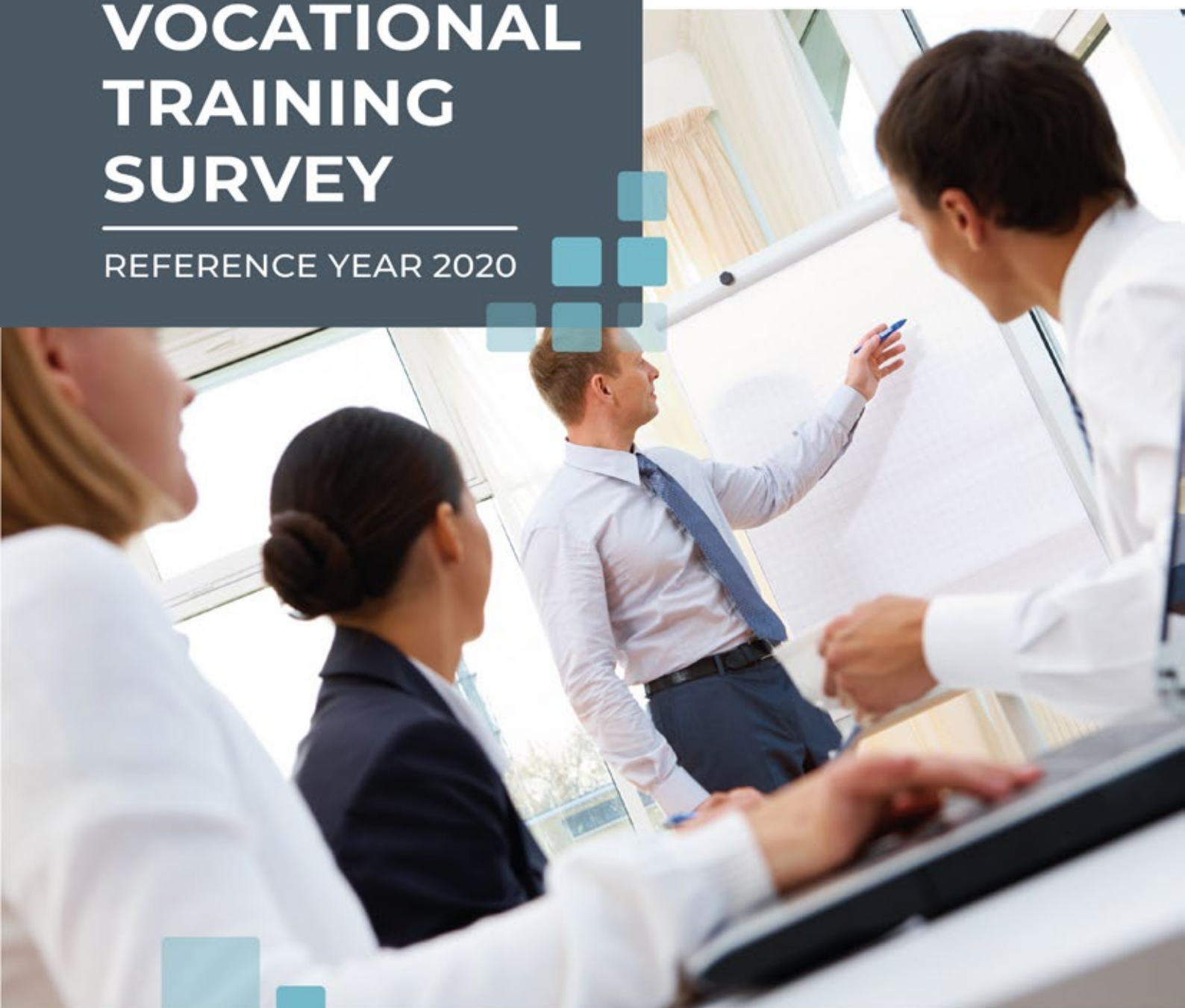


# CONTINUING VOCATIONAL TRAINING SURVEY

REFERENCE YEAR 2020



National Statistics Office  
Uffiċċju Nazzjonali tal-Istatistika



**Continuing Vocational Training Survey 2020**

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## FOREWORD



ETIENNE CARUANA  
Director General

Technological changes over the years have affected all aspects of life. The ways in which we communicate with one another, do business, receive and make payments, and even perceive time has changed. Many enterprises are now setting more ambitious targets and investing in different technologies to improve the way they work and the quality of their products. These changes have increased the demand for a more flexible and competent workforce across the board, which has increased spending in the upskilling of all employees.

By means of the Continued Vocational Training Survey (CVTS), the National Statistics Office gathers information from enterprises related to vocational training patterns, investment in training and other related general information. The survey is conducted amongst enterprises within selected NACE Rev.2 categories and with 10 or more employees (refer to methodological notes in Annex 2 for further information). This publication presents results from the survey that was carried out in 2021, having 2020 as a reference year. Needless to say, results presented in this publication need to be treated with caution, since data needs to be interpreted within the context of the COVID-19 pandemic.

Of interest to note is that, during 2020, almost half of the 2,835 enterprises surveyed provided some kind of training, be it continuing vocational training (CVT) and/or other forms of training. On average, the 1,280 enterprises that provided training to their employees, spent around €900 per participant. On the other hand, the majority (85 per cent) of the enterprises that did not provide any kind of CVT during 2020, claimed that the need was not felt because their workforce's existing qualifications, skills, and competences met their businesses' existing demands. Another interesting fact emerging from this survey is that the majority of enterprises prefer recruiting new staff with the required skills and qualifications to address any emerging needs of the enterprise, as opposed to investing in new training to current employees.

