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TECHNICAL
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GROUP



SDG indicator 4.3.1:

Consultation on Definitions, Methodology and Formulation of Questions

TCG Fifth Meeting
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TCG5/REF/4

Target 4.3: By 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

Indicator 4.3.1: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

Definition: *Percentage of youth and adults in a given age range (e.g. 15-24 years, 25-64 years, etc.) participating in formal or non-formal education or training in a given time period (e.g. last 12 months).*

Ideally, the indicator should be disaggregated by types of programme such as TVET, tertiary education, adult education and other relevant types and cover both formal and non-formal programmes.

The International Standards Classification of Education (ISCED) 2011 defines formal and non-formal education as follows ([UIS 2012](#)).

Formal education is education that is institutionalised, intentional and planned through public organizations and recognised private bodies, and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system.

Non-formal education is education that is institutionalised, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of lifelong learning of individuals. It is often provided in order to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway structure; it may be short in duration and/or low-intensity; and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognised as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.

Main Methodological Issues

ISCED 2011 and the European Classification of Learning Activities provide the current internationally established conceptual framework to define the scope of formal (FET) and non-formal education and training (NFET).

Several existing cross-national surveys can provide data to monitor indicator 4.3.1. However, only the methodologies adopted by the EU Adult Education Survey and the OECD Survey of Adult Skills are fully aligned with the concepts of global indicator 4.3.1.

National initiatives, especially in low- and middle-income countries, collect regular administrative data on non-formal programmes such as adult literacy, second-chance, and popular education. However, they do not fully cover the broader spectrum of NFET.

Labour Force Surveys (LFS) provide the most comprehensive source of information for the global indicator. The methodological heterogeneity of these sources poses a difficult challenge for comparability. Furthermore, most LFS questionnaires also restrict the scope of non-formal education and training to job-related courses/training.

More details on the development of the indicator can be found in a report prepared for the fourth meeting of the Technical Cooperation Group on the Indicators for SDG 4–Education 2030 (TCG) ([UIS 2018](#)).

Discussion and Consultation

After the TCG meeting in January 2018, Manos Antoninis and Lotta Larsson drafted “*Recommendations on definitions, methodology and formulation of questions for global indicator 4.3.1*” (participation rate of youth and adults in formal and non-formal education and training in the previous 12 months) that were distributed in March 2018 (see Annex I).

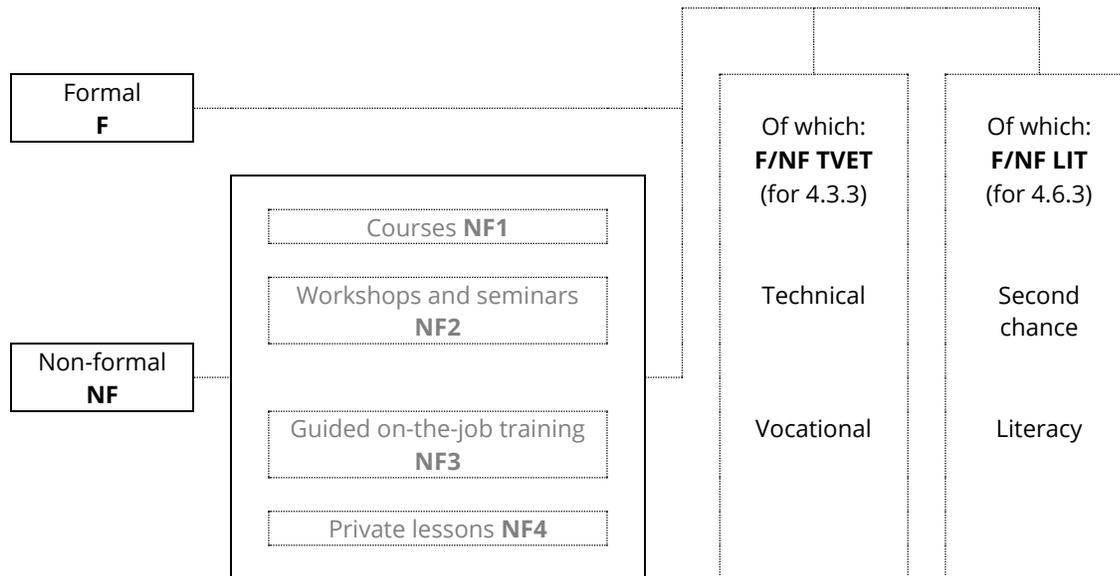
The TCG Secretariat then designed a survey to consult the members of the Working Group on Indicator Development regarding a number of issues that were raised in the draft recommendations (see Annex II). The aggregated responses were sent to all WG members for discussion at a virtual meeting that was held on 14 June 2018.

The meeting ended with an agreement on proposed survey questions that can be used to collect data for indicators 4.3.1, 4.3.3 (participation rate in technical-vocational programmes, 15- to 24-year-olds) and 4.6.3 (participation rate of illiterate youth/adults in literacy programmes).

A further consultation of all TCG members was held in August and September 2018, using the survey in Annex II. The results of this consultation, including the proposed survey questions, are summarized in Annex III. All responses to the TCG consultation are listed in Annex IV.

Recommendations from Working Group 1 regarding methodological decisions

- 1) Adopt an alternative classification of formal and non-formal education and training that can also be used for indicators 4.3.3 and 4.6.3:



- 2) Refrain from setting a minimum duration for non-formal programmes;
- 3) Adopt the widely used intervals of 15-24 years (youth) and 25-64 years (adults);
- 4) Adopt a single household/labour force survey as data source for the global indicator at the country level;
- 5) Consider alternative sources if the adoption of a single survey results in low country coverage for the indicator;
- 6) Adopt a standard formulation for the relevant questions to be included in surveys.

