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# **Classification for Learning Activities**

## **Manual**

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## Table of contents

1.	FOREWORD .....	4
2.	INTRODUCTION.....	5
2.1.	The need for CLA .....	5
2.2.	Purpose of CLA.....	5
2.3.	Purpose of this manual .....	6
3.	GENERAL CONCEPTS AND DEFINITIONS .....	8
3.1.	Lifelong Learning.....	8
3.2.	Learning activities <u>versus</u> non-learning Activities.....	9
3.3.	Single Learning Activities (SLA) .....	11
3.4.	Learning map and aggregation of Single Learning Activities .....	12
3.5.	Scope of education and learning and categories of Learning Activities.....	13
3.6.	Operational criteria for distinguishing the broad categories of Learning Activities .....	15
3.6.1.	<b>Informal learning</b> <u>versus</u> formal and non-formal <b>education</b> .....	15
3.6.2.	<b>Formal</b> education <u>versus</u> <b>non-formal</b> education .....	16
3.7.	Summary decision making flow chart.....	20
4.	CLASSIFICATION OF LEARNING ACTIVITIES (CLA) .....	21
4.1.	Content and structure of CLA .....	21
4.2.	Primary statistical units of CLA.....	21
4.3.	Formal Education .....	21
4.4.	Non-Formal Education.....	22
4.5.	Informal Learning .....	22
5.	BROAD CATEGORIES, CLASSES AND SUB-CLASSES .....	23
5.1.	Summary table.....	23
5.2.	Explanatory notes to CLA.....	24
6.	BIBLIOGRAPHY .....	29
6.1.	EUROPEAN COMMISSION .....	29
6.2.	CEDEFOP .....	30
6.3.	UNESCO and UNESCO Institute for Statistics.....	30
6.4.	OECD 30	
6.5.	ILO and United Nations Statistics Division:.....	30
6.6.	World Bank .....	30
6.7.	National reference papers.....	30
6.8.	Internet sites of some of the references:.....	31

## **Abbreviations and acronyms**

LLL	Lifelong Learning
FED	Formal Education
NF	Non Formal Education
INF	Informal Learning
LA	Learning Activities
NLA	Non Learning Activities
SLA	Single Learning Activities
NFQ	National Framework of Qualifications
ISCED	International Standard Classification of Education
HALLA	Harmonised List of Learning Activities
CLA	Classification of Learning Activities
ETS WG	Education and Training Statistics Working Group
TF/MLLL	Task Force on Measuring Lifelong Learning
AES	Adult Education Survey
Q&A	Question and Answer

## 1. FOREWORD

Since the treaties of Maastricht and Amsterdam included education and training as part of action at Community level, lifelong training has been a key element of the education and training policy in Europe. Thus, the conclusions of the Lisbon summit (2000) mention lifelong learning as a way of ensuring a successful transition towards a knowledge society. Moreover, the EU Council resolution of 27 June 2002 on lifelong learning stresses that « Education and training are an indispensable means for promoting social cohesion, active citizenship, personal and professional fulfilment, adaptability and employability» and that lifelong learning must cover learning from the pre-school age to that of post-retirement.

Lifelong Learning (LLL) is not simply a summing up of traditional education programme and modern learning opportunities. While traditional educational institutions have been (and still are) primarily concerned with transmitting knowledge, modern learning opportunities and the LLL approach put the emphasis on the development of individual capabilities and the capacity of the person to learn. LLL implies a paradigm shift from the dominance of traditional education institutions to a diverse field of traditional and modern learning opportunities that are more process and outcome oriented as well as of a modular structure. At the same time, responsibility for education and learning shifts from the public (state) to non-governmental organisations as well as to the individuals themselves.

This political priority results in a growing need for statistics on lifelong learning. Now, learning activities cover many fields. According to the definition of the European Union, education and lifelong learning include the entire spectrum of formal, non-formal and informal learning. Furthermore, lifelong learning must be understood as all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence.

The work carried out by the Task Force set up by Eurostat with a view to proposing means of measuring lifelong learning has resulted in several recommendations, including the establishment of a classification of such activities.

Classifications and nomenclatures are the basic tools for structuring statistical information in well-defined categories excluding one another. These classifications are a prerequisite for the data collection and they play an important part in the quality of statistics in that they make it possible to set common harmonised definitions.

A classification is primarily meant to ensure the comparability of the data. The existing classifications only cover part of all learning activities. Thus, regarding formal and non-formal learning, the ISCED 97 classification, which covers education programmes by levels and fields, needs to be refined before it can be used for non-formal learning. And as for the Classification of Training Provisions (Brandsma and Kornelius) of the Leonardo da Vinci project, it covers other aspects of education and formal and non-formal learning. It would then be interesting to obtain a classification that would include these different aspects.

On the contrary, as regards informal learning, there is practically no information at the international level. Some useful reflection on concepts that could underpin a classification of learning activities has taken place in the project on Harmonised List of Learning Activities carried out at the request of CEDEFOP in 2001-2002 (Dieter Gnahn, Alexandra Ioannidou, Klaus Pehl, Sabine Seidel). The results of this project constitute an important input for the Classification of Learning Activities.

## **2. INTRODUCTION**

### **2.1. The need for CLA**

The need of policy-makers for statistical information on the participation of individuals in lifelong learning had generated a need for appropriate statistical tools to measure this. A Classification of Learning Activities (CLA) is one of the tools required for the statistical measurement of key lifelong learning issues.

Within the framework of the CLA project launched by Eurostat in December 2002, a survey on the needs of potential users of the classification was conducted. The main general conclusions that were drawn from the survey can be summarised as follows:

- Need to develop an operational definition of learning activity at EU level
- No operational definition of learning activities has been identified even at national level
- Non-existence of a Classification of learning activities at country level
- Lack of conceptual work in the field of non-formal and informal
- Need to take into account all learning activities either formal or informal and/or taught or non-taught
- Need to develop and detail the ISCED fields of education and training, especially for subjects like personal development and working life.

Moreover the UN Expert Group on International Economic and Social Classifications formulated the following recommendation (New York, 8-10 December 2003):

“The Expert Group recommended that the classification and reporting of non-traditional educational and/or recreational and life-long learning activities should be addressed and solved. The UNESCO Institute for Statistics (UIS), Eurostat and ILO should be involved in this task.”

Both the UIS and ILO have been involved in the development since the beginning of the CLA project participating in the Task Group on Classifications, which acted as the steering group for the project in 2002-2003, in the framework of the Eurostat Task Force on Adult Education Survey.

### **2.2. Purpose of CLA**

CLA is intended to cover all types of learning opportunities and education/learning pathways. It is intended to be universal in nature, applicable in countries irrespective of their level of development or systems of education and learning.

It is designed to serve as an instrument for compiling and presenting comparable statistics and indicators on learning activities both within individual countries and across countries. It covers all intentional and organised learning activities for all age groups.

CLA is to be applied to statistical surveys to collect quantitative information on different aspects of participation of individuals in learning. The CLA has been designed to cover and serve the scope of the European Union Adult Education Survey (AES). However, other EU household surveys (e.g. LFS<sup>1</sup>, TUS<sup>2</sup>, etc) as well as specific enterprise surveys (e.g. CVTS<sup>3</sup>) may use it if it is adequate for their needs.

CLA is intended for the collection, compilation and presentation of data:

- regarding both individuals (through household surveys such as the future survey on adult education, which will focus on lifelong learning) and training providers;
- covering the participation of individuals in learning systems, as well as other aspects of learning such as the time dedicated to learning, the money spent/invested in it.

CLA provides relevant criteria for the classification of all learning activities: formal, non-formal education and informal learning. In doing so it remains coherent with ISCED 97, and builds on key methodological references documents (see bibliography on last pages of this document).

### **2.3. Purpose of this manual**

The CLA manual provides a set of definitions and criteria aiming to ensure international comparability in the classification of learning activities.

The manual seeks to clarify the fundamental concepts underlying statistical information on learning activities.

Definitions of “Learning Activities” do not exist at national level in Europe, nor at international level. From the outset of the CLA project the non-existence of such a definition was identified, and without a definition of learning activities there can be no classification.

The manual has three main components:

- Concepts and definitions
- Classifications
- Operational guidelines

General concepts and definitions are covered in section 3. This section covers concepts and definitions of LLL, Learning activities versus non-learning activities, those of formal education, non-formal education and informal learning. It provides the determining criteria to distinguish these 3 broad categories of learning.