This publication should be of significance to different stakeholders because it covers CVT from different angles, shedding light onto trends and practices in the area of training and the needs of enterprises.

In conclusion, I would like to thank all the participating enterprises for taking the time to respond to this survey. My gratitude is also due to the Education and Community Safety Unit and to every other staff member of the NSO who were involved in the collection, compilation and dissemination of this publication.

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#### Key facts

- Enterprises providing some form of Continued Vocational Training (CVT) during 2020 amounted to 1,280 or 45.1 per cent of the total number of enterprises.
- In terms of paid actual hours worked, this amounted to 961,589 hours spent on CVT courses. The majority (63.1 per cent) were allocated to internal CVT courses.
- On average, enterprises which provided CVT courses for their employees, spent €496.8 per participant in direct costs. On the other hand, the average personal absence cost amongst all CVT participants borne by the enterprise, stood at €404.7 per participant. This amounts to a total average cost (direct and indirect) of €901.6 per participant.
- Out of the 1,555 enterprises which did not provide CVT courses or any other form of CVT in 2020, 1,318 (84.7 per cent) revealed that the primary reason for not doing so was that the existing qualifications, skills, and competences of their employees were in line with the current needs of the enterprise.
- Initial Vocational Training (IVT), such as apprenticeship, was provided by 485 enterprises (17.1 per cent).



**COMMENTARY**

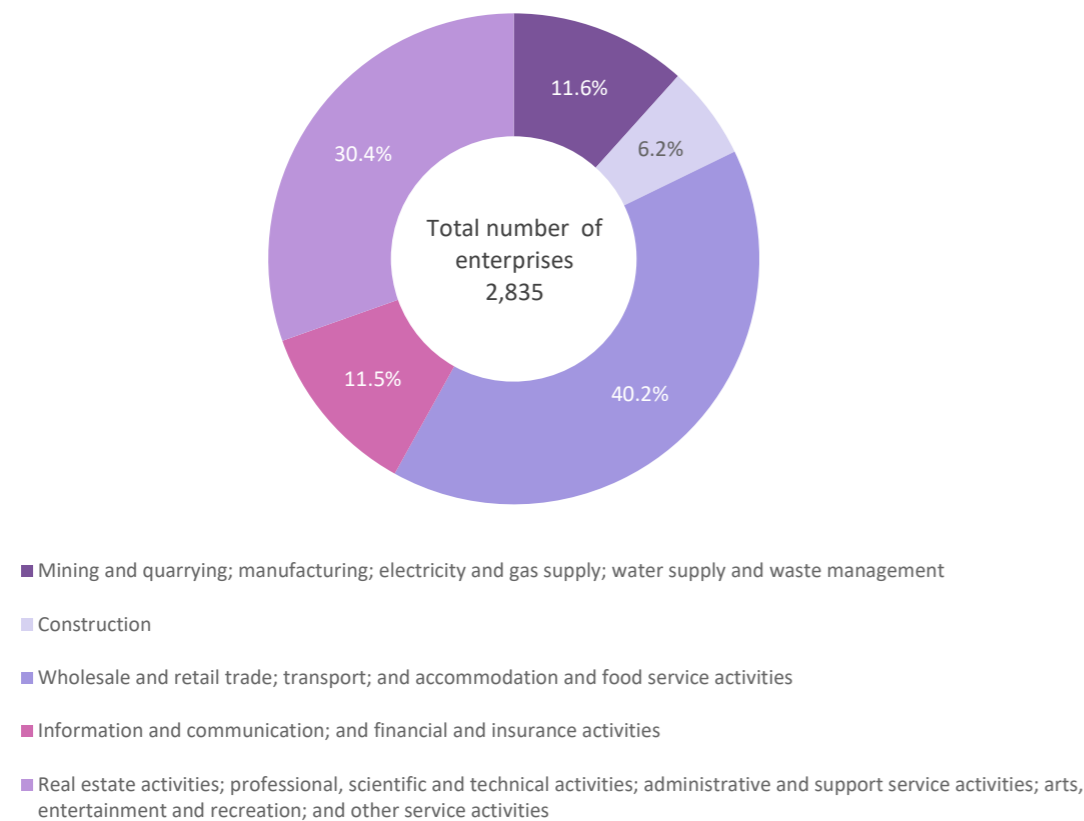
The Continued Vocational Training Survey (CVTS) aims to gather information from enterprises related to vocational training patterns, investment in training and other general information. The survey is conducted amongst enterprises within selected NACE Rev.2 categories<sup>1</sup> and with 10 or more employees. This survey was carried out during 2021, with 2020 as the reference year and results need to be analysed within the context of the COVID-19 pandemic. The analysis presented is based on an estimated population of 2,835 enterprises. More detailed methodological notes can be found in Annex 2.

### 1. Background information of enterprises

During 2020, the total estimated number of enterprises was 2,835. The wholesale and retail trade, transportation and storage and accommodation and food service sector made up the largest share of enterprises at 40.2 per cent (1,141 enterprises). While the construction sector represented the smallest number of enterprises at 175 or 6.2 per cent (Chart 1a, refer to methodological notes).