Recommendations from Working Group 1 regarding sample questions

Proposed survey questions on formal and non-formal education, for indicators 4.3.1, 4.3.3 and 4.6.3

Formal education: During the last 12 months, that is since [specify: month, year]

- F1. Have you been a student or apprentice in formal education or training? [Yes/No]
If yes:
- F2. What was the level of the most recent formal education or training activity? [ISCED 1-8]
- F3. Was any formal education or training activity during the last 12 months a technical or vocational programme? [Yes/No] (for indicator 4.3.3)

- F4. Was the focus of any formal education or training activity during the last 12 months to improve your literacy skills? [Yes/No] (for indicator 4.6.3)

Non-formal education: During the last 12 months, that is since [specify: month, year]

- NF1. Have you participated in any of the following activities with the intention to improve knowledge or skills in any area (including hobbies) either in leisure time or in working time?
 - a course? [Yes/No]
 - a workshop or seminar? [Yes/No]
 - guided on-the-job training? [Yes/No]
 - a private lesson? [Yes/No]

If yes:

- NF2. Was any of these education or training activities a technical or vocational programme? [Yes/No] (for indicator 4.3.3)
- NF3. Was the focus of any of these education or training activities to improve your literacy skills? [Yes/No] (for indicator 4.6.3)

References

UNESCO Institute for Statistics (UIS). 2012. *International Standard Classification of Education: ISCED 2011*. Montreal: UIS. <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

2018. "TCG4: Development of SDG Global Indicator 4.3.1." Report TCG4/12 for January 2018 meeting of Technical Cooperation Group on the Indicators for SDG 4–Education 2030 (TCG). Montreal: UIS. <http://tcg.uis.unesco.org/files/resources/meetings/4th/TCG4-12%20Development%20of%20Indicator%204.3.1.pdf>

Annex I. Recommendations on definitions, methodology and formulation of questions for global indicator 4.3.1

Technical Cooperation Group (TCG)

Working Group 1 on indicator development

Manos Antoninis and Lotta Larsson

March 2018

A **background paper** for the TCG meeting in Dubai in January 2018 (TGG4/12) focused on the development of global indicator **4.3.1**, which is the *participation rate of youth and adults in formal and non-formal in the last 12 months by sex*. The paper proposed a five-step workplan. The first step involves reaching an *agreement on definitions and methodology to confirm conceptual and methodological definitions for the indicator*. Based on the request of TCG Working Group 1, this note responds to this first step with a recommendation on definitions and methodology, as well as a potential formulation of questions for indicator 4.3.1, to meet the proposed deadline of Q1 2018. The possibility of using the proposed formulations to also respond to related thematic indicators **4.3.3** and **4.6.3** is also discussed as an option.

1. Definitions

Classification. It is recommended that the Working Group and the TCG adopt the ISCED 2011 definitions:

- **Formal education** is education that is institutionalised, intentional and planned through public organizations and recognised private bodies, and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities.
- **Non-formal education** is education that is institutionalised, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of lifelong learning of individuals. It is often provided in order to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway structure; it may be short in duration and/or low-intensity; and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognised as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all.

According to ISCED 2011 (p. 11), formal and non-formal education programmes cover “initial education, regular education, second chance programmes, literacy programmes, adult education,

continuing education, open and distance education, apprenticeships, technical or vocational education, training, or special needs education”.

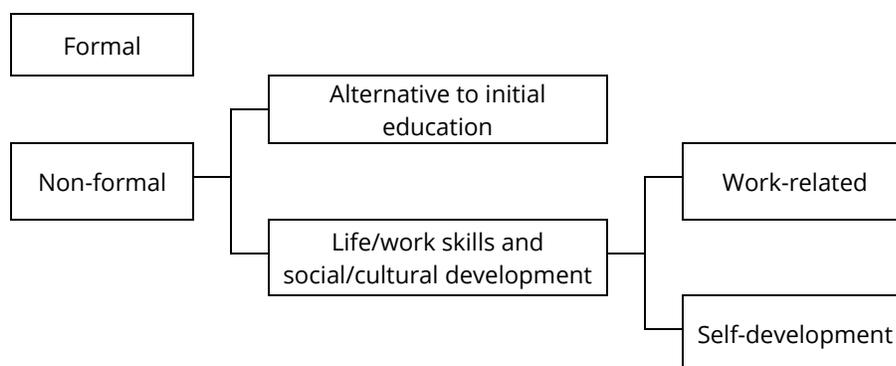
The background paper provides two classifications of non-formal education activities:

- The first comes straight out of ISCED 2011, which suggests two categories: alternative to initial education and life/work skills and social/cultural development, of which the latter is further broken down into work- and non work-related activities (**Figure 1**).
- The second comes from the EU Classification of Learning Activities and suggests four categories, the third of which (courses) is distinguished in four modalities (e.g. open education) (**Figure 2**).

However, it is worth asking whether the information they contain are relevant:

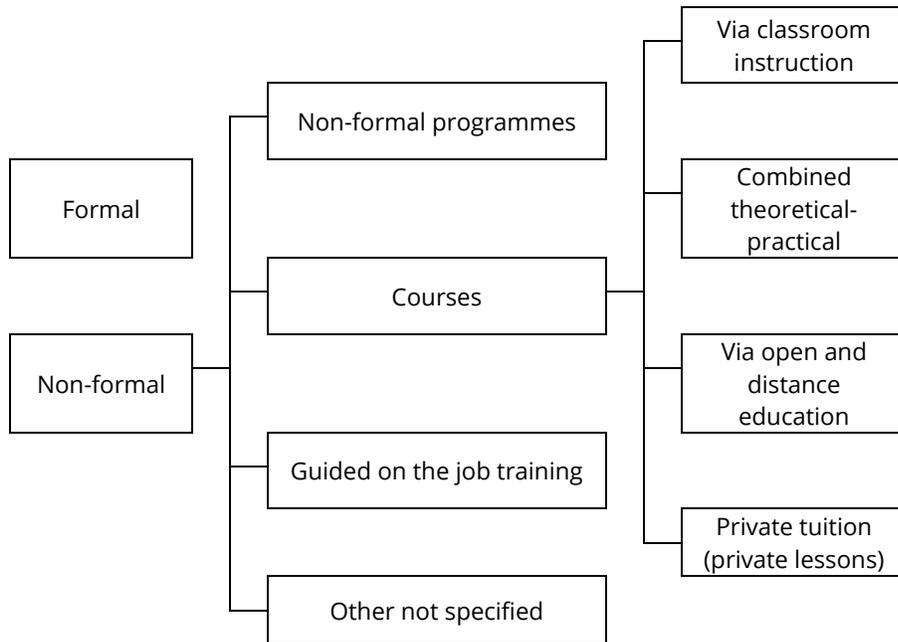
- Is it worth distinguishing between training that is related or not related to work? While this distinction is of interest (and many questions in existing questionnaires reflect this interest with a focus on work-related education and training activities), the distinction is often very difficult to make in practice and it would be recommended to keep questions as simple as possible.
- How related are these classifications to existing tried and tested questions that are good candidates for being applied worldwide? For example, the terms ‘alternative to initial education’ and ‘non-formal programmes’ are not used in related questions in some existing widely used questionnaires.
- What other classification may be more aligned with (i) related questions in existing questionnaires and (ii) the information needs of the new agenda?

