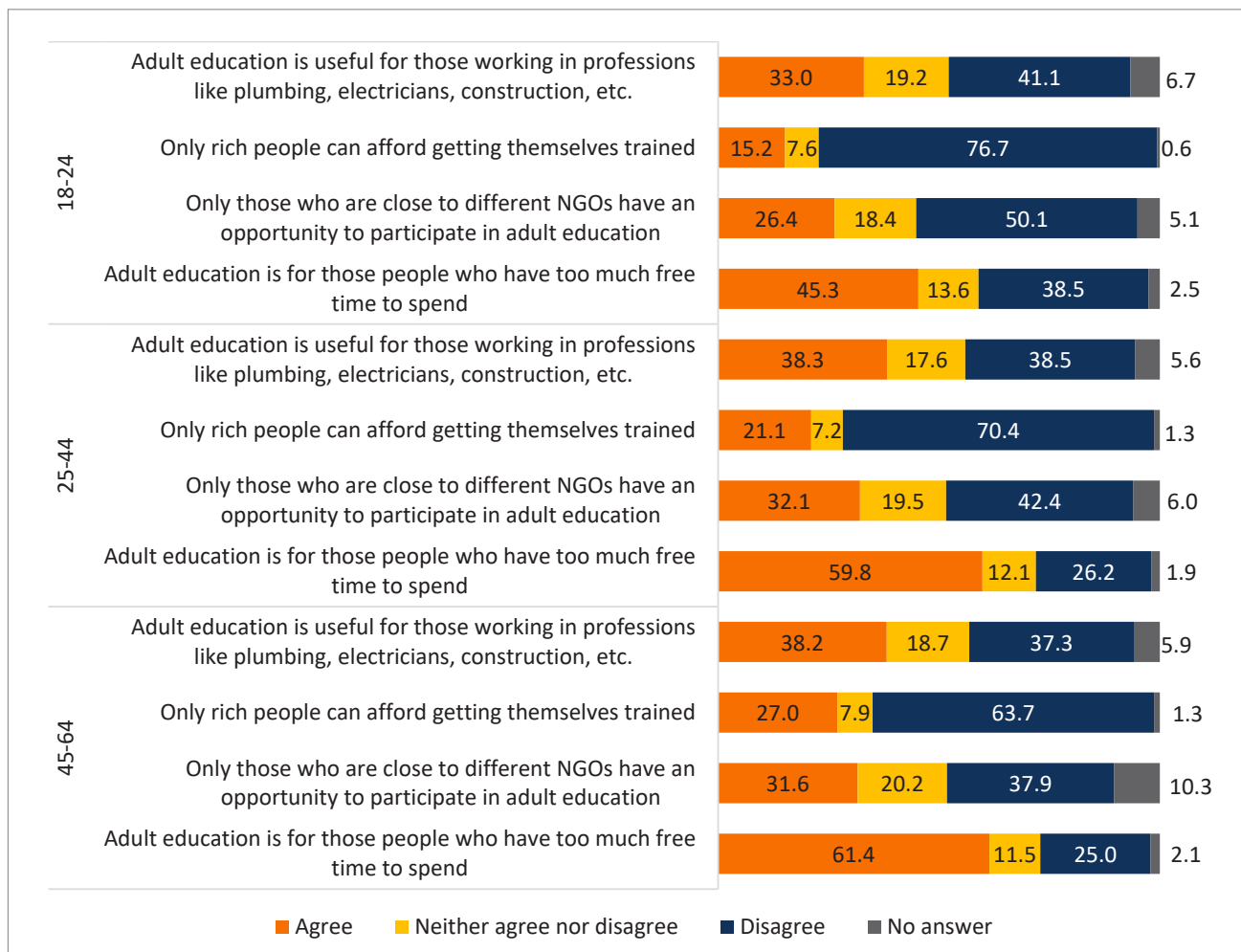
¹⁷ The initial scale including 5 categories was aggregated into a 3-point scale as follows: Agree (“Completely agree” and “Mostly agree”), Neither agree nor disagree (“Mostly disagree”) and “Completely disagree”.

Looking at the age breakdown, the data showed that people aged 18-24 had different views on adult education in terms of agreeing with the above statements compared to 25-64-year-olds. Younger people overall tended to agree less with the statements compared to people aged above 24: 33% of 18-24 year-olds agreed that adult education was useful for people working in the lower occupation groups, while 38.3% of the over-24s thought the same, 26.4% of people aged 18-24 agreed that only people who were more closely affiliated with NGOs had an opportunity to take part in adult education, compared to 32.1% of people aged above 24. 45.3% of the youngest age group agreed that adult education was for people who had too much free time at their disposal, while this response was around 59.8% for those above 24.

Figure 50:

Attitudes towards adult education by age

“Please tell me the extent to which you agree or disagree with the following statements” (n=2,440)



All in all, education was positively linked to disagreeing with the statements submitted to the respondents: the higher the level of education, the less respondents agreed with the statements. It was noted that people who had vocational education mostly agreed (47.2%) that adult education is useful for professions such as plumbing, electricians, construction and others.

Figure 51:

Attitudes towards adult education by education

“Please tell me the extent to which you agree or disagree with the following statements” (n=2,440)



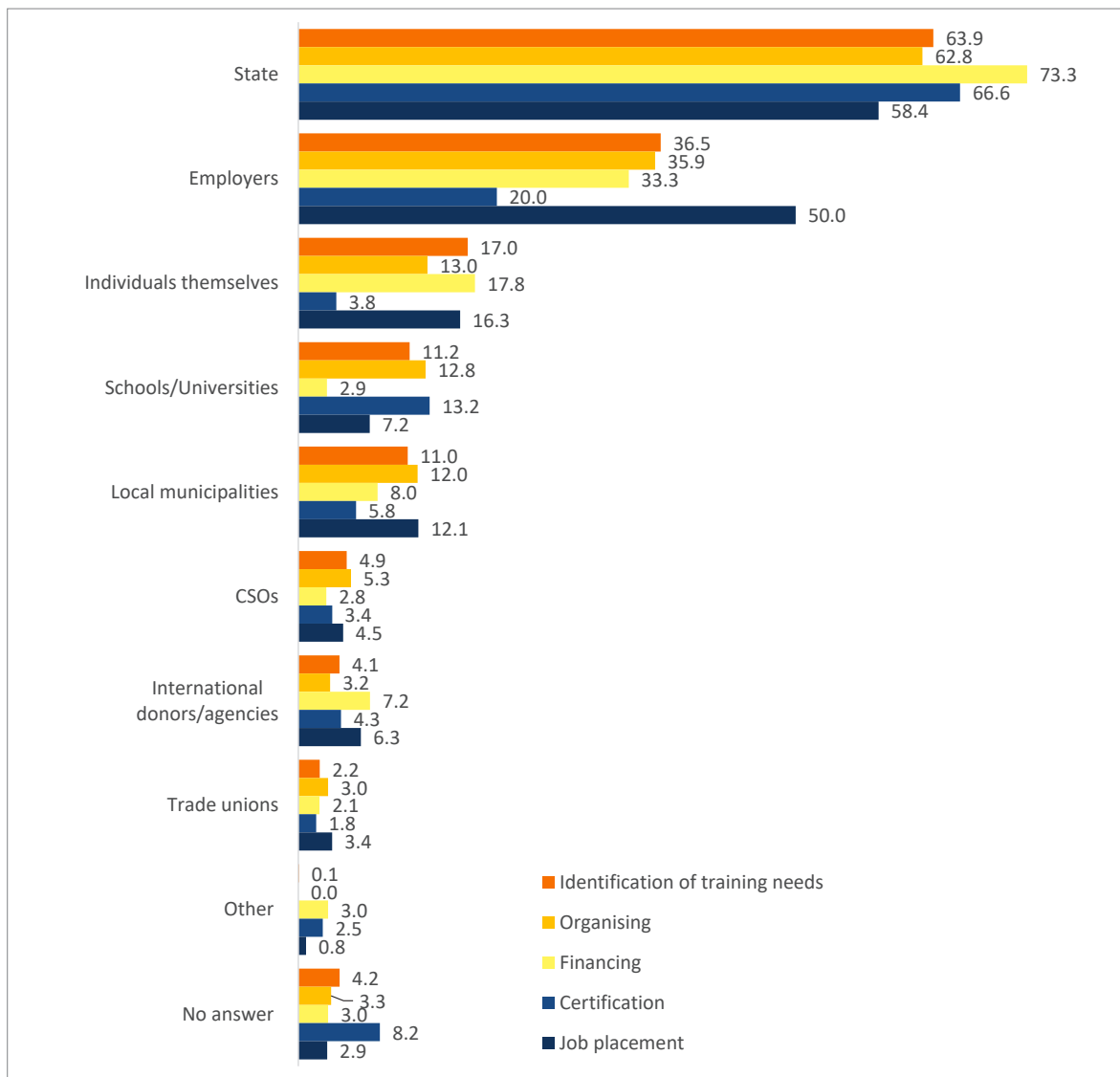
In case of these statements as well, people who had participated in informal or non-formal education within the last 12 months, and people in higher occupational status groups, tended to disagree more strongly with the statements compared to people who had not done so.

When it comes to responsibilities for adult education opportunities, people tended to believe that the State was responsible for adult education. Most people named the State as the main actor for identifying training needs (64%), organising (63%), financing (73%), certification (67%) and job placement after participation in such training (58%). Next, people most frequently named employers as being responsible for organising and financing adult education opportunities¹⁸.

Figure 52:

Responsible actors for adult education

“Which of the following should take the greatest responsibility for the following adult education opportunities?” (n=2,440)



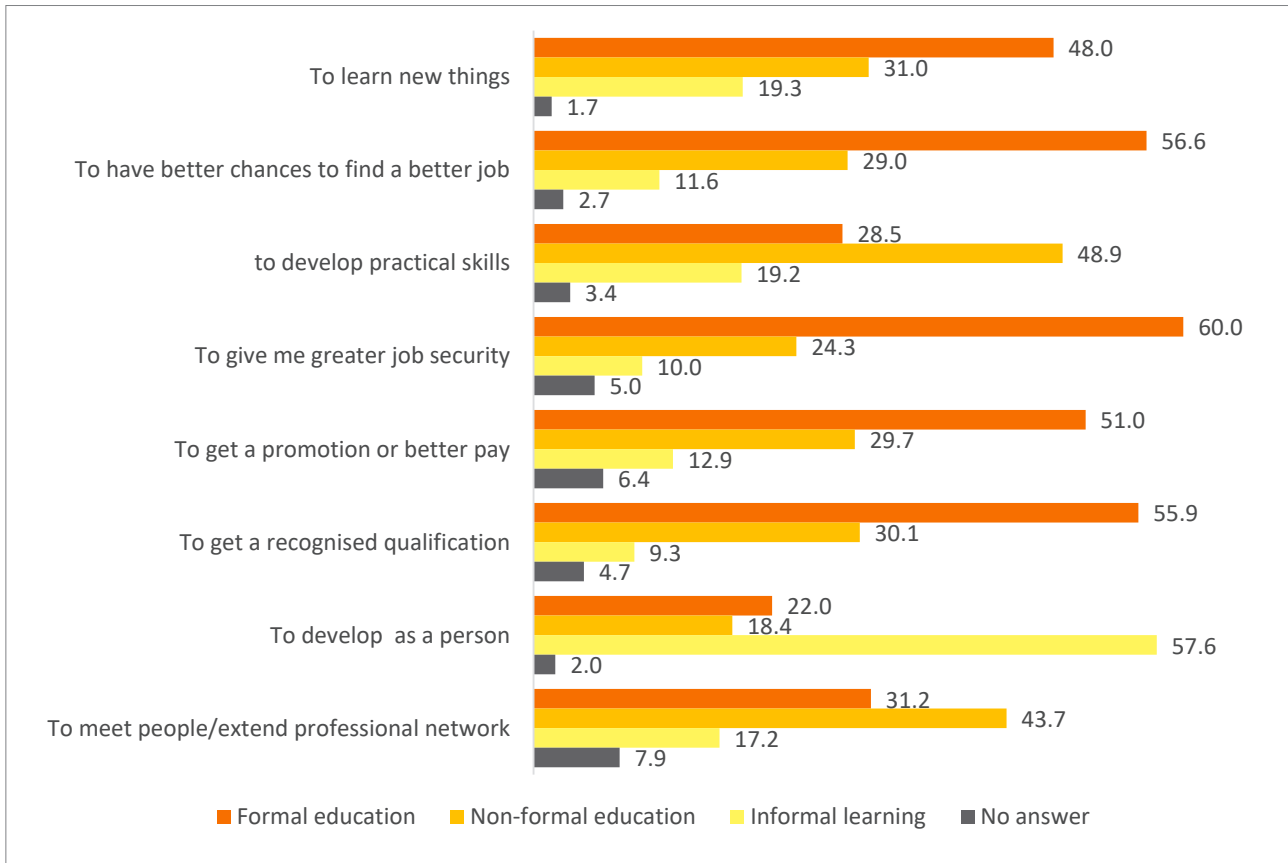
¹⁸ The respondents mainly mentioned “the training provider” as being responsible for certification and job placement in the “Other” category.

The survey also asked which learning activity was most effective when it came to achieving the following goals: to learn new things; to have better chances to find a better job; to develop practical skills; to get better job security; to get a promotion or better pay; to get a recognised qualification; to develop as a person; and to extend professional networks. Non-formal education was seen as the most effective learning activity to develop practical skills (49%), and to meet people/expand professional networks (44%). For almost every other goal, non-formal education came second to formal education including to learn new things (48% formal; 31% non-formal), to have better chances of getting a better job (57% formal; 29% non-formal), to have greater job security (60% formal; 24% non-formal), to get a promotion or better pay (51% formal; 30% non-formal), and to attain a recognised qualification (56% formal; 30% non-formal). Informal education came out on top only for the goal of personal development (58%), followed by formal education, at 22%, and non-formal education, at 18%.

