

**Survey Methodology
Survey on Adult Population
Involvement in Learning Ac-
tivities 2016
AES-2016:**



INSTITUTO NACIONAL DE ESTADÍSTICA

**Subdirectorato-General for
Sectoral Social Statistics
INE**

Table of Contents

1. Introduction	4
2. Objectives of the AES	5
3. Survey scope	6
3.1 Population scope	6
3.2 Geographical scope	6
3.3 Time scope	6
3.4 Periodicity of the survey	6
4. Concepts and definitions	6
4.1 Criteria used to distinguish between formal, non-formal and informal education	10
4.1.1 Formal education versus non-formal education	10
4.1.2 Informal learning versus formal and non-formal education	11
4.1.3 Case examples of formal education, non-formal education and informal learning activities	11
5. The questionnaire.	12
5.1 Main features to be investigated in the survey	13
5.2 Classification Variables	13
5.3 Questionnaire design	14
6. Sample design	16
6.1 Sample Framework	16
6.2 Notes on the CHS sample design	16
6.3 Type of sampling	17
6.4 Sample size. Allocation	18
6.5 Estimators	19
6.6 Estimates of sample errors	20
7. Information collection	21

7.1 Collection method	21
7.2 Collection elements	21
7.3 Collection indicators	21
8. Processing of information	22
8.1 Results tables	22
9. 6. Dissemination of the results	24
Annex 1. Classifications	26

1. Introduction

Lifelong learning¹ has been at the heart of European policy debate ever since the European Union named 1996 as the "European Year of Lifelong Learning" and has since become a horizontal objective of the European Employment Strategy.

The Lisbon European Council in March 2000 was a turning point. Lifelong learning was included in the Council conclusions as one of the key elements in achieving the strategic objective of making the European Union the most competitive and dynamic knowledge-based economy.

In 2001, a "Memorandum on Lifelong Learning" was drawn up, which, after gathering feedback from European institutions and citizens, was reflected in the European Commission's Communication "Making a European Area of Lifelong Learning a Reality"

One of the main contributions of this communication was to propose a definition of lifelong learning. It is regarded as "any learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences, from a personal, civic, social and/or employment-related perspective".

The Barcelona European Council in March 2002 established a detailed action plan for the follow-up of the Lisbon objectives in education and training.

Even then, the need for EU indicators is mentioned, such as, among others, the percentage of the population between 25 and 64 years of age participating in education or training.

Eurostat launched a Task Force to measure lifelong learning in 2000, the conclusions of which were discussed at a seminar sponsored by the European Advisory Committee on Statistical Information in the Economic and Social Spheres (CEIES). As a consequence, in the same year Eurostat proposed the creation of a European statistical information system on adult education, based on three main sources:

- The use of administrative data on regular education and training systems, including the joint UOE questionnaire (UNESCO-OECD-EUROSTAT), which is now widely developed.
- A survey of companies specialising in the provision of vocational training for companies (Continuing Vocational Training Survey (CVTS)).
- A household survey on adult participation in learning, education and training: Adult Education Survey (AES), discussed in this methodology.

The AES is the European component of the system for producing statistics on adult education and its Spanish version is the *Encuesta sobre la Participación de la Población Adulta en las Actividades de Aprendizaje* (Survey on the Involvement of the Adult Population in Learning Activities).

¹ The terms *education* and *learning* are sometimes mentioned interchangeably throughout the document. According to the Real Academia de la Lengua (Spanish Royal Language Academy), education is defined as the action or effect of educating, and also as instruction by means of a teaching action. To educate is a transitive verb (to educate someone). Learning is defined as the action and effect of the act of learning, which is defined as acquiring knowledge of something through study or experience. Although both concepts are very similar, they are not synonymous and that is why the use of the term learning is preferred, which more precisely defines the set of activities studied in this research.

The other two components of the adult education production system are the Labour Force Survey (LFS) and the Continuing Vocational Training Survey (CVTS). For the latter two sources of information, the LFS provides information on the annual evolution of a limited set of indicators, while the CVTS provides data on business activities for the development of employee skills.

The AES has been conducted twice before, in 2006 and 2011. The latter relates to 2016 and is subject to Commission Regulation (EU) No 1175/2014 of 30 October 2014. It is also included in the National Statistical Plan 2012-2016.

2. Objectives of the AES

The EADA aims to obtain information on adult learning activities carried out during the 12 months prior to the interview, as an approximation of the lifelong learning phenomenon.

The main aim of the survey is to measure the participation of the adult population (between 18 and 64 years old) in activities carried out with the intention of learning or acquiring knowledge or skills. It will attempt to answer the following questions:

- Who are the learners?
- How do these people participate in formal and non-formal education and informal learning activities?
- How much time do they spend on learning?
- What are the characteristics of the educational and learning activities in which they have participated?
- What difficulties do these people encounter if they do not participate in educational and learning activities?
- Who pays for the learning activities?
- What part of the education and learning activities is provided by employers?

In short, to attempt to respond to political and social information needs in the field of lifelong learning.

Knowledge on the participation of adults in learning activities requires not only quantifying and classifying these activities but also relating them to other aspects that allow a more effective analysis, such as obstacles or difficulties in learning or the accessibility of information on learning opportunities.

It is also important to know the characteristics and educational trajectory of the population we are studying, in order to use this information as a basis on which to draw conclusions regarding participation in education and learning activities.

The study that the survey proposes on linguistic knowledge deserves a special mention, being a unique source for obtaining this information.

3. Survey scope

3.1 Population scope

The population scope of the survey is made up of people between the ages of 18 and 64, both included, who live in family households. Persons of said ages resident in institutions or collective establishments are excluded.

3.2 Geographical scope

The geographical scope is the whole Spanish territory.

3.3 Time scope

The reference period or time scope for studying participation in training activities that has been considered most convenient is one year, considering the twelve months prior to the interview. The collection period lasted 8 weeks, from 3 February to 31 March 2017.

3.4 Areas of the survey

Currently, the periodicity of the survey is every five years, although the possibility of carrying it out more frequently is being studied.

4. Concepts and definitions²

Lifelong learning is defined as "any learning activity undertaken throughout life, with the aim of improving or increasing knowledge, skills and competences, from a personal, civic, social and/or employment-related perspective".

Learning activities are defined as "an individual's activities organised with the intention of improving or broadening his/her knowledge, skills and competences". The two fundamental criteria to distinguish learning activities from non-learning activities for their adequate statistical processing must be verified: a) the action must be deliberate, i.e. the action has a predetermined purpose of learning and b) the action must be organised to achieve that purpose in some way, including the possibility of being self-organised.

Deliberate learning is defined as "a deliberate pursuit of knowledge, skills, competencies or attitudes that are continuous". The purpose of learning, formulated before starting the activity by the student or by another individual, is therefore the crucial criterion.

Organised learning is "that planned according to a pattern or sequence with explicit or implicit objectives". This requires a provider agent (person or persons or body) who establishes the learning environment and a teaching method through which communication is organised.

Learning activities can be classified into four broad categories: formal education, non-formal education, informal learning and incidental/fortuitous learning.

If we consider the definition of learning activities that we have adopted, incidental learning should be excluded from statistical observation and from the scope of the classification of learning activities and the survey, as it is not deliberate. The scope of research is therefore reduced to the first three categories.

- Formal Education

² For further information on these concepts, see 'Classification of learning activities (CLA) 2015 - manual' and the National Classification of Education (CNED-2014).

- Non-formal education
- Informal learning

The definitions currently used for these three broad categories are as follows:

Formal education is defined as "education that is institutionalised³, intentional and planned by public organisations and private bodies accredited for this purpose, which together constitute the country's formal education system. By definition, formal education programmes and corresponding certifications are officially recognised.

The main component of formal education is initial education, defined as that which is intended for adolescents and young adults before their incorporation into the labour market, and which is made up of full-time educational programmes, integrated into continuous itineraries and provided by specific entities for this type of education (schools, institutes, universities and other institutions). Formal education is therefore related to the educational stage prior to entering the labour market, although partially delivered programmes in the workplace may also be considered as part of formal education if they lead to certification of the formal education and training system. It also includes education intended for any age at which the content of the resulting programmes or certifications are equivalent to that of initial education.

Non-formal education It is defined as "institutionalised education, intended and organised by an education provider but not standardised. Non-formal education is defined as an alternative or supplement to the formal education of people, within the process of education and lifelong learning. It is aimed at all age groups, programmes are of lesser duration and/or intensity (usually in the form of courses, seminars or workshops) and are not necessarily integrated into defined courses".

"In general, non-formal education leads to accreditations that are not officially recognised or may not even be reflected in any accreditation. However, it is possible to obtain educational certifications by official validation of knowledge acquired exclusively through participation in non-formal programmes.

Non-formal learning can therefore take place both within and outside educational institutions and cater to people of all ages. It can cover adult literacy, out-of-school basic education, life skills, work skills and general culture. Non-formal learning programmes need not necessarily follow the educational ladder, and may have a different durations.

Such activities include education and training activities irrespective of their duration or purpose (work-related or for personal reasons): private lessons, courses, conferences, talks, workshops, seminars and also activities aimed at preparing for a job.

We can classify non-formal education activities as follows:

- Private lessons or courses (classroom teaching, lectures or theoretical and practical courses): A course is defined as "a planned series of individual learning activities relating to a particular topic and provided by the same entity". The courses are taught by one or more persons specialised in the field(s) of education and training.

³ Education is said to be institutionalised when there is an organisation that provides a structured set of elements designed specifically for education and learning, such as the pupil/teacher relationship or other similar interactions.

They can take place in one or several locations:

- through classroom teaching (including lectures): It includes learning organised in a classroom for a group of people and is based on the transmission of knowledge by a teacher/tutor with the intention of educating.
- Combined theoretical/practical courses (workshops), i.e. all courses that combine classroom teaching (theoretical) with practice in real or simulated situations. It also includes sessions that combine theoretical instruction with practical training provided during a conference or congress that may bear the names "workshop", "seminar", "tutorial" or another.
- Courses that are conducted through open and distance learning, i.e., courses that are similar to face-to-face courses, i.e., may have elements such as registration, tutorials and examinations, but take place through postal correspondence or by electronic means, and that relate instructors and students, who are not together in a classroom. This type of course involves interaction between instructor and student, although not simultaneously, but with some delay.
- Private lessons: a planned series of learning experiences offered by experts or others acting as experts, selected to deepen knowledge or skills, to learn more intensively and usually by only one or very few learners. Typically, the tutor (an individual) is also the 'provider' and education is their main activity.

In the case of private lessons, if the intention of the teacher or tutor is to help the learner within the framework of a social or family relationship, it should be considered as informal learning.

- Job-training oriented: This type of learning is characterised by planned periods of training, instruction or practical experience, using normal working tools, either in the immediate workplace or in a simulated work situation with the presence of a tutor (who does not have to be physically present, but can give instructions by telephone or by other means). It is usually organised by employers to facilitate the adaptation of staff, including in situations of relocation, re-employment and seasonal work in their current or new jobs. It may include general company training (organisation, operating procedures, etc.), as well as specific work instructions (health and safety, work practices).

Notwithstanding the above, for the purposes of this survey, non-formal education activities will be classified under:

- Training planned for a job (organised by the employer and directed by a teacher or instructor, e.g. training for new tasks, new computer applications, handling of work tools or machinery, etc.).
- Workshops (courses, workshops or seminars held in the workplace or in free time that combine theory and practice, such as computer or cooking courses, driving licence courses, etc.).
- Courses, (theoretical courses, both in classrooms and at a distance, held in the workplace or in free time, lectures or conferences such as, for example, law courses, history or art conferences, ...).