Figure 1. ISCED 2011 classification of non-formal education and training programmes



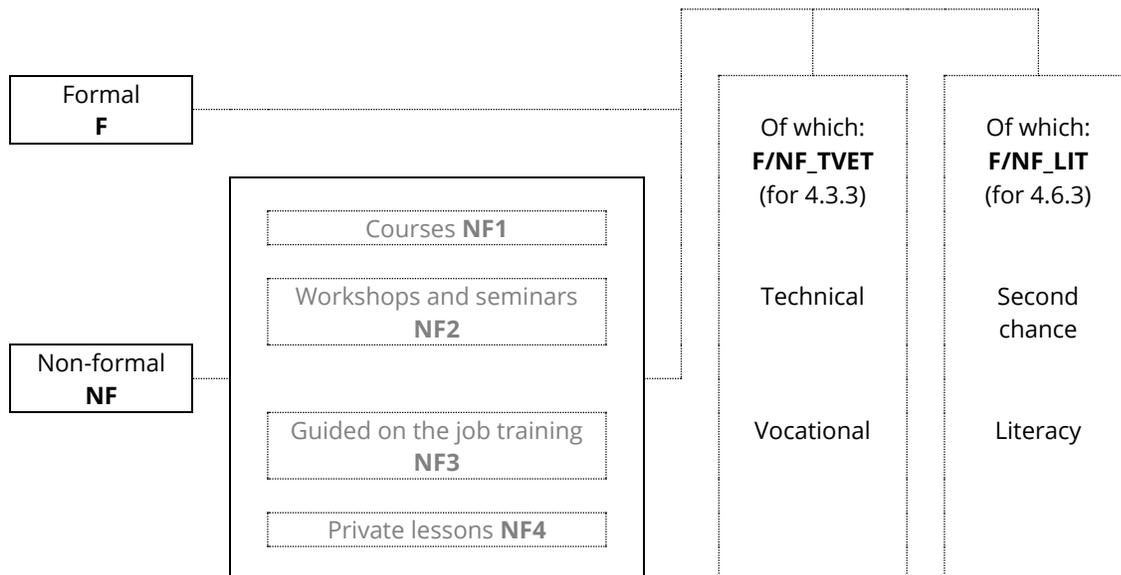
Source: Capistrano, D. (2018, January). Development of SDG global indicator 4.3.1. Paper presented at the fourth meeting of the Technical Cooperation Group (TCG 4), Dubai, United Arab Emirates.

Figure 2. European Union Classification of Learning Activities



Source: Capistrano, D. (2018, January). Development of SDG global indicator 4.3.1. Paper presented at the fourth meeting of the Technical Cooperation Group (TCG 4), Dubai, United Arab Emirates.

Figure 3. Proposed classification for indicator 4.3.1



For that reason, **this note recommends a third classification (Figure 3)** to address two issues:

- It recognizes that the preferred formulation of the question on non-formal education (see section 3 below) focuses on four types of categories: courses; workshops and seminars; guided on-the-job training; and private lessons.
- It makes use of the information collected to also cover thematic indicator 4.6.3, which is the *participation rate of illiterate youth/adults in literacy programmes*. Literacy programmes can be both formal and non-formal education activities. Admittedly, the number of participants in such programmes may be small, especially in richer countries, and administrative data would be more appropriate. But in the absence of a robust administrative system of data collection and given the fragmentation of provision in poorer countries, nesting literacy program questions within survey questions related to indicator 4.3.1 can provide a useful envelope.
- It makes use of the information collected to also cover thematic indicator 4.3.3, which is the *participation rate in technical-vocational programmes (15- to 24-year-olds) by sex*. As with literacy programmes, vocational programmes can be both formal and non-formal education activities. The same concerns also apply about the relative strengths of survey and administrative data.

Duration. The background paper recognizes that the duration of non-formal programmes can vary from one hour to 12 months or more and that countries have very different systems of non-formal education. This can affect the comparability of participation rates across countries. Nevertheless, it suggests setting no minimum duration for non-formal education to avoid another challenge, namely that most respondents would be unable to recall or specify the duration of a non-formal programme taken in the past 12 months, and therefore to facilitate data collection via surveys. **This note accepts this recommendation.**

Age. The background paper suggests the adoption of the widely used intervals of 15-24 (youth) and 25-64 (adults)¹. **This note accepts this recommendation** but asks what the value of capturing the percentage of, say, youth who attend upper secondary (ISCED 3) or university education (ISCED 5 and above) might be, since this is not the intention of the indicator. For that reason, the formulation of the questions matters to ensure those types of education of potential interest for policy makers are captured (see below).

2. Methodology

The background paper considers that, given the multiplicity and heterogeneity of methodologies for non-formal education participation, different data sources may need to be combined to gather relevant information, including administrative data. However, **this note recommends that:**

¹ Note that the EU Adult Education Survey is scheduled to extend its reference age group from 25-64 to 18-64 years from the next round. The EU Labour Force Survey uses the age reference group 15-64 years. It currently asks education related questions for the past 4 weeks prior to the survey but will extend this to the past 12 months, excluding the category of guided on the job training every second year.

- a **single household/labour force survey source be used for indicator 4.3.1** to avoid the considerable risks of applying inconsistent definitions and duplicating participation rates;
- while a single household/labour force source would also be preferred for indicators 4.6.3 and, especially, 4.3.3, it is recognized that the small number of participants in such programmes in many countries may not be captured by survey data so administrative data could be used instead.

3. Formulation

Based on the preceding discussion, this section recommends specific formulation of questions that could be adopted in related questionnaires across countries.

In principle, the reporting of indicator 4.3.1 *does not require* formal and non-formal education to be distinguished. In that sense, *one option would be to ask a single, very generic question about any education activity among youth and adults*. However, this is not likely to be relevant for policy makers. Therefore, **this note recommends that the following questions are included in surveys**.