Figure 53:

Ranking of reasons for adult education

“Which learning activity is the best for the following?” (n=2,440)

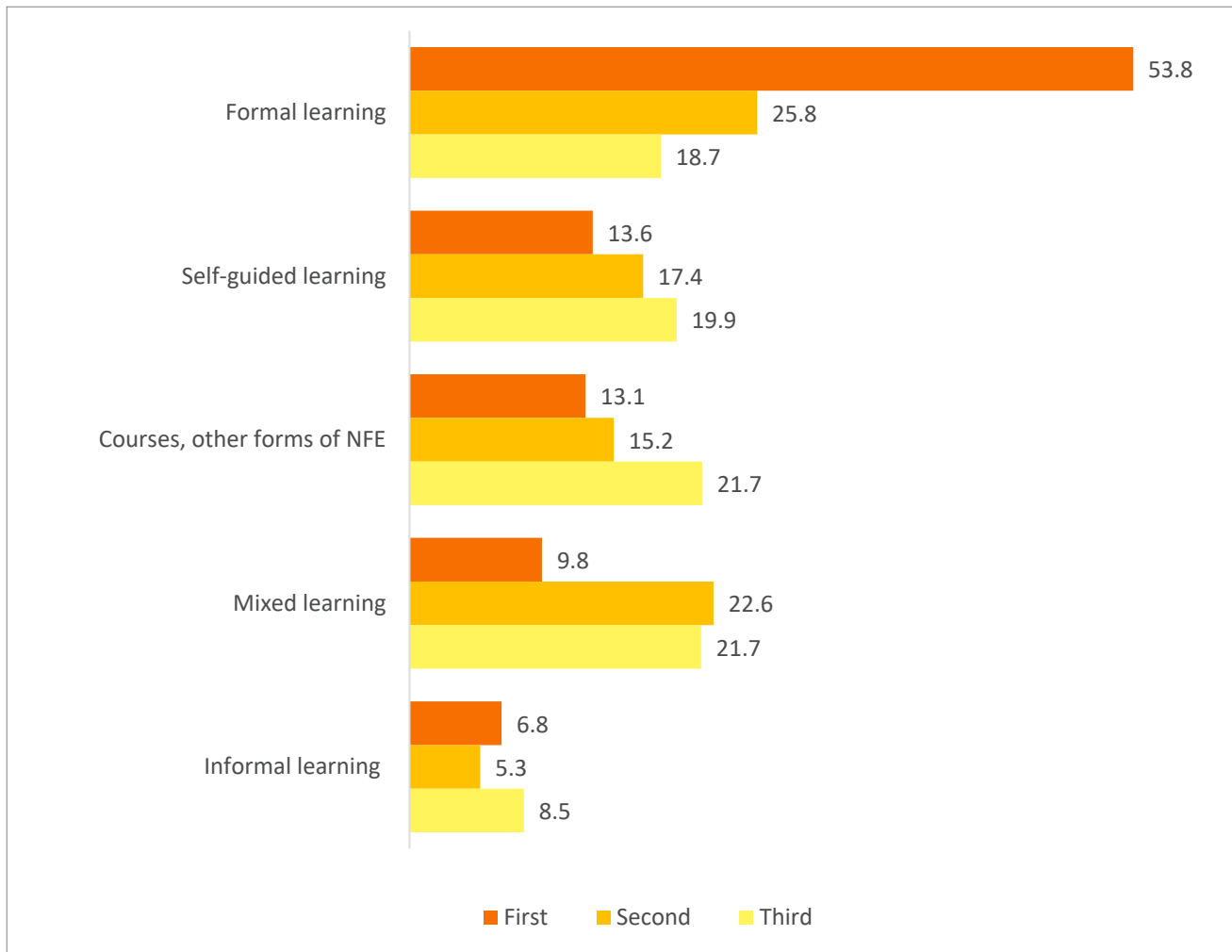


Respondents were also asked to rank formal, non-formal or informal, self-guided, mixed modes of learning, and courses/other forms of NFE from 1 to 5 as their preferred mode of learning. The results suggested that formal learning was most often preferred. Fewer respondents preferred the mode of self-guided learning, courses or mixed learning. When it comes to the first preference, people from rural settlements stated more frequently that they preferred formal education (59%), compared to people in urban settlements (52%) or the capital (50%), where NFE was more preferred in the first place.

Figure 54:

Preferred mode of education

**“Please rank the following options according to your preferred mode of learning”
(n=2,440)**

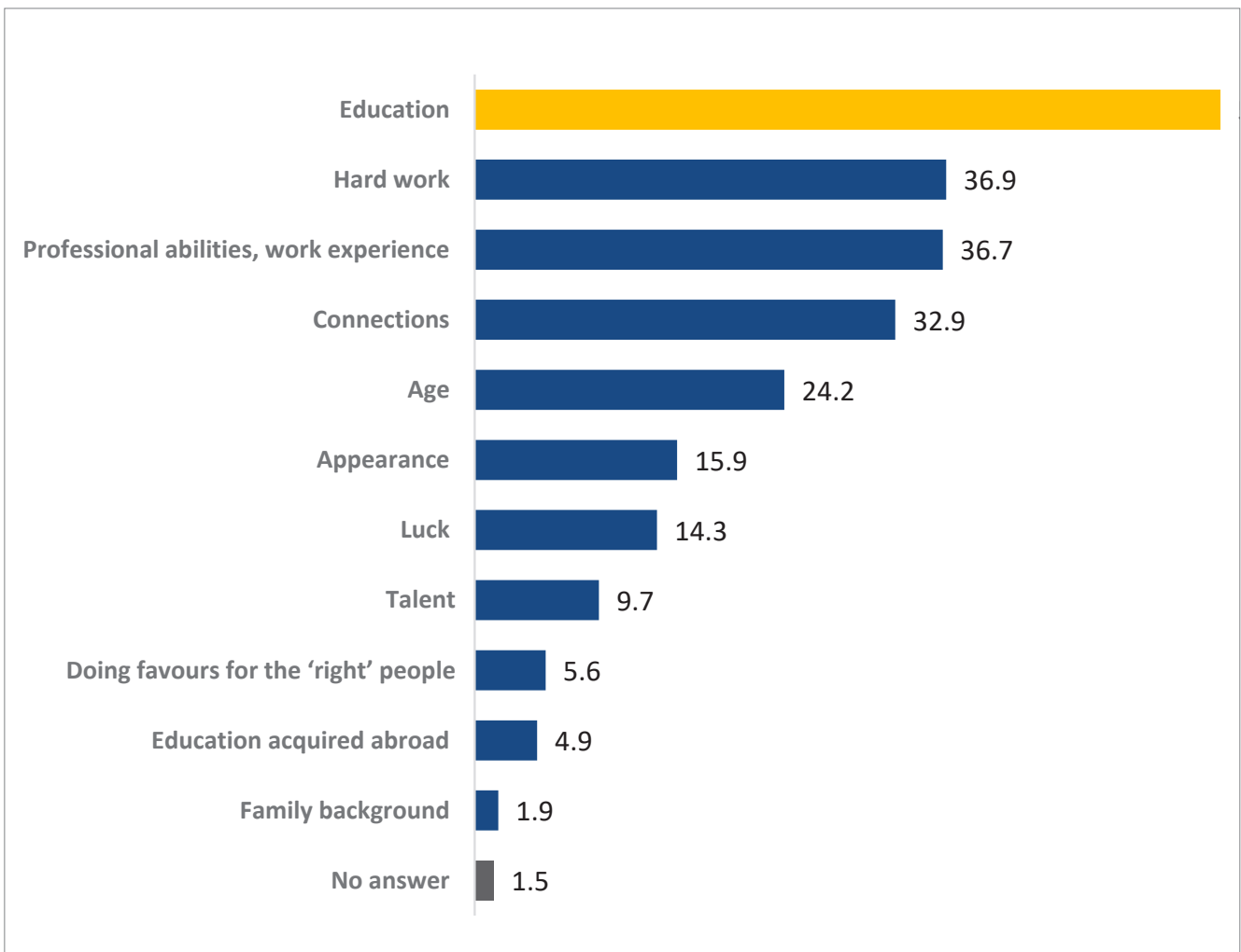


People had different opinions regarding the importance attaching to various factors for getting a job in Armenia. The three most commonly named factors included education (58%), hard work (37%), and professional abilities and/or work experience (37%).

Figure 55:

Factors important for getting a good job

“Which of the following factors do you consider to be the most important for getting a good job in Armenia?” (n=2,440)



Summary of the findings on perceptions of adult learning

More than half of the respondents agreed that people over the age of 30 face hardships in learning, as well as a lack of interest and time. Women in particular, people who had participated in informal and non-formal education within the previous year, as well as people with tertiary education and a higher occupational status, were more likely to disagree. Most respondents also agreed that adult education was for people who had considerable amounts of free time at their disposal (59%). Participation in adult education was believed by 22% of respondents to be dependent on being able to afford it, while around a third believed that people working in manual professions or engaged with the NGO community had greater opportunities to participate in adult education activities. Younger people aged 18-24, and people with tertiary education, were less likely to agree with these statements. Over half of the respondents felt that primary responsibility for the whole educational cycle lay with the State, from identification of training needs to job placement. Around half of the respondents believed that formal education was most effective for learning new things, to have better employment opportunities, better job security and pay, as well as to obtain a recognised qualification. Each of these was followed by non-formal education, which was believed to be the most effective learning method only for developing practical skills (49%) and meeting new people (44%). Informal learning was believed to be the best method for personal development. The most commonly preferred mode of learning for the respondents was formal education, followed by self-guided learning and non-formal education. Education, hard work and professional abilities were mentioned as the most important factors helping people to get a job.

Distance-learning during COVID-19

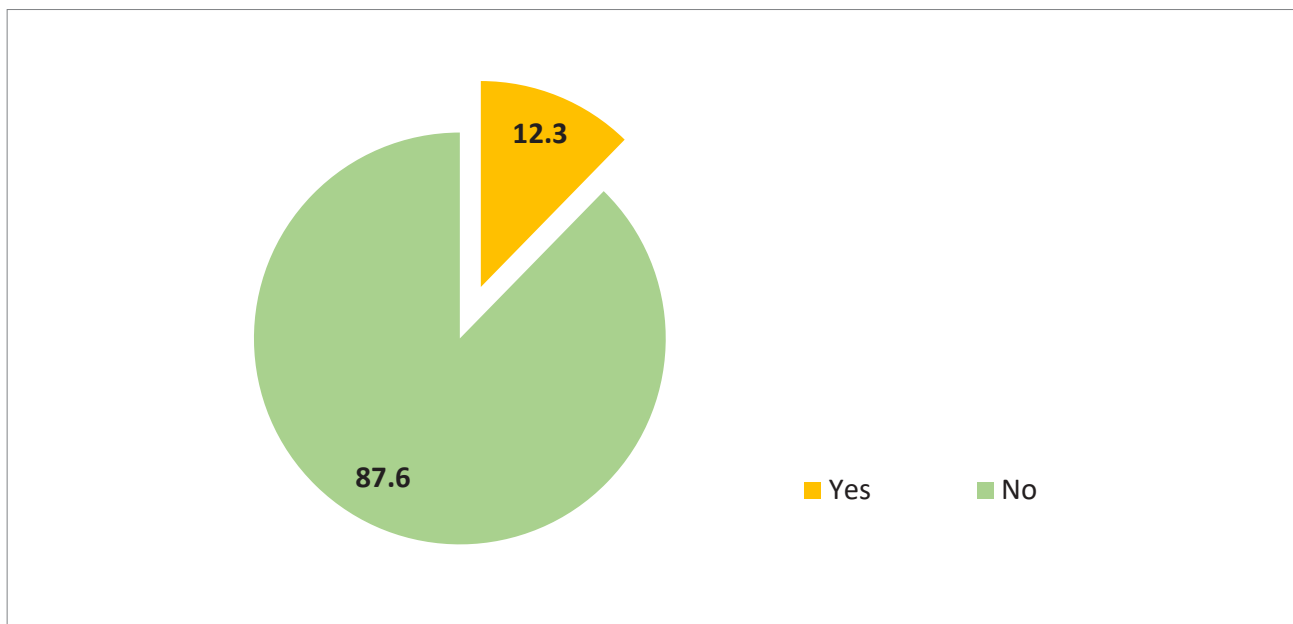
As the survey was conducted during the COVID-19 pandemic, questions were asked that focused on distance learning, experiences with distance learning, and attitudes towards it.

12% of respondents reported that they had taken part in distance learning since the start of the COVID-19 pandemic. Moreover, respondents from the capital (17%) were more likely to participate in distance learning compared to respondents from rural areas (8%). Participation in any type of distance learning activity also depended on age and occupation. Almost half of the respondents aged 18-24 had participated in distance learning (47%), compared to a much smaller share of older respondents (25-44 age group: 9%, 45-64 age group: 4%). People in highly-skilled jobs were more engaged in distance-learning activities compared with low-skilled workers.

Figure 56:

Participation in distance-learning

“Have you participated in any type of distance-learning activities since the COVID-19 outbreak in Armenia?” (n=2,440)

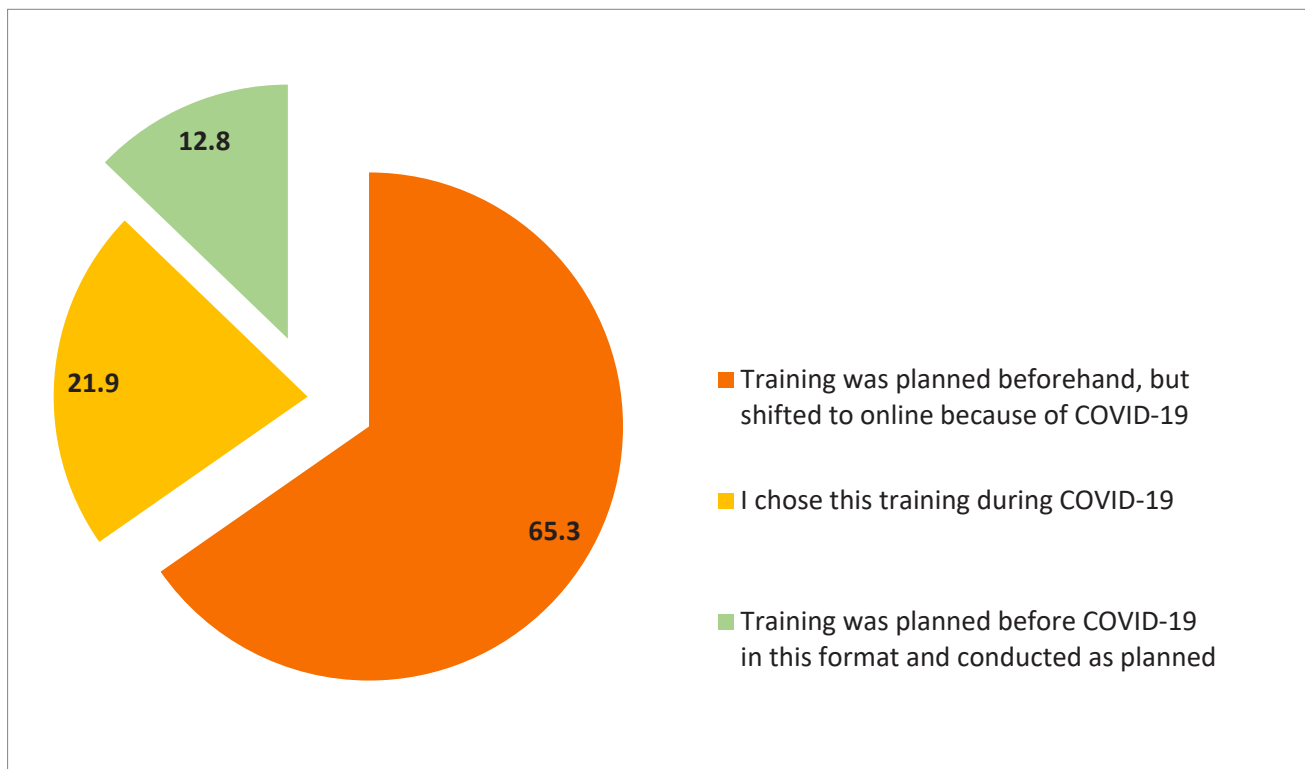


When asked why they had decided to enrol in online learning during the pandemic, the majority (65.3%) stated that the activity was planned to be conducted in person beforehand, but had shifted online due to the pandemic. The second most common reason was that they had extra free time (21.9%). A small share of respondents (12.8%) stated that the activity was already planned to be conducted online and had continued as planned.