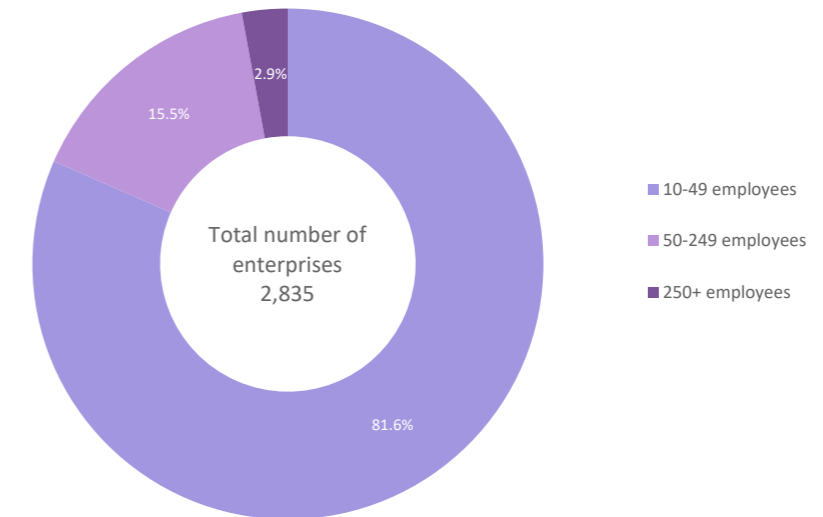
When considering enterprises' size, 2,313 were enterprises having between 10-49 employees; 440 were enterprises having between 50-249 employees and 82 were enterprises having 250 or more employees (Chart 1b, refer to methodological notes).

Chart 1a. Number of enterprises by main economic activity



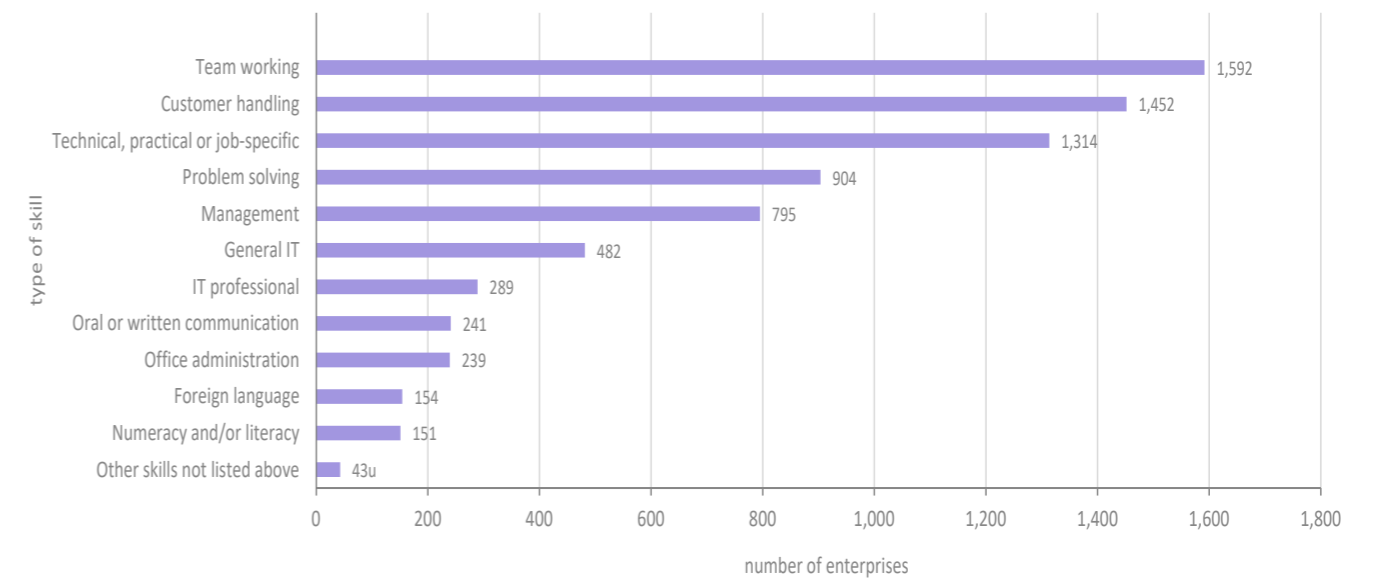
<sup>1</sup> The NACE coding framework is a pan-European classification system which groups organisations according to their business activities. For CVTS, the enterprises falling within the following NACE Rev.2 code categories were targeted to participate: B, C10-C12, C13-C15, C17-C18, C19-C23, C24-C25, C26-C28+C33, C29-C30, C16+C31-C32, D-E, F, G45, G46, G47, H, I, J, K64-K65, K66, L+M+N+R+S. For more information on NACE, refer to the following link: <http://ec.europa.eu/eurostat/documents/3859598/5902521/KS-RA-07-015-EN.PDF>

Chart 1b. Number of enterprises by size category



Enterprises were asked to identify the three most important types of skills and competences which they believe will be the most important for their workforce in the future. Team working skills was the most common skill identified (56.1 per cent). This was closely followed by customer handling skills (51.2 per cent) and technical, practical or job-specific skills (46.3 per cent) (Chart 2, Annex Table 14a).