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<sup>1</sup> Labour Force Survey

<sup>2</sup> Time Use Survey

<sup>3</sup> Continuing Vocational Training Survey

Section 4 presents the classification of learning activities while section 5 presents the broad categories, classes and sub-classes as well as the corresponding explanatory notes.

Operational guidelines on the basis of the results of the CLA and manual testing are provided in the text in form of question and answer.

Finally several cases exemplifying the application are proposed in the annexe 1.

### 3. GENERAL CONCEPTS AND DEFINITIONS

#### 3.1. Lifelong Learning

**Lifelong Learning (LLL)** is defined as encompassing “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences, within a personal, civic, social and or employment related perspective.”<sup>4</sup>

Lifelong learning includes all learning activities<sup>5</sup>:

“that are purposeful, that is activities which are undertaken with the purpose of improvement in behaviour, information, knowledge, understanding, attitude, values or skills;

that are undertaken on an ongoing basis, which means that they are not incidental or random but have “the elements of duration and continuity<sup>6</sup>”, as indication of organisation, in principle without any lower duration limits;

independent of whether they are formal or not; includes different types of learning like apprenticeships, second-chance schools, on-the job or off-the job education and training, self-learning, etc.;

independent of source of funding, that is funded either by the private sector, the public sector or the individual;

independent of mode of provision (using traditional or modern means, such as information and communication technologies)

encompassing the entire population independent of age and independent of labour market status;

- it includes in principal all kinds of activities ranging from early childhood education to leisure education for retired persons.
- should not be limited to work related outcomes.”

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<sup>4</sup> Definition of the Communication from the Commission “Making a European Area of Lifelong Learning a Reality”, 2001a. The European Employment strategy definition of LLL reads: “*all purposeful learning activities, whether formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills and competences.*”

<sup>5</sup> Report of the Eurostat Task Force on Measuring Lifelong Learning (Working paper 3/2001/E/N<sup>o</sup>4)

<sup>6</sup> ISCED 1997, paragraph 11, page4: “Sustained: intended to mean that the learning experience has the elements of duration and continuity”.

The definition of LLL remains consistent with ISCED since learning in ISCED is understood to be “*any improvement in behaviour, information, knowledge, understanding, attitude, value or skills*”<sup>7</sup>. Nevertheless, the focus of the LLL definition is the process of learning while the ISCED definition describes learning by the intended outcome.

### 3.2. Learning activities versus non-learning Activities

**Learning Activities** are defined as “any activities of an individual organised with the intention to improve his/her knowledge, skills and competence”

The two fundamental criteria to distinguish learning activities from non-learning activities are:

- the activity must be intentional (as opposed to random learning), so the act has a predetermined purpose;
- the activity is organised in some way, including being organised by the learner himself/herself; it typically involves the transfer of information in a broader sense (messages, ideas, knowledge, strategies).

**Intentional learning** is defined as “a deliberate search for knowledge, skills, competences or attitudes of lasting value”<sup>8</sup>. The *intention* of learning formulated before starting the activity, by the learner or by another individual is the crucial criterion.

It is the *intention* to learn that distinguishes learning activities from non-learning activities. Of course a number of activities whose main purpose is not learning may also produce learning. For example: when entering a sport competition one might improve one’s own performance although there might not be a formulated intention to do that. This case should be considered as a non-learning activity because, although learning may be generated, it is just a **by-product** of the activity.

In other words a non-learning activity can produce the same type of outcomes as a learning activity. Random learning can be generated as a *by-product* of a non learning activity in the sense of “improvement in behaviour, information, knowledge, understanding, attitude, values or skills” in terms of “work, societal and personal outcomes”.

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<sup>7</sup> ISCED 97, paragraph 9, page 3.

<sup>8</sup> Definition based on the EU definition of LA and HALLA. The term “*deliberate*” is proposed instead of term “*voluntary*” used in HALLA. The word “*voluntary*” implies acting on one’s own free will, not constrained or compulsory. The word “*deliberate*” is close to the meaning of “intentional” i.e. done on or with purpose. The word deliberate also keeps it in line with ISCED “*the term education is thus taken to comprise all deliberate and systematic activities designed to meet learning needs*” para 7, page 3.

The borderline between learning activities and non-learning activities is sometimes difficult to distinguish. Culture, sports or religion include activities, which may or may not be considered learning activities, depending on whether there is or there is no intention to learn, have to be dealt with particular care. This is particularly the case in less organised activities like self-learning. In more organised activities designed for learning the desire or effort of the participant to learn would not change the nature of the activity to make it a “non-learning activity”. Cases exemplifying borderlines are presented in annex 1.

<b>Q&amp;A</b>	<p><b><i>What are the limits between information and learning?</i></b></p> <p><i>This borderline is basically between learning and non-learning activities. It has been stated elsewhere in this document that “for informal learning knowledge is made available and it is up to the individual to use it or not for learning, so it is the “intention to learn” that counts.” So at this stage the decision is up to the individual accessing the information.</i></p>
<b>Q&amp;A</b>	<p><b><i>Should there be a duration threshold for considering any activity as learning?</i></b></p> <p><i>At the conceptual level a lower duration limit does not seem to be necessary. At the implementation level the respondent in a household survey would implicitly use such a threshold and imposing a common threshold of say 4 hours would not add much to the comparability since the indication of the duration by the respondent is not considered precise enough for informal learning.</i></p>

**Organised learning** is defined as “planned in a pattern or sequence with explicit or implicit aims. It involves a providing agency (person or persons or body) which sets up the learning environment and a method of teaching through which the communication is organised. The method is typically someone who is engaged in communicating or releasing knowledge and skills with a view to bringing about learning, but it can also be indirect/inanimate e.g. a piece of computer software, a film, or a tape, etc”.<sup>9</sup>

From this definition we can see that the concept of “organised” is a characteristic of any learning activity, since the decision to organise an action in order to learn a subject is a key criterion for considering that there is intention to learn. Some activities might have a high degree of organisation (e.g. attending school). Others activities that are considered as a LA may have a very low level of organisation, e.g. self-learning on a new software, by using a manual. From this perspective, every purposeful action has a certain level of organisation.

The definition of *organised* refers a decision being made on different aspects related to learning (content, structuring knowledge, methods, timing, purpose, environment, etc) which are pre-determined before starting the activity. This can refer either to the role of an institution or body that structures, funds and/or conducts the learning process, or to the process of planning learning in terms of setting the content, the methods or the timing.<sup>10</sup>

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<sup>9</sup> ISCED 1997, paragraph 10, page 4

<sup>10</sup> HALLA, page 12.

### 3.3. Single Learning Activities (SLA)

Learning Activities are made up of one or more Single Learning Activities. Thus the Single Learning Activity is the basic theoretical building block of the CLA with which all learning activities can be captured and described.

A **Single Learning Activity** is defined as being “characterised by unity of method and subject”.

This means that each time there is a change in method of learning or subject of learning you have a different single learning activity. Figure 1 illustrates this.

S U B J E C T S	S7							
	S6			SLA		SLA		
	S5	SLA						
	S4			SLA	SLA	SLA		
	S3		SLA	SLA	SLA		SLA	
	S2			SLA				
	S1							
		M1	M2	M3	M4	M5	M6	M7
		METHODS						

Figure 1: Single Learning Activities

The **Subject** (or field) is **what** the individual learns. The ISCED Fields of education<sup>11</sup> and the Eurostat manual on “Fields of Education and Training<sup>12</sup>” should be adopted. However further work in detailing the fields is needed, especially for subjects like personal development and working life, to improve the appropriateness of the classification for lifelong learning.

The **Method** is the **organisational frame** used to learn or to teach (i.e. acquire or transmit ideas, information, knowledge, skills and competences). This can take the form of (educational) programmes, courses, events, or other more or less organised forms.

The method i.e. organisational frame coincides closest with the everyday understanding of the method used for learning at different levels (e.g. classroom instruction, private tuition, self-learning). Within each SLA different learning media and tools may be used. A change of media or tools does not mean change of SLA. This means that if, for example, classroom instruction includes oral presentation, use of books in the classroom and use of internet in the classroom as part of the pedagogical approach of the teacher, the activity should still be considered one SLA.

<sup>11</sup> ISCED 97 pages 35 to 39.

<sup>12</sup> Eurostat, December 1999.

### 3.4. Learning map and aggregation of Single Learning Activities

The grid presented in figure 1 completed with all learning activities attended by a person constitutes the “**learning map**” of this person. It covers all kinds of methods used by the person to learn all kinds of subjects and represents them graphically.