- Private lessons given by a specialist teacher who is remunerated for these activities such as, for example, classes in mathematics, piano, languages,...

Informal learning, which is defined as "deliberate learning, but is less organised and less structured and may include, for example, learning events (activities) that take place in the family, in the workplace, and in each person's daily life". It is not institutionalised.

Informal learning activities can be classified by the means of learning:

- Learning from a family member, friend or co-worker, i.e. lessons provided by household members or others, such as family members, acquaintances or neighbours.
- The use of printed materials (books, magazines, etc.), i.e., studying a topic with books, professional journals, etc.
- Use of computers (with or without an Internet connection), for example, using internet teaching materials
- Through the television / radio / DVD, for example, watching a documentary on TV or listening to a foreign language on the car radio.
- Through guided visits to museums or historical, natural or industrial sites.
- Through visits to libraries or other similar centres

4.1 Criteria used to distinguish between formal, non-formal and informal education

There are a number of operational criteria used to distinguish between broad categories of learning activities according to their conceptual definitions. These are described below:

4.1.1 Formal education versus non-formal education

Formal and non-formal learning are both included in the framework of education. The fundamental criterion that distinguishes formal education from non-formal education is the following: if the learning activity is officially recognised by the educational authorities it will be said that it is a formal activity, otherwise it is called non-formal.

In addition, several criteria must be taken into account to distinguish between formal and non-formal education activities:

- Duration: Educational programmes lasting less than one semester (less than 30 ECTS credits) are excluded from formal education. Although they meet the other criteria, they should be considered as non-formal education.
- "Level hierarchy" criteria This is based on the definition in the National Classification of Education (CNED-2014), according to which a formal learning activity can be seen as a "continuum" of education that requires the successful completion of one grade level before moving on to the next.

- Admission Requirements: These generally refer to the age and level of education prior to admission into a formal educational activity, while those requirements may not exist for admission to a non-formal educational activity.
- Registration requirements: a formal education activity is usually subject to registration, i.e. it imposes a set of requirements that must be formally registered for enrolment in the activity. On the other hand, there is no need for such a requirement in non-formal education.

4.1.2 Informal learning versus formal and non-formal education.

A learning activity is considered informal when it is not institutionalised, i.e. it is less structured and can take place almost anywhere: with family, with friends, at work or even using means made available by education and training providers.

A learning activity is institutionalised when there is "an organisation providing structured measures, such as learner/teacher relationships and/or interactions, which are specially designed for education and learning".

Learning activities are institutionalised when the body/organisation providing the activity is responsible for determining at least the following points:

- The learning method (predetermined)
- the learning calendar
- the admission conditions
- The location of the learning facilities

4.1.3 Case examples of formal education, non-formal education and informal learning activities.

Some examples of educational activities and their classification according to the Classification of Learning Activities (CLA) are described below:

1. When are sports activities considered leisure activities and when are they learning activities?

Sports activities, if not formally organised and without a teacher or trainer involved, are not considered as learning and are merely physical maintenance programmes. There must also be an intention to learn. Play a game of football with other people is not a learning activity. Playing golf with a teacher to improve the handicap is not an educational activity, but playing golf with a teacher to learn the rules and strokes would be a non-formal educational activity

Courses for coaches, judges, referees... etc. that lead to a certificate or qualification that allows them to perform a special function should be considered as non-formal education. Studying at a university to obtain a Degree in Physical Activity and Sport Sciences would, however, be a formal educational activity.

2. What happens if an employer has a study centre where his employees can use the centre's material (electronic or paper) for their "self-learning" at that place or at home?

The study centre is a learning infrastructure but the activity is not institutionalised. In other words, the activity is "self-learning" and is classified as informal learning.

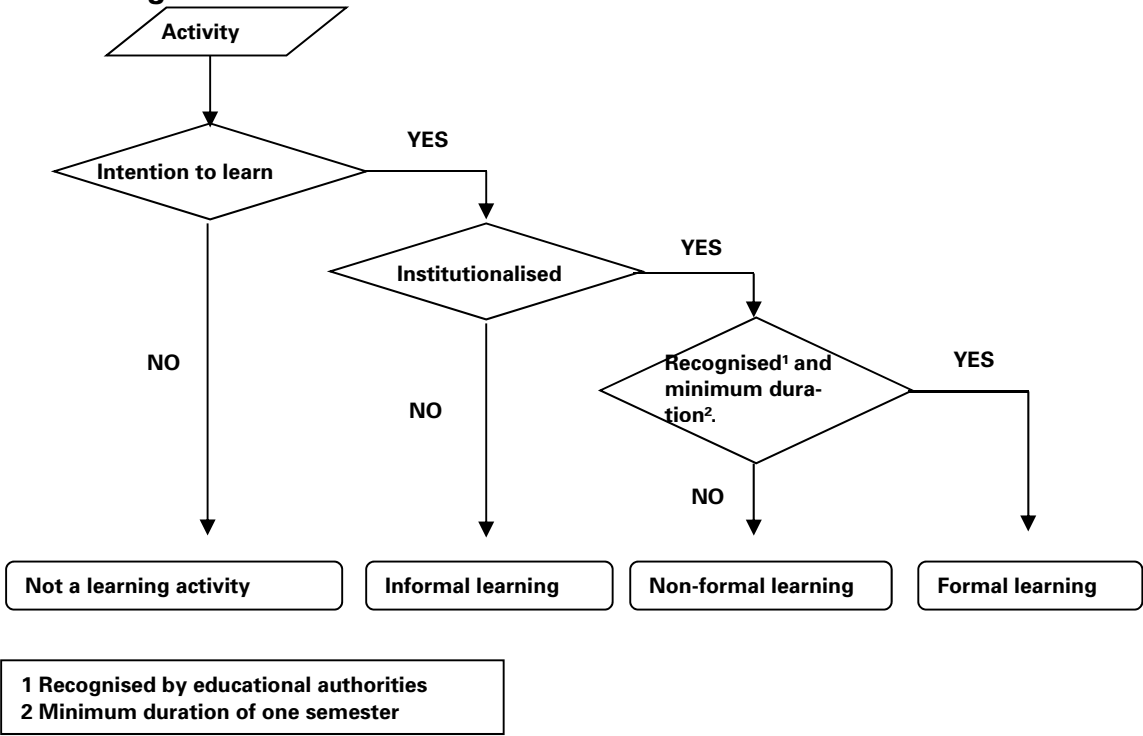
3. What about apprenticeship when the provider is an employer? Is it formal education?

If the employer offers this apprenticeship as part of a programme recognised by the educational authorities, then the activity is formal education.

If the person participates in a practical training after having received their qualification with the aim of being professionally recognised then it is work and not learning

A simple, clear and intelligible way of expressing the criteria to be used when making a decision on the allocation of learning activities into the three broad categories is presented in the following diagram.

Figure 1: Allocation of education and learning activities according to the 3 main categories



5. The questionnaire.

The European AES questionnaire was initially prepared for the pilot AES, which was carried out during the period 2005-2008. Its objective was to collect harmonised information on people's participation in any type of learning activities (formal, non-formal and informal), as well as work-related activities, time spent in education and training, social and cultural participation, ICT and language skills, as well as classification variables related to respondents' main characteristics.

Based on the experience of the pilot AES, the questionnaire model was further developed to include all basic social variables, some questions on the measurement of competences and outcomes of education and training, while other issues were improved or considered for exclusion.

Countries adapted their questionnaires to the European model questionnaire with as few deviations as possible in order to produce comparable statistics at EU level.

However, countries are allowed to include additional variables and questions only for national purposes, ensuring that this does not substantially increase the burden on respondents. The AES 2016 questionnaire is quite similar to that of 2011, although somewhat smaller, as it does not include the cultural participation nor the ICT use sections.

5.1 Main features to be investigated in the survey

The main characteristics to investigate in the survey are:

- Educational data of the person to be interviewed:
 - Level of education attained
 - Abandoned formal education or training
- Participation in formal education and training
 - Level of most recent formal education activity
 - Characteristics of most recent formal education activity
- Participation in non-formal education and training
 - Identification and general characteristics of up to 7 non-formal educational and training activities
 - Main characteristics of up to 2 non-formal educational and training activities chosen at random from among the previous 7
- Difficulties in participating in education
- Access to information on learning opportunities
- Participation in informal learning
- Language skills

5.2 Classification Variables

The classification variables will be the basic social variables, which are made up of several groups:

a) SOCIOECONOMIC CHARACTERISTICS OF THE SELECTED PERSON:

- Sex
- Age
- Nationality
- Country of birth

- Living together as a couple

- Limitations due to health problems

b) CHARACTERISTICS OF THE HOUSEHOLD IN WHICH THAT PERSON RESIDES:

- Size of the household

- Type of household

- Children under 14 years old in the household

- Net household income

c) SOCIO-ECONOMIC CHARACTERISTICS OF THE PERSON:

- Relationship with the activity

- Professional status of employed persons

- Main occupation

- Main activity of the work place

d) CHARACTERISTICS OF THE PLACE OF RESIDENCE OF THE SELECTED PERSON:

- Size of the municipality.

- Habitat

- Autonomous Community.

E) CHARACTERISTICS OF THE PARENTS OF THE SELECTED PERSON:

- Birthplace of the father and mother

- Maximum level of education attained by the father and mother

f) MAXIMUM LEVEL OF EDUCATION ATTAINED BY THE SELECTED PERSON

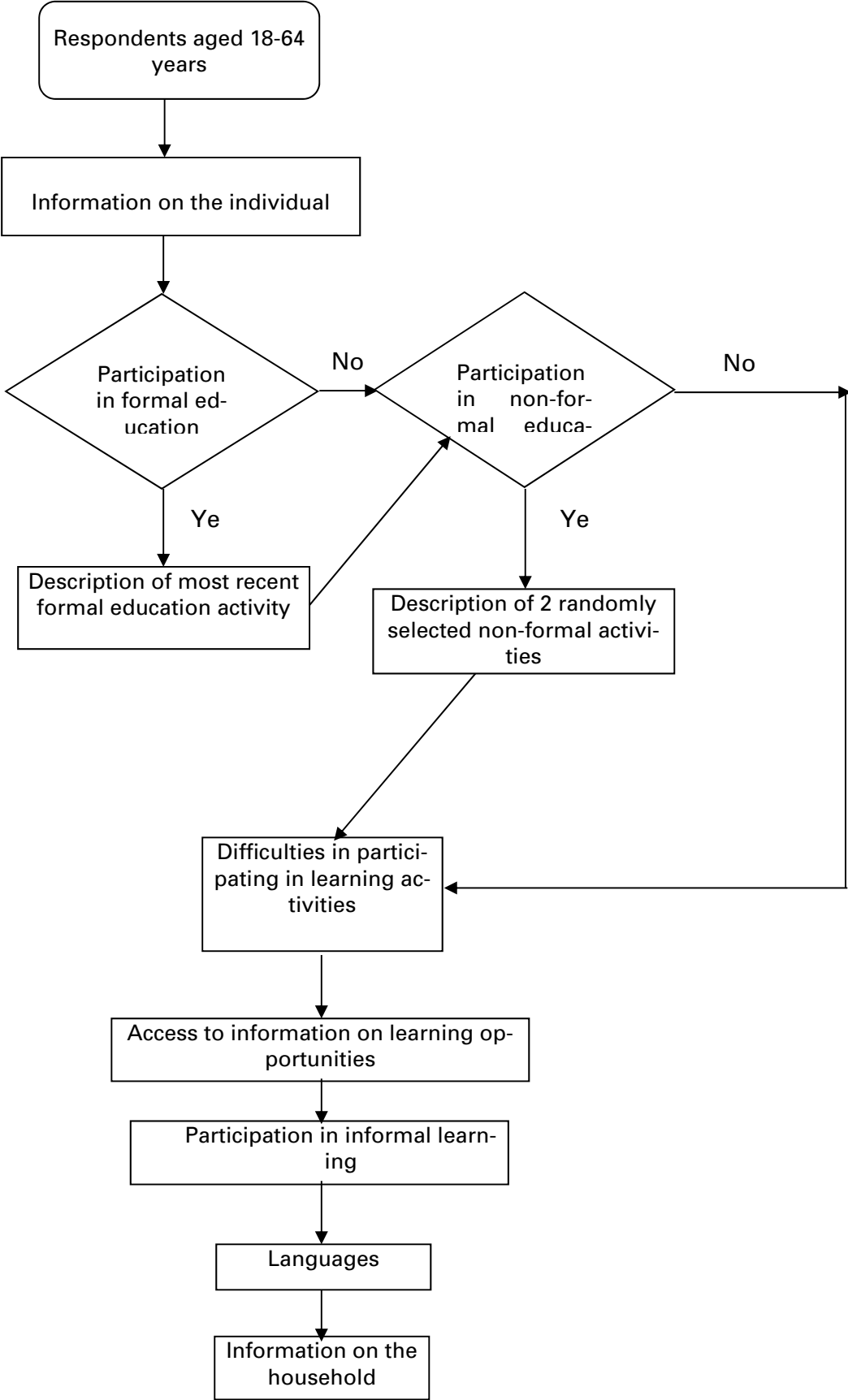
It is important to point out that the maximum level of education attained variable, which forms the last group for classification purposes, is not only used as a classification variable but that, given its importance in this survey, it is also one of the main characteristics to be investigated.