Chart 2. Main skills and competences needed in the future chosen by enterprises



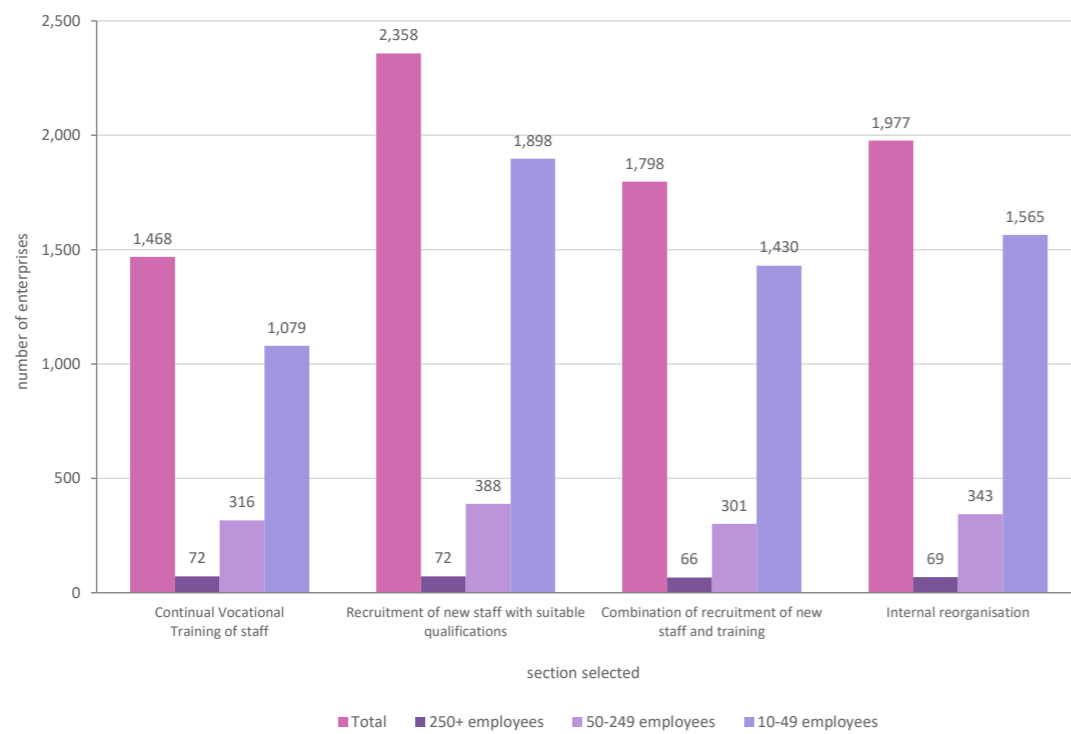
<sup>u</sup> under-represented

Note: The enterprises could choose up to three skills.

When asked how they usually react to emerging skill and competency needs, most enterprises (83.2 per cent) said that they prefer to recruit new staff with the required skills and qualifications to address any emerging needs of the enterprise. On the other hand, the least preferred option was continuing vocational training (CVT) of current staff, with only 51.8 per cent of all enterprises opting for this practice (Chart 3, Annex Table 13).

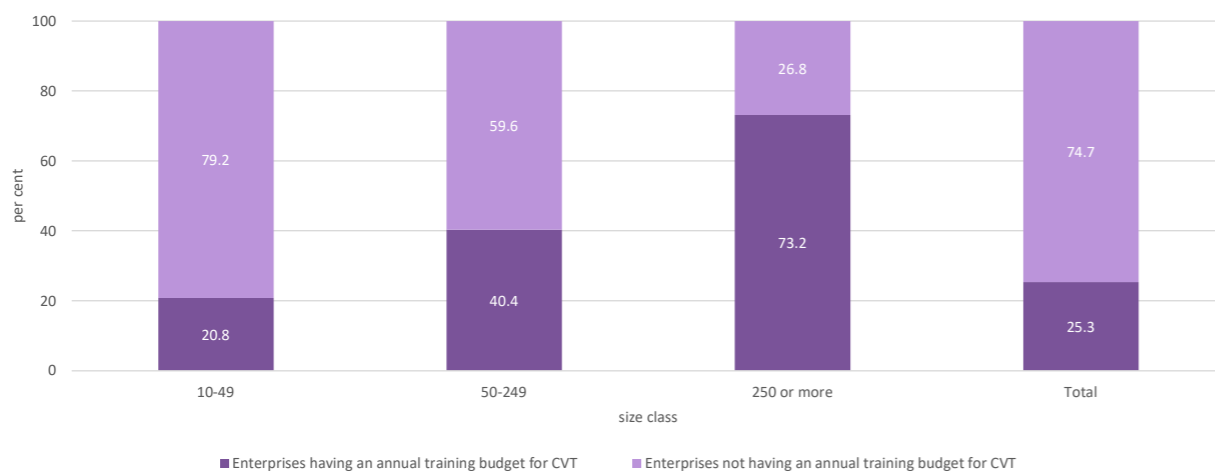


Chart 3. Enterprises' actions in reaction to future needs by size category



Only 21.0 per cent of all the enterprises (595 enterprises) said that usually their CVT planning is based on a written training plan or programme. Moreover, 25.3 per cent of all the enterprises (718 enterprises) said that they usually have an annual training budget allocated for the provision of CVT to their employees (Chart 4, Annex Table 16).