Figure 57:

Reasons for participating in distance learning

“How did you come to participate in this activity online?” (n=306)

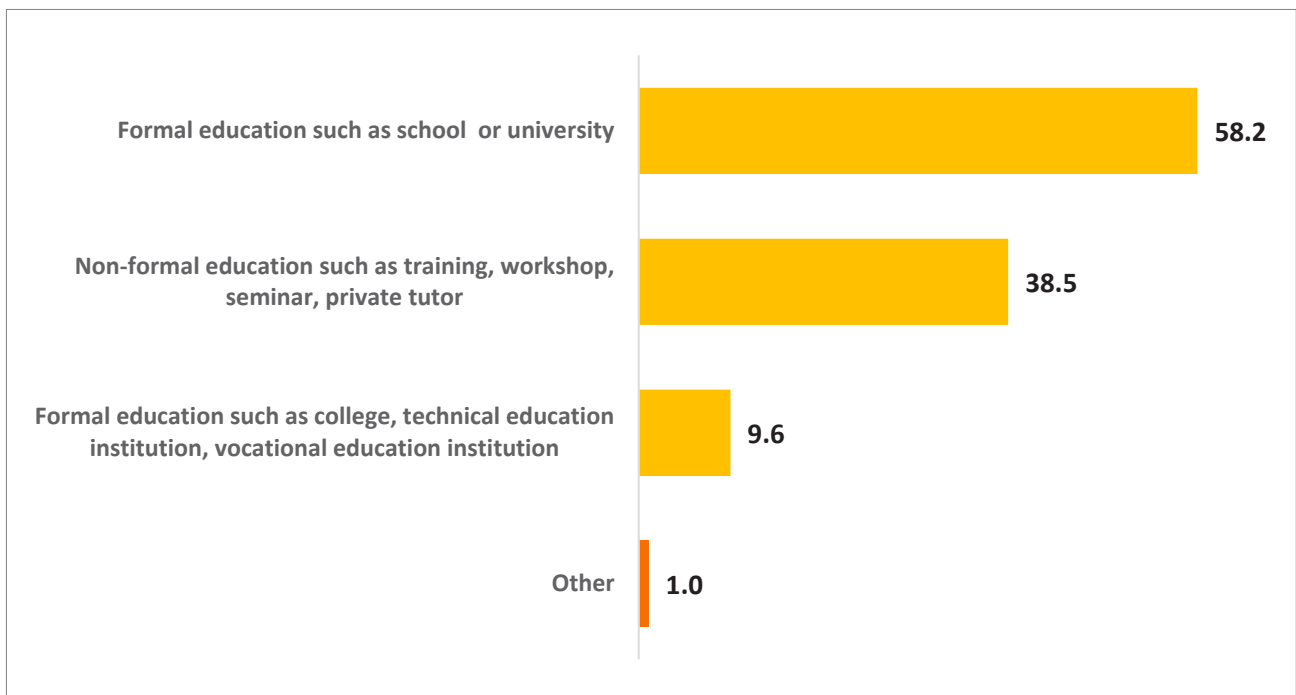


The top three types of distance-based educational activities in which students were engaged included formal education such as school or University (58%), non-formal education such as a training course, workshop, tutor, or seminar (39%), and formal education - a college, technical, or vocational training (10%).

Figure 58:

Activities engaged in during distance-based learning

“What type of distance-based educational activity/activities have you participated in?” (n=306)

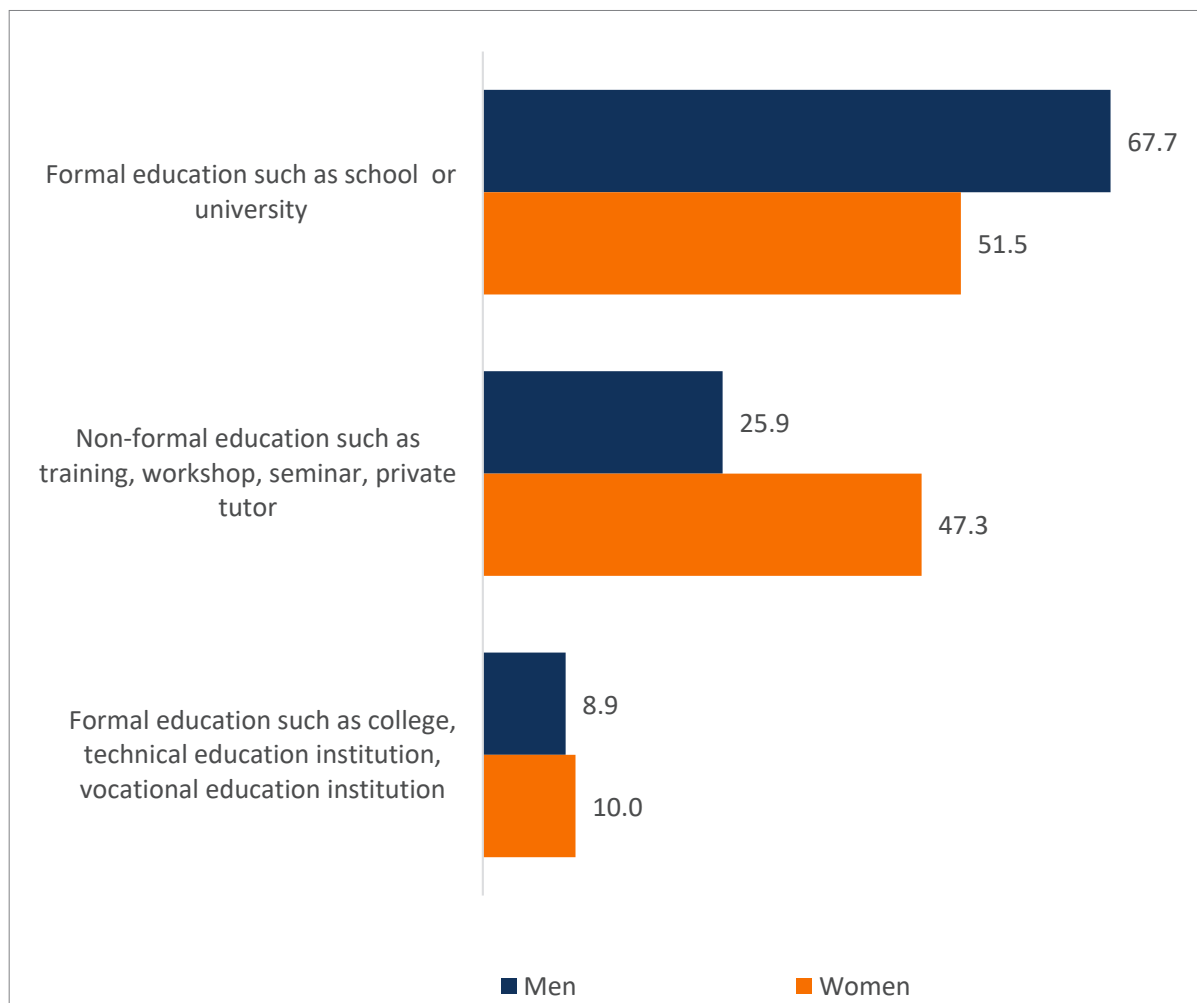


More men (68%) were involved in formal education (school or University) than women (52%), whereas more women than men were involved in non-formal education such as training or a workshop (47% and 26%, respectively).

Figure 59:

Activities engaged in during distance learning by gender

“What type of distance-based educational activity/activities have you participated in?” by gender (n=306)

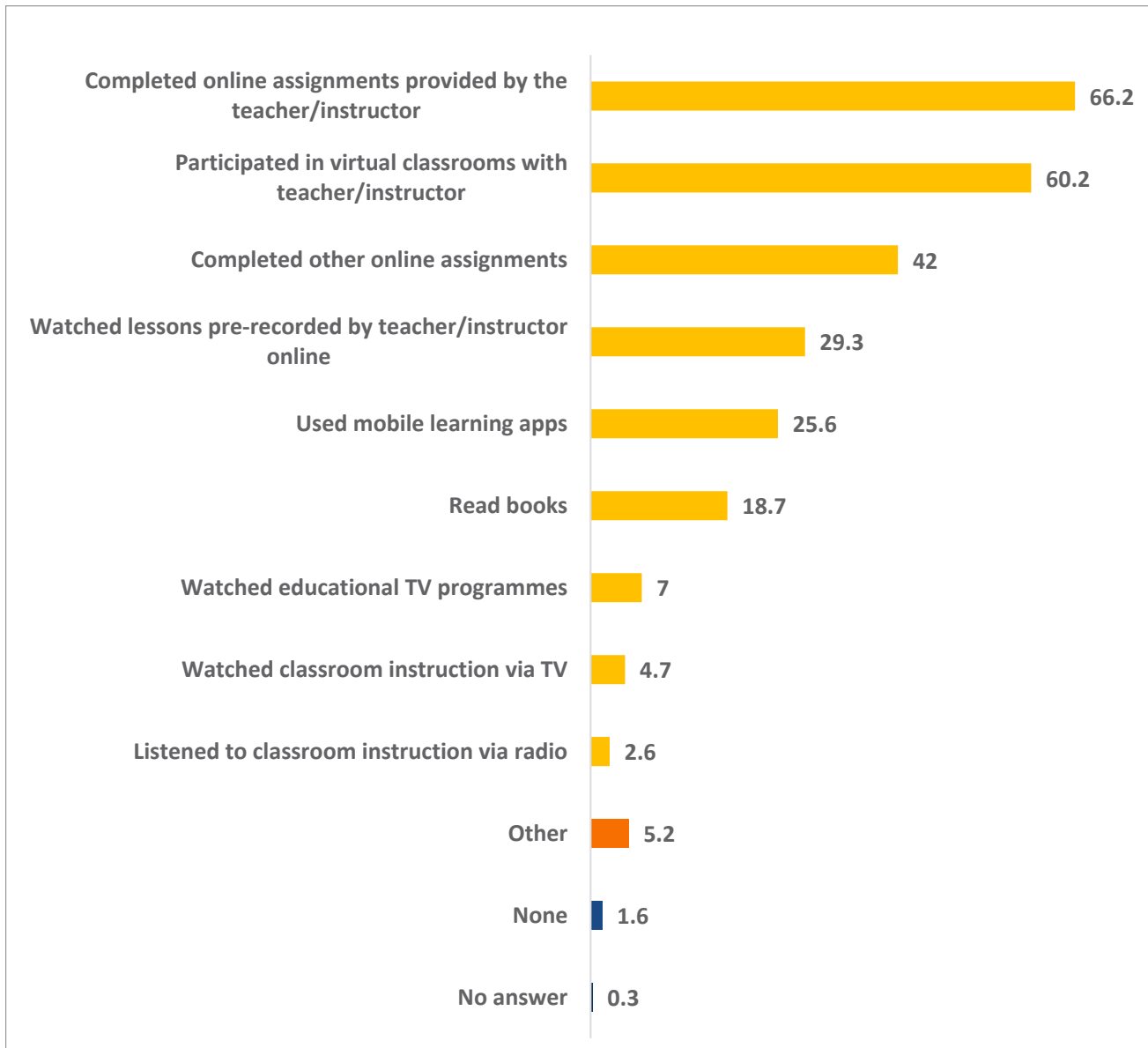


While taking part in distance learning activities, respondents were mainly engaged in activities led by a teacher/instructor such as completing assignments (66%) and participating in virtual classrooms (60%). Watching/listening to classroom instructions broadcast via TV and radio were the least common distance learning activities.