However in practice several Single Learning Activities can be grouped together. A series of SLAs to learn a subject (field of study) is called a **Course**. A course is defined as “*a planned series of single learning activities in a particular range of subject-matters offered by a provider*”<sup>13</sup>. Figure 2, where the different methods used to learn subject S3 are framed in blue, illustrates this:

SUBJECTS	S7							
	S6			SLA		SLA		
	S5	SLA						
	S4			SLA	SLA	SLA		
	S3		SLA	SLA	SLA		SLA	
	S2			SLA				
	S1							
			M1	M2	M3	M4	M5	M6
		METHODS						

Figure 2: A Course is basically a grouping of SLAs by subject

Another type of grouping of is when there are several SLAs organised as a set using different methods to learn different subjects. This is called a **programme**. A programme is defined “*on the basis of its educational content as “an array or sequence of education activities, which are organised to accomplish a predetermined objective or a specified set of educational tasks”*”<sup>14</sup>. A programme would typically include several courses but also separate SLA, i.e. activities where a specific method is used to learn a specific subject which is not part of any kind of programme or course. Figure 2, where a programme is framed in red, illustrates this.

<sup>13</sup> Adapted from the definition of courses for formal education, ISCED 97 glossary page 41: “A course for this purpose is taken to be a planned series of learning experiences in a particular range of subject-matters or skills offered by a sponsoring agency and undertaken by one or more students”. Another definition is that presented in HALLA (page 36): “A series of lectures or lessons in a particular subject typically leading to certification or at least to a confirmation of participation” (source: based on the New Oxford Dictionary, 1998)

<sup>14</sup> ISCED 97, paragraph 17, page 5.

S U B J E C T S	S7						
	S6			SLA		SLA	
	S5	SLA					
	S4			SLA	SLA	SLA	
	S3		SLA	SLA	SLA		SLA
	S2			SLA			
	S1						
		M1	M2	M3	M4	M5	M6
	METHODS						

Figure 3: A Programme can be a grouping of courses and SLAs

**Note:** The terms “programme” and “course”, which have been used above to facilitate the understanding of the concepts of single learning activities and learning map, may be used with different meanings in everyday language in different institutional and national contexts and can even go down to corresponding to “the use of one method (e.g. classroom instruction) to learn one subject (history) which according to the description above is a SLA. Therefore the existence of the term “programme” or “course” in the description of an activity should not automatically be interpreted as corresponding to the above theoretical description.

### 3.5. Scope of education and learning and categories of Learning Activities

Education and learning can be classified into four broad categories: Formal education<sup>15</sup> (F), Non-Formal education<sup>16</sup> (NF), Informal learning (INF) and random/incidental learning. This conceptual structure is presented in figure 4<sup>17</sup>.

<sup>15</sup> Education meaning by convention education and training.

<sup>16</sup> Education meaning by convention education and training.

<sup>17</sup> UNESCO, 1996: Manual for statistics on non-formal education.

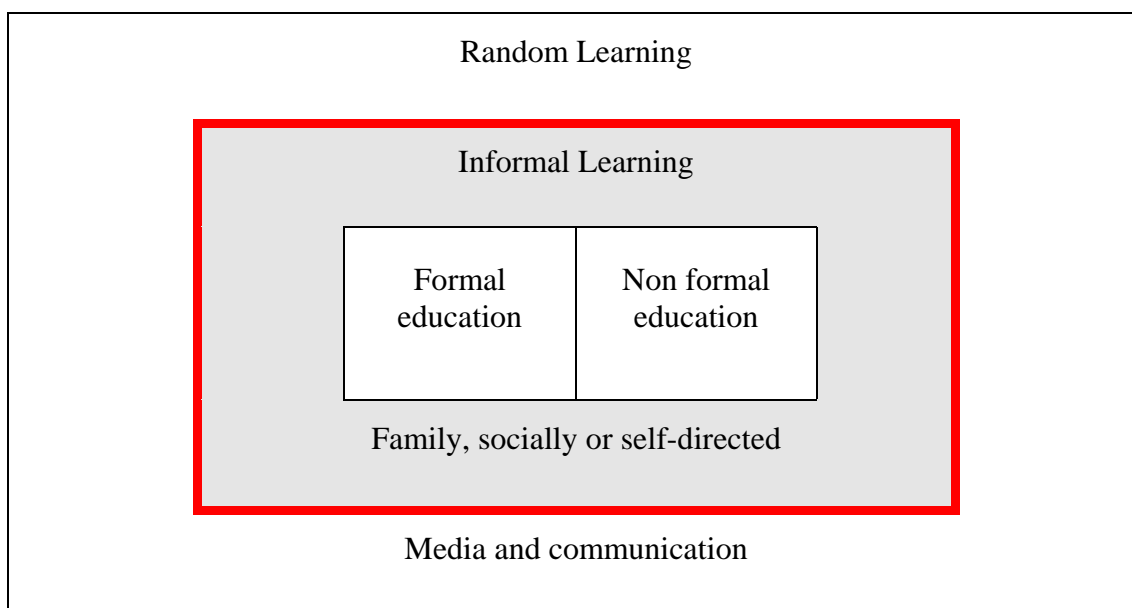


Figure 4: Scope of education and learning

Based on the definition of learning activities for CLA, random learning is excluded from statistical observation because it is not intentional. The scope of CLA is indicated with the thick red line in figure 4.

The organising concept of the CLA is based on 3 broad categories: Formal Education (F), Non-Formal Education (NF) and Informal Learning (INF). It should be possible to classify all learning activities into these 3 broad categories. The existing **conceptual definitions** of these three categories are the following:

**Formal Education**<sup>18</sup> as “...education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous “ladder” of full-time education for children and young people, generally beginning at age of five to seven and continuing up to 20 or 25 years old. In some countries, the upper parts of this “ladder” are organised programmes of joint part-time employment and part-time participation in the regular school and university system: such programmes have come to be known as the “dual system” or equivalent terms in these countries.”

**Non Formal Education**<sup>19</sup> is defined as “any organised and sustained educational activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out of school children, life-skills, work-skills, and general culture. Non formal education programmes do not necessarily follow the “ladder” system, and may have a differing duration.”

<sup>18</sup> ISCED 97 glossary, page 41

<sup>19</sup> ISCED 97 glossary, page 41

**Informal Learning** is defined as “...intentional, but it is less organised and less structured ...and may include for example learning events (activities) that occur in the family, in the work place, and in the daily life of every person, on a self-directed, family-directed or socially directed basis”<sup>20</sup>.

<b>Q&amp;A</b>	<p><b><i>When do sports activities become “leisure” and stop being “learning”?</i></b></p> <p><i>In order to focus on learning activities and exclude the activities which are merely physical fitness programs, we only include programs/courses which focus on the rules and techniques of participation and skill building in competitive (professional or amateur) physical activities.</i></p> <p><i>So sport activities not formally organised and without a trainer/teacher/coach involved are not considered as training/learning and merely physical fitness programs are not included in non-formal learning as well.</i></p> <p><i>Courses for coaches/trainers and/or umpires/referees/judges that lead to a qualification/ certificate which allows the participants to perform some special functions should be considered as non-formal education.</i></p>
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The following section includes the **operational criteria** to use in order to allocate learning activities to the three categories corresponding to the conceptual definitions. In the following the use of the term “education” is used to mean “education and training”.

### **3.6. Operational criteria for distinguishing the broad categories of Learning Activities**

#### **3.6.1. Informal learning *versus* formal and non-formal education**

There is one fundamental criterion that distinguishes Informal Learning from Education (formal and non-formal). This is whether the learning activity is institutionalised or not.

**Institutionalised** learning activities occur when there is “*an organisation providing structured arrangements (which must include a student-teacher-relationship), especially designed for education and learning*”.

Institutionalised learning activities happen when there is a providing agency/body responsible for determining at least the following:

- Teaching / learning method (predetermined)
- Scheduling of the learning
- Admission requirements
- Location of the learning/teaching facility

Informal learning activities are **not institutionalised**.

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<sup>20</sup> As defined in the report of the Eurostat TF/ MLLL (paragraph 32, page 12).

They are less structured and they can take place almost anywhere: within the family, with friends, at work or even using facilities made available by education and training providers.