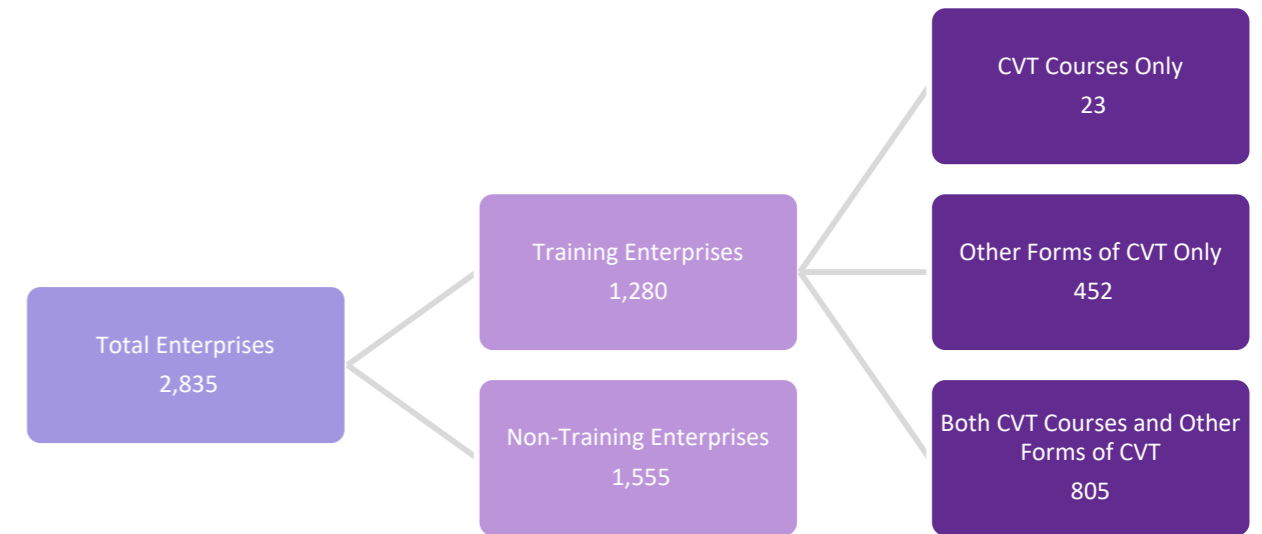
Chart 4. Percentage of enterprises having an annual training budget for CVT by size class



2. Characteristics of continuing vocational training

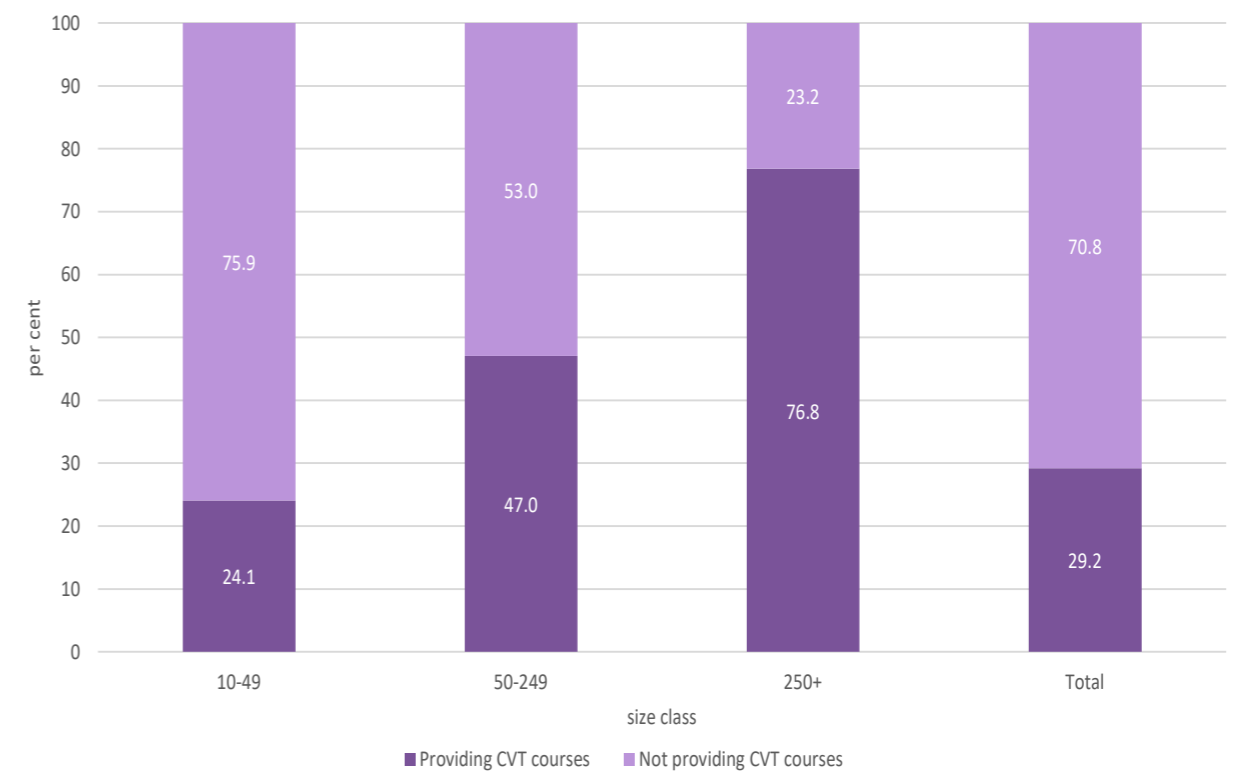
In 2020, 1,280 enterprises (45.1 per cent) provided some form of CVT training to their employees, either as internal or external CVT courses or other forms of CVT training. Out of these, 805 enterprises (62.9 per cent) provided both forms of training (Chart 5).