Figure 60:

Type of activities engaged in during distance learning

“Which, if any, of the following educational or learning activities have you engaged in while attending/participating in distance learning activities?” (n=306)

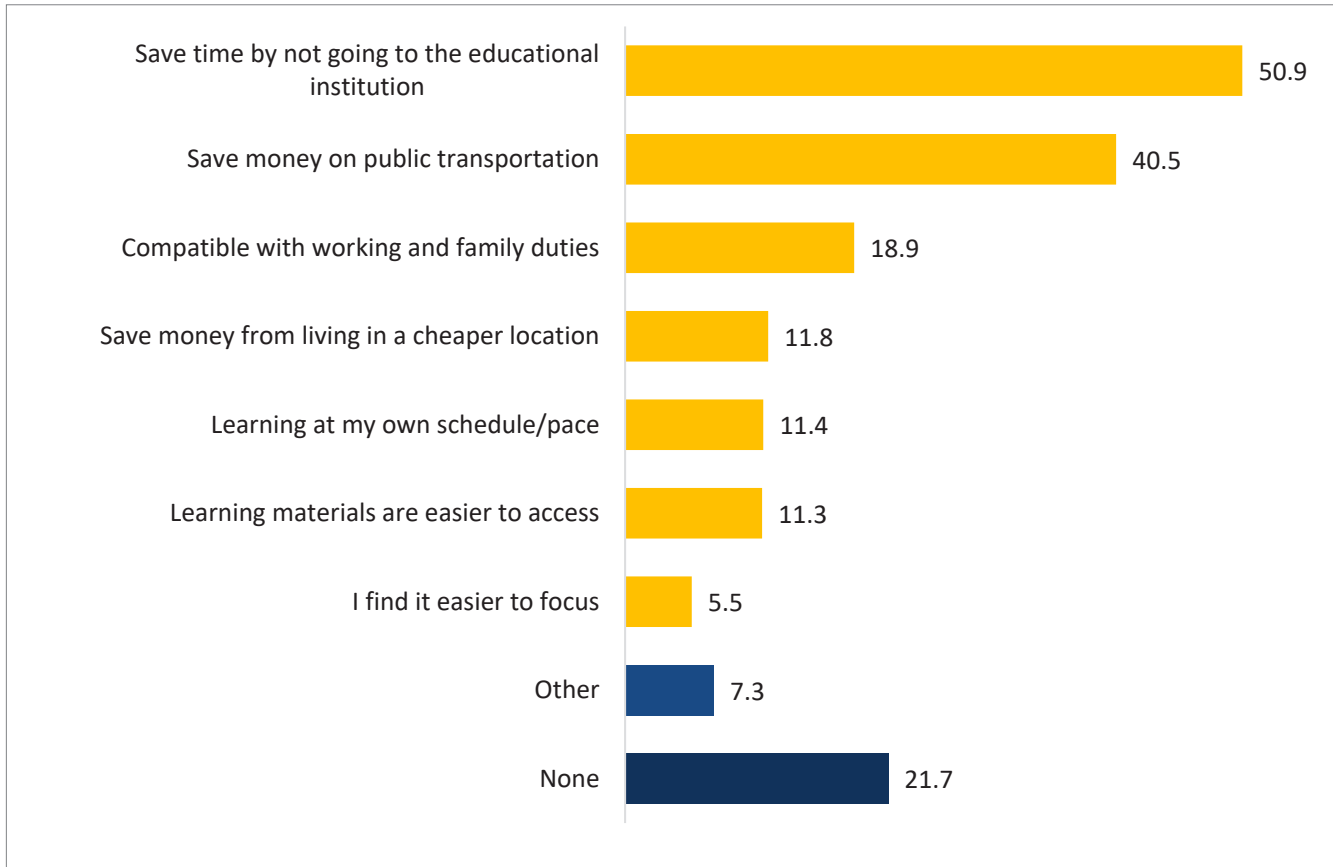


Regarding the advantages of distance learning, the most commonly stated advantages included saving time by not physically going to the institution (50.9%), saving money on commuting (40.5%), and compatibility with work and family responsibilities (18.9%). The least commonly stated advantages included access to learning materials (11.8%) and finding it easier to focus (5.5%). There were several differences in perceptions of the advantages of distance learning based on settlement type. Respondents in rural and urban settlements were more likely than those in the capital to state saving money on transportation (45% rural; 49% urban; 32% capital), saving money on accommodation (13% rural; 20% urban; 6% capital), and compatibility with work and family responsibilities (18% rural; 29% urban; 12% capital) as advantages. Saving time by not going to the institution was stated as an advantage more often by people in rural settlements (59%) than by those in urban areas (49%) or in the capital (48%). People in rural areas (4%) were far less likely than those in urban areas (18%) or in the capital (12%) to state that learning at their own pace was an advantage.

Figure 61:

Advantages of distance-based learning

“What are the main benefits of distance learning for you as opposed to classroom-based learning?” (multiple responses allowed, n=306)

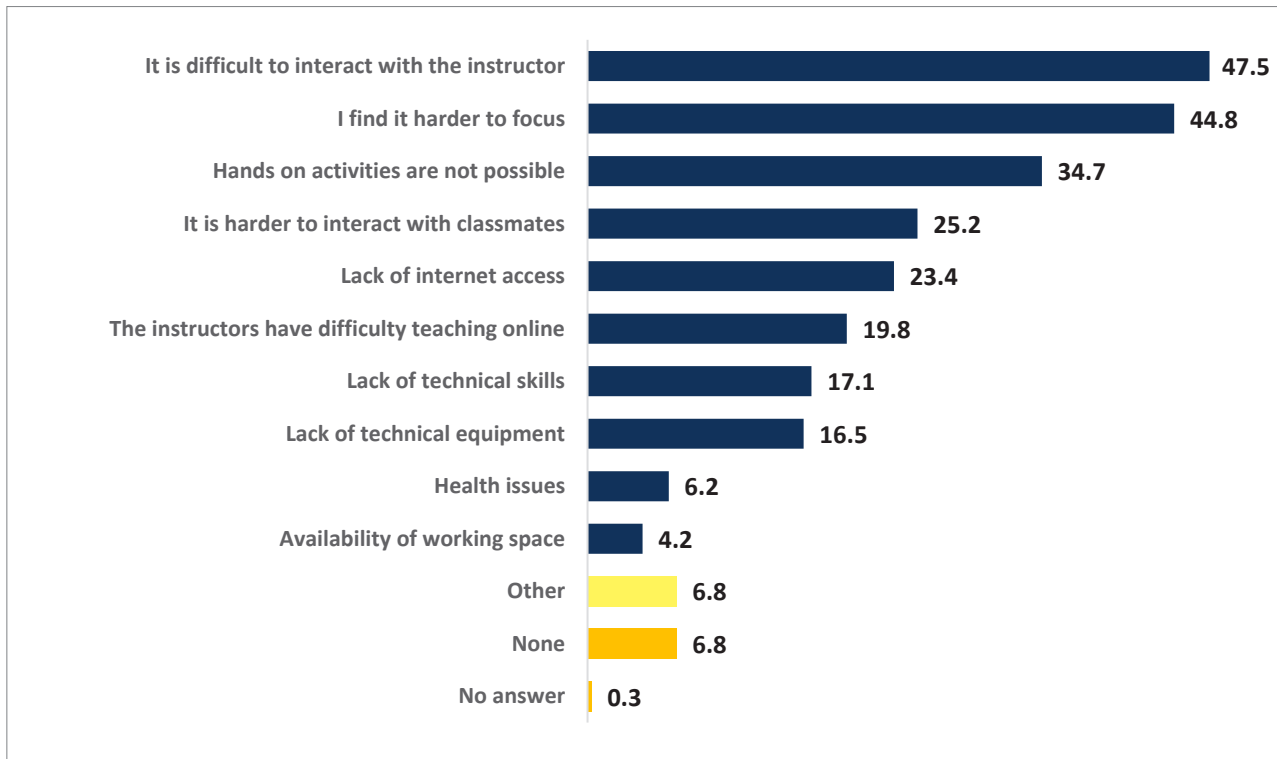


With regard to disadvantages, respondents most commonly stated that they had difficulty interacting with the instructor (47.5%), and difficulty focusing (44.8%), as well as that it was not possible to engage in hands-on activities (34.7%). The disadvantages mentioned least often were the availability of working space (4.2%), health issues (6.2%), and a lack of technical skills (17.1%) and equipment (16.5%). People in rural areas stated a lack of technical skills (27%) and equipment (29%) more often than those in the capital or in other urban areas. A lack of Internet access also affected people in rural (27%) and urban areas (27%) more often than those in the capital (19%). Surprisingly, respondents under 44 mentioned difficulty with focusing in distance learning more often than those in the 45-64 age range.

Figure 62:

Disadvantages of distance-learning

“What are the main disadvantages of distance learning for you as opposed to classroom-based learning?” (multiple responses allowed, n=306)

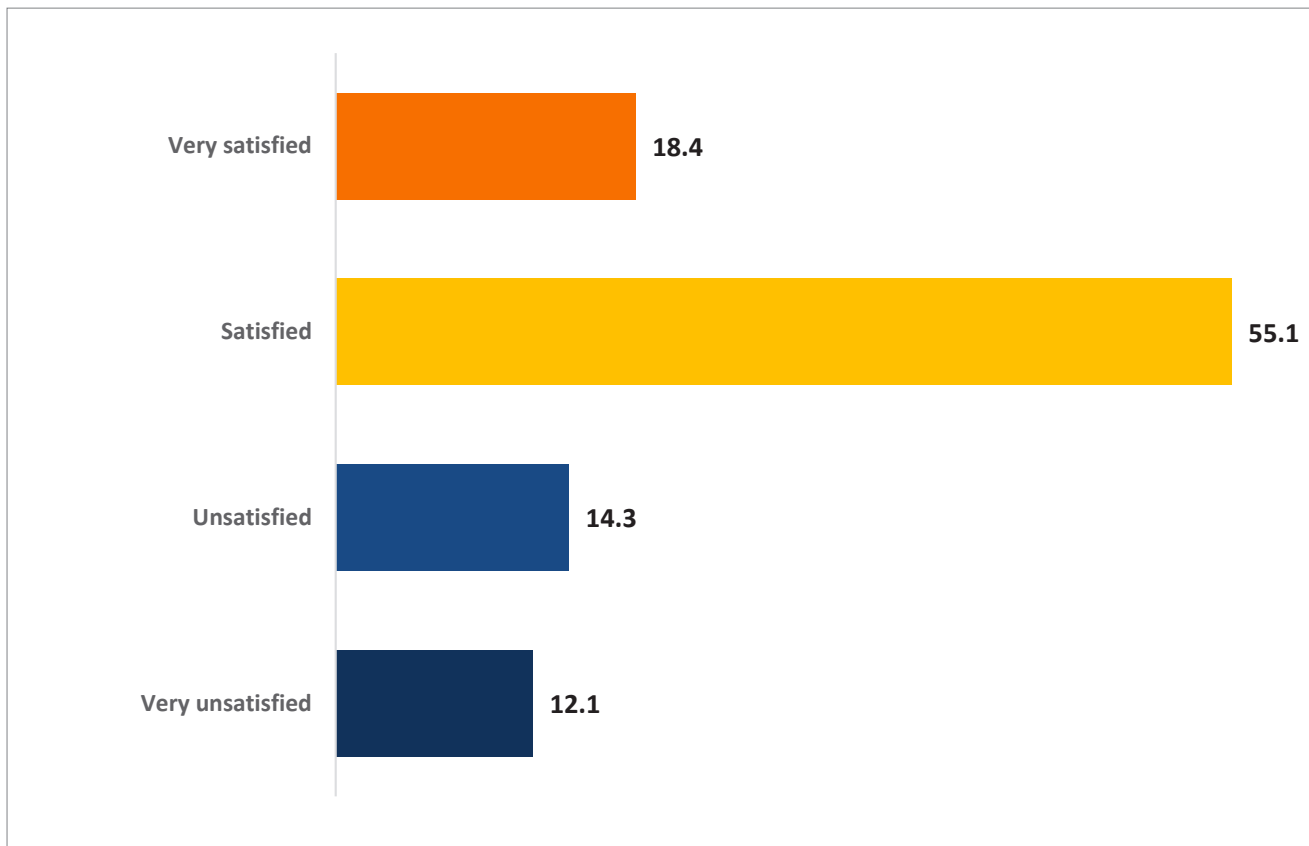


About three-quarters (74%) were satisfied with the quality of their online studies, while 26% were dissatisfied, 12% of whom were very dissatisfied. People from rural settlements were more dissatisfied with the quality of the online education (27%) that they had received than people in urban settlements (12%) or in the capital (9%).

Figure 63:

Satisfaction with distance learning

“How satisfied or dissatisfied are you with the quality of the online education in which you have taken part?” (multiple responses allowed, n=306)

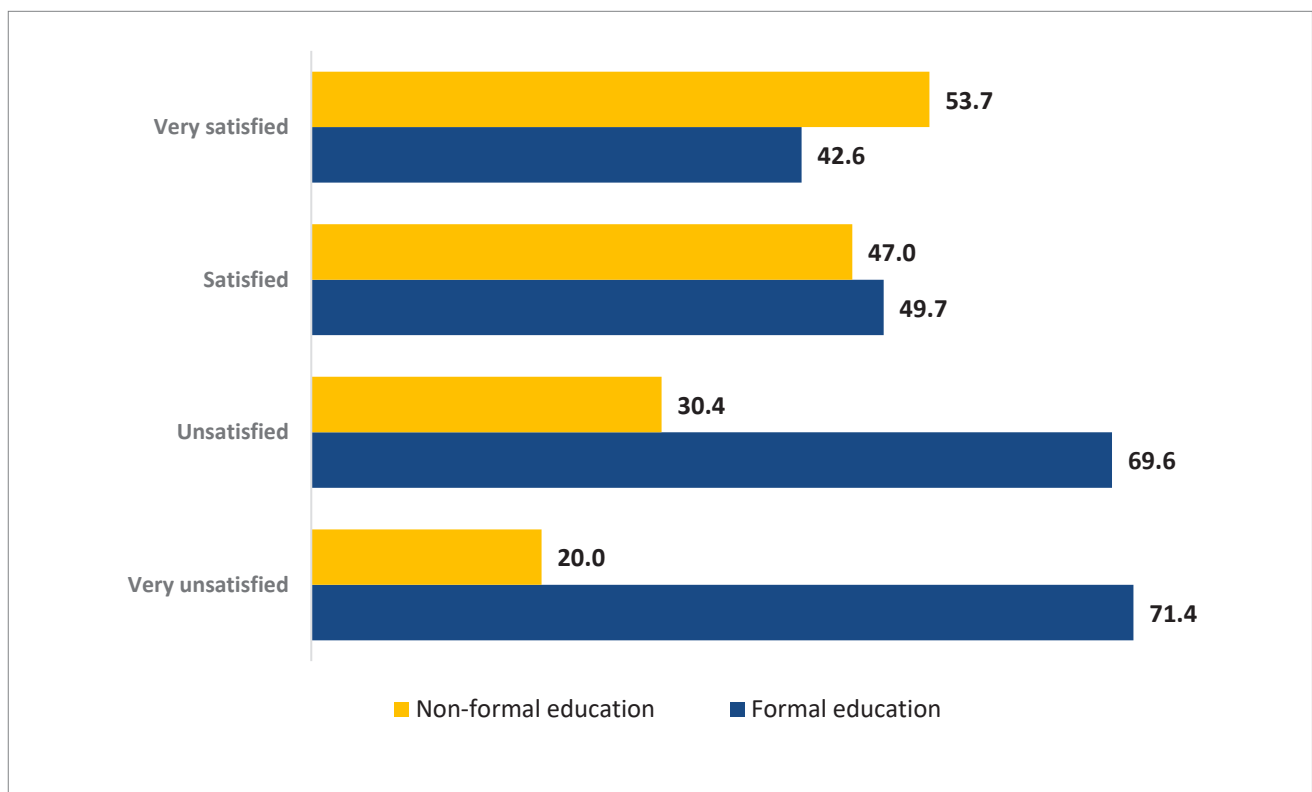


Respondents were generally more satisfied with the quality of distance-based non-formal education compared to that of formal education conducted online.