Formal education

[Using the EU Adult Education Survey formulation]

During the last 12 months, that is since (specify: month, year)

- *F1. Have you been a student or apprentice in formal education or training?* [Yes/No]
If yes:
- *F2. What was the level of the most recent formal education or training activity?* [ISCED 1-8]

[Additional options to capture indicators 4.3.3 and 4.6.3]

- *F3. Was the most recent formal education or training activity a technical or vocational programme?* [Yes/No] (for indicator 4.3.3)
- *F4. Was the focus of the most recent formal education or training activity to improve your literacy skills?* [Yes/No] (for indicator 4.6.3)

[Or the OECD PIAAC formulation]

- *Have you studied for any formal qualification, either full-time or part-time?* [Yes/No]
- *What was the level of this qualification?* [ISCED 1-8]

Non-formal education

[Using the EU Adult Education Survey formulation]

During the last 12 months, that is since (specify: month, year)

- *NF1. Have you participated in any of the following activities with the intention to improve knowledge or skills in any area (including hobbies) either in leisure time or in working time?*

- *a course?* [Yes/No]
- *a workshop or seminar?* [Yes/No]
- *guided on-the-job training?* [Yes/No]
- *a private lesson?* [Yes/No]

[Additional options to capture indicators 4.3.3 and 4.6.3]

If yes:

- *NF2. Was any of these education or training activities a technical or vocational programme?*
[Yes/No] (for indicator 4.3.3)
- *NF3. Was the focus of any of these education or training activities to improve your literacy skills?*
[Yes/No] (for indicator 4.6.3)

Note that the precise formulation of these questions has to be decided with full consideration of the **sequence** of other education-related questions for household members in the existing questionnaire.

Using these formulations as a basis, and in agreement with the background paper, **this note recommends that surveys avoid imprecise or restrictive formulations in relevant questions.**

For example:

- Avoid restricting the question to vocational training
e.g. *In the last 12 months, have you attended any vocational training?*
or In the last 12 months, have you attended courses for vocational qualification?
or In the last 12 months, have you participated in any business, entrepreneurship, or microenterprise development training?
or In the last 12 months, have you ever completed any technical/vocational training such as auto or engine mechanics, carpentry, typing, computer, tailoring etc.
- Avoid including informal education
e.g. *In the last 12 months, did you receive any other type of learning (traditional, non-formal, self-learning, other)?*
- Avoid using a different or unclear reference period
e.g. *In the last year, have you attended any vocational training?*
or In the last 4 weeks, did you attend any seminars, courses or conferences?
or Have you ever had a training or course and received a certificate?

4. References

Capistrano D. (2018) TCG4: Development of SDG global indicator 4.3.1, TCG4/12

Larsson L. (2018) Note on three different sources for information on indicator 4.3.1 in OECD and EU countries, Statistics Sweden

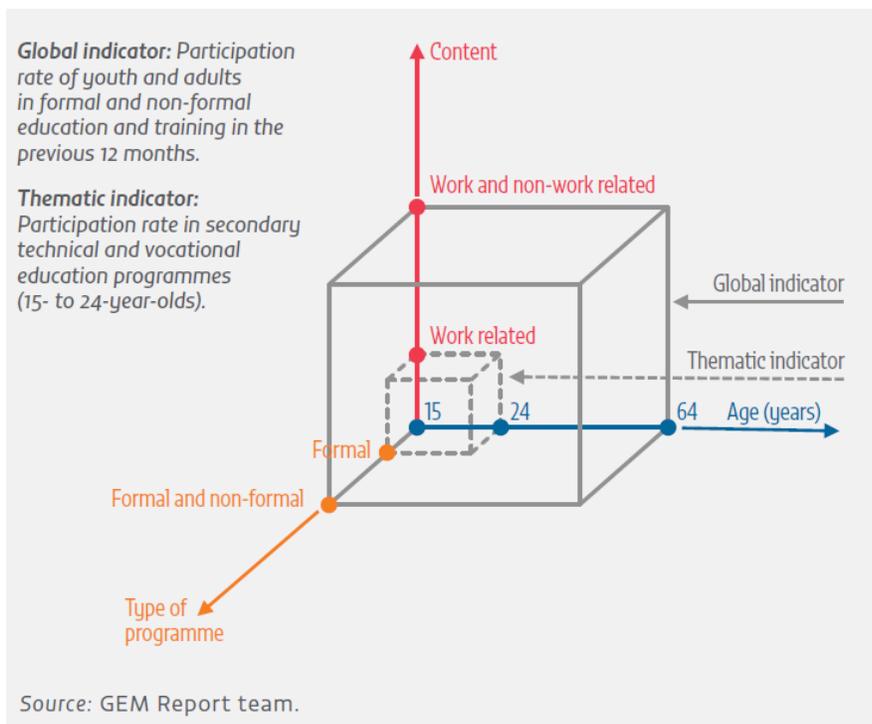
5. Annex: Relation between indicators 4.3.1 and 4.3.3

Two target 4.3 indicators are closely related. The global indicator 4.3.1 is the youth and adult participation rate in formal and non-formal education and training in the previous 12 months. Thematic indicator 4.3.3 is the youth participation rate in technical and vocational education.

Arguably, the thematic indicator is nested within the global indicator on three dimensions (**Figure A1**).

- First, the global indicator covers the entire adult age range (15 to 64 years), while the thematic indicator is limited to youth (15 to 24 years).
- Second, the global indicator covers work and non-work related education, whereas the thematic indicator refers only to the former.
- Third, the global indicator refers explicitly to formal and non-formal programmes, while the thematic indicator currently only covers formal secondary programmes, thus underestimating the breadth of education and training opportunities.

Figure A1. Relationship between two target 4.3 indicators by age, programme type and education content



Annex II: Consultation on Indicator 4.3.1

The following options related to the methodological development of indicator 4.3.1 were reviewed by the WG in May 2018 and all TCG members in August and September 2018.

Issue	Options	Pros	Cons
1. Age range for data collection	a) 15-64 years	i) Covers minimum ages needed for "youth" and "adults".	i) Excludes population 65+ years.
	b) 15+ years	i) Includes population 65+ years.	i) Would require change in the target population for some countries.
2. Duration of programmes	a) No minimum duration for participation	i) More reliable in surveys as respondents may not recall duration.	i) Programmes can last from less than one day to 12 months. ii) Reduced comparability.
	b) Minimum duration must be met to count as participation in programme	i) Higher comparability because less variation in duration of programmes.	i) Less reliable in surveys because respondents may not recall minimum duration. ii) Minimum duration must be defined and may be arbitrary.
3. Internships	a) Internships should be counted as part of education and training	i) Internships can be an important aspect of education and training, especially for TVET among youth.	i) Monitoring whether the training is "guided" can be difficult.
	b) Internships should not be counted as part of education and training	i) Avoids the difficulty of monitoring whether training is "guided".	i) Internships can be an important aspect of education and training.
4. Distinction between formal and non-formal education	a) Distinguish between formal and non-formal education	i) Possible to disaggregate indicator 4.3.1 (and indicators 4.3.3 and 4.6.3) by type of education. ii) Data are comparable across countries if the same standards for data collection and reporting can be applied.	i) The boundary between formal and non-formal education is difficult to define. ii) The indicator definition does not require differentiating between formal and non-formal education for 4.3.1 (and 4.3.3 and 4.6.3).