<b>Q&amp;A</b>	<p><b><i>What if the employer has a learning centre where the employees can borrow “teach yourself” material (electronic or paper format) and use it either on location or take at home?</i></b></p> <p><i>The learning centre is knowledge infrastructure for learning and not institutionalised learning activity. This means that “knowledge” is institutionalised (as it would be for any type of learning centre made available by the state or the municipality or an association) but not the learning activity which is self-learning and thus informal.</i></p>
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<b>Q&amp;A</b>	<p><b><i>Is a teacher giving private lessons an “institution”, which means that most private lessons qualify as “non-formal education”?</i></b></p> <p><i>A private tutor should be considered as an institution. As far as the learner is concerned it is an external body deciding (and at the same time implementing) the teaching contents and methods.</i></p> <p><i>Private lessons can even be “formal education” in the case where the national educational system recognises home schooling, as the pupil would participate in institutionalised learning designed to lead to a qualification in the NFQ.</i></p>
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<b>Q&amp;A</b>	<p><b><i>Training during the military service may include some courses. How should they be treated?</i></b></p> <p><i>These courses should be classified using the CLA as non formal training. In the framework of the implementation in a household survey it may be considered necessary to exclude them (suggestion by a respondent).</i></p>
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### 3.6.2. **Formal education versus non-formal education**

Formal education and non-formal education are both part of the education framework. There is one fundamental criterion that distinguishes Formal Education from Non Formal Education. This is whether the activity is designed to lead upon successful completion to a learning achievement that is possible to position within the National Framework of Qualification (NFQ).

**The National Framework of Qualification (NFQ)** is defined as “the single, nationally and internationally accepted entity<sup>21</sup>, through which all learning achievements may be measured and related to each other in a coherent way and which define the relationship between all education and training **awards**”. The NFQ could take the form of a regulatory document which stipulates the qualifications and their relative positions in a hierarchy of learning achievements as well as the bodies that provide or deliver these qualifications (awarding bodies). An institutionalised learning activity (i.e. education in the broader sense) is formal when its completion leads to a learning achievement (a qualification or award) that is possible to position within a National Framework of Qualification (NFQ).

A National Framework of Qualifications can be a mechanism to relate learning achievements to each other, to communicate them to a wide audience and/or a regulatory device to for example set overall standards for qualifications. The **recognition** of the **qualification** in the National Framework of Qualifications may, in some cases, be characterised by a “*set of structured learning experiences ... leading to a completion point that is formally certified by an award or any form of recognition.*” In other cases, such frameworks may promote and facilitate the recognition of prior learning with a view to the achievement of credit or a qualification.

It is important to note that the concept of NFQ is different from the concept of “Framework of national qualifications” which would only include the qualifications awarded by national education and training bodies. The NFQ should cover also the qualifications delivered by awarding bodies operating based in other countries.

- (1) The concept of the NFQ is another way of taking into account the criteria proposed in the TF/MLLL report<sup>22</sup> to delimit formal education as opposed to non-formal education. These criteria were: *Hierarchy level-grade*: Structure is defined as “levels` of education is broadly related to that of gradations of learning experience and competencies that the contents of educational programmes require of participants if they are to successfully complete any given programme. Broadly speaking, the level is related to the degree of complexity of the content of the programme.”<sup>23</sup> According to the ISCED definition Formal Education can be seen as a complex ladder of education where recognised completion of one level gives access to another higher level of complexity.
- (2) *Admission requirements*: They defined as “The requirement or set of requirements, which have to be fulfilled to have access to learning”. Formal education is typically subject to various admission requirements, notably in terms of age and prior education attainment. In Non-formal education admission requirements may not exist.

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<sup>21</sup> The entity can take the form of an organisation/body, or regulatory document. It stipulates the qualifications and the bodies that provide or deliver the qualification (awarding bodies) that are part of the National Framework of Qualifications.

<sup>22</sup> Inspired from the UNESCO manual for statistics on Non Formal Education, 1996.

<sup>23</sup> ISCED 97, page 5

- (3) *Registration requirements*: They are defined as “The requirement or set of requirements which have to be filled to record formally the enrolment to learning”. Formal education is typically subject to registration. Non formal education is characterised by the absence of registration requirements<sup>24</sup>.

Although the NFQ refers to “qualifications” while these criteria refer to the characteristics of the “programme that is designed to lead to the qualifications” included in the NFQ they can be considered as 2 ways to describe the same concept of i.e. “formal education” for the purpose of the CLA. In fact concept of NFQ is used in the context of CLA as a means to indicate that an activity is “qualifying”.

The NFQ covers both education and training and is independent of the pathway leading to the award of the qualifications included in it. The national awarding bodies would typically include public bodies with the authority to define and/or recognise the value of a qualification positioning it in the NFQ, and therefore are not limited to the ministries of education, although they are expected to be playing the major role in such a system.

<b>Q&amp;A</b>	<p><b><i>Should a NFQ exist already in the country?</i></b></p> <p><i>The NFQ is a concept used for the CLA. It may or may not correspond to constructions bearing the same name in the country. It is assumed however that even if there is no unique established construction which can be considered as corresponding to the CLA NFQ concept, its elements exist and are already used in countries when discussing about formal education and training. It includes a grid of qualifications, usually linked to programmes designed to lead to them, to institutions providing these programmes and to organisations awarding or recognising these qualifications.</i></p>
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By applying the NFQ criterion **formal education** refers to institutionalised learning activities that are designed to lead to a learning achievement (qualification or award) that can be positioned in a National Framework of Qualifications. This situation can also be formulated as “formal education includes activities that are part of the NFQ” denoting the link existing on the basis of the design of the activity with the resulting qualification.

On the other hand **non-formal education** refers to institutionalised learning activities, which are not part of the NFQ. It includes structured programmes that cannot be positioned in the NFQ usually because the provider and/or the awarding organisation are not part of the NFQ. Therefore for examples some programmes which may be organised in a well established institutional context may not be part of the NFQ if the education and training provider and/or the awarding body are not part of the NFQ (e.g. professional organisations, private commercial companies, non-governmental organisations).

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<sup>24</sup> UNESCO Manual for statistics on non-formal education, page 4.

<b>Q&amp;A</b>	<p><b><i>What about formal training where the provider is an employer? Is this part of the NFQ?</i></b></p> <p><i>If the employer is providing this training as part of a programme designed to lead to a qualification in the NFQ, then the employer is part of the NFQ and the activity, even if it is 100% work based is “formal training”.</i></p> <p><i>If the person is participating in training after receiving his/her qualification in order to be a recognised professional (e.g. a law graduate practicing to become a lawyer, or a medicine graduate practicing to become a pathologist) then this is work and not learning.</i></p> <p><i>If the person is obtaining work experience which s/he can later on decide to recognise in the NFQ, then his/her activity is work and not learning (it is separate from the recognition which may be undertaken on a voluntary basis).</i></p>
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The fact that national authorities may have established procedures for the recognition of prior work experience or non-formal or informal activities (like self-learning) would not change the category in which the activity of the person would be classified. An activity is considered formal only when the “NFQ qualification” is part of the design of the programme/activity.