Chart 5. Distribution of enterprises by type of CVT provided during 2020



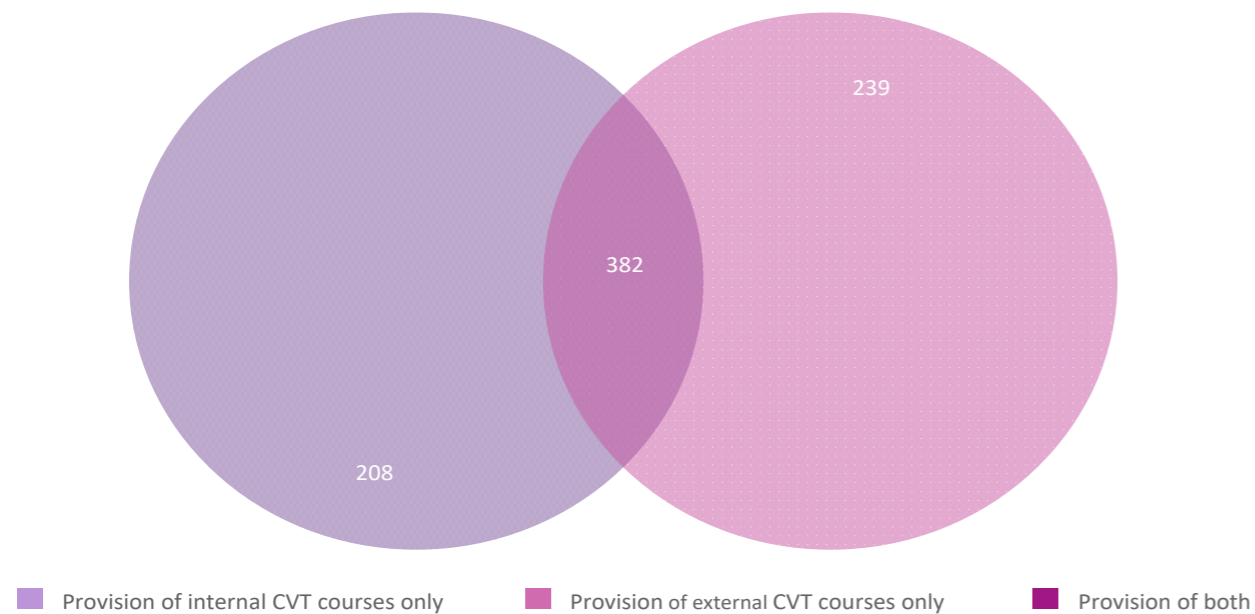
Moreover, in 2020, 828 enterprises (29.2 per cent) provided internally and/or externally organised CVT courses (Chart 6, Annex Table 3).

Chart 6. Percentage of enterprises providing CVT courses by size category



Out of these 828 enterprises, 208 (25.1 per cent) provided at least one internal CVT course, while 239 enterprises (28.9 per cent) provided at least one externally organised CVT courses. The remaining 382 enterprises (46.1 per cent) provided at least one internal CVT course and at least one externally organised CVT course during 2020 (Chart 7).

Chart 7. Distribution of enterprises by type of CVT course provision



Note: Totals may not add up due to rounding.

The number of enterprises providing other forms of CVT training, such as on-the-job training, job rotation, exchanges, secondments, study-visits, conferences, workshops, learning circles or self-directed learning) was 1,257, which represents 44.3 per cent of the total enterprises. On-the-job training was provided by 994 of these enterprises (79.1 per cent). Conferences, workshops, trade fairs and lectures were provided by 603 enterprises of these (48.0 per cent). While self-directed training was provided by 599 enterprises of these (47.6 per cent).