The classifications that are not obtained directly from the questionnaire and their codification are included in Annex 1 of this methodology.

5.3 Questionnaire design

The diagram in Figure 2 illustrates the design structure of the AES 2016 questionnaire.

Figure 2. Basic diagram of the AES-2016 questionnaire design



6. Sample design

6.1 Sampling Frame

As a framework for the survey, the sample of collaborating persons in the Continuous Household Survey (CHS) is used.

Since 1 January 2013, INE has been conducting the Continuous Household Survey (CHS). One of the purposes of this survey is to serve as an infrastructure on which other surveys can be prepared, based on subsamples taken from it. The AES sample has been obtained as a subsample of the CHS.

This allows:

1. To obtain an efficient sample in the sense that, in addition to the age of the persons, there are other variables that can be used as stratification variables.
2. To have the telephone numbers of the dwellings in order to be able to use the CATI interview method.

6.2 Notes on the Continuous Household Survey sample design

The most important aspects of the CHS sample design are presented below:

A stratified two-stage sampling is used in which the first stage units are the census sections and the second stage units are the gaps in the section. The framework for sample selection is that resulting from the 2011 Population Census.

In accordance with the survey objectives, an independent sample is designed in each province. The strata are defined according to the size of the municipality to which the section belongs.

The census sections are stratified according to the size of the municipality to which it belongs.

To reach the formation of the strata, the following types of municipalities are considered:

1. Self-represented municipalities: Those that, given their category within the province, should always have sections in the sample.

Self-represented municipalities are the provincial capitals, and other municipalities that having a prominent demographic status within the province, there are no other such municipalities with which to group them.

2. Co-represented municipalities: Those that within the same province form part of a group of municipalities that are demographically similar and that are represented in common.

According to this classification, in general terms, the theoretical strata considered correspond to the following sizes:

Stratum 1: Municipality capital of province

Stratum 2: Self-represented municipalities, important in relation to the capital.

Stratum 3: Other self-represented municipalities, important in relation to the capital or municipalities with more than 100,000 inhabitants.

Stratum 4: Municipalities with between 50,000 and 100,000 inhabitants.

Stratum 5: Municipalities with between 20,000 and 50,000 inhabitants.

Stratum 6: Municipalities with between 10,000 and 20,000 inhabitants.

Stratum 7: Municipalities with between 5,000 and 10,000 inhabitants.

Stratum 8: Municipalities with between 2,000 and 5,000 inhabitants.

Stratum 9: Municipalities with less than 2,000 inhabitants.

It should be noted that given the different size distribution of municipalities among the different provinces, stratification is not uniform for all of them. Nevertheless, an attempt is made to carry out a uniform stratification for all the provinces belonging to the same Autonomous Community.

For each Autonomous Community and province, an independent sample is designed to represent it, as one of the objectives of the survey is to provide data at this level of disaggregation.

In accordance with the results obtained, an effective sample of approximately 58,000 main dwellings is obtained each year.

In order to update the sample, each year half of the section sample is renewed, 800 new sections, and in the other half the sample of investigated gaps is renewed.

The sample selection is made with the aim of obtaining self-weighted samples.

First stage units are selected with probability proportional to size, and second stage units with equal probability. Size is measured in terms of the number of gaps in the section.

6.3 Type of sampling

In each Autonomous Community, an independent sample has been designed, since the objective of the survey is to provide reliable estimates at said level of disaggregation.

The framework is the set of people who have collaborated in the CHS, and who are within the defined age range for the target population.

The type of sampling used in the selection of the sample has been a stratified random sampling.

The same stratification criterion is used as that of the ECH but defined at Autonomous Community level.

People are selected in each stratum with equal probability, by systematic sampling with a random start.

6.4 Sample size. Allocation.

The sample size decision is established in order to comply, on the one hand, with the accuracy requirements laid down in Commission Regulation (EU) No 1175/2014

governing this survey at EU level and, on the other hand, with the objectives of providing reliable data for each Autonomous Community.

According to the above, the effective sample size must be around 20,000 persons, and therefore, according to the incidences in other similar surveys, as well as the different behaviour of the Autonomous Communities, the theoretical sample size is established around **32,000 persons**.

The sample distribution among Autonomous Communities has been carried out taking into account the different Autonomous Community size and the compromise between the accuracy of the national estimate and that of the Autonomous Communities. For this reason, the sample is distributed by fixing 40 percent uniformly and the rest proportionally.

The distribution of the theoretical sample by Autonomous Community is presented in the following table:

Autonomous Community	Sample size:
Andalucía	4,000
Aragón	1,350
Asturias, Principado de	1,250
Balears, Illes	1,300
Canarias	1,600
Cantabria	1,100
Castilla y León	1,700
Castilla-La Mancha	1,600
Cataluña	3,500
Comunitat Valenciana	2,600
Extremadura	1,300
Galicia	1,800
Madrid, Comunidad de	3,100
Murcia, Región de	1,400
Navarra, Comunidad Foral de	1,100
País Vasco	1,600
Rioja, La	1,000
Ceuta	350
Melilla	350
Total	32,000

6.5 Estimators

The estimators used are ratio estimators to which calibration techniques are applied.

The estimator of an \hat{X} characteristic can be expressed in the form:

$$\hat{X} = \sum_i F_i x_i$$

where the summation \sum_i extends to all persons i of the sample.

In obtaining the final elevation factor $f_{i\text{is as}}$ follows the following process:

1. Calculation of the initial factor of the theoretical sample person (TS)

The process of calculating the initial factor (design weight) presents the complexity of the survey sample being a subsample of the CHS, so in calculating the design weights we must start from the weights of the units selected in the CHS.

The design weights are calculated as follows:

a) The weights of the CHS final sample, previously limited to extreme values to avoid variability, are standardised and the weights of the theoretical sample (TS) selected for the AES are obtained.

b) The previous weights are adjusted to the framework structure, due to possible mismatches that may arise due to previous sample selections for other surveys.

We call the factor resulting from the previous process: **FACTOR_DIS_T**

2. Non-response correction

The weights of the effective sample (ES) are obtained from the previous factor, correcting those of the theoretical sample TS at the provincial and stratum levels. The objective is to distribute the weights of the TS among the weights of the ES. The correction is the following:

$$\text{FACTOR_DIS_E} = \text{FACTOR_DIS_T} \frac{\sum_{i \in \text{MT}} \text{FACTOR_DIS_T}}{\sum_{i \in \text{ME}} \text{FACTOR_DIS_T}}$$

3. Population expansion

The above factor extends to the population aged 18 to 64 at the Autonomous Community and stratum levels.

$$\text{FACTOR_DIS_E}(EXP) = \text{FACTOR_DIS_E} * \frac{P_h}{\sum_{i \in h} \text{FACTOR_DIS_E}}$$

Where the sum extends to all i persons from the sample in stratum h .

4. Calibrated Factor

The above factor is calibrated using the following auxiliary variables at Autonomous Community level:

- a) Population aged 18 to 64 by age group and sex.
- b) Total population aged 18 to 64 in the province.

c) Nationality, Spanish and foreign (2 groups).

After this process, each element of sample i has a final calibrated factor F_i .

6.6 Estimates of sample errors

For the estimation of sampling errors, the Jackknife method has been used, which allows an estimation of the variance of the estimator for an X characteristic by means of the expression:

$$\hat{V}(\hat{X}) = \sum_h \frac{n_h - 1}{n_h} \sum_{i \in h} (\hat{X}_{(ih)} - \hat{X})^2$$

where $\hat{X}_{(ih)}$ is the estimate of characteristic X obtained by removing person i from stratum h , and n_h is the size of the sample of persons in stratum h .

To obtain the estimator, and for simplicity's sake, instead of recalculating the elevation factors, the factors of the stratum where people have been removed are multiplied by the factor:

$$\frac{n_h}{n_h - 1}$$

According to the above:

$$\hat{X}_{(ih)} = \sum_{j \neq h} F_j x_j + \sum_{\substack{j \in h \\ j \neq i}} F_j \frac{n_h}{n_h - 1} x_j$$

The tables publish the relative sampling error in percentage and variation coefficient, for which the expression is:

$$C\hat{V}(\hat{X}) = \frac{\sqrt{\hat{V}(\hat{X})}}{\hat{X}}$$

The sampling error allows us to obtain the confidence range, within which, with a certain probability, the true value of the estimated characteristic is found.

Sampling theory determines that in the interval between

$$\left(\hat{X} - 1,96 \sqrt{\hat{V}(\hat{X})} \quad , \quad \hat{X} + 1,96 \sqrt{\hat{V}(\hat{X})} \right)$$

there is 95 percent confidence that the true value of parameter X is found

7. Information collection

7.1 Collection method

The collection was carried out by a company external to the INE by means of a multichannel procedure. Collaboration was requested through a web questionnaire (CAWI), for which the selected person had one week to complete the questionnaire in full, followed by a telephone complaint phase with the possibility of an interview

(CATI) and finally a personal interview with an electronic questionnaire on a laptop computer (CAPI) for those persons who had not collaborated at the time of implementing this collection method. During the visit to the dwelling, the interviewer requests the necessary information to complete the electronic questionnaire. The interview could be supplemented, if necessary, with telephone calls to complete omitted data or correct erroneous data.

'Proxy' interviews were not accepted (for another person to provide data on the selected person) but it was allowed, in the event of the selected person's inability to respond, for another person to help them provide the information.

7.2 Collection elements

The computer application for collection was prepared by the external company, both for CAWI and for CATI and CAPI, and included all the rules for monitoring the questionnaire completion flow as well as all the controls and rules for detecting inconsistencies that the promoting service considered appropriate, so that, at the time of completing the questionnaire, it was considered filtered and only lacking in a coding for the INE to consider it valid.

The necessary coding, both for the CAWI part and the CATI or CAPI part, was carried out by the same company in charge of the collection.