<b>Q&amp;A</b>	<p><b><i>If a qualification is in the NFQ and the individual may obtain this by participating in an examination after studying on his/her own, should this self-study be considered as formal education?</i></b></p> <p><i>The NFQ is a structure based on outcomes (qualifications). A learning activity of an individual is considered “formal” only when it is designed to lead to a qualification in the NFQ. This means that if a person is studying in a programme designed to lead to qualification A after succeeding in final examinations, this person is participating in formal education or training.</i></p> <p><i>If another person is studying on his/her own and is allowed to be registered for the final examination so that s/he can obtain qualification A, then his/her learning activity is informal as it is separate from the examination which may be undertaken on a voluntary basis.</i></p>
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<b>Q&amp;A</b>	<p><b><i>If somebody participates in a course (which can also be a distance learning course) giving him/her credits which he can use for example in the framework of a modular programme to complete a programme and obtain a qualification in NFQ, is s/he participating in formal education?</i></b></p> <p><i>Yes. Participating in and completing a module which is part of a programme designed to lead to an NFQ qualification is formal education. The fact that the theoretical duration of a programme in the case of full-time attendance may be 3 years while a part-time participant may need 6 and a “module” participant may take 15 does not change the nature of the activity.</i></p>
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<b>Q&amp;A</b>	<p><b><i>Watching a “language course” programme on the TV is informal learning. What if (case A) there is the possibility to be registered beforehand and have interaction with a teacher while following the TV course and at the end participate in examinations which lead to an NFQ qualification? And what if (case B) the</i></b></p>
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	<p><b><i>person who is attending the programme can at its end register for an examination to get a degree corresponding to the knowledge acquired through the programme?</i></b></p> <p><i>In case A the TV is used as any other means of distance learning (internet, correspondence etc) and the registered viewer is in fact registered in a programme designed to lead to an NFQ qualification. Therefore the activity should be considered formal.</i></p> <p><i>In case B the learning activity is separated from the requirement for obtaining the qualification and therefore it should be considered as informal.</i></p>
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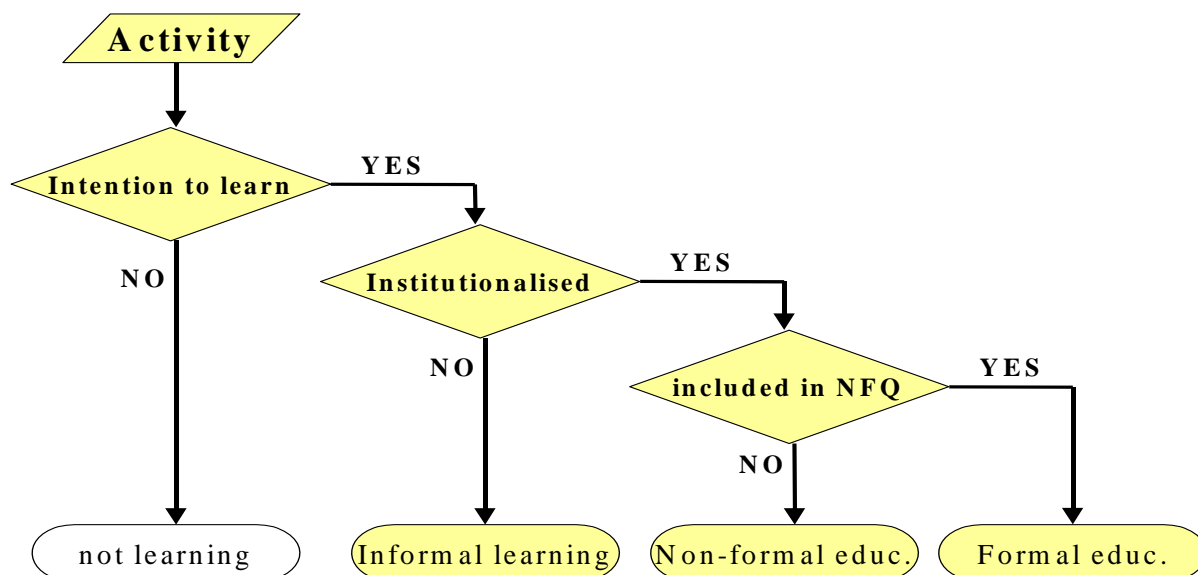
In the case of foreign educational institutions established in a country or distance learning in institutions based outside the reporting country (i.e. the country of residence of the respondent/individual in the case of a household survey), the qualification obtained by the participant which is included in the NFQ of the country of origin. This activity is to be considered formal if this qualification which is part of the design of the programme is already included in the NFQ (direct recognition and equivalence), or if it is in principle recognised by the NFQ but there are additional equivalence examinations to decide whether the student has a sufficient level of knowledge so as to recognise equivalence on a personal basis. Otherwise the programme is non-formal education.

<b>Q&amp;A</b>	<p><b><i>If there is a requirement for “equivalence examination” for a degree so that it can be considered equivalent to a well established national formal degree, does this mean that the degree does not belong to the NFQ?</i></b></p> <p><i>A degree whose holder is admitted to participate in an equivalence examination should in principle be considered as belonging to (recognised by) the National Framework of Qualifications (as opposed to belonging to the framework of national qualifications). The equivalence is normally meant to give a score for the degree for further educational or professional use. Therefore the corresponding programme should be considered formal education.</i></p>
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### **3.7. Summary decision making flow chart**

In synthesis, the process to allocate education and learning according to the broad categories is presented in the decision making flowchart shown in Figure 5.

Figure 5: Allocation of learning activities according to the 3 broad categories



#### 4. CLASSIFICATION OF LEARNING ACTIVITIES (CLA)

##### 4.1. Content and structure of CLA

CLA is a taxonomic coding scheme of Learning Activities. Learning Activities encompass one or more Single Learning Activities (SLAs). The titles and description of the classes and subclasses are generic categories based on common characteristics.

##### 4.2. Primary statistical units of CLA

Each learning activity can be allocated to only one of the 3 broad categories of learning (Formal education, Non-Formal Education or Informal learning) according to the dominating (see section 6) method and the decisive criteria to be applied to the 3 broad categories as explained in the previous section of this manual.

##### 4.3. Formal Education

The primary statistical unit for formal education remains the educational **programme** as defined by ISCED 97.

The **central or main** SLA of formal education has to be taught learning (face to face and at distance).

To classifying formal education learning activities educational programmes by level based on educational content is considered sufficient.

#### 4.4. Non-Formal Education

The primary statistical unit for Non-Formal Education are institutionalised learning arrangements (organising frames) to learn one or more subjects.

These arrangements could take the form of courses, non-formal education programmes or any arrangement where the **central or main** SLA is institutionalised and taught (face to face and at distance).

Some Non-formal education learning activities are taken into account in ISCED97 classification of educational programmes by level, based on educational content.

#### 4.5. Informal Learning

The primary statistical unit for Informal Learning is the **method used for one subject**.

Those two statistical units form the basic theoretical unit Single Learning Activity of informal learning. Informal learning may or may not involve taught learning but it must not be institutionalised.

<b>Q&amp;A</b>	<p><i>What should happen when the activity reported is in fact several different activities?</i></p> <p><i>Although CLA is built around the basic building block of the “Single Learning Activity” which has unit of method and subject the level of detail at which information will be collected and analysed depends on the purpose of the survey that is going to use CLA.</i></p> <p><i>For this purpose we can say that there is an implicit hierarchy of the categories. “Formal” is higher than “non-formal” higher than “informal”. Activities of a lower level carried out as part of an activity of a higher level can be considered part of the higher level activity: for example using self-study, additional tutoring, use of internet resources as part of the preparation homework for a formal education programme can be considered as part of the formal activity in case we are not interested in going into the detail of the methods used by the student to participate in the formal activity.</i></p> <p><i>On the contrary when an activity at a higher level is organised in the framework of a longer activity of a lower level then it should be considered as a separate activity.</i></p>
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## 5. BROAD CATEGORIES, CLASSES AND SUB-CLASSES

### 5.1. Summary table

The proposed categories, classes and subclasses for the Classification of Learning Activities are summarised in the following table. The explanatory notes are presented in section 6.

Codes	Broad categories / Classes / Sub-classes
<b>1.</b>	<b>Formal education</b>
<b>2.</b>	<b>Non-formal education</b>
2.1.	Non formal programmes
2.2.	Courses:
2.2.1.	<i>Courses conducted via classroom instruction (including lectures)</i>
2.2.2.	<i>Combined theoretical-practical courses (including workshops)</i>
2.2.3	<i>Courses conducted through open and distance education</i>
2.2.4.	<i>Private tuition (private lessons)</i>
2.3.	Guided on-the-job-training
2.4.	Other non-specified elsewhere
<b>3.</b>	<b>Informal learning</b>
3.1.	Taught Learning
3.1.1.	<i>Coaching / Informal tuition</i>
3.1.2.	<i>Guided visits</i>
3.2.	Non-taught learning
3.2.1.	<i>Self-learning</i>
3.2.2.	<i>Learning-group</i>
3.2.3.	<i>Practice</i>
3.2.4.	<i>Non-guided visits</i>

## 5.2. Explanatory notes to CLA

### 1. Formal education

Formal education refers to institutionalised learning activities that lead to a learning achievement that can be positioned in the National Framework of Qualifications (NFQ). The National Framework of Qualifications recognises learning activities constituted of structured hierarchical programmes with chronological succession of levels and grades, admission requirements and formal registration.

The explanatory notes for the classes of formal education are those of the levels of education of ISCED 1997 (pages 13-33). Readers should therefore refer to this publication for any further information on the content of this broad category, its classes and sub-classes.

### 2. Non-formal education

Non-formal education refers to institutionalised learning activities, which are not part of the NFQ. It includes structured activities which either do not lead to any qualification or lead to qualifications which are that are not included in the National Framework of Qualifications. The latter is the case for example for programmes or courses that are not part of the NFQ but are recognised by professional organisations.

#### 2.1. Non-formal programmes

An education and training programmes, i.e. “*an array or sequence of education activities, which are organised to accomplish a predetermined objective or a specified set of educational tasks*” is classified as non-formal<sup>25</sup> if it does not lead to a qualification included in the NFQ.

In case the content of **non-formal education programmes** can be considered as of similar/equivalent level of formal education programmes then the ISCED criteria should be used (see UNESCO ISCED 97 document pages 13-33). Readers should therefore refer to this publication for any further information on the content of this broad category, its classes and sub-classes.