	b) Do not distinguish between formal and non-formal education	i) Some countries find it difficult or less relevant to distinguish between the two types of education. ii) The indicator definition does not require differentiating between formal and non-formal education for 4.3.1 (and 4.3.3 and 4.6.3).	i) It would not be possible to disaggregate indicator 4.3.1 (and 4.3.3, 4.6.3) by type of education (formal vs. non-formal). ii) Data may not be comparable across countries because scope of education included in data collection may be different.
5. Classification of formal and non-formal education (if collected separately)	a) Based on ISCED 2011: Non-formal education comprises: i) alternative to initial education, and ii) life/work skills and social/cultural development	i) Universally agreed standard classification.	i) Reduced precision because of use of broad categories. ii) Less useful for policy making because nature of non-formal education (course, workshop/seminar, on-the-job training, private lesson) is unknown.
	b) Based on Adult Education Survey: Non-formal education comprises: i) courses; ii) workshops and seminars; iii) guided on-the-job training; and iv) private lessons	i) Already in use (in the EU).	i) More associated with work.
6. Nested relationship of indicators 4.3.1, 4.3.3 and 4.6.3	a) Do not include questions on TVET and literacy programmes.	i) Questionnaire can be shorter.	i) Less information is collected.
	b) Include questions on TVET (for 4.3.3) and literacy programmes (for 4.6.3).	i) Data for three indicators (4.3.1, 4.3.3, 4.6.3) can be collected with one set of questions. ii) Advantageous to have one consistent framework for data collection and analysis.	i) More difficult to implement in surveys because it requires more questions. ii) Sample size may be too small to collect reliable data on TVET and literacy programmes.

	c) Only include questions on TVET and literacy programmes if participation rates are above a threshold that will yield sufficiently large samples for analysis.	i) Same as 6.b. ii) Lower response burden in countries where participation in TVET and literacy programmes is very small.	i) Participation rates may not be known in advance of the survey. ii) Alternative data sources on TVET and literacy programmes will have to be found.
7. Survey questions	a) Minimal: Participated in any education and training programme	i) Easier to include in surveys, reduced response burden. ii) Can provide relevant information if combined with other education questions usually present in surveys.	i) Low policy relevance, fewer options for analysis. ii) Reduced comparability.
	b) Distinguish between formal and non-formal education: standard question for each with a subsequent question on level (for formal education) and type (for non-formal education) of programme	i) Higher policy relevance. ii) More aligned with the target.	i) Formal and non-formal education must be well defined. ii) Lower response rates and possible data error due to respondents not understanding. iii) Higher cost for interviewer training.
	c) Distinguish between formal and non-formal education (as in 7.b), and ask additional questions about participation in TVET and literacy programmes	i) Same as 7.b. ii) Allows collection of data for indicators 4.3.3 and 4.6.3 (see issue 6). iii) Most options for analysis, most policy relevant.	i) Same as 7.b. ii) Increased number of questions.

Annex III. Summary of consultation of TCG members in August-September 2018: Recommendations for data collection on indicators 4.3.1, 4.3.3 and 4.6.3

Respondents to survey

- Armenia
- Bangladesh
- Bangladesh, Campaign for Popular Education
- Bolivia
- Brazil
- Canada
- China
- China, National Institute of Education Sciences
- European Commission
- Fiji
- France
- Germany
- Mexico
- Republic of Korea
- Russian Federation
- Saudi Arabia
- Sweden

Summary of responses

This section lists the issues that were mentioned in the consultation, the options that were recommended by the WG members, and the votes by the participants from the TCG.

1. Age range for data collection

- a) **15-64 years** [recommended by WG]: 15 x 1st
- b) 15+ years: 1 x 1st, 2 x 2nd

The majority of TCG respondents preferred **option a)** because it covers youth and adults and because it aligns with the target population of labour force surveys.

2. Duration of programmes

- a) **No minimum duration for participation** [recommended by WG]: 9 x 1st, 3 x 2nd
- b) Minimum duration must be met to count as participation in programme: 7 x 1st

The majority of TCG respondents chose **option a)**, which had been recommended by the WG in spite of some concerns about cross-country comparability of collected data. Reasons for the recommendation include: possible recall problems among survey respondents about the duration of programmes, and simplicity during data collection.

3. Internships

- a) **Internships should be counted as part of education and training:** 13 x 1st
- b) Internships should not be counted as part of education and training: 2 x 1st, 3 x 2nd

The majority of TCG respondents preferred **option a)** because internships are seen as an important part of participation in non-formal education. By contrast, the WG could not agree on one of the presented options and decided that internships would not be specifically mentioned in the proposed survey questions. However, it was assumed that the reference to “guided on-the-job training” in the proposed question about non-formal education would be understood to include internships by many respondents.

4. Distinction between formal and non-formal education

- a) **Distinguish between formal and non-formal education** [recommended by WG]: 14 x 1st, 1 x 2nd
- b) Do not distinguish between formal and non-formal education: 2 x 1st, 2 x 2nd

A large majority of TCG respondents preferred **option a)**, which had been recommended unanimously by the WG.

5. Classification of formal and non-formal education (if collected separately)

- a) Based on ISCED 2011: Non-formal education comprises: i) alternative to initial education, and ii) life/work skills and social/cultural development: 3 x 1st, 2 x 2nd
- b) **Based on Adult Education Survey: Non-formal education comprises: i) courses; ii) workshops and seminars; iii) guided on-the-job training; and iv) private lessons** [recommended by WG]: 11 x 1st, 2 x 2nd

The majority of TCG respondents selected **option b)**, which had been recommended by the WG recommended because the classification is easier to understand for survey respondents than option a).

6. Nested relationship of indicators 4.3.1, 4.3.3 and 4.6.3

- a) Do not include questions on TVET and literacy programmes: 3 x 1st, 1 x 2nd, 2 x 3rd
- b) **Include questions on TVET (for 4.3.3) and literacy programmes (for 4.6.3)** [recommended by WG]: 8 x 1st, 3 x 2nd, 1 x 3rd
- c) Only include questions on TVET and literacy programmes if participation rates are above a threshold that will yield sufficiently large samples for analysis: 3 x 1st, 2 x 2nd

The majority of TCG respondents preferred **option b)**, which had also been recommended by the WG because it allows collection of data for three SDG indicators with a simple set of questions.