Figure 64:

Satisfaction with distance-based learning by type of learning

“How satisfied or dissatisfied are you with the quality of online education in which you have taken part?” (multiple responses allowed, n=306)



Summary of findings on distance learning during COVID-19

Only 12% of the respondents had participated in distance learning activities following the outbreak of COVID-19, and those respondents were more likely to be in the capital than in rural areas. About two-thirds (65%) took part in distance learning activities as a result of a programme that was normally in person transitioning to an online format. Whereas more men than women (68% as opposed to 52%) were involved in formal distance-based education through a school or University, more women than men (47% as opposed to 26%) were involved in distance-based non-formal education such as a training course or workshop. Some of the advantages of distance learning included saving time by not physically going to the institution (51%), saving money on commuting (41%), and compatibility with work and family responsibilities (19%). Disadvantages included interacting with the instructor (48%), difficulty focusing (45%), and the fact that it was impossible to engage in hands-on activities (35%). The majority of respondents (74%) were satisfied with their online studies. Respondents were generally more satisfied with the quality of distance-based non-formal education compared to that of formal education conducted online.

Conclusions

This study on adult education in Armenia is the first of its kind, as no other previous work has specifically focused on the perceptions and challenges of adult education in Armenia. Not only can the findings from this study inform support and advocacy efforts for adult education in Armenia, but the study has also laid the foundations for further research regarding adult education that can be integrated within previous survey work efforts conducted by the National Statistical Committee of Armenia.

Adult learning may be pursued for a variety of reasons, including personal development, increasing job prospects, and learning new skills. Only a small share (16%) of respondents within Armenia had looked for information regarding adult learning opportunities. This lack of searching for information may indicate a general lack of motivation among adults to pursue educational activities. It was noted that people who searched for information about learning opportunities were more likely to be women, younger, residents of the capital, and to have tertiary education, which reflected demographic trends throughout other components of the study.

While the overwhelming majority of respondents had been involved in informal educational activities in the preceding 12 months (75%), only 14% were involved in non-formal educational activities, and even fewer were engaged in formal education (8%). Similar to the demographic characteristics of people searching for learning opportunities, women, young people, and people with higher levels of education, were more likely to be involved in non-formal and informal educational activities. While formal education was the preferred method of learning for respondents, non-formal education was seen as the most effective method to develop practical skills (49%) and to meet people/expand professional networks (44%).

Overall, a narrow majority of respondents did not believe that learning becomes more difficult over the age of 30 (57%), and both women and people with tertiary education were somewhat more likely to agree with this. However, majorities of all respondents believe that people aged under 30 are more interested in learning, that learning new skills is easier for the under 30s, and that people aged over 30 have too many other responsibilities in order to continue education. This shows that while most people do not believe that there are significant difficulties for adults to pursue education, the under 30s are believed to be at a greater advantage in learning than the over 30s. This may impact adults' motivation to pursue adult education. Furthermore, a majority of respondents affirmed the belief that adult education is only for those who have free time. This may indicate time as a significant barrier to pursuing educational opportunities.

Several elements of the [European Council's adult learning agenda](#) may be adapted for the Armenian context. The immediate elements of the agenda that can be carried out include implementing effective strategies focused on outreach, guidance and motivation to assist and encourage adult learners to pursue further education, as many believe that adult education is easier for the under 30s and for people who have more free time. The findings of the study also revealed a pattern of increased engagement and interest in adult education specifically among women, young people, people with tertiary education,

and people living in the capital. Any future work aimed at supporting adult education in Armenia and increasing motivation should keep these demographic characteristics in mind in order to target groups that may be less inclined to pursue adult education.

Learning opportunities should also become more flexible and more accessible for adult learners, as many respondents were only able to pursue educational opportunities during working hours. As noted in [ETF's 2020 Armenia Education Training and Employment Developments report](#), implementing a work-based learning system has become a priority for the government, and adult education opportunities can be integrated within existing work-based learning efforts currently pursued by the Government in order to help increase the accessibility of opportunities to adult learners.

Appendix 1 : Data collection instrument

ADULT EDUCATION SURVEY QUESTIONNAIRE

Abridged version for DVV International

1.0 General information

1	COUNTRY	Country of residence	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>
			ISO 2 digits

2	REGION	Region of residence	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
			NUTS level 2 code

3	DEG_URB	Degree of urbanisation of the area in which the household lives	Cities	1
			Towns and suburbs	2
			Rural areas	3

4	REFYEAR	Year of interview	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
			4 digits

5	REFMONTH	Month of interview	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
			2 digits

1.1 Information on the household

6	HHNBERS_tot	How many people live in this household (including yourself)?	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>	Total number
			No answer	-1

7	HHNBERS_0_13	How many are 0-13 years old?	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>	Total number
			No answer	-1

1.2 Information on the individual

1.2.1 Demographic background

8	SEX	Sex	Male	1
			Female	2

9	BIRTHYEAR	What is your year of birth?	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> 4 digits				

10	BIRTHMONTH	What is your month of birth?	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> 2 digits		

11	CITIZEN	What is your citizenship?	Same as country of residence (1. COUNTRY)	0		
			Citizenship 1	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> 2 digits		
			Citizenship 2	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> 2 digits		
No answer	-1					

12	BIRTHPLACE	What is your country of birth?	Born in this country	0		
			Citizenship 1	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> 2 digits		
No answer	-1					

Note: Even if the country of birth is the country where the survey takes place, it should still be reported. Note that there are several cases that can be considered when coding, depending on the choice made for the boundaries (current boundaries or boundaries at the time of birth) - see the survey guidelines for further details.

13	MARSTADEFACTO	What is your de facto marital status? (Are you living in a consensual union?)	Single	1
			Married	2
			Cohabiting	3
			Divorced	4
			Widowed	5
			No answer	-1

[ARM Specific question]

14	ETHNIC	There are a number of ethnic groups living in /country/. Which ethnic group do you consider yourself a part of? [INTERVIEWER! Do not read out the options. Accept one answer only.]	Armenian	1
			Georgian	2
			Russian	3
			Kurd or Yezidi	4
			Other ethnicity (Please specify)	5
			No answer	-1

Migration history

15	RETMIG	Have you lived in another country for at least 6 months in the past and returned to [country name]?	Yes	1
			No	0
			No answer	-1

16	RETMIGR	Why did you return? [Please do not read out the answer options, correspond, accept up to three answers]	Family reasons	1	RETMIG=1
			Could not get a residence permit	2	
			Could not get a work permit	3	
			Work permit had expired	4	
			Better job opportunity here	5	
			Better investment opportunity here	6	
			Marriage/family reunification	7	
			Retirement	8	
			Accumulated enough savings there	9	
			Could not find a job/lost a job there	10	
			To work here temporarily	11	
			Hard to integrate in the country of destination	12	
			Return programme	13	
			I was deported	14	
			Health reasons	15	
			Conflict/war	16	
			Victim of abuse	17	
Processing papers to go abroad again	18				
Other (Please specify)	19				
No answer	-1				

17	MiGRAT	Do you have plans to live and/or work in another country in the next three years?	Yes	1
			No	0
			No answer	-1

18	MiGRATR	Why would you like to live and/or work in another country? [Please do not read out the answer options, correspond, accept up to three answers]	It is easier to find a job there	1	MiGRAT = 1
			Wages are higher there	2	
			Working conditions are better there	3	
			It is safer there	4	
			Have friends/family there	5	
			For studies	6	
			Lack of educational opportunities here	7	
			Lack of land/poor quality of land here	8	
			Health reasons	9	
			Natural disaster (drought, flood, earthquake, storm)	10	
			Better investment opportunities abroad	11	
			Marriage/family reunification	12	
			To help family here/provide financial support	13	
			Other (specify)	14	
No answer	-1				

1.2.2 Education and training successfully completed

[ARM/GEO/KO Specific question]

19	HATLEVEL	What is the highest level of education or training that you have successfully completed? (in case of several qualifications at the same level, report the characteristics of the most recent one) [Please use show card 19] [Country-specific operationalisation of ISCED codes]	ISCED 0: Early childhood education	000
			ISCED 1: Primary education	100
			ISCED 2: Lower secondary education	200
			ISCED 3: Upper secondary education	300
			ISCED 4: Post-secondary non-tertiary education	400
			ISCED 5: Short-cycle tertiary education	500
			ISCED 6: Bachelor's or equivalent level	600
			ISCED 7: Master's or equivalent level	700
			ISCED 8: Doctoral or equivalent level	800
			No answer	-1

20	HATYEAR	In what year did you complete your highest level of education or training?	The year when the highest level of education or training was successfully completed	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	HATLEVEL ≠ 000, -1
				4 digits	
			No answer	-1	
			Not applicable (HATLEVEL = 000,-1)	-2	

Note: If the individual has more than one qualification at this level, the year entered is the earliest year of graduation.

1.2.3 Main labour status

21	MAINSTAT	Current labour status (based on the main job)	Employed, part-time	11
			Employed, full-time	12
			Unemployed	20
		Do you have a job or profession, including unpaid work for a family business or holding, an apprenticeship or paid traineeship, etc.?	Currently in school, higher education or vocational education	31
			Otherwise inactive person	33
			No answer	-1

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

[Limit could be included in the interview guidelines]

22	EMP12M	Did you have a job or profession at any time during the last 12 months, including unpaid work for a family business or holding, an apprenticeship or paid traineeship, etc...)?	Yes	1	MAINSTAT = 20 to 33
			No	2	
			No answer	-1	
			Not applicable (MAINSTAT = 11, 12, -1)	-2	

23	JOBISCO	What is your occupation (based on your main job)? [Open-ended question. The answers will be coded during the data cleaning using ISCO-08 structure]	ISCO-08 coded at 2-digit level	<input type="text"/> <input type="text"/>	MAINSTAT = 11, 12
				2 digits	
			No answer	-1	
			Not applicable Not applicable (MAINSTAT ≠ 11,12)	-2	

[ARM Specific question]

ARM1	JOBSEC	What type of employer do you currently work for (based on your main job)?	Private	1	MAINSTAT = 11, 12
			Public/Government	2	
			Self-employed	3	
			Non-governmental organisation (NGO)	4	
			International and diplomatic	5	
			Other (Please specify)	6	
			No answer	-1	
			Not applicable Not applicable (MAINSTAT ≠ 11,12)	-2	

ARM2	JOBSKILLS	To what extent are the knowledge and skills that you acquired during your studies utilised in your current job?	5 Completely utilised	5	MAINSTAT = 11, 12
			4	4	
			3	3	
			2	2	
			1 Not utilised at all	1	
			No answer	-1	
			Not applicable Not applicable (MAINSTAT ≠ 11,12)	-2	

1.2.4 Parental education and country of origin

24	HATFATHER	What is the highest level of education/training successfully completed by your father (male guardian)?	At most lower secondary	1
			Upper secondary	2
			Technical/vocational	3
			Tertiary	4
			No answer	-1
			Not applicable (father unknown)	-2

25	HATMOTHER	What is the highest level of education/training successfully completed by your mother (female guardian)?	At most lower secondary	1
			Upper secondary	2
			Technical/vocational	3
			Tertiary	4
			No answer	-1
			Not applicable (mother unknown)	-2

1.3 Access to information about learning opportunities and guidance

26	SEEKINFO	Have you looked for any information concerning learning opportunities during the last 12 months (either on formal or non-formal education and training)?	Yes	1
			No	2
			No answer	-1

27	SEEKFOUND	Did you find the information?	Yes	1
			No	2
			No answer	-1
			Not applicable (SEEKINFO ≠ 1)	-2

28	SEEKSOURCE	Where did you find information on learning activities? [Read possible answers out to the respondents. Mark all that apply]	Colleagues	1
	SEEKSOURCE_1		Employer	2
	SEEKSOURCE_2		Family members	3
	SEEKSOURCE_3		Neighbours, friends	4
	SEEKSOURCE_4		Local authorities/self-government	5
	SEEKSOURCE_5		Internet, except social media	6
	SEEKSOURCE_6		Social Media	7
	SEEKSOURCE_7		Newspapers, news magazines	8
	SEEKSOURCE_8		TV	9
	SEEKSOURCE_9		Information buckets	10
	SEEKSOURCE_10		Outdoor ads, billboards	11
	SEEKSOURCE_11		Educational institutions	12
	SEEKSOURCE_12		Civil society organisations	13
	SEEKSOURCE_13		Other (please specify)	14
	SEEKSOURCE_14		None of the sources above	0
	No answer	-1		
	Not applicable (SEEKFOUND ≠ 1)	-2		

1.4. Participation in education and training

1.4.1 Formal education

29	FED	Have you been studying towards a qualification during the last 12 months, that is since <<month, year>>?	Yes	1
		[Definition of formal education, formulated using country-specific context]	No	2

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

Have you been studying towards a qualification during the last 12 months, that is since <<month, year>>? 1.YES 2. NO

Enumerators should give country-specific examples.

30	FEDNUM	In how many formal education or training activities did you participate during the last 12 months?	<input type="text"/>	Number of activities
			None (FED = 2)	0

Note: All activities that took place during the last 12 months should be counted, not only the most recent ones (The number was limited to three in the previous 2011 AES questionnaire.)

31	FEDNAME	What is the name of the most recent formal education or training activity that you participated in during the last 12 months?	<input type="text"/>	Name of the activity (FEDNUM ≥ 1)	FEDNUM ≥ 1

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

32	FEDSTARTYEAR	In what year did FEDNAME start?	The year when the most recent formal education or training started	<input type="text"/>	4 digits	FEDNUM ≥ 1
			No answer	-1		
			Not applicable (FEDNUM=0)	-2		

33	FEDSTART-MONTH	In what month did FEDNAME start?	The month when the most recent formal education or training activity started	<input type="text"/> <input type="text"/>	FEDNUM ≥ 1
			No answer	-1	
			Not applicable (FEDNUM=0)	-2	

[ARM/GEO/KO Specific question]

34	FEDLEVEL	What was the level of FEDNAME? [Please use show card 34] [Country specific operationalisation of ISCED codes]	ISCED 0: Early childhood education	000	FEDNUM ≥ 1
			ISCED 1: Primary education	100	
			ISCED 2: Lower secondary education	200	
			ISCED 3: Upper secondary education	300	
			ISCED 4: Post-secondary non-tertiary education	400	
			ISCED 5: Short-cycle tertiary education	500	
			ISCED 6: Bachelor's or equivalent level	600	
			ISCED 7: Master's or equivalent level	700	
			ISCED 8: Doctoral or equivalent level	800	
			No answer	-1	

35	FEDCOMP	Have you completed FEDNAME?	No, I dropped out before the expected end	1	FEDNUM ≥ 1
			No, it is still ongoing	2	
			Yes, I completed it	3	
			No answer	-1	
			Not applicable (FEDNUM = 0)	-2	

36	FEDFIELD	What was the field of FEDNAME? [Please use show card 36. Only one answer]	Generic programmes and qualifications	00	FEDNUM ≥ 1 and FEDLEVEL = 300 to 800
			Education	01	
			Arts and humanities	02	
			Social sciences, journalism and information	03	
			Business, administration and law	04	
			Natural sciences, mathematics and statistics	05	
			Information and Communication Technologies	06	
			Engineering, manufacturing and construction	07	
			Agriculture, forestry, fisheries and veterinary	08	
			Health and welfare	09	
			Services	10	
			Other (please specify)	99	
			Unknown	-1	
			No answer	-2	

Note: Fields coded at detailed level on 4 digits on an optional basis (0011-1041, 9999)

37	FEDDIST	Was FEDNAME organised mainly as distance learning?	Yes	1	FEDNUM ≥ 1
			No	2	
			No answer	-1	
			Not applicable (FEDNUM=0)	-2	

Note: In order to clarify the word ‘mainly’, the interviewer could tell the respondent that they should consider that learning was mainly organised as an online course when this particular mode of learning was used for at least 50 % of the instruction hours.