#### 2.2. Courses

Courses are typically subject oriented. They are taught by one or more persons specialised in the field(s). They may take place in **one or more** settings/environments as listed below.<sup>26</sup>

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<sup>25</sup> Non formal programmes are not broken down by ISCED levels because it might be difficult to clearly determine these levels in a survey.

<sup>26</sup> Note in HALLA, page 37, a lecture is defined as “*a talk on a subject by someone knowledgeable in that subject to a class or invited audience*” (source OECD, 1999).

### 2.2.1 Courses conducted via classroom instruction (including lectures)

This subcategory includes learning organised in a classroom for a group of people and is built around the transmission of knowledge by a teacher/tutor/instructor with the intention to provide instructions and educate. It may or may not include discussion on a given subject.

*Includes:*

**Job-related courses** undertaken during work time or outside work time either in the workplace or outside the work-place, either paid or not paid by employer.

Sessions having the character of a course conducted through classroom instruction, which may be provided during a conferences or congresses. These sessions which may have names like “tutorial”, “seminar” or even “workshop” are included if there is an educational objective, distinguishing them from information sessions, and there is no practical training involved. In which case they would be classified under 2.2.2.

### 2.2.2 Combined theoretical-practical courses (including workshops)

This subcategory covers all courses combining classroom instruction (theoretical) with, practice in real or simulated situations. It includes vocational apprenticeships, with the exception of those covered by formal education (e.g. “dual system” programmes or “alternance training” combining formal schooling and work/enterprise based training). Combined theoretical-practical courses include also learning activities which include some classroom instruction together with guided on-the-job-training and practice.

*Includes:*

Sessions combining theoretical instruction with “hands-on” training provided during a conferences or congresses which may bear the names “workshop”, “seminar”, “tutorial” or other.

### 2.2.3 Courses conducted through open and distance education<sup>27</sup>

This subcategory covers courses which are similar to face-to-face courses, i.e. they may have elements like curriculum, registration, tutoring and even tests but take place via postal correspondence or electronic media, linking instructors/teacher/tutor or students who are not together in a classroom. This type of courses involves interaction between the instructor and the student, albeit not simultaneously but with a delay.

### 2.2.4 Private tuition (private lessons)

This is a “planned series of (supplementary) learning experiences offered by experts or other who act as experts, selected to deepen knowledge or skills, to learn more intensively, usually undertaken by only one or very few learners”<sup>28</sup>. Typically the tutor (physical person) in this case is also the “provider” having education as “core activity”.

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<sup>27</sup> As defined in HALLA page 36. Source: based on European Foundation for the Improvement of Living and Working Conditions.

<sup>28</sup> Based on HALLA definition, page 38.

<b>Q&amp;A</b>	<p><b><i>What is the difference of a private lesson that is institutionalised (category 2.2.5) from a private lesson that is not institutionalised (category 3.1.1)?</i></b></p> <p><i>It is the role of the provider/tutor and his/her relation to the learner. If the person has as main activity delivering private lessons and has a professional teacher-to-student relationship in this context to the learner then it is 2.3. If the provider/tutor is assisting the learner in the framework of a social relationship then it is 3.1.1.</i></p>
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### 2.3. Guided on-the-job-training

This type of training is characterised by planned periods of training, instruction or practical experience, using normal tools of work, either as the immediate place of work or in the work-situation<sup>29</sup> with the presence of a tutor. It is usually organised by the employer to facilitate adaptation of (new) staff, including transferred, re-hired and seasonal/temporary staff in their new or current jobs. It may include general training about the company (organisation, operating procedures, etc.) as well as specific job-related instructions (safety and health hazards, working practices).

Excludes:

All **apprenticeships** under Formal Education and under combined theoretical-practical courses under Non Formal education (see subclass 2.2.3)

Job-related **courses** undertaken during work time or outside work time either in the workplace or outside the workplace, paid by employer or not paid by the employer (see sub-class 2.2).

### 2.4. Other non-specified elsewhere

This sub-category is for non-formal education activities that cannot be allocated to one of the other categories of this broad category. Thus may be the case for certain activities very specific to a country or to new activities that could emerge on the market.

## 3. Informal learning

Informal learning activities are not institutionalised. It encompasses a less structured set of Single Learning Activities. It can take place almost anywhere: within the family, with friends, at work.

### 3.1. Taught Learning

#### *3.1.1 Coaching / Informal tuition*

This includes a very wide range of organised not institutionalised learning experiences offered by experts or other who act as experts, selected to deepen knowledge or skills, to learn more intensively, undertaken by one or very few learners. It also includes activities designed to assist and support individuals in other processes of learning.

This includes all taught learning, both face to face and at distance. Coaching and informal tuition may involve monetary compensation (payment).

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<sup>29</sup> This corresponds to category “Planned periods of training, instruction or practical experience”.

*Includes:*

*Face-to-face instruction from a colleague on how to use a new tool at work.*

*Lessons provided by household members or other individuals, such as relatives, acquaintances or neighbours.*

*Tuition/Lessons by a relative, acquaintance or neighbour who is also an expert/teacher for the subject to be learned.*

### *3.1.2 Guided visits*

This includes a very wide range of organised events designed to transmit information within a predetermined limited time period in a given location. The location is the principal medium for exhibiting the subject-matter that the learner intends to learn about and for the provider to transmit the information. The key criterion for deciding whether such an activity is a learning activity or not is whether there is a pre-determined learning objective prior to the visit. This intention to learn may also be reflected in the choice of type of guide (tourist guide or educational support/scientific personnel of the site visited).

*Includes:*

*Visiting cultural heritage sites (e.g. museums, exhibitions, historical and sacral sites and buildings).*

*Visiting scientific and natural sites (e.g. space centres, nature parks, botanical and zoological gardens)*

*Visiting private and public businesses or organisations (e.g. visiting a farm, a nuclear power plant, the EU institutions, trade fairs and exhibitions).*

## 3.2. Non-taught learning

### *3.2.1 Self-learning*

Self-learning (self-study) is conducted alone by the individual. It involves the use of one, or more or all the learning media presented in the classification of learning media, with which it may be useful to combine with certain learning tools (see Annex1).

This can take place in private (e.g. the home, car), general public (e.g. train, aeroplane, in the countryside) and job-related settings/environments.

*Includes:*

*Studying a subject using printed material (books etc)*

*Listening to a foreign language audio tape in the car*

*Watching a documentary on TV*

*Systematically observing animals in the countryside*

*Using teaching material from the internet*

*Practising or doing homework*

### *3.2.2 Learning-group*

This includes participating in all types of informal groups (among like-minded persons, friends, colleagues, students, etc.) that are not instructed. This can take place in private (e.g. the home), general public (e.g. community hall, hotels) and job-related settings/environments.

Communication among the learners may be face-to-face or at distance. Distance group discussion channels of communication can be via postal correspondence or via electronic means e.g. Internet “chats”, email, web camera, video-conferencing.

This category includes “Learning circles” which are defined as<sup>30</sup> “groups of employees who come together on a regular basis with the primary aim to learn about the requirements of the work organisation, work-procedures and work place (it is a form of individual learning within groups)” or “Quality circles” which are defined as<sup>31</sup> “working groups with the aim to discuss about problems and search for problem-solving in the production and on the work place where participants have to be integrated in the planning and controlling procedures of the enterprise (a moderator co-ordinates quality circles).”

### *3.2.3 Practice*

Practice typically involves the implementation or repetition of knowledge, methods rules or instructions related to a subject already received, with the intention to improve personal performance in this specific subject. It can be done in any setting/environment conducive to practising the subject-matter. This can take place in private (e.g. the home), general public (e.g. the street) and job-related settings/environments. It includes doing homework for formal or non-formal programmes.

### *3.2.4 Non-guided visits*

This includes any visit undertaken with the predetermined purpose to learn, without the intervention of a guide. Tools like printed visitors’ guides, brochures or pre-recorded audio guides may be used for this type of non-guided visits.