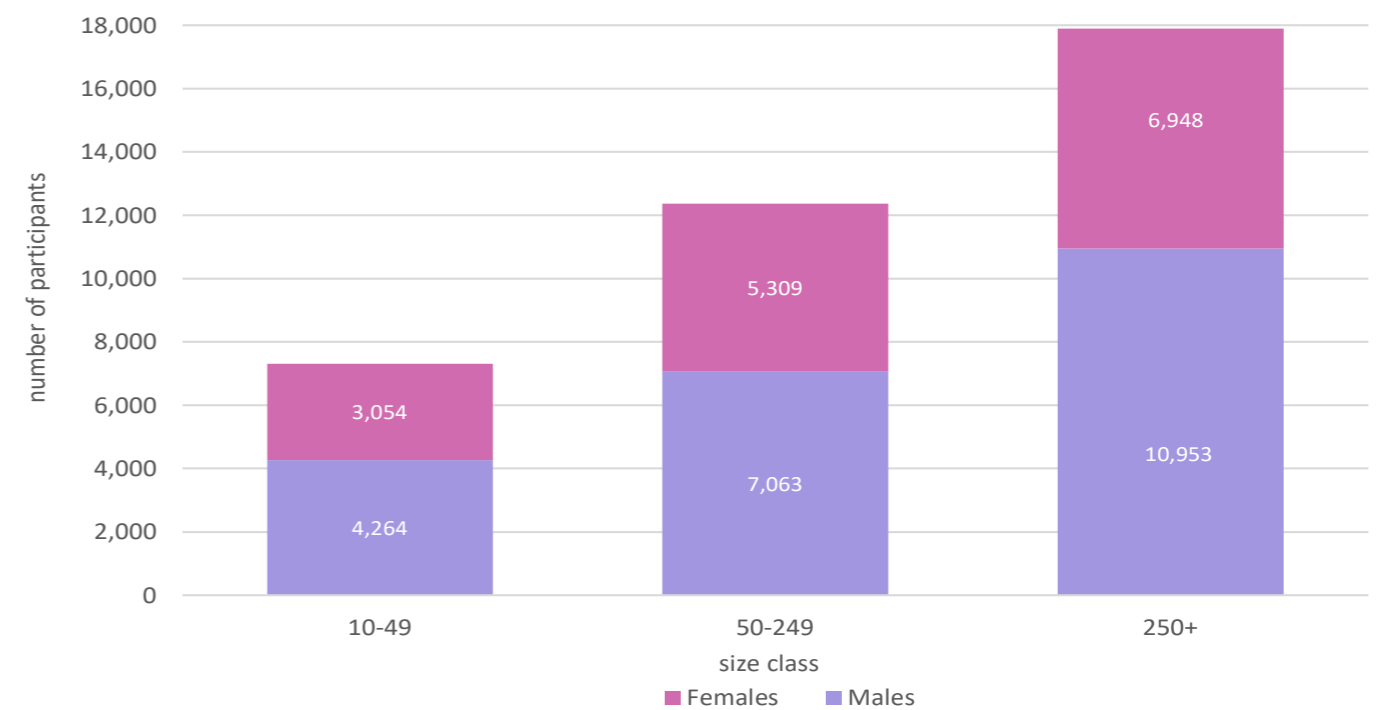
Enterprises were also asked to indicate whether they provided CVT courses to their employees in 2019. When considering only the number of enterprises in the sample who were active in 2019 (2,789 enterprises), 31.4 per cent provided CVT courses in 2019 and 29.2 per cent provided CVT courses in 2020. This drop from the year 2019 may be a result of the impact of the COVID-19 pandemic which may have influenced the decision or ability of the enterprises to provide CVT courses to their employees. The opposite is seen for the other forms of CVT training. During 2020, 44.3 per cent of the enterprises that were active in 2019 said that they offered other forms of training to their employees, while in 2019, the corresponding figure was only 23.4 per cent of the enterprises

3. Continuing vocational training participants, providers and costs

i. Number of participants

A total of 37,592 employees participated in CVT courses during 2020 (27.8 per cent of the employees in all enterprises). The majority of the participants (22,280 participants - 59.3 per cent) were males (Chart 8).

Chart 8. Female and male participants in CVT courses during the year 2020



ii. Average number of training hours spent on CVT courses per participant

During 2020, an average of 25.6 training hours per participant were spent on CVT courses. Mining and quarrying, manufacturing, electricity supply, water supply and gas supply and waste management was the sector which had the highest average training hours per participant at 36.8 training hours. On the other hand, the construction sector had the lowest value with an average of 11.7 training hours per participant (Table 1).

Table 1. Average number of training hours per participant spent on CVT courses by main economic activity and size class

Size class / Main economic activity	Average number of training hours
<b>Size class</b>	
10-49 persons employed	18.6
50-249 persons employed	25.6
250+ persons employed	28.4
<b>Main economic activity</b>	
Mining and quarrying; manufacturing; electricity and gas supply; water supply and waste management	36.8
Construction	11.7
Wholesale and retail trade; transport; and accommodation and food service activities	14.9
Information and communication; and financial and insurance activities	30.2
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation; and other service activities	21.2
<b>Total</b>	<b>25.6</b>

iii. Providers of external CVT courses

The majority of external CVT courses in 2020, were provided by private training companies (78.0 per cent). This was followed by schools, colleges, universities, and other higher education institutions (29.5 per cent), and employer’s association, chambers of commerce or sector bodies (26.8 per cent) (Table 2, Annex Table 8).

Table 2. Types of training providers of external CVT courses

Type of training providers	% total enterprises
Schools, colleges, universities and other higher education institutions	29.5
Public training institutions (financed or guided by the government) e.g. adult education centres	20.3
Private training companies	78.0
Private companies of which the main activity is not training (e.g. equipment suppliers, parent/associate companies)	22.0
Employer's associations, chambers of commerce, or sector bodies	26.8
Other training providers	25.8

Note: Respondents could choose up to a maximum of three training providers.