7.3 Collection indicators

Initial Sample:	32,000
Surveyable:	28,365
Respondents:	23,019
Response rate (% surveyable):	81.2
Non-response rate (% surveyable):	18.8
Total non-response:	5,346
Absent:	3,137
- Negative:	1,960
- Incapacity:	145
- Lack of information:	75
Others:	29

By interview method, the final sample is divided as follows:

- Personal interview (CAPI): 15.7%
- Telephone Interview (CATI): 30.8%
- Internet interview (CAWI): 45.5%
- Mixed interview: 8.0%

8. Processing of information

As mentioned above, the questionnaires were filtered and coded when they were entered into the computer application. In the promoting unit, the filtering was revised using the ATINE program, prepared by the Subdirector General for ICT (SGICT) at INE, which makes it possible to control the survey flow as well as errors in range and inconsistency. We also reviewed the correct assignment of the level of education attained and that coding was accurate.

No automatic imputation was applied to partial non-responses. All the variables had to be completed and all the established controls had to be fulfilled for the questionnaire to be considered valid. However, following the guidelines of the European questionnaire, almost all the questions allowed the option of do not know/not answer.

On the other hand, as the Spanish survey uses national classifications, it was necessary to recode some variables to adapt them to the international classifications used by Eurostat. In addition, in order to exploit the results and particularly to transmit the microdata file to Eurostat, the resulting variables that were considered appropriate were created. These tasks were carried out by the promoting service in collaboration with the corresponding unit of the INE SGICT.

8.1 Results tables

Based on the specifications of the promoting service, the corresponding unit of the SGICT has elaborated the survey results tables. The basic outline of the tables follows the classic model of cross-referencing the main characteristics to be investigated in the survey with the classification variables that try to explain the phenomenon of adult learning. The results will represent the percentages of the population involved.

In the tables, as a general rule, the first column presents the total number of units involved and the rest of columns are given as a percentage of this total. For reasons of confidentiality, on the one hand, and representation, on the other, in cells with less than 20 sample units, the result is not published and substituted by the symbol (.).

In order to represent the published results and to obtain tables with the greatest number of cells with observations equal to or greater than 20, the results tables have been used to aggregate the categories of the following variables, as explained below:

HATLEVEL (maximum level of education attained)

If it is used as a classification variable:

- | | |
|--|--------------------------|
| - Primary education or lower | HATLEVEL= 01, 02, 10 |
| - The first stage of secondary education | HATLEVEL= 21, 22, 29 |
| - The second stage of secondary education | HATLEVEL= 32, 33, 39, 41 |
| - Advanced vocational training | HATLEVEL= 50 |
| - University degree (240 ECTS credits), diploma | HATLEVEL= 60 |
| - University degree (more than 240 credits), bachelor's degree, master's degree, specialisation in Health Sciences and doctorate | HATLEVEL= 70, 79, 81 |

If it is used as a feature to be investigated in the survey:

- Primary education or lower HATLEVEL= 01, 02, 10
- The first stage of secondary education HATLEVEL= 21, 22, 29
- Second stage of secondary education Baccalaureate and similar HATLEVEL= 32
- Second stage of secondary education Career-oriented teaching HATLEVEL= 33, 39, 41
- Advanced vocational training HATLEVEL= 50
- University degree (240 ECTS credits), diploma HATLEVEL= 60
- University degree (more than 240 credits), bachelor's degree HATLEVEL= 70
- Master's Degree, speciality in Health Sciences and Doctorate HATLEVEL= 79, 81

FEDLEVEL (Level of education of the last formal education activity carried out)

- The first stage of secondary education FEDLEVEL= 12, 13, 21, 22, 23
- The second stage of secondary education FEDLEVEL= 31 to 38, 41
- Advanced vocational training FEDLEVEL = 51, 52
- University degree (240 ECTS credits), diploma FEDLEVEL = 61, 62, 62
- University degree (more than 240 credits), bachelor's degree, master's degree, specialisation in Health Sciences and doctorate FEDLEVEL= 71, 72, 73, 74, 75, 81

The description for FEDLEVEL codes is taken from the category wording in questions 48 to 58 of the questionnaire.

LOCNACE(Main activity of the work place)

- Agriculture, livestock breeding, forestry and fishing LOCNACE= 01 -03
- Mining and quarrying, manufacturing and other industries LOCNACE=05-09, 10-33, 35, 36-39
- Construction LOCNACE= 41-43
- Trade, transport and accommodation LOCNACE= 45-47, 49-53, 55-56
- Information and communications LOCNACE= 58-63
- Financial and insurance activities LOCNACE= 64-66
- Real Estate Activities LOCNACE= 68
- Business Services LOCNACE= 69-75, 77-82
- Public Administration, defence, education and health LOCNACE= 84, 85, 86-88
- Other services LOCNACE= 90-93, 94-96, 97-98, 99

On the other hand, the elevation factor of non-formal activities (NFEACTWEIGHT) is the only one to be applied to all the variables in which NFERAND1 and NFERAND2 are involved. The person factor is already included in its calculation:

$RESPWEIGHT \ NFEACTWEIGHT = * (NFENUM / \text{number of non-formal activities NFERAND1 and NFERAND2 with information}).$

The variables related to NFERAND1 and NFERAND2 in the record design range from NFERAND1 to NFEOUTCOME2.

The other variables are only affected by the person factor (RESPWEIGHT).

Finally, the tables of work-related non-formal activities only collect information if the activity selected in NFERAND1 and/or NFERAND2 is related to work purposes.

That is, we select the NFERAND1 activities that comply:

((NFERAND1=01 and NFEACT01_PURP=1) or (NFERAND1=02 and NFEACT02_PURP=1) or (NFERAND1=03 and NFEACT03_PURP= 1) or (NFERAND1=04 and NFEACT04_PURP= 1) or (NFERAND1=05 and NFEACT05_PURP=1) or (NFERAND1=06 and NFEACT06_PURP=1) or (NFERAND1=07 and NFEACT07_PURP=1))

plus NFERAND2 activities that comply with

((NFERAND2=01 and NFEACT01_PURP=1) or (NFERAND2=02 and NFEACT02_PURP=1) or (NFERAND2=03 and NFEACT03_PURP= 1) or (NFERAND2=04 and NFEACT04_PURP= 1) or (NFERAND2=05 and NFEACT05_PURP=1) or (NFERAND2=06 and NFEACT06_PURP=1) or (NFERAND2=07 and NFEACT07_PURP=1))

9. 6. Dissemination of the results

The preview results tables were published on the INE website, accompanied by a press release detailing the main characteristics of adult learning in 2016 and its evolution with respect to the results of the previous survey.

The publication calendar of the survey results was as follows:

NOVEMBER 2017

- Preview results tables
- Press releases
- Methodology
- Standardised methodological report
- Questionnaire

MARCH 2018

- Final Tables (including preview tables)
- Anonymous Microdata File

- Up-to-date Methodology
- Standardised methodological report

Annex 1.

Classifications

1. COUNTRIES (1 January 2015)

(Variables: CITIZEN, BIRTHPLACE, FATHERPLACE, MOTHERPLACE)

This is used to code the country of birth of both the interviewee and their parents, and for the nationality of the interviewee.

Europe

101	Albania
102	Austria
103	Belgium
104	Bulgaria
106	Cyprus
107	Denmark
108	Spain
109	Finland
110	France
111	Greece
112	Hungary
113	Ireland
114	Iceland
115	Italy
116	Liechtenstein
117	Luxembourg
118	Malta
119	Monaco
120	Norway
121	Netherlands
122	Poland
123	Portugal
124	Andorra
125	United Kingdom
126	Germany
128	Romania
129	San Marino
130	Holy See
131	Sweden
132	Switzerland
135	Ukraine
136	Latvia
137	Moldova
138	Belarus
139	Georgia
141	Estonia
142	Lithuania
143	Czech Republic
144	Slovak Republic
145	Bosnia and Herzegovina
146	Croatia
147	Slovenia
148	Armenia
154	Russia
156	Macedonia
157	Serbia
158	Montenegro
199	Other countries in Europe

AFRICA

201	Burkina Faso
202	Angola
203	Algeria
204	Benin
205	Botswana
206	Burundi
207	Cape Verde
208	Cameroon
209	Comoros
210	Congo
211	Ivory Coast
212	Djibouti
213	Egypt
214	Ethiopia
215	Gabon
216	Gambia
217	Ghana
218	Guinea
219	Guinea-Bissau
220	Equatorial Guinea
221	Kenya
222	Lesotho
223	Liberia
224	Libya
225	Madagascar
226	Malawi
227	Mali
228	Morocco
229	Mauritius
230	Mauritania
231	Mozambique
232	Namibia
233	Niger
234	Nigeria
235	Central African Republic
236	South Africa
237	Rwanda
238	Sao Tome and Principe
239	Senegal
240	Seychelles
241	Sierra Leone
242	Somalia
243	Sudan
244	Swaziland
245	Tanzania
246	Chad
247	Togo
248	Tunisia
249	Uganda
250	Democratic Republic of Congo
251	Zambia
252	Zimbabwe
253	Eritrea
254	South Sudan

299 Other countries in Africa

North America

301 Canada
302 United States of America
303 Mexico
310 Antigua and Barbuda
311 Bahamas
312 Barbados
313 Belize
314 Costa Rica
315 Cuba
316 Dominica
317 El Salvador
318 Granada
319 Guatemala
320 Haiti
321 Honduras
322 Jamaica
323 Nicaragua
324 Panama
325 Saint Vincent and the Grenadines
326 Dominican Republic
327 Trinidad and Tobago
328 Saint Lucia
329 Saint Kitts and Nevis
340 Argentina
341 Bolivia
342 Brazil
343 Colombia
344 Chile
345 Ecuador
346 Guyana
347 Paraguay
348 Peru
349 Suriname
350 Uruguay
351 Venezuela
399 Other countries in America.

ASIA

401 Afghanistan
402 Saudi Arabia
403 Bahrain
404 Bangladesh
405 Myanmar
407 China
408 United Arab Emirates
409 Philippines
410 India
411 Indonesia
412 Iraq
413 Iran
414 Israel
415 Japan

416	Jordan
417	Cambodia
418	Kuwait
419	Laos
420	Lebanon
421	Malaysia
422	Maldives
423	Mongolia
424	Nepal
425	Oman
426	Pakistan
427	Qatar
430	Korea
431	North Korea
432	Singapore
433	Syria
434	Sri Lanka
435	Thailand
436	Turkey
437	Vietnam
439	Brunei
440	Marshall Islands
441	Yemen
442	Azerbaijan
443	Kazakhstan
444	Kyrgyzstan
445	Tajikistan
446	Turkmenistan
447	Uzbekistan
448	Bhutan
449	Palestine
499	Other countries in Asia.

OCEANIA

501	Australia
502	Fiji
504	New Zealand
505	Papua New Guinea
506	Solomon Islands
507	Samoa
508	Tonga
509	Vanuatu
511	Micronesia
512	Tuvalu
513	Cook Islands
514	Kiribati
515	Nauru
516	Palau
517	East Timor
599	Other Countries in Oceania
555	Stateless persons (additional code for nationality)
966	Former Spanish territories (additional code for country of birth)

In addition, the following code is included:

888	NEGATIVE/DO NOT KNOW
-----	----------------------

2. NATIONAL CLASSIFICATION OF ECONOMIC ACTIVITIES 2009 (CNAE 2009)

(Variable: LOCNACE)

This is used to code the main activity of the establishment or premises where the interviewee works.