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<sup>30</sup> CVTS2 manual

<sup>31</sup> CVTS2 manual

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### Annex 1: Cases – classification into broad categories

nr	case description	classified as
01	Peter, aged 17, is learning French cuisine in an education college. The course lasts 3 years, and theoretical matters are taught in the classroom, complemented with practice. To be admitted to this course, he had to have completed secondary school. Every year he must sit for an examination that gives access to the next year. At the end, the organisation gives a diploma recognised in the NFQ as a qualification in French cuisine with the title of “French cuisine Chef”.	FED
02	Peter, aged 30, is learning French cuisine in an in a large employer. The course lasts 3 years, and theoretical matters are taught in the classroom, complemented with practice. To be admitted to this course, he had to have completed secondary school. Every year he must sit for an examination that gives access to the next year. At the end, the organisation gives a diploma recognised in the NFQ as a qualification in French cuisine with the title of “French cuisine Chef”.	FED
03	Peter, aged 30, is learning French cuisine in an unofficial religious organisation e.g. the Moonies: the course lasts 3 years, and theoretical matters are taught in the classroom, complemented with practice. To be admitted to this course, he had to have completed secondary school. Every year he must sit for an examination that gives access to the next year. At the end, the organisation gives a diploma recognised in the NFQ as a qualification in French cuisine with the title of “French cuisine Chef”.	FED
04	Peter is learning French cuisine in an education college: the course lasts 3 years, and theoretical matters are taught in the classroom, complemented with practice. To be admitted to this course, the person needs to have completed secondary school. Every year he must sit for an examination that gives access to the next year. At the end, the organisation gives a diploma recognised by the labour market but not by the NFQ.	NF
05	Peter is learning French cuisine in an in a large employer: the course lasts 3 years, and theoretical matters are taught in the classroom, complemented with practice. To be admitted to this course, the person needs to have completed secondary school. Every year he must sit for an examination that gives access to the next year. The qualification is not recognised by the labour market nor by the NFQ.	NF
06	Peter is learning French cuisine with an unofficial association that organises 1 weekend workshop with theoretical matters taught in a classroom, complemented with practice. Everybody can register to attend the workshop. After the completion of the workshop the organisation gives a certificate proving the participation and completion of the workshop.	NF
07	Peter is learning French cuisine in a large employer that organises 1 weekend workshop with theoretical matters taught in a classroom, complemented with practice. Everybody can register to attend the workshop. After the completion of the workshop the organisation gives a certificate proving the participation and completion of the workshop recognised by the NFQ.	FED
08	Peter is learning French cuisine with a group of friends. One of them is a “Chef of French Cuisine” and, as such, gives them guidance on theoretical and practice matters. The group will get together once a week, during 2 months. Each one bought some books and/or some video material to keep after the end of the learning.	INF

nr	case description	classified as
09	Peter is learning French cuisine with a group of friends who have called themselves the French Cuisine Association, and award themselves certificates. One of them is a “Chef of French Cuisine” and, as such, gives them guidance on theoretical and practice matters. The group will get together once a week, during 2 months. Each one bought some books and/or some video material to keep after the end of the learning.	INF
10	Peter is learning French cuisine with a group of friends who have called themselves the French Cuisine Association, and award themselves certificates. One of them is a “Chef of French Cuisine” and, as such, gives them guidance on theoretical and practice matters. The group will get together once a week, during 2 months. Each one bought some books and/or some video material to keep after the end of the learning. At the end of 2 months they take an examination for a qualification in the NFQ.	INF
11	Peter (qualified at ISCED 2) working in a commercial bank as an employee decides to improve his skill on pottery. He chooses to take an evening course, during 1 year with a cultural organisation named “Youth and cultural Training”. He attends 2 hours classes, twice a week for practising and developing his creativity. At the end of the year he will be able to participate in specific exhibitions although the course does not give any official qualification.	NF
12	Peter (qualified at ISCED 3) working in a commercial bank as an employee decides to improve his skill on pottery. He chooses to take an evening course, during 1 year with a cultural organisation named “Youth and cultural Training”. He attends 2 hours classes, twice a week for practising and developing his creativity. At the end of the year he receives an ISCED 2 qualification at the end, and becomes a professional potter.	FED
13	Peter (qualified at ISCED 3) working in a commercial bank as an employee decides to improve his skill on pottery. He chooses to take an evening course, during 1 year with a cultural organisation named “Youth and cultural Training”. He attends 2 hours classes, twice a week for practising and developing his creativity. At the end of the year he receives an ISCED 2 qualification. He continues his work in the commercial bank.	FED
14	Peter (qualified at ISCED 3) working in a commercial bank as an employee decides to improve his skill on pottery. He chooses to take an evening course, during 1 year with a cultural organisation named “Youth and cultural Training”. He attends 2 hours classes, twice a week for practising and developing his creativity. At the end he receives an ISCED 4 qualification.	FED
15	Peter retired for 5 years has a science and technology hobby. He decides to improve his knowledge in the field of “Climate Changes”. He follows a distance learning course in the Internet that organises 4 training meetings a year of the group. This course lasts for 2 years and gives a university diploma recognised in the NFQ. He does not return to work.	FED
16	Peter works as a technician in a biology laboratory, decides to train to become a financial consultant. He finds 1 distance learning course run by an “Open University” lasting for 2 years. The course is organised in modules. These are valued according to a system of credits that the individual is able to transfer to another university to complete a diploma of financial engineering and do a Ph.D. in the same field.	FED

nr	case description	classified as
17	Peter (qualified to ISCED 4) works as a technician in a biology laboratory, decides to train to become a financial consultant. He finds 1 distance learning course run by the “Open University” lasting for 2 years. The course is organised in modules. These are valued according to a system of credits that the individual is able to transfer to another university to complete a diploma of financial engineering and do a Ph.D. in the same field	FED
18	Peter (with no qualifications) works in a factory of textiles as a worker. He decides to learn about English civilisation during the leisure time. He buys some software to develop his English language skills and chose a number of exhibitions and conferences about the theme. He identified a number of websites from where he downloads information that he studies 2 hours every evening.	INF
19	Peter (with no qualifications) works in a factory of textiles as a worker. He decides to learn about English civilisation during the leisure time. He buys some software to develop his English language skills and chose a number of exhibitions and conferences about the theme. He identified a number of websites from where he downloads information that he studies 2 hours every evening. He takes an exam and gains an ISCED 2 qualification.	INF
20	Peter (already has an ISCED 3 qualification) works in a factory of textiles as a worker. He decides to learn about English civilisation during the leisure time. He buys some software to develop his English language skills and chose a number of exhibitions and conferences about the theme. He identified a number of websites from where he downloads information that he studies 2 hours every evening. He takes an exam and gains an ISCED 2 qualification.	INF
21	Peter, a non-skier, receives paid instruction from a registered ski-instructor who works for “Ski like a Penguin company”. At the end he receives a recognised basic ski certificate (not in NFQ).	NF
22	Peter, a non-skier, receives paid instruction from a registered ski-instructor who works for “Ski like a Penguin company”. At the end he doesn’t receive any certificate.	NF
23	Peter, a non-skier, receives paid instruction from an instructor who is working privately and declares earnings. At the end he doesn’t receive any certificate.	NF
24	Peter, a non-skier, receives paid instruction from a private instructor. But instructor puts money in back pocket and doesn’t declare it. At the end he doesn’t receive any certificate.	NF
25	Peter, a non-skier, receives unpaid instruction from a friend. At the end he can participate in examinations to receive a recognised basic ski certificate (not in NFQ).	INF
26	Peter, a non-skier, pays to learn to ski from someone who is not registered as a ski instructor but is qualified as an instructor.	NF
27	Peter, a non-skier, pays to learn to ski from someone who is not registered as a ski instructor but is a qualified skier.	NF
28	Peter, a non-skier, is teaching himself to ski. At the end he participates in exams and receives a recognised basic ski certificate (not in NFQ).	INF
29	Peter works in a cake factory, and is moving to a new machine. His supervisor gives him 5 minutes/ 1 hour /4 hours/ 1 days training on how to use the new machine.	NF
30	Peter reads a trade journal “Rat catching today” to keep up with developments in his profession daily/weekly/monthly/annually at home/at work.	INF