7. Survey questions

- a) Minimal: Participated in any education and training programme: 2 X 1st, 1 x 2nd, 2 x 3rd
- b) **Distinguish between formal and non-formal education: standard question for each with a subsequent question on level (for formal education) and type (for non-formal education) of programme:** 7 x 1st, 1 x 2nd
- c) **Distinguish between formal and non-formal education (as in 7.b), and ask additional questions about participation in TVET and literacy programmes** [recommended by WG]: 5 x 1st, 3 x 2nd, 1 x 3rd

Option c) had been recommended by the WG. Among respondents from the TCG, **option b)** was the first choice of the majority of respondents but **option c)** received more votes overall. If option c) is adopted, the **complete set of questions** recommended for data collection with surveys would be as follows. It should be noted that questions F3 and F4 about formal education in the proposal by Antoninis and Larsson referred to the “most recent formal education or training activity”, which could potentially lead to underreporting of participation in technical or vocational programmes or in literacy programmes, if a respondent participated in both types of programmes during the last 12 months. Questions F3 and F4 were therefore modified to refer to “any formal education or training activity during the last 12 months”, similar to the questions about non-formal education.

Formal education: During the last 12 months, that is since [specify: month, year]

- F1. Have you been a student or apprentice in formal education or training? [Yes/No]
If yes:
- F2. What was the level of the most recent formal education or training activity? [ISCED 1-8]
- F3. Was any formal education or training activity during the last 12 months a technical or vocational programme? [Yes/No] (for indicator 4.3.3)
- F4. Was the focus of any formal education or training activity during the last 12 months to improve your literacy skills? [Yes/No] (for indicator 4.6.3)

Non-formal education: During the last 12 months, that is since [specify: month, year]

- NF1. Have you participated in any of the following activities with the intention to improve knowledge or skills in any area (including hobbies) either in leisure time or in working time?
 - a course? [Yes/No]
 - a workshop or seminar? [Yes/No]
 - guided on-the-job training? [Yes/No]
 - a private lesson? [Yes/No]
 If yes:
- NF2. Was any of these education or training activities a technical or vocational programme? [Yes/No] (for indicator 4.3.3)
- NF3. Was the focus of any of these education or training activities to improve your literacy skills? [Yes/No] (for indicator 4.6.3)

Annex IV. Detailed results of TCG member consultation

1. Age range for data collection

a) 15-64 years

15 x 1st (ARM, BGD, BRA, CAN, CHN, NIES-CHN, EC, FJI, FRA, DEU, MEX, SAU, RUS, SWE, KOR)

Armenia: Option aligns with the target population of labour force surveys.

Brazil: As decided during the discussion at a virtual meeting that was held on 14 June.

Canada: unfortunately, there would be a slight misalignment with the universe for PIAAC (16-65), which is the current data source for this indicator for Canada

CAMPE-BGD: The classification of age 15-24, and 25-64 is good. But in many developing countries productive age to engage in the labour force is considered up to 45. Therefore, another slab 25-44 and 45-64 could be used for time series comparison and labour force planning

China: In order to compare the participation rate of youth and adults, we hope the interviewees should be divided by age group, such as 15-24, 25-34 etc.

NIES-CHN: In order to compare the participation rate of youth and adults, should we consider adding some age groups, such as 15-24, 25-34, etc.

Fiji: This age range captures the youths (15-24) and adults (25-65). Majority of the people will be in these age groups.

France: Covers target population in existing surveys (the other proposed age range would require a new data source).

Germany: In this age group the target population has a close(r) relation to the labour force. The denominator is not influenced so much by persons in retirement or questions of life span.

Saudi Arabia: it covers youth and adults and because it aligns with the target population of labour force surveys.

Sweden: Indicator 4.3.3 covers according to the definitions in Metadata only youth (15-24 years). The paper does not make reference to this. Should the age interval be extended to cover also adults? Then the Metadata should be revised.

b) 15+ years

1 x 1st (BOL)

2 x 2nd (FJI, MEX)

Armenia: "Goal 4" emphasizes the importance of promoting lifelong learning opportunities for all.

CAMPE Bangladesh: Above 65 years may be segregated as another option

Fiji: There may not be a significant number of adults participating in formal and non-formal education and training with age 65+.

Sweden: Will require a new data source so this is not an option.

2. Duration of programmes

a) No minimum duration for participation

9 x 1st (ARM, BGD, BOL, BRA, CHN, NIES-CHN, FRA, SWE, KOR)

3 x 2nd (FJI, DEU, MEX)

Brazil: As decided during the discussion at a virtual meeting that was held on 14 June.

Canada: Not sure that information would be meaningful if there is not at least a minimum duration. The bar is set quite low if a respondent only needed to have participated in a one hour programme in order to count towards the participation rate.

China: If it is unnecessary to compare the duration of programme , we choose a.

Fiji: There may be lack of consistency since there can be large variations in the duration of a program.

France: Provided that participation in formal and non-formal programmes is treated separately.

Germany: For about a quarter of all persons aged 15 years and older the questions of german LFS are responded in proxy interviews. Short programmes of some hours or days may presumably not be recognised in a household or family context.

Sweden: It will be difficult to collect data on participation in non-formal education with a minimum duration due to difficulties to recall during a 12 months period. Non-formal education and formal education will be separated and for formal education this is not a problems since the definitions in ISCED 2011 are followed.

b) Minimum duration must be met to count as participation in programme

7 x 1st (CAN, EC, FJI, DEU, MEX, SAU, RUS)

Fiji: A level of standard is maintained.

Germany: Only non-formal programmes of sustainable importance should be taken into account.

Saudi Arabia: Setting a minimum program duration increases the comparability of data collected across countries and support higher comparability

3. Internships

a) Internships should be counted as part of education and training

13 x 1st (ARM, BGD, BOL, CAN, CHN, NIES-CHN, FJI, FRA, DEU, MEX, SAU, SWE, KOR)

Canada: Despite the difficulties in monitoring whether the training is guided or not, these are internships are an important aspect of education and training. We also need to be very clear on what we mean by internships. It is very likely that this information will be very difficult to obtain.

CAMPE Bangladesh: Internship should be counted as part of education only in technical, vocational and other professional education. But emphasis is required on how those could be promoted by legal reforms, as and where possible.

China: The questionnaire should clearly define the internship.

China NIES: The questionnaire should clearly define the internship.

Fiji: Internships are an integral part of training, especially in TVET. The participants (youth/ adults) apply the skills and knowledge in internships. This can be considered as a part of education training in totality.

France: But not annually. Guided on the job training is an important part of participation in non-formal education. It might be difficult to measure annually since the burden on respondents has to be taken into account. In the EU countries, AES every fifth year will include guided on the job training but not the LFS (starting from 2021 participation in non-formal education excluding guided on the job training will be collected). Isolated and non-guided internships do not enter into the field of non-formal training.