Agriculture, livestock breeding, forestry and fishing

- 01 Crop and animal production, hunting and related service activities
- 02 Forestry and logging
- 03 Fishing and aquaculture

Mining and quarrying

- 05 Extraction of anthracite, coal and lignite
- 06 Crude oil and natural gas extraction
- 07 Extraction of metal ores
- 08 Other extractive industries
- 09 Activities to support the extractive industries

Manufacturing industry

- 10 Feed industry
- 11 Manufacture of beverages
- 12 Tobacco industry
- 13 Textile industry
- 14 Garment making
- 15 Leather and footwear industry
- 16 Wood and cork industry, excluding furniture; basketry and plaiting
- 17 Paper industry
- 18 Graphic arts and reproduction of recorded media
- 19 Manufacture of coke and refined petroleum products
- 20 Chemical Industry
- 21 Manufacture of pharmaceutical products
- 22 Manufacture of rubber and plastic products
- 23 Manufacture of other non-metallic mineral products
- 24 Metallurgy; manufacture of iron, steel and ferro-alloy products
- 25 Manufacture of metal products, except machinery and equipment
- 26 Manufacture of computer, electronic and optical products
- 27 Manufacture of electrical material and equipment
- 28 Manufacture of machinery and equipment n.e.c.
- 29 Manufacture of motor vehicles, trailers and semi-trailers
- 30 Manufacture of other transport material
- 31 Manufacture of furniture
- 32 Other manufacturing industries
- 33 Repair and installation of machinery and equipment

Electricity, gas, steam and air conditioning supply

- 35 Electric energy, gas, steam and air conditioning supply

Water supply, sewerage, waste management and decontamination activities

- 36 Collection, purification and distribution of water
- 37 Collection and treatment of wastewater
- 38 Collection, treatment and disposal of waste; recovery
- 39 Decontamination activities and other waste management services

Construction

- 41 Construction of buildings
- 42 Civil engineering
- 43 Specialised construction activities

Wholesale and retail business; repair of motor vehicles and motorcycles

- 45 Wholesale and retail trade and repair of motor vehicles and motorcycles
- 46 Wholesale trade and commission trade, except of motor vehicles and motorcycles
- 47 Retail trade, except of motor vehicles and motorcycles

Transport and storage

- 49 Ground and pipe transport
- 50 Maritime and inland waterway transport
- 51 Air transport
- 52 Storage and activities attached to transport
- 53 Postal and mail activities

Accommodation and food service activities

- 55 Accommodation services
- 56 Food and Beverage services

Information and communications

- 58 Edition
- 59 Cinematographic, video and television programs, sound recording and music publishing
- 60 Radio and television programming and broadcast activities
- 61 Telecommunications
- 62 Programming, consultancy and other computer-related activities
- 63 Information Services

Financial and insurance activities

- 64 Financial service activities, except insurance and pension funding
- 65 Insurance, reinsurance and pension funding, except compulsory Social Security
- 66 Activities related to financial services and insurance

Real estate activities

- 68 Real Estate Activities

Professional, scientific and technical activities

- 69 Legal and accounting activities
- 70 Headquarters activities; Business management consulting activities
- 71 Architectural and engineering activities; technical testing and analysis
- 72 Research and development
- 73 Advertising and market research
- 74 other professional, scientific and technical activities
- 75 Veterinary Activities

Administrative and support services activities

- 77 Rental activities
- 78 Employment activities
- 79 Activities of travel agencies, tour operators, reservation services and related activities
- 80 Security and investigation activities

- 81 Services to buildings and gardening activities
- 82 Administrative activities of the office and other ancillary activities to the companies

Public Administration and defence, compulsory Social Security

- 64 Public Administration and defence, compulsory Social Security

Education

- 65 Education

Health and social services activities

- 86 Human health activities
- 87 Residential care activities
- 88 Social work activities without accommodation

Artistic, recreational and entertainment activities

- 90 Creation, artistic and entertainment activities
- 91 Activities of libraries, archives, museums and other cultural activities
- 92 Gambling activities and betting
- 93 Sporting, recreational and entertainment activities

Other services

- 94 Activities of membership organisations
- 95 Repair of computers, personal effects and articles for household use
- 96 Other personal Services

**Activities of households as employers of domestic personnel;
Undifferentiated goods- and services-producing activities of private households
for own use**

- 97 Activities of households as employers of domestic personnel
- 98 Undifferentiated goods- and services-producing activities of private households for own use

Activities of extraterritorial organisations and bodies

- 99 Activities of extraterritorial organisations and bodies

In addition, the following code is included:

- 00 NEGATIVE/DO NOT KNOW

3. INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS 2008 (ISCO-08)

(Variable: JOBISCO)

This classification is used to code the occupation currently performed by the interviewee. This international classification is used in order to provide information to Eurostat, given that at the 2-digit level there are comparability issues between ISCO-08 and the 2011 National Classification of Occupations (NCO 2011).

Directors and managers

- 11 11 Chief executives, senior public administration officials and members of the executive branch and legislative bodies.
- 12 Administrative and commercial managers
- 13 Production and Specialised Services Managers
- 14 Hospitality, Retail and Other Services Managers

Scientific professionals and intellectuals

- 21 Technicians in sciences and engineering
- 22 Health professionals
- 23 Other teaching professionals
- 24 Specialists in Public Administration and company organisation and marketing
- 25 Information and communications technology professionals
- 26 Legal, social science and cultural professionals

Technicians and associate professionals

- 31 Science and Engineering Associate Professionals
- 32 Health Associate Professionals
- 33 Business and Administration Associate Professionals
- 34 Support professionals for legal, social, cultural, sports and similar services
- 35 Information and communications technology (ICT) technicians

Clerical support workers

- 41 Clerks
- 42 Customer Services Clerks
- 43 Numerical and Material Recording Clerks
- 44 Other Clerical support workers

Service and sales workers

- 51 Personal services workers
- 52 Sales workers
- 53 Personal Care Workers
- 54 Protective services workers

Skilled Agricultural, Forestry and Fishery workers

- 61 Market-oriented Skilled Agricultural Workers
- 62 Market-oriented Skilled Forestry, Fishery and Hunting Workers
- 63 Subsistence Farmers, Fishers, Hunters and Gatherers

Craft and related trades workers

- 71 Building and Related Trades Workers excluding Electricians
- 72 Metal, Machinery and Related Trades Workers
- 73 Handicraft and Printing Workers
- 74 Electrical and Electronic Trades Workers
- 75 Food Processing, Woodworking, Garment and Other Craft and Related Trades Workers

Plant and Machine operators and workers

- 81 Stationary Plant and Machine Operators
- 82 Assemblers
- 83 Drivers and Mobile Plant Operators

Basic occupations

- 91 Cleaners and Helpers
- 92 Agricultural, fishery and forestry labourers
- 93 Labourers in mining, construction, manufacturing and transport
- 94 Food preparation assistants
- 95 Street and related sales and service workers
- 96 Refuse and other basic workers

Military occupations

- 01 Armed Forces Officers
- 02 Non-Commissioned Armed Forces Officers
- 03 Other members of the armed forces

In addition, the following code is included:

- 88 NEGATIVE/DO NOT KNOW

4. CLASSIFICATION OF LEVEL OF EDUCATION ATTAINED (CNED-A)

(Variable: HATLEVEL)

The coding for the highest level of education attained by the interviewee is automatic in most cases. It also includes an alphabetical index of degrees/certifications and programmes included in the CNED-A that may be helpful when coding.

01 Illiterates

- . Illiterate

02 Incomplete primary education

- . Incomplete primary education, people who can read and write but have attended school for less than 5 years

10 Primary education

- . Primary education (complete)
- . Basic adult education, early childhood education and programmes equivalent to primary education
- . Applicable to individuals who have attended school for 5 or more years and cannot be classified under another heading.
- . Enrolled in Compulsory Secondary Education and not classified in level 2.

21 First stage of secondary education without graduate qualification in Compulsory Secondary Education and similar

- . Compulsory Secondary Education, 3rd year (the whole course, passed or not) or higher, without a certificate.
- . Adult Secondary Education completed, or up to the equivalent of 3rd year of Compulsory Secondary Education, without first stage secondary education qualifications
- . Studied the first 9 years of primary and secondary education, without first stage secondary education certificates.
- . Certificate of Schooling prior to LOGSE (certificates of Basic General Education or prior to 1999).
- . Complete Basic General Education (8th grade), without School Graduate qualification
- . Lower Baccalaureate (4th year), not passed
- . Training programmes for the transition to adult life
- . Persons who have attended school for at least 9 years (only if neither academic years nor certifications can be determined)

22 First stage of secondary education with Compulsory Secondary Education graduate qualification and equivalent

- . Compulsory Secondary Education Graduate Degree through Compulsory Secondary Education
- . Compulsory Secondary Education Graduate Degree through Initial Professional Qualification Programme (voluntary modules)
- . Compulsory Secondary Education Graduate Degree through adult secondary education
- . Compulsory Secondary Education Graduate Degree through free tests
- . School Graduate / Complete Basic General Education Qualification
- . Lower Baccalaureate / Lower Baccalaureate (general, vocational or technical) qualification
- . Certificate of Primary Studies (prior to 1975-1976)

- . Certificate of passing the entrance exam to a Vocational Training Middle-level Training Programme.
- . Certificate of passing the entrance exam to a Visual Arts and Design Middle-level Training Programme.
- . Certificate of passing the entrance exam to Middle-level Sports Education

29 Level 1 professional certificates and similar

- . Level 1 Certificate of Professionalism (CoPL1)
- . Initial Professional Qualification Programme (compulsory modules only)
- . Social Guarantee Programmes.

29 Level 2 professional certificates and similar

- . Level 2 Certificate of Professionalism (CoPL2)

32 Baccaureate and similar

- . Baccaureate Qualification
- . Baccaureate / Former Baccaureate (Bachillerato Unificado Polivalente (BUP)) qualification
- . University Orientation Course (COU), approved
- . Baccaureate / Reform of Secondary Education Baccaureate or Experimental
- . Higher Baccaureate / Higher Baccaureate qualification
- . Pre-University Course, approved
- . Certificate of passing the University entrance exam (> 25 years)
- . Certificate of passing the entrance test to a Vocational Training Higher-level Training Programme
- . Certificate of passing the entrance exam to a Visual Arts and Design Higher-level Training Programme.
- . Certificate of passing the entrance exam to Higher-level Sports Education

33 Vocational training, visual arts and design and sports education of middle level and similar

- . Technical Degree / Vocational Training Middle-level Training Programme
- . Technical Degree in Visual Arts and Design / Visual Arts and Design Middle-level Training
- . Technical Degree in Sports Education / Sports Education Middle-level Training
- . Technical Assistant / First Grade Vocational Training, VT1 Degree
- . Industrial Officer, with degree
- . Applied Arts and Crafts - 3 common courses
- . Technical Assistant Degree / Experimental Modules of Vocational Training Level II
- . Technical Military Degree
- . National Police / National Police Basic Scale Training Programmes
- . Training programmes for the basic scale of the Catalan police force, Mossos d'Esquadra
- . Training programmes for the basic scale of the Basque police force (Ertzaintza)
- . Training programmes for the Local Police forces in the País Vasco Autonomous Community
- . Training programmes for the Local Police in the Navarra Autonomous Community
- . Training programmes for the Local Police of the Government of Catalonia
- . Guardia Civil, Basic Scale
- . Agricultural Foreman

39 Professional education in music and dance and similar

- . Professional Degree in Music / Professional Music Teaching (LOE)
- . Professional Degree in Dance / Professional Dance Teaching (LOE)
- . Professional Degree in Music / Intermediate Level Music Teaching (LOGSE)
- . Professional Degree in Dance / Intermediate Level Dance Teaching (LOGSE)
- . Intermediate Level at the Conservatory of Music (LGE)
- . Professor of Music Degree (Decree 2618/1966)
- . Opera Singer Diploma (Decree 313/1970)

39 Certificates of official language schools, advanced level and similar

- . EOI / Escuela Oficial de Idiomas Certificate of competence, upper cycle (LOGSE)
- . EOI/ Escuela Oficial de Idiomas Advanced Level Certificate, Advanced Level (LOE)

39 Basic vocational training

- . Basic Vocational Degree/ Basic Vocational Training

41 Level 3 Certificates of Professionalism; Short-term programmes requiring second stage of secondary education and similar

- . Level 3 Certificate of Professionalism (CoPL3)
- . University degrees requiring a baccalaureate, of a duration of 1 semester or more and less than 2 years.