38	FEDWORK-TIME	Did FEDNAME take place during paid working hours (including paid leave or recuperation)?	Only during paid working hours	1	FEDNUM ≥ 1
			Mostly during paid working hours	2	
			Mostly outside paid working hours	3	
			Only outside paid working hours	4	
			Not working at that time	5	
			No answer	-1	
			Not applicable (FEDNUM = 0)	-2	

Note: This question refers to the degree to which the activity takes place during paid working hours, meaning that the working hours are used to attend the activity instead of working. It also includes cases in which a number of working hours are replaced by the learning activity even if the activity itself takes place outside the respondent’s normal working time.

If 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as “mostly during paid working hours”. If the learning activity takes place outside working hours and the respondent has received payment for the hours or additional leisure hours, the activity should be coded as “only during paid working hours”. The answer should only reflect attendance at the course itself, and not homework.

- Self-employed people should be treated as if they were employed.

- Contributing family workers (workers who hold a ‘self-employment’ job in a market-orientated establishment operated by a person related to them living in the same household) who cannot be regarded as partners, voluntary social workers and others working without pay but attending a course within that area should be coded as “only outside paid hours”, as there are no paid working hours.

- If the respondent does not have a job during the full period of attending a formal education course (during a reference period), there will be two periods of the course: the period where the person has a job, and the period where the person does not have a job. The answer and coding should reflect the situation in the longest period of the course (again within the reference period).

How many instruction hours did you receive for FEDNAME during the last 12 months?								
39a	FEDNBWEEKS	Number of weeks	Number of weeks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1-52
			No answer					-1
			Not applicable (FEDNUM=0)					-2
39b	FEDDURPER-WEEK	Average number of instruction hours per week	Average number of instruction hours per week	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1-98
			No answer					-1
			Not applicable (FEDNUM=0)					-2

40	FEDBAR	There can be many different reasons for not undertaking formal education or training activities.	I did not need a formal qualification for my job.	1	FEDNUM=0	
			Privately I had no need for a formal qualification.	2		
			I would have liked to do something, but did not meet the participation requirements.	3		
			I would have liked to do something, but it was too expensive for me.	4		
			My employer was not supportive of my aspirations to obtain a formal qualification.	5		
			My professional burdens did not leave me time for formal education.	6		
			My family obligations did not leave me time for formal education.	7		
			There are no suitable educational opportunities in the immediate vicinity.	8		
			I could not get used to learning again like at school.	9		
			My health does not allow me to engage in such activities.	10		
			Formal education is no longer worthwhile at my age.	11		
			Learning in a course is not my thing. I learn better in other ways.	12		
		I would need a consultation to know which formal education would be suitable for me.	13			
		The formal education that I attended in the past did not help me.	14			
		I don't think that I would be able to meet the requirements in formal education.	15			
		I do not like studying.	16			
		I do not receive support from my partner/family.	17			
		Exams always put me off.	18			
		I don't like going to formal education events alone.	19			
		Formal education is too strenuous for me.	20			
		Formal education takes up too much of my free time.	21			
		The main events take place at a time that is not convenient for me.	22			
		Other reasons (Please specify)	23			
		No answer	-1			
Not applicable (FEDNUM > 0)	-2					
		I will now read you a number of possible reasons. Please tell me on each point whether this was a valid reason for you personally not participating in further training in the last 12 months.				
		Mark all that apply.				

1.4.2 Non-formal education

Activities in which the respondent participated during the last 12 months hoping to improve knowledge or skills in any area (including hobbies), either in leisure time or in working time. This includes completed and ongoing activities.

Use the show card with the relevant examples for each activity in the table.

41	NFECOURSE	<p>a. Have you attended courses at your workplace or in your free time during the last 12 months?</p> <p><i>Examples: language, computer, driving, management, cooking, gardening or painting courses</i></p>	Yes	1
			No	2

42	NFECOURSE- NUM	How many courses did you attend?	Total number of courses	<input type="text"/> <input type="text"/>	NFECOURSE=1
			No answer	-1	
			Not applicable (NFECOURSE=2)	-2	

43	NFEWORKSHOP	<p>b. Have you participated in any workshops or seminars at the workplace or in your free time during the last 12 months?</p> <p><i>Examples: data workshop, inspiration day, study day, inspirational workshop, work information seminar, health seminar</i></p>	Yes	1
			No	2

43.1	NFEWORK- SHOPNUM	How many workshops did you attend?	Total number	<input type="text"/> <input type="text"/>	NFEWORKSHOP=1
			No answer	-1	
			Not applicable (NFEWORKSHOP=2)	-2	

44	NFEGUIDEDJT	<p>c. Have you participated in guided on-the-job training during the last 12 months? This means planned periods of education, instruction or training directly at the workplace, organised by the employer with the aid of a designated teacher/instructor?</p> <p><i>Examples: training to operate a new machine or to learn new software (for one or two people).</i></p>	Yes	1
			No	2

44.1	NFEGUID- EDJTNUM	In how many guided on-the-job training activities did you participate?	Total number	<input type="text"/> <input type="text"/>	NFEWORKSHOP=1
			No answer	-1	
			Not applicable (NFEGUIDEDJT=2)	-2	

45	NFELESSON	<p>d. Have you attended private lessons with the aid of a teacher or tutor for whom this is a paid activity during the last 12 months?</p> <p><i>Examples: mathematics or piano lessons. A lesson should be included if provided by a professional teacher and excluded if provided by a friend, family member or colleague.</i></p>	Yes	1
			No	2

45.1	NFELESSONNUM	How many private lessons did you attend?	Total number	<input type="text"/> <input type="text"/>	NFELESSON=1
			No answer	-1	
			Not applicable (NFELESSON=2)	-2	

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

Remarks: Alternatively, the interviewers can collect the number of non-formal learning activities after each type of non-formal learning activity and add up the figures to derive NFENUM.

Those four suggested variables for counting are not to be transmitted to Eurostat.

46	NFENUM	How many such non-formal education and training activities have you attended during the last 12 months?	Number of activities (NFEOURSE = 1 or NFEWORKSHOP = 1 or NFEGUIDEDJT = 1 or NFELESSON = 1)	<input type="text"/> <input type="text"/>	NFEOURSE = 1 or NFEWORKSHOP = 1 or NFEGUIDEDJT = 1 or NFELESSON = 1
			None (NFEOURSE = NFEWORKSHOP = NFEGUIDEDJT = NFELESSON = 2)	0	
			No answer	-1	

Remark: Alternatively, $NFENUM = NFEOURSENUM + NFEWORKSHOPNUM + NFEGUIDEDJTNUM + NFELESSONNUM$

Note: The type of activity, the purpose, the indication of whether it took place during working hours, and the indication of whether it was paid for by the employer, are collected for four non-formal learning activities.

In the case of a respondent with more than four activities, the respondent should report on the four most recent activities.

47	NFEACT01_TYPE	What type was the 1st non-formal learning activity?	Courses	1	NFENUM ≥ 1
			Workshops and seminars	2	
			Guided on the job training	3	
			Private lessons	4	
			No answer	-1	
			Not applicable (NFENUM = 0)	-2	

47.1	NFEACT01	Name of the 1st activity	<input type="text"/>	Name of the activity (NFENUM ≥ 1)
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48	NFEACT01_PURP	Was the non-formal learning activity mainly job related?	Mainly job related	1	NFENUM ≥ 1
			Mainly personal/non-job-related reasons	2	
			No answer	-1	
			Not applicable (NFENUM = 0)	-2	

49	NFEACT01_WORKTIME	Did the non-formal learning activity take place mostly or fully during paid working hours (including paid leave or recuperation)?	Yes	1	NFENUM ≥ 1
			No (including not working at that time)	2	
			No answer	-1	
			Not applicable (NFENUM = 0)	-2	

Note: This question refers to the degree to which the activity takes place during paid working hours, meaning that the working hours are used to attend the activity instead of working. It also includes cases where a number of working hours are replaced by the learning activity even if the activity itself takes place outside the respondent's normal working hours.

If 50% of the activity took place during paid working hours and 50% outside, this activity should be classified as "mostly during paid working hours". If the learning activity takes place outside working hours and the respondent has received payment for the hours or additional leisure hours, the activity should be coded as "only during paid working hours". The answer should only reflect attendance at the course itself, and not homework.

- Self-employed people should be treated as if they were employed.

- Contributing family workers (those workers who hold a 'self-employment' job in a market-orientated establishment operated by a person related to them living in the same household), who cannot be regarded as partners, voluntary social workers and others working without being paid but attending a course within that area should be coded as "only outside paid hours", as there are no paid working hours.

- If in the time of attending non-formal education the respondent does not have a job during the full period of the course (during a reference period), there will be two periods of the course: the period where the person is in a job, and the period where the person is not in a job. The answer and coding should reflect the situation in the longest period of the course (again within the reference period).

50	NFEACT01_ PAIDBY	Did your employer pay partially or fully for the non-formal learning activity?	Yes	1	NFENUM ≥ 1
			No (including not working at that time)	2	
			No answer	-1	
			Not applicable (NFENUM = 0)	-2	

Note: This question concerns a situation in which the direct expenses were fully or partly paid by the employer. If the worker was employed by a member of his/her household and received financial support from the household, but as an employee or family worker, this should be treated as employer and not household support. If the respondent was self-employed when participating in education and training and financed the expenses from his/her company sources, that should be coded as employer support.

51	NFEACT02_ TYPE	What was the type of the non-formal learning activity?	Courses	1	NFENUM ≥ 2
			Workshops and seminars	2	
			Guided on the job training	3	
			Private lessons	4	
			No answer	-1	
			Not applicable (NFENUM < 2)	-2	

51.1	NFEACT02	Name of the 2nd activity	<input type="text"/>	Name of the activity (NFENUM ≥ 2)
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52	NFEACT02_ PURP	Was the non-formal learning activity mainly job related?	Mainly job related	1	NFENUM ≥ 2
			Mainly personal/non-job-related reasons	2	
			No answer	-1	
			Not applicable (NFENUM < 2)	-2	

53	NFEACT02_ WORKTIME	Did the non-formal learning activity take place mostly or fully during paid working hours (including paid leave or recuperation)?	Yes	1	NFENUM ≥ 2
			No (including not working at that time)	2	
			No answer	-1	
			Not applicable (NFENUM < 2)	-2	

54	NFEACT02_ PAIDBY	Did your employer pay partially or fully for the non-formal learning activity?	Yes	1	NFENUM ≥ 2
			No (including not working at that time)	2	
			No answer	-1	
			Not applicable (NFENUM < 2)	-2	

55	NFEACT03_ TYPE	What was the type of non-formal learning activity?	Courses	1	NFENUM ≥ 3
			Workshops and seminars	2	
			Guided on-the-job training	3	
			Private lessons	4	
			No answer	-1	
			Not applicable (NFENUM < 3)	-2	

55.1	NFEACT03	Name of the 3rd activity	<input type="text"/> Name of the activity (NFENUM ≥ 3)
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56	NFEACT03_ PURP	Was the non-formal learning activity mainly job related?	Mainly job related	1	NFENUM ≥ 3
			Mainly personal/non-job-related reasons	2	
			No answer	-1	
			Not applicable (NFENUM < 3)	-2	

57	NFEACT03_ WORKTIME	Did the non-formal learning activity take place mostly or fully during paid working hours (including paid leave or recuperation)?	Yes	1	NFENUM ≥ 3
			No (including not working at that time)	2	
			No answer	-1	
			Not applicable (NFENUM < 3)	-2	

58	NFEACT03_ PAIDBY	Did your employer pay partially or fully for the non-formal learning activity?	Yes	1	NFENUM ≥ 3
			No (including not working at that time)	2	
			No answer	-1	
			Not applicable (NFENUM < 3)	-2	

59	NFEACT04_TYPE	What was the type of non-formal learning activity?	Courses	1	NFENUM ≥ 4
			Workshops and seminars	2	
			Guided on the job training	3	
			Private lessons	4	
			No answer	-1	
			Not applicable (NFENUM < 4)	-2	

59.1	NFEACT04	Name of the 4th activity	<input type="text"/>	Name of the activity (NFENUM ≥ 4)
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60	NFEACT04_PURP	Was the non-formal learning activity mainly job related?	Mainly job related	1	NFENUM ≥ 4
			Mainly personal/non-job-related reasons	2	
			No answer	-1	
			Not applicable (NFENUM < 4)	-2	

61	NFEACT04_WORKTIME	Did the non-formal learning activity take place mostly or fully during paid working hours (including paid leave or recuperation)?	Yes	1	NFENUM ≥ 4
			No (including not working at that time)	2	
			No answer	-1	
			Not applicable (NFENUM < 4)	-2	

62	NFEACT04_PAIDBY	Did your employer pay partially or fully for the non-formal learning activity?	Yes	1	NFENUM ≥ 4
			No (including not working at that time)	2	
			No answer	-1	
			Not applicable (NFENUM < 4)	-2	

63	NFEBAR	<p>There can be many different reasons for not undertaking non-formal education or training activities. I will now read you a number of possible reasons. Please tell me on each point whether this was a valid reason for you personally not participating in further training in the last 12 months.</p> <p>Mark all that apply.</p>	I did not need any further training for my job.	1	NFENUM=0
			Privately I had no need for educational or training activities.	2	
			I would have liked to do something, but did not have the participation requirements.	3	
			I would have liked to do something, but it was too expensive for me.	4	
			My employer was not supportive of my aspirations to obtain a formal qualification.	5	
			My professional burdens did not leave me time for further training.	6	
			My family obligations did not leave me time for further training.	7	
			There are no suitable educational opportunities in the immediate vicinity.	8	
			I could not get used to learning again like at school.	9	
			My health does not allow me to engage in such activities.	10	
			Further education is no longer worthwhile at my age.	11	
			Learning in a course is not my thing. I learn better in other ways.	12	
			I would need a consultation to know which further education would be suitable for me.	13	
			The further education I attended in the past did not help me.	14	
			I don't think that I would be able to meet the requirements in further education.	15	
			I do not like studying.	16	
			I lack the support of my partner/family.	17	
			The exams always put me off.	18	
			I don't like going to a continuing education event alone.	19	
			Further education is too strenuous for me.	20	
			Further education takes up too much of my free time.	21	
			The main events take place at a time that is not convenient for me.	22	
			Other reasons (Please specify)	23	
No answer	-1				
Not applicable (NFENUM > 0)	-2				

1.4.2.1 Detailed information concerning randomly-selected activities

Note: After listing all the activities that the respondent has attended during the last 12 months (a maximum of four), the two randomly-selected activities should be selected for further interviewing among them.