Germany: Internships tend to be organised in some way and include educational components: therefore they should be taken into account as non-formal education.

Saudi Arabia: Internships an important aspect of education and training, especially for TVET among youth. In addition, inclusion of “guided on-the-job training” as one of the informal education styles in the questionnaire questions refers to internship

Sweden. Preferred option but not annually. Guided on the job training is an important part of participation in non-formal education. It might be difficult to measure annually since the burden on respondents has to be taken into account. In the EU countries AES every sixth year will include guided on the job training but not the LFS (starting from 2021 participation in non-formal education excluding guided on the job training will be collected)

b) Internships should not be counted as part of education and training

2 x 1st (BRA, EC)

3 x 2nd (FJI, DEU, MEX)

Brazil: As decided during the discussion at a virtual meeting that was held on 14 June.

Fiji: This will result in undermining the value of applying skills and knowledge in a practical situation

4. Distinction between formal and non-formal education

a) Distinguish between formal and non-formal education

14 x 1st (ARM, BGD, BRA, CAN, CHN, NIES-CHN, EC, FJI, FRA, DEU, SAU, RUS, SWE, KOR)

1 x 2nd (MEX)

Brazil: As decided during the discussion at a virtual meeting that was held on 14 June.

Canada: We would be able to populate this indicator much more frequently if the two could be separated. We have regular data on participation on formal education, but very irregular data on non-formal education.

CAMPE Bangladesh: Data should be available based on regional and cross country standards which will help in comparing among regions and country to country

Fiji: Both type are important. Although it is challenge to collect the information on non-formal education, the distinction is still important. This can help determine the extent of contribution of both.

France: For comparability between countries it is important to distinguish between participation in formal education and participation in non-formal education for indicator 4.3.1.

For indicator 4.6.3, in the Metadata the purpose is to show the participation of illiterate youth and adults in literacy programmes. It can therefore not be about participation in education and training activities to improve your literacy skills, which are much broader than to learn to read and write for illiterate. The proposed question does not capture the purpose as defined in Metadata. Clarification is needed on this point.

Germany: LFS questionnaires already include questions on formal educational programmes (EDUCLEVEL for participation in the last four weeks). The orientation is measured in variable EDUCVOC. Participation in education in the last 12 months should be included in future. It will not be necessary to ask this participation twice. In addition these important variables should not be weakened by adding non-formal programmes in the same question.

Saudi Arabia: i) Possible to disaggregate indicator 4.3.1 (and indicators 4.3.3 and 4.6.3) by type of education. ii) Data are comparable across countries

Sweden: For comparability between countries it is important to distinguish between participation in formal education and participation in non-formal education for indicator 4.3.1.

For indicator 4.3.3. it is unclear in Metadata if non-formal education should be covered (in the calculation method it is said that vocational education at secondary, post-secondary or tertiary levels should be calculated (which indicates that it should be formal education).

What is meant by technical and vocational studies? The simple question suggested in the paper will probably not work in a survey context. Cognitive tests are needed to test the question in different countries (if the respondents interpret the question correctly and understand what is meant by technical and vocational education). Can vocational and technical education be defined according to the international standard classification of education: Fields of education and training (ISCED-F)? We think that it is required to collect information about fields of education and training and not enough to have one simple question, to get comparability between countries.

For indicator 4.6.3, in the Metadata the purpose is to show the participation of illiterate youth and adults in literacy programmes. It can therefore not be about participation in education and training activities to improve your literacy skills, which are much broader than to learn to read and write for illiterate. The proposed question does not capture the purpose as defined in Metadata. Clarification is needed on this point.

b) Do not distinguish between formal and non-formal education

2 x 1st (BOL, MEX)

2 x 2nd (FJI, DEU)

Fiji: The information on the contribution of non-formal education may not be available.

Germany: Only non-formal programmes should be requested additionally. It should be checked if this include programmes of lifelong learning which are asked by programme orientation, too.

5. Classification of formal and non-formal education (if collected separately)

a) Based on ISCED 2011: Non-formal education comprises: i) alternative to initial education, and ii) life/work skills and social/cultural development

3 x 1st (NIES-CHN, FJI, KOR)

2 x 2nd (DEU, MEX)

CAMPE Bangladesh: Regional data may be collected

Fiji: Non-formal education is both related to work as well as lifelong skills and social/cultural development. This involves holistic development.

Germany: Following the insufficient ratios of our national LFS questionnaires for the variable on participation in lifelong learning programmes for private, life or social purposes it seems to be questionable if this could be collected in household surveys.

b) Based on Adult Education Survey: Non-formal education comprises: i) courses; ii) workshops and seminars; iii) guided on-the-job training; and iv) private lessons

11 x 1st (ARM, BOL, BRA, CAN, CHN, EC, FRA, DEU, SAU, RUS, SWE)

2 x 2nd (FJI, MEX)

CAMPE Bangladesh: Internship may be considered as an additional indicator

Fiji: This does not capture the value of lifelong skills and social/cultural development.

France: This will be used in EU. It is not necessary to get separate results for the types of non-formal learning activities since these are primarily used to help the respondent to recall the activities in which they have participated.

Germany: Easier to identify of vocational contents.

Saudi Arabia: it is easier to understand for survey respondents than option a.

Sweden: This will be used in EU. It is not necessary to get separate results for the types of non-formal learning activities since these are primarily used to help the respondent to recall the activities in which they have participated.

6. Nested relationship of indicators 4.3.1, 4.3.3 and 4.6.3

a) Do not include questions on TVET and literacy programmes.

3 x 1st (BOL, DEU, RUS)

1 x 2nd (MEX)

2 x 3rd (EC, FJI)

Brazil: Investigating youth and adult literacy programmes and technical or vocational programmes in the non-formal part should not be recommended because it comprises a lot of effort to gather information that is not necessarily critical for public policies. However, it should be considered in the formal part (as guidelines and not as specific questions).

CAMPE Bangladesh: Competency based tests may be introduced

Fiji: Very little information is collected. Important information on TVET and literacy programmes may not be available.

Germany: Presumably literacy programmes could not be requested successfully in LFS due to prudency and self-discrimination of respondents.

b) Include questions on TVET (for 4.3.3) and literacy programmes (for 4.6.3).

8 x 1st (ARM, BGD, CAN, CHN, NIES-CHN, FRA, SAU, SWE)

3 x 2nd (EC, FJI, MEX)

1 x 3rd (DEU)

Fiji: Data may be collected regarding programmes that are not significant.