50 Vocational training, visual arts and design and sports training of a high level and equivalent.

- . Higher Technical Degree / Vocational Training Higher-level Training Programme
- . Higher Technical Degree / Vocational Training Higher-level Training Programme (distance)
- . Higher Technical Degree / Higher-level Training Programme in Visual Arts and Design Training
- . Higher Technical Degree in Sports / Higher Sports Education
- . Specialist Technical Degree / Second Degree Vocational Training, VT2
- . Specialist Technical Degree / Experimental modules of Vocational Training level III
- . Industrial Mastery, with degree
- . Accounting, degree
- . Graduate Degree in Applied Arts and Crafts / Applied Arts and Crafts
- . Military education, former Non-Commissioned Armed Forces Scale, (access to scale prior to 2015)
- . Higher Technical Degree / Vocational Training Higher-level Training Programme through military education (access to scale from 2015)
- . Civil Guard, teaching for Non-Commissioned Officers Scale

50 University qualifications that require a bachelor's degree of two years or more

- . University qualifications that require a bachelor's degree of two years or more

60 University degrees of 240 ECTS credits and equivalent.

- . Graduate Degree (240 ECTS credits) / University Degrees (240 ECTS credits and equivalent)
- . Graduate degree / joint university degree (combination of two degrees of 240 ECTS credits)
- . Graduated in Engineering, any specialty
- . Higher Degree in Conservation and Restoration of Cultural Property, equivalent to Graduate (LOE) / Lessons in Conservation and Restoration of Cultural Property (LOE).
- . Higher Degree in Visual Arts, Ceramics, equivalent to Graduate (LOE) / Studies Excess of visual arts, ceramics (LOE)
- . Higher Degree in Visual Arts, Glass, equivalent to Graduate (LOE) / Studies Higher Studies in Visual Arts, Glass (LOE)
- . Higher Degree in Design, equivalent to Graduate (LOE) / Higher Studies in Design (LOE)
- . Higher Degree in Music (LOE), equivalent to Graduate / Higher Studies, Music (LOE)
- . Higher Degree in Dance, equivalent to Graduate (LOE) / Higher Studies, Dance (LOE)
- . Higher Degree in Dramatic Art, equivalent to Graduate (LOE) / Teaching of Dramatic Art (LOE)
- . Baccalaureatus Degree (ecclesiastical teachings) / Ecclesiastical teachings equivalent to Graduate degree
- . Graduate Degree in Theology / Degree in Theology
- . Armed Forces Officer Degree (access to scale from 2015)
- . Armed Forces Officer Degree (access from the former Officers' Scale)

60 University diplomas and equivalent

- . University Graduate Degree
- . Technical Engineering Degree
- . Technical Architect Degree
- . Bachelor's degree, any speciality (first 3 full years)
- . Engineering, any speciality (first 3 full years)
- . Architecture (first 3 full years)
- . Quantity Surveyor
- . Mining technical engineer
- . Professor of Commerce, degree
- . Higher Degree in Conservation and Restoration of Cultural Property, equivalent to Diploma (LOE) / Lessons in Conservation and Restoration of Cultural Property (LOE).
- . Higher Degree in Design, equivalent to Diploma (LOGSE) / Higher Studies in Design (LOGSE)
- . Higher Degree in Ceramics, equivalent to Diploma (LOGSE) / Higher Studies in Ceramics (LOGSE)
- . Higher Degree in Glass, equivalent to Diploma (LOGSE) / Higher Studies in Glass (LOGSE)
- . Airline Transport Pilot Degree (Airplane)
- . Airline Transport Pilot Degree (Helicopter)
- . Military education, former Armed Forces Officer Scale (access to scale prior to 2015)
- . Ecclesiastical teachings equivalent to Diploma

60 University own expert or specialist degrees with less than 60 ECTS credits, access to which requires a university degree

- . University own expert degrees.
- . University own specialist degrees
- . University own degrees of more than 30 ECTS credits and less than 60 for which requires a university degree
- . University graduate, of 6 months or more and less than 1 year, for which requires a university degree is required.

70 University degrees of over 240 ECTS credits and equivalent

- . A Graduate Degree (of more than 240 ECTS credits)
- . Joint university degree (combination of one of more than 240 ECTS credits and another degree)
- . Graduate Degree in Medicine
- . Graduate Degree in Pharmacy
- . Graduate Degree in Veterinary Medicine
- . Graduate Degree in Dentistry
- . Graduate Degree in Architecture

70 Graduates and equivalent

- . Bachelor's Degree
- . Engineering Degree
- . Architect's Degree
- . Higher Degree in Music, equivalent to a Bachelor's Degree (LOGSE) / Advanced Level in Music (LOGSE)
- . Higher Degree in Dance, equivalent to a Bachelor's Degree (LOGSE) / Advanced Level in Dance (LOGSE)
- . Higher Degree in Dramatic Art, equivalent to a Bachelor's Degree (LOGSE) / Advanced Level in Dramatic Art (LOGSE)
- . Higher Music Professor Degree (Decree 2618/1966)
- . Professor of Music Degree and professional degree in music (Decree of 15 June 1942)
- . Professor and Professional Degree in Theatrical Acting (Decree of 15 June 1942)
- . Higher Specialisation Diploma for Soloists (Decree 313/1970)
- . Military education, formerly Upper Scale of Armed Forces Officers (access to scale prior to 2015)
- . Civil Guard, teaching Upper Scale of Officers
- . Civil Guard, teaching Officers Scale
- . Professional Degree of Second Pilot of the Merchant Navy
- . Professional Degree of First Pilot of the Merchant Navy
- . Professional Degree of Captain of the Merchant Navy
- . Professional Degree of Second Engineer Officer of the Merchant Navy
- . Professional Degree of First Engineer Officer of the Merchant Navy
- . Professional Degree of Chief Engineer of the Merchant Navy
- . Professional Degree of Second Radioelectronic Officer of the Merchant Navy
- . Professional Degree of First Radioelectronic Officer of the Merchant Navy

79 Official University Master's Degree and equivalent

- . Official university master's degree (professional or academic specialisation)
- . Official university master's degree (research speciality or associated with a doctorate). doctorate, complete training period
- . Diploma in Advanced Studies
- . doctorate, Research Proficiency recognised

- . Official postgraduate training with access to a doctorate (other than a Master's)
- . Master's degree in Art Education
- . National Police Inspector
- . Teaching of High Studies of National Defence, with degree
- . Licenciatus Degree (ecclesiastical teachings) / Ecclesiastical teachings equivalent to a master's degree

79 Specialities in Health Sciences for the residence system and similar

- . Medical Specialist Degree (various specialities) / Medical Specialities (Health Sciences) by residency system
- . Specialist Degree in Hospital Pharmacy / Hospital Pharmacy Speciality (Health Sciences) by residency system
- . Clinical Psychologist Degree / Clinical Psychology Speciality (Health Sciences) by Residency System
- . Health Specialist Degree (various specialities) / Multidisciplinary specialities in Health Sciences by residency system
- . Specialist Nursing Degree (various specialities) / Nursing Specialities (Health Sciences by residency system) .
- . BIR, Specialisation programmes for biologists
- . FIR, Specialisation programmes for pharmacists
- . MIR, Specialisation programmes for physicians
- . PIR, Specialisation programmes for Psychologists
- . QIR, Specialisation programmes for chemists

79 University own Master's qualifications, of 60 or more ECTS credits, with access requiring a university degree Whose access required to be university graduates

- . University own Master's degree, unofficial
- . University own degrees of 60 or more ECTS credits for which a university degree is required.
- . Unofficial university postgraduate diplomas, of 1 year or more, for which a university degree is required.
- . Professional degree of didactic specialisation (CAP)

81 University doctorate

- . Doctorate
- . Ecclesiastical teachings equivalent to Doctorate

Alphabetical index of degrees/certifications and programmes included in the CNED-A.

Variable: HATLEVEL

Miscellaneous training activities, Training for Employment (See TtE and note 1)

01 Illiterate

60 Quantity Surveyor

Miscellaneous VAD (= Visual Arts and Design)

33 VAD, Middle-level Training Programme, with degree

50 VAD, Higher-level Training Programme, with degree

60 VAD, Lessons on the Conservation and Restoration of Cultural Property (LOE), with Degree

60 VAD, Lessons on the Preservation and Restoration of Cultural Property (LOGSE) with Degree

60 VAD, Higher Studies in Visual Arts, ceramics (LOE), with degree

60 VAD, Higher Studies in Visual Arts, Glass (LOE), with degree

60 VAD, Higher Studies in ceramics (LOGSE), with degree

60 VAD, Higher Studies in Design (LOGSE), with degree

60 VAD, Higher Studies in Design, Glass (LOE), with degree

60 VAD, Higher Studies in Glass (LOGSE), with degree

60 Technical Architect, degree

70 Architect, degree

60 Architecture (first 3 full years)

70 Architect, degree

70 Architecture, Graduate Degree

60 Dramatic Art (LOE), Higher degree equivalent to Graduate

70 Dramatic Art (LOGSE), a higher degree equivalent to a Bachelor's

70 Dramatic Art, Professor and Professional degree in Acting (Decree 15 of June 1942)

33 Applied Arts and crafts - 3 common courses

50 Applied Arts and Crafts, with degree

60 Visual arts, ceramics (LOGSE) Higher degree equivalent to Diploma

60 Visual arts, ceramics (LOE), Higher degree equivalent to Graduate

60 Visual Arts, Glass (LOE), Higher degree equivalent to Graduate

60 Visual Arts, Glass (LOGSE) Higher degree equivalent to Diploma

60 Civil Aviation, Airline Transport Pilot (Airplane), degree

60 Civil Aviation, Airline Transport Pilot (Helicopter), degree

- Civil Aviation, professional degrees or licenses not included in levels 2-8 (see note 2)

60 Baccalaureatus (ecclesiastical teachings), degree

22 Secondary school qualification (general, vocational or technical), degree

32 Baccalaureate Reform of Secondary Education or Experimental, degree

32 Higher Baccalaureate, degree

32 Baccalaureate, degree

32 Secondary School Qualifications (BUP), degree

21 Secondary school qualification (4th year), without passing

79 BIR, Specialisation programmes for biologists, degree

79 CAP Professional degree of didactic specialisation

33 Agricultural Foreman

70 Merchant Navy Captain, Professional degree

Miscellaneous COP (see certificate of professionalism)