nr	case description	classified as
31	Peter, a hairdresser, attends a seminar on hairdressing at a university/professional organisation which lasts 1 hour/1 day to keep up with new developments in scissors technology.	NF
32	Peter, a hairdresser, attends a seminar on hairdressing at a university/professional organisation which lasts 1 hour/1 day to keep up with new developments in scissors technology but gets drunk on the train, and sleeps through the seminar.	NF
33	Peter, a hairdresser, attends a seminar on hairdressing at a university/professional organisation which lasts 1 hour/1 day to keep up with new developments in scissors technology but Peter is not very interested and is only attending because his boss couldn't go.	NF
34	Peter, a hairdresser, attends a seminar on hairdressing at a university/professional organisation which lasts 1 hour/1 day to keep up with new developments in scissors technology but found that he already knew everything about scissors but didn't learn anything from the seminar.	NF
35	Peter teaches himself to juggle over a 1 month/ 1 year period.	INF
36	Peter teaches himself to juggle over a 1 month/ 1 year period and receives a certificate from the national juggling foundation.	INF
37	Peter teaches himself Russian using text books. He is then registered for an examination at a college, and receives a qualification equivalent to ISCED 2.	INF
38	Peter wants to learn to type. He attends a course at work.	NF
39	Peter wants to learn to type. He is given "typing tutor" software to use at work by his employer.	INF
40	Peter wants to learn to type. He uses "typing tutor" software at work, but doesn't tell his employer.	INF
41	Peter wants to learn to type. Peter's employer asks Klaus, a colleague hired as a qualified typing instructor to provide training to staff, to teach Peter.	NF
42	Peter wants to learn to type. Peter's employer asks Klaus, an external qualified typing instructor hired for this purpose, to teach Peter.	NF
43	Peter wants to learn to type. Peter asks Klaus, a colleague and a qualified typing instructor (without telling employer) to give him private lessons at work which he pays for.	NF
44	Peter wants to learn to type. Peter asks Klaus, a colleague and a qualified typing instructor, (without telling employer) to give him private lessons at work which he doesn't pay for.	INF
45	Peter decides to learn Spanish at work at lunchtimes. He does this in his employer's training centre using "teach yourself" material which was purchased by his employer.	INF
46	Peter decides to learn Spanish. He takes home from work (with permission) the "teach yourself" material which was purchased by his employer and uses it to learn Spanish in the evening.	INF
47	Peter decides to learn Spanish at lunchtime, using "Manuel's guide to Spanish" on the Internet. Manuel built the language course for a hobby, and not for commercial gain.	INF
48	Peter is a diplomat and the foreign office has told him to teach himself Spanish before he becomes ambassador to Peru. He does this from text books in work time.	INF

nr	case description	classified as
49	In order to learn Spanish Peter is enrolled for a correspondence course. Every week he receives the package with the lessons in the textbooks and cassette. Every 2 weeks he is obliged to send back the exercises for a correction by a teacher. After the 10 weeks he receives a certificate (not recognised by NFQ) of finishing the particular level of the course.	NF
50	Peter is learning Spanish following a "TV language course".	INF
51	Peter attends a seminar of 2 days on IT technologies. 10 personalities gave lectures on the future of IT in the assurance business. No certificate was delivered after the seminar.	NF
52	Peter attends a seminar of 2 days on IT technologies. 10 personalities gave lectures on the future of IT in the assurance business. An attendance certificate was delivered proving attendance of the seminar.	NF
53	Peter attends a seminar of 2 days on IT technologies. 5 workshops were organised on the future of IT in the assurance business. All participants are registered and have received before the workshop the material for the workshop they attend. At the end of the workshop participants who want certification of the knowledge acquired, receive a test and are given one hour to complete it. Those successful receive a certificate of successful completion of the subject of the workshop. The rest of the participants just receive attendance certificates. Pascal decides to participate in the test and receives the successful completion certificate which is not part of the NFQ.	NF
54	Peter is visiting the history museum without taking any guide.	NLA
55	Peter is visiting the history museum and is following the guided tour given by the museum guide into small groups of persons.	INF
56	Peter is visiting the history museum and rents the pre-recorded audio guide.	INF
57	Peter is visiting the Zoo to teach his children about reptiles. He is using the teaching material provided by the zoo.	NLA (teaching)
58	Peter is visiting the Zoo to learn more about reptiles. He had visited the zoo before to get the "Zoo guide" and has studied at home the reptiles and has noted down the characteristics for which he would need to observe closely the reptiles in the Zoo.	INF
59	Peter is visiting the Zoo on a weekend for fun.	NLA
60	Peter is playing a football match.	NLA
61	Peter is following a course on golf rules. The course also has some practice in order to learn the rules.	NF
62	Peter has just started playing golf with a trainer, who is giving him elementary knowledge about the rules and practices of the game.	NF
63	Peter plays golf with a trainer, in order to improve his performance.	NLA
64	Peter attends classes in a Buddhist temple to learn about Buddhism.	NFE
65	Peter is Muslim and is going to a mosque.	NLA
66	Peter is Christian and is visiting a mosque.	NLA
67	Peter is an atheist and is visiting a mosque as his hobby is comparing religious practices.	INF
68	Peter is practising meditation.	NLA
69	Peter is participating in a self-organised learning group of friends to improve computer skills in Excel. The group has also engaged for some time a professional tutor for more complicated subjects like Visual Basic programming.	INF

nr	case description	classified as
70	Peter belongs to a network of researchers working on numismatics of central Europe in the 1st century. The network does not have any legal status. The network members meet once a year in a “conference” organised by them in order to exchange knowledge and best practice in their specific domain. Peter participates in this conference.	INF
71	Peter is participating in a State-run “adult literacy programme” as he did not have the opportunity to learn to write and read while he was young. The completion of this programme gives a qualification at ISCED level 1.	FED
72	Peter is participating in a programme organised by the association “Fight illiteracy” aimed at giving adults the basic literacy and numeracy skills for their everyday life. No certificate is delivered at the end of the programme.	NF
73	Peter is participating in training as part of his compulsory military service.	NF
74	Peter has completed successfully the classroom instruction (theoretical training) for his driving licence. He is now taking driving lessons from a cousin with the aim to pass the hand-on driving test of the Ministry of Transport.	INF
75	Peter is currently studying to become a car engineer in a vocational training school (ISCED4). During his studies he has been searching on the internet for more information on his subject. and he is now attending a conference on “evolution of transmission systems”.	FED
76	Peter is a book publisher and is visiting the “Annual international book exhibition” in his city.	NLA
77	Peter is a book publisher and is attending the “31st International conference on typography techniques” organised as part of the “Annual international book exhibition” in his city During this conference he is taking part in the workshop on creating the 3D maps.	NF
78	Peter is doing his homework for the upper secondary programme in which he is participating.	FED
79	Peter is participating in a training organised by Microsoft to receive a Certificate in Software Engineering.	NF
80	Peter has worked as a manager of cultural events for 10 years. He now has the opportunity to register in a national examination through which successful candidates receive a certificate which makes it possible for them to continue with advanced studies in Management of cultural events at post-secondary level.	NLA
81	Peter has worked as a manager of cultural events for 10 years. He now has the opportunity to register in a national examination through which successful candidates receive a certificate which he is recognised by his national professional association but does not allow him to continue with more advanced studies (i.e. is not recognised in the NFQ).	NLA
82	Peter is participating during his leisure time in a course on “Multivariate analysis” at the University for 5 weeks specifically designed for employed people. Upon successful completion of the course he receives credits, which in a later stage can be added to credits forming part of a degree in “Statistics”.	FED
83	Peter is participating in a course on “Multivariate analysis” at the University for 5 weeks. He does this during his working time (paid training leave) as his employer has offered him this possibility. Upon successful completion of the course he receives credits, which in a later stage can be added to credits forming part of a degree in “Statistics”.	FED

nr	case description	classified as
84	Peter is participating in courses in Psychology provided by a municipal adult education institution. Upon successful completion of the course he receives an upper secondary qualification in Psychology recognised in the NFQ.	FED
85	Peter was enrolled in a programme for medicine in a foreign university established physically in his country. The degree is recognized as equivalent to university education in his country (i.e. it is in the NFQ).	FED
86	Peter was enrolled in a programme for medicine in a foreign university established physically in his country of residence. The degree received is in principle recognised by the NFQ but Peter has to go through an equivalence examination specific for his country on the basis of bilateral (or multilateral) agreements between his country of residence and the country of origin of the university in order to be able to use it for further education or working as a doctor in his country of residence.	FED
87	Peter has participated in distance tertiary education programme on Law offered by an institution outside his country. The degree is recognized as equivalent to university education in his country (i.e. it is in the NFQ).	FED
88	Peter has participated in distance tertiary education programme on Law offered by an institution outside his country of residence. The degree received is in principle recognised by the NFQ but Peter has to go through an equivalence examination specific for his country on the basis of bilateral (or multilateral) agreements between his country of residence and the country of origin of the university in order to be able to use it for further education or working as a lawyer in his country of residence.	FED
89	Peter is participating in specific “labour market education” which has as main purpose to educate people in occupations lacking in the labour market. The certificate received is at the same level as upper secondary education but it is not in the NFQ.	NF
90	Peter has participated in courses leading to a flight certificate recognized at the national level (i.e. in the NFQ).	FED