Note: The section below refers to the 1st randomly-selected activity among the activities listed above. The section will be repeated for the 2nd randomly-selected activity. Variable names represent the respective activity (NFERAND2, NFERAND2_TYPE, NFEFIELD2, etc.).

64	NFERAND1	Code of the 1st activity	Identification code of the 1st randomly-selected activity	<input type="text"/> <input type="text"/>	NFENUM ≥ 1
			Not applicable (NFENUM = 0)	-2	
<p><i>Note: The identification code of the randomly-selected activity should coincide with the coding (xx) in the variables NFEACTxx.</i></p> <p><i>Note: In the same way as for formal education and training, an alternative way of collecting details on non-formal learning activities is to give a name to each activity in order to clearly identify the learning activity until the end of the data collection and help the respondent.</i></p>					

65	NFERAND1_TYPE	What was the type of the 1st non-formal learning activity?	Courses	1	NFENUM ≥ 1
			Workshops and seminars	2	
			Guided on-the-job training	3	
			Private lessons	4	
			No answer	-1	
			Not applicable (NFENUM = 0)	-2	
<p><i>Note: This is not a question per se, but should be automatically coded as in NFEACTxx_TYPE.</i></p>					

66	NFEFIELD1	In which field did the 1st non-formal learning activity take place? [Please use show card 66. Only one answer]	Generic programmes and qualifications	00	NFENUM ≥ 1
			Education	01	
			Arts and humanities	02	
			Social sciences, journalism and information	03	
			Business, administration and law	04	
			Natural sciences, mathematics and statistics	05	
			Information and Communication Technologies	06	
			Engineering, manufacturing and construction	07	
			Agriculture, forestry, fisheries and veterinary	08	
			Health and welfare	09	
			Services	10	
			Other (please specify)	11	
			Unknown	99	
			No answer	-1	
Not applicable (NFENUM = 0)	-2				
<p><i>Note: Fields coded at detailed 4-digit level on an optional basis (0011-1041, 9999)</i></p>					

67	NFEREASON1	What were the reasons for participating in the 1 st non-formal learning activity? [Use show card 67. Mark all that apply]	To do my job better	(**)	NFERAND1 ≠ -2
	NFEREASON1_01a		To improve my career prospects	(**)	
	NFEREASON1_01b		To be less likely to lose my job	(**)	
	NFEREASON1_02		To increase my possibilities of getting a job, or change job/ profession	(**)	
	NFEREASON1_03		To start my own business	(**)	
	NFEREASON1_13		Because of organisational and/or technological changes at work	(**)	
	NFEREASON1_11		Required by employer or by law	(**)	
	NFEREASON1_06		To obtain knowledge/skills useful in my everyday life	(**)	
	NFEREASON1_07		To increase my knowledge/skills on a subject that interests me	(**)	
	NFEREASON1_08		To obtain a certificate	(**)	
	NFEREASON1_09		To meet new people/for fun	(**)	
	NFEREASON1_10		For health reasons	(**)	
	NFEREASON1_12		To do voluntary work better	(**)	
			None of the above	0	
			At least one of the above selected	1	
			No answer	-1	
NFEREASON1	Not applicable (NFERAND1 = -2)	-2			

*Note: The symbol (**) indicates that the variable should be coded 1 if selected, 2 if not selected, -1 if no answer and -2 if not applicable;
 Job-related filter: reasons 1a, 1b, 2, 3, 4 and 13 should only be asked if the activity is job related, that is to say variable NFEACTxx_PURP for the corresponding non-formal learning activity was coded 1.*

Note: Only the hours of instruction should be reported in the NFENBHOURS1 variable. It may however be difficult to ascertain a precise number of hours. Alternatively, to the variable NFENBHOURS1, the interviewer may ask two separate questions (NFENB WEEKS1 and NFEDURPERWEEK1) in order to calculate the number of instruction hours (NFENBHOURS1).

Note that the data transmitted will only contain NFENBHOURS1.

Proposed way of formulating questions for variable NFEVOLUME1:

How many days during the last 12 months did <<the name of the.... activity>> comprise? __ __

How many instruction hours per day did <<the name of the.... activity>> comprise on average? __ __

This means that <<the name of the.... activity>> was comprised of YYYY instruction hours during the last 12 months. Is this correct? 1. Yes 2. No – Total number of instruction hours during the last 12 months? ----- 3. Don't know

The way of asking the questions for this variable should however be decided at national level, depending on how the programmes are usually characterised in the country (as number of hours per week, semester or year, etc.).

How many instruction hours did you receive for the 1st non-formal learning activity during the last 12 months?				
68a	NFENBWEEKS1	Number of weeks	Number of weeks	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1-52
			No answer	-1
			Not applicable (FEDNUM=0)	-2
68b	NFEDURPER-WEEK1	Average number of instruction hours per week	Average number of instruction hours per week	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1-98
			No answer	-1
			Not applicable (FEDNUM=0)	-2

69	NFECERT1	Does the 1st non-formal learning activity lead to a certificate? If so, was this certificate required by an employer or professional body for the execution of a current or planned activity as an employer or employee?	Yes, required by an employer or professional body or by law	1	NFERAND1 ≠ -2
			Yes, not required by an employer or professional body or by law	2	
			No (acknowledgement of attendance)	3	
			No answer	-1	
			Other	99	
			Not applicable (NFERAND1 = -2)	-2	

70	NFEPaid1	Which of the following cases best describes payment for tuition, registration, exam fees and expenses for books or technical study means, regarding your studies in the 1st activity? [Read answer options out. Accept only one answer]	Fully paid by yourself	1	NFERAND1 ≠ -2
			Partly paid by yourself and partly paid by somebody else	2	
			Fully paid by somebody else	3	
			Free activity	4	
			Don't know	5	
			No answer	-1	
			Not applicable (NFERAND1 = -2)	-2	

71	NFEPaidBY1	Which of the following entities paid in part or in full for tuition, registration, exam fees and expenses for books or technical study materials regarding your studies for the 1st non-formal learning activity? [Please use show card 71. Mark all that apply]	Employer or prospective employer	(**)	NFERAND1 ≠ -2 and (NFEPaid1 = 2 or 3)
	NFEPaidBY1_1		Public employment services	(**)	
	NFEPaidBY1_2		Other public institutions	(**)	
	NFEPaidBY1_3		A household member or a relative	(**)	
	NFEPaidBY1_4		Other, please specify	(**)	
	NFEPaidBY1		None of the above	0	
			At least one of the above selections	1	
			No answer	-1	
			Not applicable (NFERAND1 = -2 or (NFEPaid1 ≠ 2 or 3))	-2	

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

*Note that the symbol (**) indicates that the variable should be coded 1 if selected, 2 if not selected, -1 if no answer and -2 if not applicable.*

72	NFEPIDVAL1	How much did you personally or any member of your household or relative pay for tuition, registration, exam fees and expenses for books or technical study materials, regarding your studies for the 1st non-formal learning activity?	Total	<input type="text"/> <input type="text"/>	NFEPID1 = 1 or 2 or (NFEPID1 = 3 and NFEPIDBY1_4 = 1)
				Euros	
			No answer	-1	
			Not applicable (NFEPID1 ≠ 1 and 2 and (NFEPID1 = 3 and NFEPIDBY1_4 ≠ 1))	-2	

Note: All costs should be included, even those that were paid prior to the beginning of the training (where the payment is made on enrolment, long before the beginning of the training). In case of learning activities of a long duration, costs should only refer to those parts of learning activities that took place within the last 12 months.

73	NFEOUTCOME1	Have the new skills/knowledge acquired through the 1st non-formal learning activity helped you in any of the following ways?	Getting a (new) job	(**)	NFERAND1 ≠ -2
	NFEOUTCOME1_1		Higher salary/wages	(**)	
	NFEOUTCOME1_2		Promotion at work	(**)	
	NFEOUTCOME1_3		New tasks	(**)	
	NFEOUTCOME1_4		Better performance in present job	(**)	
	NFEOUTCOME1_5		Personal reasons (meet other people, refresh your skills on general subjects, etc.)	(**)	
	NFEOUTCOME1_6		No outcome yet	(**)	
	NFEOUTCOME1_7		None of the above	0	
			At least one of the above selected	1	
			No answer	-1	
	NFEOUTCOME1	[Please use the show card 73. Mark all that apply]	Not applicable (NFERAND1 = -2)	-2	

*Note: The symbol (**) indicates that the variable should be coded 1 if selected, 2 if not selected, -1 if no answer and -2 if not applicable*

Note: The section below refers to the 2nd randomly-selected activity among the activities listed above. The section will be repeated for the 2nd randomly-selected activity. Variable names represent the respective activity (NFERAND2, NFERAND2_TYPE, NFEFIELD2, etc.).

74	NFERAND2	Code of the 2nd activity	Identification code of the 2nd randomly-selected activity	<input type="text"/> <input type="text"/>	NFENUM ≥ 1
				01-04	
			Not applicable (NFENUM = 0)	-2	

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

Note: In the same way as for formal education and training, an alternative way of collecting details on non-formal learning activities is to give a name to each activity in order to clearly identify the learning activity until the end of the data collection and help the respondent.

75	NFERAND2_TYPE	What was the type of the 2nd non-formal learning activity?	Courses	1	NFENUM ≥ 1
			Workshops and seminars	2	
			Guided on-the-job training	3	
			Private lessons	4	
			No answer	-1	
			Not applicable (NFENUM = 0)	-2	

Note: This is not a question per se, but should be automatically coded as in NFEACTxx_TYPE

76	NFEFIELD2	What was the field of the 2st non-formal learning activity? [Please use show card 76. Only one answer]	Generic programmes and qualifications	00	NFENUM ≥ 1
			Education	01	
			Arts and humanities	02	
			Social sciences, journalism and information	03	
			Business, administration and law	04	
			Natural sciences, mathematics and statistics	05	
			Information and Communication Technologies	06	
			Engineering, manufacturing and construction	07	
			Agriculture, forestry, fisheries and veterinary	08	
			Health and welfare	09	
			Services	10	
			Other (please specify)	11	
			Unknown	99	
			No answer	-1	
	Not applicable (NFENUM = 0)	-2			

Note: Fields coded at detailed 4-digit level on an optional basis (0011-1041, 9999)

Note: Only the hours of instruction should be reported in the NFENBHOURS1 variable. But it may be difficult to ascertain a precise number of hours. Alternatively, to the variable NFENBHOURS1, the interviewer may ask two separate questions (NFENB WEEKS1 and NFEDURPERWEEK1) in order to calculate the number of hours of instruction (NFENBHOURS1).

Note that the data transmitted will only contain NFENBHOURS1.

Proposed way of formulating questions for variable NFEVOLUME1:

How many days during the last 12 months did <<the name of the.... activity>> comprise? _ _

How many instruction hours per day did <<the name of the.... activity>> comprise on average? _ _

This means that <<the name of the.... activity>> comprised of YYYY instruction hours during the last 12 months. Is this correct? 1. Yes 2. No – Total number of instruction hours during the last 12 months? ----- 3. Don't know

The way of asking questions for this variable should however be decided at national level, depending on how the programmes are usually characterised in the country (as number of hours per week, semester or year, etc.).

How many instruction hours did you receive for the 2nd non-formal learning activity during the last 12 months?				
78a	NFENB WEEKS2	Number of weeks	Number of weeks	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1-52
			No answer	-1
			Not applicable (FED- NUM=0)	-2
78b	NFEDURPERWEEK2	Average number of instruction hours per week	Average number of instruction hours per week	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1-98
			No answer	-1
			Not applicable (FEDNUM=0)	-2

79	NFECERT2	Does the 2nd non-formal learning activity lead to a certificate? If so, was this certificate required by an employer or professional body for the execution of current or planned activity as employer or employee?	Yes, required by the employer or a professional body or by law	1	NFERAND2 ≠ -2
			Yes, not required by the employer or a professional body or by law	2	
			No (acknowledgement of attendance)	3	
			No answer	-1	
			Other	99	
			Not applicable (NFERAND2 = -2)	-2	

80	NFEPaid2	Which of the following cases best describes the payment for tuition, registration, exam fees and expenses for books or technical study materials, regarding your studies in the 2nd activity? [Read out answer options. Accept only one answer]	Fully paid for by yourself	1	NFERAND2 ≠ -2
			Partly paid for by yourself and partly paid for by somebody else	2	
			Fully paid for by somebody else	3	
			Free-of-charge activity	4	
			You don't know	5	
			No answer	-1	
			Not applicable (NFERAND2 = -2)	-2	

81	NFEPaidBY2	Which of the following entities paid in part or in full for tuition, registration, exam fees and expenses for books or technical study materials regarding your studies for the 2nd non-formal learning activity? [Please use show card 81. Mark all that apply]	Employer or prospective employer	(**)	NFERAND1 ≠ -2 and (NFEPaid2 = 2 or 3)
	NFEPaidBY2_1		Public employment services	(**)	
	NFEPaidBY2_2		Other public institutions	(**)	
	NFEPaidBY2_3		A household member or a relative	(**)	
	NFEPaidBY2_4		Other (Please specify)	(**)	
	NFEPaidBY2		None of the above	0	
			At least one of the selected above	1	
			No answer	-1	
			Not applicable (NFERAND2 = -2 or (NFEPaid2 ≠ 2 or 3))	-2	

Note: These questions relate to a situation where the direct expenses were fully or partly paid by some other party. If the worker was employed by a member of his/her household and received financial support from the household but as an employee or family worker, this should be treated as employer

and not household support. If the respondent was self-employed when participating in education and training and financed the expenses from his/her company sources, that should be coded as employer support (either full or part).