39 EOI Certificate of competence (LOGSE)

21 Certificate of Schooling prior to LOGSE (certificates of Basic General Education or prior to 1999).

22 Certificate of Primary Studies (prior to 1979-1976)

- 39 EOI Advanced Level Certificate (LOE)
- EOI Basic Level Certificate (LOE) (see note 2)
- EOI Intermediate Level Certificate (LOE) (see note 2)
- 29 Level 1 Certificate of Professionalism (CoPL1)
- 29 Level 2 Certificate of Professionalism (CoPL2)
- 41 Level 3 Certificate of Professionalism (CoPL3)
- EOI Basic Course Certificate (LOGSE) (see note 2)
- 33 CFGM, (=Middle-level Training Programme), with degree
- 33 Middle-level Training Programme in Visual Arts and Design (VAD), with degree
- 33 Vocational Training Middle-level Training Programme, with degree
- 50 CFGS (= Higher-level Training Programme), with degree
- 50 Higher-level Training Programme in Visual Arts and Design (VAD), with degree
- 50 Vocational Training Higher-level Training Programme through Military Teaching (access to the scale from 2015), with degree
- 50 Vocational Training Higher-level Training Programme, with degree
- 33 Middle-level Training Programmes, with degree
- 50 Higher-level Training Programmes, with degree
- 50 Vocational Training Higher-level Training Programmes (distance), with degree
- 60 The Preservation and Restoration of Cultural Property (LOE), Higher degree equivalent to graduate
- 60 The Preservation and Restoration of Cultural Property (LOGSE) Higher degree equivalent to Diploma
- 32 University Orientation Course (COU), approved
- 60 Dance (LOE), Higher degree equivalent to Graduate
- 70 Dance (LOGSE), a higher degree equivalent to a Bachelor's
- 39 Dance, middle-level teaching (LOGSE), with degree
- - Dance, basic teaching (LOE) (see note 2)
- 39 , Dance, Professional teaching (LOE), with degree
- 33 Sports, Middle-Level Sports Education, with degree
- 33 Sports, Higher-Level Sports Education, with degree
- 39 Opera Singer Diploma (Decree 313/1970)
- 79 Advanced Studies Diploma
- 60 University diploma, degree
- 60 Design (LOE), Higher degree equivalent to Graduate
- 60 Design (LOGSE) Higher degree equivalent to Diploma
- 60 Joint university degree (60 combination of two grades of 290 ECTS credits), with degree
- 70 Joint university degree (combination of one of more than 290 ECTS credits and another degree), degree
- 81 Doctor, degree
- 79 Doctorate, official postgraduate training with access to a Doctorate (other than a Master's)
- 79 Doctorate, complete training period
- 79 doctorate, Research Proficiency recognised
- 10 Basic adult education, early childhood education and programmes equivalent to primary education
- 10 Complete primary education
- 02 Incomplete primary education, people who can read and write but have attended school for less than 5 years
- 21 Primary and secondary education, first 9 years without first stage secondary education diplomas

- 21 Adult Secondary Education completed, or up to the equivalent of 3rd year of Compulsory Secondary Education, without first stage secondary education qualifications
- 21 Compulsory Secondary Education, 3rd year (the whole course, passed or not) or higher, without a certificate.
- 21 Complete Basic General Education (8th grade), without School Graduate qualification
- 22 Complete Basic General Education with degree
- 79 Specialist nurse, degree
- 79 Teaching of High Studies of National Defence, with degree
- Miscellaneous* military education (see AF, Armed Forces)
- 33 Middle-Level Sports Education, with degree
- 50 Higher-Level Sports Education, with degree
- 60 Ecclesiastical education equivalent to Diploma
- 81 Ecclesiastical education equivalent to Doctorate
- 60 Ecclesiastical education equivalent to Graduate, with degree
- 79 ecclesiastical education equivalent to Master's, with degree
- Miscellaneous* EOI (= Escuela Oficial de Idiomas)
- EOI, basic programme (LOGSE) (see note 2)
- 39 EOI, higher programme (LOGSE), with certificate
- 39 EOI, advanced level (LOE), with certificate
- EOI, basic level (LOE) (see note 2)
- EOI, intermediate level (LOE) (see note 2)
- 33 Ertzaintza, Basic Scale
- Miscellaneous* Escuela Oficial de Idiomas (see EOI)
- 10 Compulsory Secondary Education, enrolled but not classified in level 2
- 79 Health Specialities, BIR (biologists), with degree
- 79 Health Specialities, FIR (pharmaceuticals), with degree
- 79 Health Specialities, medical specialist, degree
- 79 Health Specialities, PIR (psychologists), with degree
- 79 Health Specialities, QIR (chemists), with degree
- 79 Health Specialist, degree
- 60 Mining technical engineer
- 79 Hospital Pharmacy, specialist degree
- 70 Pharmacy, Graduate Degree
- 70 Pharmacy, Bachelor's Degree
- Miscellaneous* AF (= the Armed Forces)
- 79 AF Higher Studies Education in National Defence, with degree
- 60 AF Officer (access to the scale from 2015)
- 60 AF Officer (access from the former Officers' scale)
- 60 AF Officer, former scale (access to the scale prior to 2015)
- 70 AF Officer, former Upper Scale (access to the scale prior to 2015)
- 50 AF, non-commissioned officer, former scale (access to the scale prior to 2015)
- 33 AF, military-technical, degree
- Higher Technical (Higher-level Training Programme)
- 79 FIR, speciality programmes for pharmacists, with degree
- Miscellaneous Training for employment (See TfE and note 1)
- 39 Basic Vocational Training, with degree
- 33 VT1, with degree
- 50 VT2, with degree
- Miscellaneous* TfE (= Training for Employment)(see note 1)
- 29 TfE, level 1 certificate of professionalism (CoPL1)
- 29 TfE, Level 2 Certificate of Professionalism (CoPL2)
- 41 TfE, Level 3 Certificate of Professionalism (CoPL3)
- TfE, Vocational training for employment not leading to a professional certificate(See note 2)
- Miscellaneous* Armed Forces (see AF)

- 22 GCSE (= Graduated in Compulsory Secondary Education), degree
- 60 Degree of 290 ECTS credits, with degree
- 60 Degree in Theology, with degree, degree
- 70 Graduate (of over 290 ECTS credits), degree
- 70 Graduated in Architecture, degree
- 50 Graduated in Applied Arts and Crafts, degree
- 22 Graduated in Compulsory Secondary Education, degree (through compulsory secondary education)
- 22 Graduated in Compulsory Secondary Education, degree (through secondary education for adults)
- 22 Graduated in Compulsory Secondary Education, degree (through Initial Professional Qualification Programme, voluntary modules)
- 22 Graduated in Compulsory Secondary Education, degree (through free tests)
- 70 graduated in Pharmacy, degree
- 60 graduated in Engineering, any speciality
- 70 graduated in Medicine, degree
- 70 Graduated in Dentistry, degree
- 60 graduated in Theology, degree
- 70 Graduated in Veterinary Medicine, degree
- 22 School Graduate (Basic General Education), degree
- 60 Univeristy graduate (of over 290 ECTS credits), degree
- 33 Civil Guard, Basic Scale
- 70 Civil Guard, Officer Scale
- 50 Civil Guard, Scale of Non-Commissioned Officers
- 70 Civil Guard, Upper Officer Scale
- 60 Engineering, any speciality (3 first years in full)
- 60 Engineering, Graduate Degree
- 60 Technical Engineering degree
- 70 Engineer, degree
- 79 National Police Inspector
- 70 Chief Engineer of the Merchant navy, Professional degree
- 70 Bachelor's Degree, degree
- 60 Bachelor's Degree, any speciality (3 first years in full)
- 79 Licenciatus (ecclesiastical education), degree
- 50 Industrial mastery, with degree
- 70 Merchant Navy, professional degree of Captain
- 70 Merchant Navy, professional degree of Chief Engineer
- 70 Merchant Navy, Professional degree of First Engineer Officer
- 70 Merchant Navy, Professional degree of Second Engineer Officer
- 70 Merchant Navy, professional degree of First Radioelectronic Officer
- 70 Merchant Navy, Professional degree of Second First Radioelectronic Officer
- 70 Merchant Navy, Professional degree of First Pilot
- 70 Merchant Navy, Professional degree of Second Pilot
- Merchant Marine, professional qualifications or licenses not included in levels 2-8 (see note 2)
- 79 Master's Degree in Art Education, degree
- 79 Official university master's degree (research speciality or associated with a doctorate), degree
- 79 Official university master's degree (professional or academic specialisation), degree
- 70 Medicine, Graduate Degree
- 70 Medicine, Bachelor's Degree
- 79 Medical specialist, degree
- 79 MIR, Specialisation programmes for doctors, with degree
- 33 Experimental Modules of Vocational Training Level II, with degree

- 50 Experimental Modules of Vocational Training Level III, with degree
- 33 Mozo de Escuadra, Basic Scale
- 60 Music (LOE), Higher degree equivalent to Graduate
- 70 Music (LOGSE), higher degree equivalent to a Bachelor's
- 70 Music, Higher Specialisation Diploma for Soloists (Decree 313/1970)
- 39 Dance, middle-level education (LOGSE), with degree
- Dance, basic education (LOE) (see note 2)
- 39 Music, Professional education (LOE), with degree
- 39 Intermediate Level at the Conservatory of Music (LGE)
- 70 Music, Professor of Music Degree and professional degree in music (Decree of 15 June 1942)
- 70, Music, Higher Professor Degree in Music (Decree 2608/1966)
- 70 Dentistry, Graduate Degree
- 70 Dentistry, Bachelor's Degree
- 60 AF Officer, former scale (access to the scale prior to 2015)
- 70 AF Officer, former Upper Scale (access to the scale prior to 2015)
- 60 AF Officer (access to the scale from 2015)
- 60 AF Officer Degree (access from the former Officers' Scale)
- 70 First Engineer Officer of the Merchant navy, Professional degree
- 70 Second Engineer Officer of the Merchant navy, Professional degree
- 70 First Radioelectronic Officer of the Merchant Marine, Professional degree
- 70 Second Radioelectronic Officer of the Merchant Marine, Professional degree
- 33 Industrial Mastery, with degree
- 29 Initial Professional Qualification Programme (compulsory modules Only)
- 50 Business Expert, degree
- 10 Individuals who have attended school for 5 or more years and cannot be classified under another heading
- 21 Persons who have attended school for at least 9 years (only if neither academic years nor certifications can be determined)
- 70 First Pilot of the Merchant Navy, Professional degree
- 70 Second Pilot of the Merchant Navy, Professional degree
- 60 Airline Transport Pilot (Airplane), degree
- 60 Airline Transport Pilot (Helicopter), degree
- 79 PIR, Specialisation programmes for Psychologists, degree
- 33 Local Police forces in the País Vasco Autonomous Community
- 33 Local Police in the Navarra Autonomous Community
- 33 Local Police of the Government of Catalonia
- 33 National Police / National Police Basic Scale
- 79 National Police, Inspector
- 60 Unofficial university postgraduate courses of 6 months or more and less than 1 year, for which a university degree is required.
- 79 Unofficial university postgraduate diplomas, of 1 year or more, for which a university degree is required
- 32 Pre-University Course, approved
- 39 Basic Professional, degree
- 39 Professional in Dance (LOE), degree
- 39 Professional in Dance (LOGSE), degree
- 39 Professional in Music (LOE), degree
- 39 Professional in Music (LOGSE), degree
- 39 Professor of Music, degree (Decree 2608/1966)

- 60 Professor of Commerce, degree
- - Programmes classified in Level 9 of the CNED (non-formal education) and their accreditations (see note 2).
- 29 Social Guarantee Programmes.
 - Recreational and/or leisure programmes of any kind (not included in the scope of the CNED) (see note 2).
- 32 University entrance examination (> 25 years), certificate of successful completion
 - University entrance examination (> 45 years), certificate of successful completion (see note 2)
- 22 Entrance examination for Intermediate Level Sports Education, certificate of successful completion
- 32 Entrance examination to the Higher Level Sports Education, certificate of successful completion