France: Preferably through administrative sources but for countries not able to get the results from administrative sources, surveys can be used, however it will not work to use the suggested simple questions (see comments in point 4). For indicator 4.3.3. it is unclear in Metadata if non-formal education should be covered (in the calculation method it is said that vocational education at

secondary, post-secondary or tertiary levels should be calculated (which indicates that it should be formal education).

What is meant by technical and vocational studies? The simple question suggested in the paper will probably not work in a survey context. Cognitive tests are needed to test the question in different countries (if the respondents interpret the question correctly and understand what is meant by technical and vocational education). Can vocational and technical education be defined according to the international standard classification of education: Fields of education and training (ISCED-F)? We think that it is required to collect information about fields of education and training and not enough to have one simple question, to get comparability between countries.

Germany: see 6.a)

Saudi Arabia: it allows collection of data for three SDG indicators with a simple set of questions.

Sweden: The simple questions suggested will probably not work. Preferably through administrative sources but for countries not able to get the results from administrative sources, surveys can be used, however it will not work to use the suggested simple questions (see comments in point 4).

c) Only include questions on TVET and literacy programmes if participation rates are above a threshold that will yield sufficiently large samples for analysis

3 x 1st (EC, FJI, KOR)

2 x 2nd (DEU, MEX)

CAMPE Bangladesh: Good suggestion to explore and use alternative data source. Quality and practice hours should also be considered

Fiji: The data will be reliable. This will provide information regarding the more popular (commonly offered) TVET and literacy programmes.

Germany: Only collect TVET programmes (already included in LFS in questions for participation in the last 4 weeks (EDUCVOC).

7. Survey questions

a) Minimal: Participated in any education and training programme

2 X 1st (BOL, KOR)

1 x 2nd (MEX)

2 x 3rd (FJI, DEU)

Brazil: It is not necessary to recommend a set of questions related to formal education. The methodological recommendation should provide guidelines on what types/levels of formal education countries must include in this part of the indicator 4.3.1, based on ISCED. Specific questions should be limited to the non-formal part (only NF1).

Fiji: The information collected may not provide in depth information and lacks analysis.

b) Distinguish between formal and non-formal education: standard question for each with a subsequent question on level (for formal education) and type (for non-formal education) of programme

7 x 1st (CAN, EC, FJI, FRA, DEU, RUS, SWE)

1 x 2nd (MEX)

Fiji: This may be a balance between 7.a and 7.c. There will be sufficient information captured.

Germany: Participation in formal programmes should already be counted in LFS by level and orientation. Data on participation in formal programmes should be about the same than in UOE data collection.

c) Distinguish between formal and non-formal education (as in 7.b), and ask additional questions about participation in TVET and literacy programmes

5 x 1st (ARM, BGD, CHN, NIES-CHN, SAU)

3 x 2nd (EC, DEU, MEX)

1 x 3rd (FJI)

Fiji: There may be too many questions to fill.

Germany: see question 6

Saudi Arabia: questions F3 and F4 about formal education in the proposal by Antoninis and Larsson referred to the “most recent formal education or training activity”, which could potentially lead to underreporting of participation in technical or vocational programmes or in literacy programmes

8. Other (please specify)

No responses were provided in this section.

9. Other comments

Bangladesh:

- a) Terminology, Training, documentation: The importance of training for interviewers was emphasized during the meeting, so that interviewers can explain all terms and concepts from the survey questions to interviewees. In the case of online surveys, respondents must be able to find complete documentation on all terms that may be unfamiliar.
- b) Relevance of non-formal education: During the meeting it was acknowledged that non-formal education is important in developing countries-more than in developed countries -and that it must therefore be considered during data collection,
- c) Frequency of data collection: The frequency of data collection on different forms of education varies. For formal education, data are usually available annually, while for other forms of education, e.g. participation in literacy programmes (as in the adult education survey), data

may only be collected every 5 or 6 years. The WG recommends annual data collection for formal education and that the frequency of data collection for non-formal education can be decided by the countries.

Bolivia:

- a) It is necessary to consider that the introduction of the proposed questions in the correspondent household surveys actually applied by countries would demand an initial evaluation of feasibility and processes with the correspondent grades of difficulty in each country.
- b) Data gathered by household surveys in Bolivia, take into account the current year in which it is being applied, contrary to the proposed temporary period (last 12 months) of the document; this might exclude some target population in our case (Bolivia) depending on the month of the year the survey is being applied.

Brazil:

Since countries already have their own tested structure for questions on participation in formal education (including youth and adult literacy programmes and technical or vocational programmes) and since we are going to distinguish between formal and non-formal education, I don't think it is necessary to recommend a set of questions related to formal education. The methodological recommendation should provide guidelines on what types/levels of formal education countries must include in this part of the indicator 4.3.1, based on ISCED.

I suggest that questions should be limited to the non-formal part. In addition, this part should consider only NF1 (based on the definition of non-formal education by the Adult Education Survey), which is already a significant challenge. Therefore, I think that investigating youth and adult literacy programmes and technical or vocational programmes **in the non-formal** part should not be recommended because it comprises a lot of effort to gather information that is not necessarily critical for public policies.

The proposed survey questions on formal and non-formal education for indicator 4.3.1 could be modified as follows:

Formal education: Define level and type of formal education as collected by countries' household surveys (including youth and adult literacy programmes and technical or vocational programmes).

Non-formal education: During the last 12 months, that is, since [specify: month, year]

- NF1. Have you participated in any of the following activities with the intention to improve knowledge or skills in any area (including hobbies) either in leisure time or in working time?
 - a course? [Yes/No]
 - a workshop or seminar? [Yes/No]
 - guided on-the-job training? [Yes/No]
 - a private lesson? [Yes/No]

If yes:

~~· NF2. Was any of these education or training activities a technical or vocational programme? [Yes/No] (for indicator 4.3.3)~~



~~· NF3. Was the focus of any of these education or training activities to improve your literacy skills?
[Yes/No] (for indicator 4.6.3)~~

CAMPE Bangladesh:

- a) Teacher competency and training related issues may be included
- b) data management system should be identified

Germany:

- a) It is important to note that LFS based data on adult learning is used for monitoring the ET2020 lifelong learning benchmark. It does not seem fruitful to have a parallel question on (youth and) adult learning in the LFS. It is important to maintain consistency when capturing adult learning.
- b) It could be useful to include Eurostat in the process.

Sweden:

- a) Annually monitoring of indicator 4.3.1
- b) Annually monitoring of participation in formal education for indicator 4.3.1, Participation in non-formal education in indicator 4.3.1 can be monitored less frequently (every second year, every sixth year, and every tenth year)