Note that the symbol (**) indicates that the variable should be coded 1 if selected, 2 if not selected, -1 if no answer and -2 if not applicable.

82	NFEPALDVAL2	How much did you personally or any member of your household or relative pay for tuition, registration, exam fees, and expenses for books or technical study materials regarding your studies for the 1st non-formal learning activity?	Total	<input type="text"/> <input type="text"/>	NFEPALD2 = 1 or 2 or (NFEPALD2 = 3 and NFEPALDBY2_4 = 1)
			No answer	-1	
			Not applicable (NFEPALD2 ≠ 1 and 2 and (NFEPALD2 = 3 and NFEPALDBY2_4 ≠ 1))	-2	

Note: All costs should be included, even those that were paid prior to the beginning of the training (where the payment is made on enrolment, long before the beginning of the training). In case of learning activities of long duration, costs should only refer to those parts of learning activities that took place within the last 12 months.

83	NFEOULCULME2	Have the new skills/knowledge acquired through the 1st non-formal learning activity helped you in any of the following ways? [Please use show card 83. Mark all that apply]	Getting a (new) job	(**)	NFERAND2 ≠ -2
	NFEOULCULME2_1		Higher salary/wages	(**)	
	NFEOULCULME2_2		Promotion at work	(**)	
	NFEOULCULME2_3		New tasks	(**)	
	NFEOULCULME2_4		Better performance in present job	(**)	
	NFEOULCULME2_5		Personal reasons (meet other people, refresh skills on general subjects, etc.)	(**)	
	NFEOULCULME2_6		No outcome yet	(**)	
	NFEOULCULME2_7		None of the above	0	
	NFEOULCULME2_8		At least one of the above selected	1	
	NFEOULCULME2_9		No answer	-1	
NFEOULCULME2_10	Not applicable (NFERAND2 = -2)	-2			

Note: The symbol (**) indicates that the variable should be coded 1 if selected, 2 if not selected, -1 if no answer and -2 if not applicable

1.6 Informal learning

	(INF)	Apart from the activities mentioned earlier, have you deliberately tried to learn anything at work or during your free time during the last 12 months to improve your knowledge or skills through any of the following means?	Yes	No
84	INFFAMILY	Learning from a family member, a friend or colleague	1	2
85	INFMATERIAL	Learning by using printed material (books, professional magazines, etc.)	1	2
86	INFCOMPUTER	Learning by using a computer (online or offline)	1	2
87	INFMEDIA	Learning through television/radio/video	1	2
88	INFMUSEUM	Learning by guided tours in museums, at historical or natural or industrial sites	1	2
89	INFLIBRARIES	Learning by attending learning centres (including libraries)	1	2

Note: Variable INF is coded 1- Yes if at least one of the 6 informal categories is coded 1- Yes

Informal learning: Intentional, but less organised and less structured learning; may include e.g. learning events (activities) that occur in the family, in the workplace, and in the daily life of every person, on a self-directed, family-directed or socially-directed basis. Includes a wide range of self-studying activities: e.g. informal talks and discussion, reading books, watching TV, reading articles, participation in discussions, etc.

Perception of adult learning

	PERCAGE	Please tell me to what extent you agree or disagree with the following statements:	Completely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Completely disagree	No answer
90	PERCAGE_1	Learning is difficult once you are over the age of 30.	5	4	3	2	1	-1
91	PERCAGE_2	People under 30 find it easier to learn new skills.	5	4	3	2	1	-1
92	PERCAGE_3	People under 30 are more interested in learning than older people.	5	4	3	2	1	-1
93	PERCAGE_4	People over 30 already have too many things to do to continue their education.	5	4	3	2	1	-1

94	PERCULT	Please tell me to what extent you agree or disagree with the following statements:	Completely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Completely disagree	No answer
95	PERCCULT_1	Adult educational programming is particularly useful for people working in professions such as plumbing, electricians, construction, and welding.	5	4	3	2	1	-1
96	PERCCULT_2	Only rich people can afford to get trained or qualified in adult education activities (both formal and non-formal).	5	4	3	2	1	-1
97	PERCCULT_3	Only people who are close to different NGOs have an opportunity to participate in adult education activities.	5	4	3	2	1	-1
98	PERCCULT_4	Adult education is for those people who have too much free time at their disposal.	5	4	3	2	1	-1
Note: Countries add specific Questions								

99	PERCSUCCESS	Which of the following factors do you consider most important for getting a good job in / country name/? [Please use show card 99. Rank the three most important factors].	Age	1
			Appearance	2
			Connections	3
			Education	4
			Hard work	5
			Luck	6
			Talent	7
			Professional abilities, work experience	8
			Doing favours for the 'right' people	9
			Education acquired abroad	10
			Family background	11
			Knowledge of national language [Armenian]	12
Other (Please specify)	99			
No answer	-1			

	PERCRESP	Which of the following should have prime responsibility for the following adult education opportunities?		
100	PERCRESP_1	Identification of training needs [Please use show card 100. Mark all that apply.]	State	1
			Employers	2
			Trade unions	3
			CSOs	4
			Individuals themselves	5
			Schools/Universities	6
			Local municipalities	7
			International donors/agencies	8
			Other (Please specify)	99
			No answer	-1
101	PERCRESP_2	Organising [Please use show card 100. Mark all that apply.]	State	1
			Employers	2
			Trade unions	3
			CSOs	4
			Individuals themselves	5
			Schools/Universities	6
			Local municipalities	7
			International donors/agencies	8
			Other (Please specify)	99
			No answer	-1
102	PERCRESP_3	Financing [Please use show card 100. Mark all that apply.]	State	1
			Employers	2
			Trade unions	3
			CSOs	4
			Individuals themselves	5
			Schools/Universities	6
			Local municipalities	7
			International donors/agencies	8
			Other (Please specify)	99
			No answer	-1

103	PERCRESP_4	Certification [Please use show card 100. Mark all that apply.]	State	1
			Employers	2
			Trade unions	3
			CSOs	4
			Individuals themselves	5
			Schools/Universities	6
			Local municipalities	7
			International donors/agencies	8
			Other (Please specify)	99
			No answer	-1
104	PERCRESP_5	Job placements after participation [Please use show card 100. Mark all that apply.]	State	1
			Employers	2
			Trade unions	3
			CSOs	4
			Individuals themselves	5
			Schools/Universities	6
			Local municipalities	7
			International donors/agencies	8
			Other (Please specify)	99
			No answer	-1

105	PERCMODE	Please rank the following options (from 1 to 5) according to your preferred mode of learning. [Please use show card 105]	Informal learning (watching videos, reading, participation in discussion)	1
			Self-guided learning (preference digital or traditional)	2
			Mixed learning	3
			Courses, other forms of NFE	4
			Formal learning	5
			Other (Please specify)	99
			No answer	-1

106	PERCRESP	Which learning activity is the best for the following? [Ask for each item separately. Use show card 106]	Attending University (or institution, vocational college, professional school, grammar school)	Attending training courses, workshops, seminars, private lessons	Self-studying activities: e.g. watching a YouTube channel for educational purposes; reading articles; etc.
		To learn new things	1	2	3
		To have better chances to find a better job	1	2	3
		To develop practical skills	1	2	3
		To give me greater job security	1	2	3
		To get a promotion or better pay	1	2	3
		To get a recognised qualification	1	2	3
		To develop as a person	1	2	3
		To meet people/extend professional network	1	2	3
		Other (Please specify)	1	2	3
		No answer	-1	-1	-1

COVID-19. Distance-based learning during COVID-19

107	CVD1	Have you participated in any type of distance-based learning activities since the COVID-19 outbreak in [country]?	Yes	1
			No	2

108	CVD2	What type of distance-based educational activity/activities have you participated in? [Read out, mark all that apply]	Formal education such as school, University, etc.	1	CVD1 ≠ 2
			Formal education such as college, technical education institution, vocational education institution	2	
			Non-formal education such as training, workshop, seminars, private tutors	3	
			Other (Please specify _____)	4	
		Not applicable (CVD1 = 2)	-2		

109	CVD3	How did you come to participate in this activity online? [Do not read out, correspond, only one answer]	Training was planned in this format before COVID-19 and conducted as planned.	1	CVD1 ≠ 2
			Training was planned beforehand, but shifted to online because of COVID-19.	2	
			I chose this training during COVID-19.	3	
		Not applicable (CVD1 = 2)	-2		

110	CVD4	Please select the reason(s) why you participated [Do not read out, correspond; accept all answers]	I had extra time to spend on education and learning during the COVID-19-lockdown, and I took advantage of this.	1	CVD1 ≠ 2 & CVD3 = 3
			I needed to update my skills in order to handle work issues during lockdown (conferencing, etc.)	2	
			I needed to update my skills in order to handle private issues during lockdown (online meeting).	3	
			Other (Please specify _____)	4	
		Not applicable (CVD1 = 2 & CVD3 = 3)	-2		

111	CVD5	<p>Which, if any, of the following educational or learning activities have you engaged in when attending/participating in distance-based learning activities?</p> <p>[Read out, mark all that apply]</p>	Completed online assignments provided by the teacher/instructor	1	CVD1 ≠ 2
			Completed other online assignments	2	
			Participated in virtual classrooms with teacher/instructor	3	
			Watched lessons pre-recorded by teacher/instructor online	4	
			Used mobile learning apps	5	
			Watched educational TV programmes	6	
			Watched classroom instruction via TV	7	
			Listened to classroom instruction via radio	8	
			Read books	9	
			Other (Please specify _____)	10	
			(None)	-5	
			No answer	-1	
			Not applicable (CVD1 = 2)	-2	
			112	CVD6	
The instructors find it difficult to teach online.	2				
It is difficult to interact with the instructor.	3				
It is harder to interact with classmates.	4				
I find it harder to focus.	5				
Lack of technical skills	6				
Lack of technical equipment	7				
Lack of Internet access	8				
Availability of working space	9				
Health issues	10				
Other (Please specify _____)	11				
(None)	-5				
No answer	-1				
Not applicable (CVD1 = 2)	-2				

113	CVD7	<p>What are the main benefits of distance-based learning for you as opposed to class-room-based learning?</p> <p>[Do not read out the options. Correspond. Accept all]</p>	Save money on public transport	1	CVD1 ≠ 2
			Save money by living in a cheaper location	2	
			Learning materials are easier to access	3	
			Save time by not going to the educational institution	4	
			I find it easier to focus	5	
			Learning at my own schedule/pace	6	
			Compatible with working and family duties	7	
			Other (Please specify _____)	8	
			(None)	-5	
			No answer	-1	
			Not applicable (CVD1 = 2)	-2	

114	CVD8	<p>How satisfied or dissatisfied are you with the quality of the online education in which you have participated?</p> <p>[Show card 114]</p>	Very satisfied	4	CVD1 ≠ 2
			Satisfied	3	
			Dissatisfied	2	
			Very dissatisfied	1	
			No answer	-1	
			Not applicable (CVD1 = 2)	-2	

1.7 Languages and digital skills

115	LANGMOTHER	Which language(s) is (are) your mother tongue(s)?	1st language	<input type="text"/>	<input type="text"/>	<input type="text"/>
			None	ISO 3 digits		
				000		

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

116	LANGUSED	How many languages can you use apart from your mother tongue(s)?	Number of languages	<input type="text"/> <input type="text"/> <input type="text"/>
			No answer	-1

**List all the languages you can use apart from your mother tongue(s)
(ranked by skills level in language)**

117	LANGUSED_1	How many languages can you use apart from your mother tongue (s)?	Language 1	<input type="text"/> <input type="text"/> <input type="text"/>
			None	000
			No answer	-1
118	LANGUSED_2	How many languages can you use apart from your mother tongue (s)?	Language 2	<input type="text"/> <input type="text"/> <input type="text"/>
			None	000
			No answer	-1
119	LANGUSED_3	How many languages can you use apart from your mother tongue (s)?	Language 3	<input type="text"/> <input type="text"/> <input type="text"/>
			None	000
			No answer	-1

120	LANGBEST1	Which of the languages that you mentioned above (apart from your mother tongue) do you know best?	Best-known foreign language	<input type="text"/> <input type="text"/> <input type="text"/>	LANGUSED ≠ 0, -1
			No answer	-1	
			Not applicable (LANGUSED = 0, -1)	-2	

121	LANGLEVEL1	Which of the following cases best describes your knowledge of the first best known language you mentioned before (apart from mother tongue)? [Please use show card 121. One answer only]	I only understand and can use a few words and phrases.	0	LANGBEST1 ≠ -1, -2 ≠ -2
			I can understand and use the most common everyday expressions. I use the language in relation to familiar things and situations.	1	
			I can understand the gist of clear language and produce a simple text. I can describe experiences and events and communicate fairly fluently.	2	
			I can understand a wide range of demanding texts and use the language flexibly. I have an almost complete command of the language.	3	
			No answer	-1	
			Not applicable (LANGBEST1 = -1, -2)	-2	

	DSLEVEL	Please tell me which of these levels best describes your ability in:		
122	DSLEVEL_SM	Using social media	No basic knowledge	1
			Beginner	2
			Intermediate	3
			Advanced	4
			No answer	-1
123	DSLEVEL_IS	Searching the Internet	No basic knowledge	1
			Beginner	2
			Intermediate	3
			Advanced	4
			No answer	-1
124	DSLEVEL_CA	Using computer applications (e.g. Microsoft Office)	No basic knowledge	1
			Beginner	2
			Intermediate	3
			Advanced	4
			No answer	-1
125	DSLEVEL_OC	Enrolment in online courses	No basic knowledge	1
			Beginner	2
			Intermediate	3
			Advanced	4
			No answer	-1

1.8 Income of the household

[ARM and KO Specific question]

126	HHINCOME [Please use show card 126. One answer only]	Net monthly household income	0-250 EUR	1
			250-400 EUR	2
			400-800 EUR	3
			800-1,200 EUR	4
			1,200-2,000 EUR	5
			>2,000 EUR	7
			No answer	-1
<p><i>Note: Net income means amounts as the household receives them, which is normally after deduction of tax and contributions to social insurance and pensions, and thus represents the amount available for consumption.</i></p> <p><i>Country-specific ranges</i></p>				

[ARM Specific question]

ARM3	HHEXPEND	Net monthly household outgoings	0-250 EUR	1
			250-400 EUR	2
			400-800 EUR	3
			800-1,200 EUR	4
			1,200-2,000 EUR	5
			>2,000 EUR	6
			No answer	-1