- 22 Entrance examination to a VAD Middle-level Training Programme (> 25 years), certificate of successful completion
- 22 Entrance examination for Vocational Training Middle-level Training Programme, certificate of completion
- 32 Entrance examination to the Higher-level Training Programme in Visual Arts and Design, certificate of successful completion
- 32 Entrance examination to the Vocational Training Higher-level Training Programme, certificate of successful completion
- 79 Clinical Psychologist, specialist degree
- 79 PIR, Specialisation programmes for chemists, with degree
- 50 Non-commissioned AF Officer, former scale (access to the scale prior to 2015)
- 33 Technical Assistant, degree (VT1)
- 33 Technical Visual Arts and Design (VAD), degree
- 33 Technical Vocational Training, degree
- 50 Technical Sports, higher degree
- 33 Technical Sports, degree
- 50 Technical Specialist, degree (VT2)
- 50 Higher Technical Visual Arts and Design (VAD), degree
- 50 Vocational Training Higher Technical, degree
- 79 Nurse Practitioner Degree (various Specialities)
- 79 Health Specialist degree (various Specialities)
- 79 Medical Specialist degree (different Specialities)
- 60 University own Specialist degree
- 60 University own expert degrees.
- 79 University own Master's degree
- 41 University own qualifications that require a baccalaureate, of a duration of 1 semester or more and less than 2 years

- 50 University own qualifications that require a baccalaureate of two years or more

- 79 University own degrees of 60 or more ECTS credits for which a university degree is required.
- - University own degrees of less than 1 semester (see note 2)
- 60 University own degrees of more than 30 ECTS credits and less than 60 for which a university degree is required
- 21 Transition to Adulthood, training programmes for
 - University (3 years of Degree) (see note 2)
- 60 University (3 years of Degree, Engineering or Architecture (studies to be completed))
- 79 University, Advanced Studies Diploma
- 81 University, Doctor, degree
- 79 University, Doctorate, complete training period

- 79 University, Doctorate, Research Proficiency recognised
- 79 University, official postgraduate training with access to a Doctorate (other than a Master's)
- 60 University, Degree of 290 ECTS credits and equivalent, with degree
- 79 University, Unofficial Master's Degree (own degree)
- 79 University, Official Master's Degree, degree
- 79 University, unofficial postgraduate (own degree) of 1 year or more.
- 60 University, unofficial postgraduate (own degree) of 6 months or more and less than 1 year.
- University degree, unofficial postgraduate degree (own degree), less than 6 months old (see note 2)
- 60 University, Specialist own degree
- 60 University, Expert own degree
- University, own degree less than 6 months old (see note 2)
- 70 Veterinary, Graduate degree
- 70 Veterinary, Bachelor's Degree

NOTE:

- (1) The (professional) training for employment (TfE) programmes are the responsibility of the Public Administrations, and especially of the Spanish Public Employment Service (SEPE) and competent bodies in the Autonomous Communities. The CNED-2014 distinguishes between training leading to a Professional Certificate and the rest, i.e. training not leading to professional certificates (non-formal education, including those leading to partial accreditations).
- (2) If the sign "-" appears next to the studies carried out, it means that those studies do not grant a level of studies.

5. CLASSIFICATION OF PROGRAMMES, DEGREES AND CERTIFICATIONS IN FIELDS OF STUDY (CNED-F)

(Variables: HATFIELD, FEDFIELD, NFEFIELD1, NFEFIELD2)

The large sector (two digits) of the CNED-F is used to code the content or main theme of both the studies carried out to reach the highest educational level and the formal and non-formal educational activities that the respondent is carrying out or has carried out in the last 12 months.

00 General training, basic adult training and personal skills

- General Training
- Basic training of adults in linguistic and mathematical skills
- Personal Skills

01 Education

- Educational Sciences
- Teacher training in early childhood education
- Teacher training in primary education
- Teacher training in secondary education and vocational training
- Education, without main detailed sector

02 Arts, Humanities and Languages

- Audio-visual techniques and media
- Fashion Design, industrial design and interior design
- Fine Arts
- Handicrafts
- Music and Performing Arts
- Religion
- History and Archaeology
- Philosophy and ethics
- Second language learning
- Literature and Linguistics
- Arts, Humanities and Languages, without main detailed sector

03 Social Sciences, Journalism and documentation

- Economy
- Political Science
- Psychology
- Sociology, Anthropology and social and cultural geography
- Journalism
- Librarianship, documentation and files
- Social Sciences, Journalism and documentation, no main detailed sector

04 Business, Administration and Law

- Accounting and tax management
- Finance, banking and insurance
- Administration and Management
- Marketing and Advertising
- Secretarial and administrative work
- Wholesale and retail trade
- Other work adaptation studies
- Law
- Business administration and law, without a main detailed sector

05 Natural sciences, chemistry, physics and mathematics

- Biology
- Biochemistry
- Environmental Sciences
- Natural Environments and wildlife
- Chemistry
- Geology and Meteorology
- Physics
- Mathematics
- Statistics
- Natural sciences, chemistry, physics and mathematics, no main detailed sector

06 Information and communications technology (ICT)

- Computer skills
- Database and network design and administration
- Development and analysis of software and applications
- Information and communication technologies (ICT), not elsewhere classified
- Information and communication technologies (ICT), without main detailed sectors

07 Mechanics, electronics and other technical training; industry and construction

- Chemical Processes
- Environmental Control and Technology
- Electricity and Energy
- Electronic and Automatic
- Machinery and Metallurgy
- Motor vehicles, boats and aircraft
- Mechanics, electronics and other technical training, not elsewhere classified
- Food industry
- Other materials industries (wood, paper, plastic, glass)
- Textile, clothing, footwear and leather industry
- Mining and extraction
- Architecture and Urbanism
- Construction and Civil engineering

- Mechanics, electronics and other technical training; industry and construction, without predominant detailed sectors

08 Agriculture, livestock, fishing, forestry and veterinary

- Agricultural production and livestock farming
- Horticulture and gardening
- Forestry
- Fishing
- Veterinarians
- Agriculture, livestock, fishing, forestry and veterinary, with no main detailed sector

09 Health and social services

- Dental studies
- Medicine
- Nursing
- Diagnostic technology and medical treatment
- Therapy and Rehabilitation
- Pharmacy
- Natural therapies related to health and wellness
- Health, not elsewhere classified
- Care for the elderly and disabled adults
- Child care and youth services
- Social work and guidance
- Health and social services, no main detailed sector

10 Services

- Domestic Services
- Hairdressing and beauty services
- Accommodation and food service activities
- Physical and sports activities
- Travel, Tourism and Leisure
- Sanitation services to the community
- Occupational health and safety
- Military Education
- Protection of property and persons
- Transport services
- Services, no main detailed sector

89 Unknown or unspecified Sectors

In addition, the following code is included:

88 NEGATIVE/DO NOT KNOW

6. LANGUAGES:

Variables LANGMOTHER1, LANGMOTHER2, LANGUSED_1 A LANGUSED_7, LANGBEST1, LANGBEST2

This is used to code mother tongues and other languages that the interviewee may use.

Code	Language
ABK	Abjasia, Abkhaz
AFR	Afrikaans
AKA	Akan
ALB	Albanian
AMH	Amharic
ARA	Arabic
ARG	Aragonese
ARM	Armenian
ASM	Assamese
AVA	Avar, Avaric
AVE	Avestan
AYM	Aymara
AZE	Azerbaijan
BAK	Bashkir
BAM	Bambara
BAQ	Basque;
BEL	Belarusian
BEN	Bengali
BIH	Bihari, languages
BIS	Bislama
TIB	Tibetan
BOS	Bosnian
BRE	Breton
BUL	Bulgarian
BUR	Burmese
CAT	Catalan
CZE	Czech
CHA	Chamorro
CHE	Chechen
CHI	Chinese
CHV	Chuvash
COR	Cornish
COS	Corsican
CRE	Create
WEL	Welsh
DAN	Danish
GER	German
DIV	Divehi; Dhivehi; Maldives
DUT	Dutch; Flemish
DZO	Dzongkha
GRE	Greek
ENG	English
EPO	Esperanto
EST	Estonian
EWE	Ewe

FAO	Faroese
PER	Persian
FIJ	Pashto
FIN	Finn
FRE	French
FRY	Frison
FUL	Fulah
GEO	Georgian
GLA	Gaelic; Scottish Gaelic
GLE	Irish
GLG	Galician
GLV	Isle Of Man
GRN	Guarani
Gumi	Gujarati, Gujarati
HAT	Haitian; Creole Haitian;
HAU	Hausa
HEB	Hebrew
HER	Herero
HIN	Hindi
HMO	Hiri Motu
HRV	Croatian
HUN	Hungarian
IBO	Igbo
ICE	Icelandic
IDO	Hago
III	Sichuan Yi; Nuosu
IKU	Inuktitut
IND	Indonesian
IPK	Inupiak
ITA	Italian
JAV	Javanese
JPN	Japanese
KAL	Kalaallisut, Greenland
KAN	Kannada, Kannada
KAS	Kashmir
KAU	Kanuri
KAZ	Kazakh
KHM	Khmer Central
KIK	Kikuyu; Gikuyu
KIN	Kinyarwanda
KIR	Kyrgyz; Kyrgyzstan
KOM	Komi
KON	Kongo
KOR	Korean
KUA	Kuanyama; Kwanyama
KUR	Kurdish
LAO	Lao
LAT	Latin
LAV	Latvian
LIM	Limburger; Limburgan;
LIN	Lingala
LIT	Lithuanian
LTZ	Luxembourgian

LUB	Luba-Katanga
LUG	Ganda
MAH	Marshall Islands
Evil	Malayalam
MAO	Maori
MAR	Marathi
MAY	Malay
MAC	Macedonian
MLG	Malagasy
MLT	Maltese
MON	Mongolian
NAU	Nauru
NAV	Navajo Navajo;
NBL	Southern Ndebele
NDE	Ndebele, Northern
NDO	Ndonga
NEP	Nepali
NNO	Nynorsk, Norwegian
NOB	Bokmal, Norway; Norwegian
NOR	Norwegian
NYA	Chichewa; Chewa, Nyanja
OCI	Occitan
OJI	Ojibwa
ORI	Oriya
ORM	Oromo
OSS	Ossetia; Ossetic
PAN	Panjabi; Punjabi
PLI	Pali
POL	Polish
POR	Portuguese
PUS	Pushto; Pashto
QUE	Quechua
ROH	Romansh
ROM	Romanian; Moldova;
RUN	Rundi
RUS	Russian
SAG	Sango
SAN	Sanskrit
SIN	Sinhalese
SLO	Slovak
SLV	Slovenian
SME	Northern Sami
SMO	Samoan
SNA	Shona
SND	Sindhi
SOM	Somalian
SOT	Sotho, Southern
SPA	Castilian; Spanish
SRD	Sardinian
SRP	Serbian
SSW	Swati
SUN	Sudanese
SWA	Swahili

SWE	Swedish
TAH	Tahitian
TAM	Tamil
TAT	Tartarus
TEL	Telugu
TGK	Tajikistan
TGL	Tagalog
THA	Thai
TIR	Tigrinya
TON	Tonga (Tonga Islands)
TSN	Tswana
TSO	Tsonga
TUK	Turkmenistan
TUR	Turkish Bath
TWI	Twi
UIG	Uighur
UKR	Ukrainian
URD	Urdu
UZB	Uzbeks
VAL	Valencian
VEN	Venda
VIE	Vietnamese
VOL	Volapük
WLN	Valon
WOL	Wolof
XHO	Xhosa
YID	Yiddish
YOR	Yoruba
ZHA	Zhuang; Chuang
ZUL	Zulu