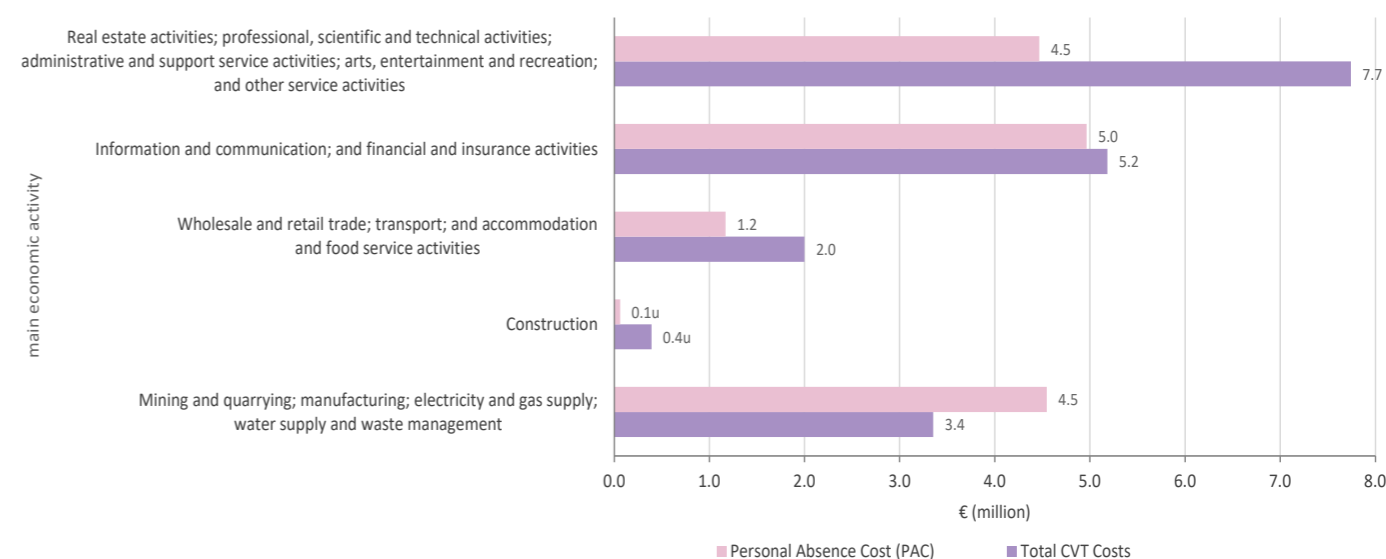
iv. Investment in CVT courses

Around 1 million paid actual hours worked were spent on CVT courses, amounting to 0.4 per cent of the total paid actual hours worked during 2020. The majority of these hours (63.1 per cent) were allocated to internally organised CVT courses.

The most common topic addressed through the CVT courses was technical, practical or job-specific courses at 71.7 per cent. This was followed by the development of management skills at 33.5 per cent and customer handling skills at 33.1 per cent.

The total costs incurred by enterprises during 2020 for the provision of CVT courses amounted to around €18.7 million, while the total Personal Absence Cost (PAC<sup>2</sup>) associated with the provision of training during working hours, was estimated at €15.2 million (Chart 9, Annex Table 7).

Chart 9. Total CVT and PAC costs by main economic activity



<sup>u</sup> under-represented

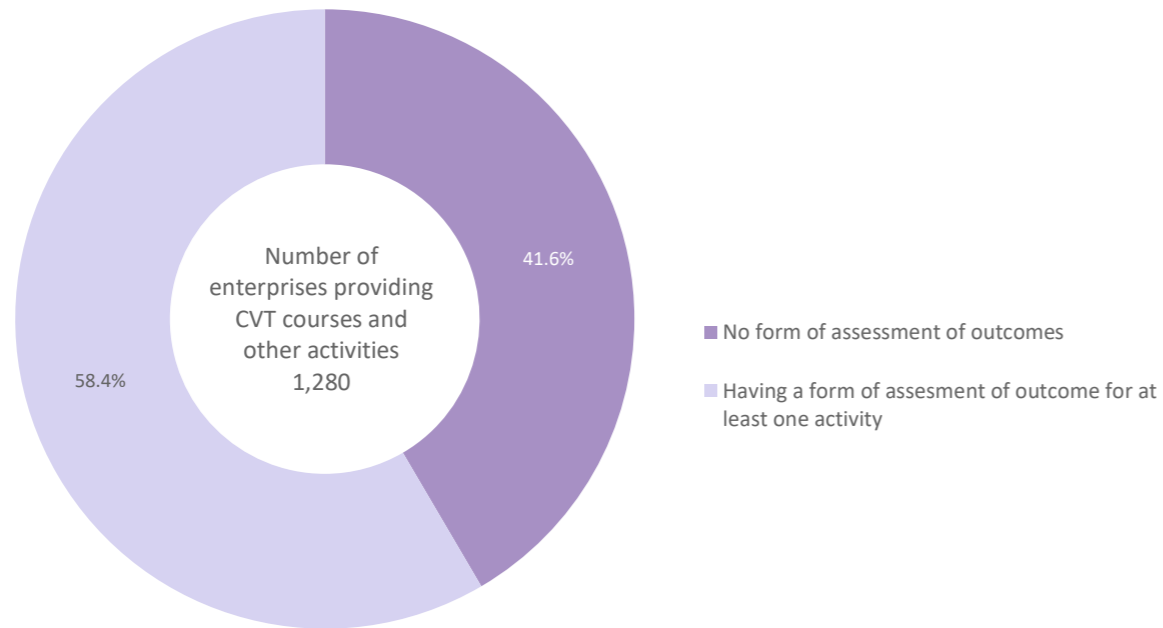
On average, enterprises which provided CVT courses to their employees during 2020 spent €496.8 per participant. The average PAC borne by the enterprise per CVT stood at €404.7 per participant (Annex Table 7). This amounts to an average total cost for CVT courses per actual hours worked of €19.4 and an average PAC cost per actual hours worked spent on training of €15.8.

4. Outcomes of continuing vocational training

Out of 1,280 enterprises that provided either CVT courses or any other form of CVT training in 2020, 748 enterprises (58.4 per cent) conducted some form of assessment to the participants at the end of the training (Chart 10, Annex Table 11).

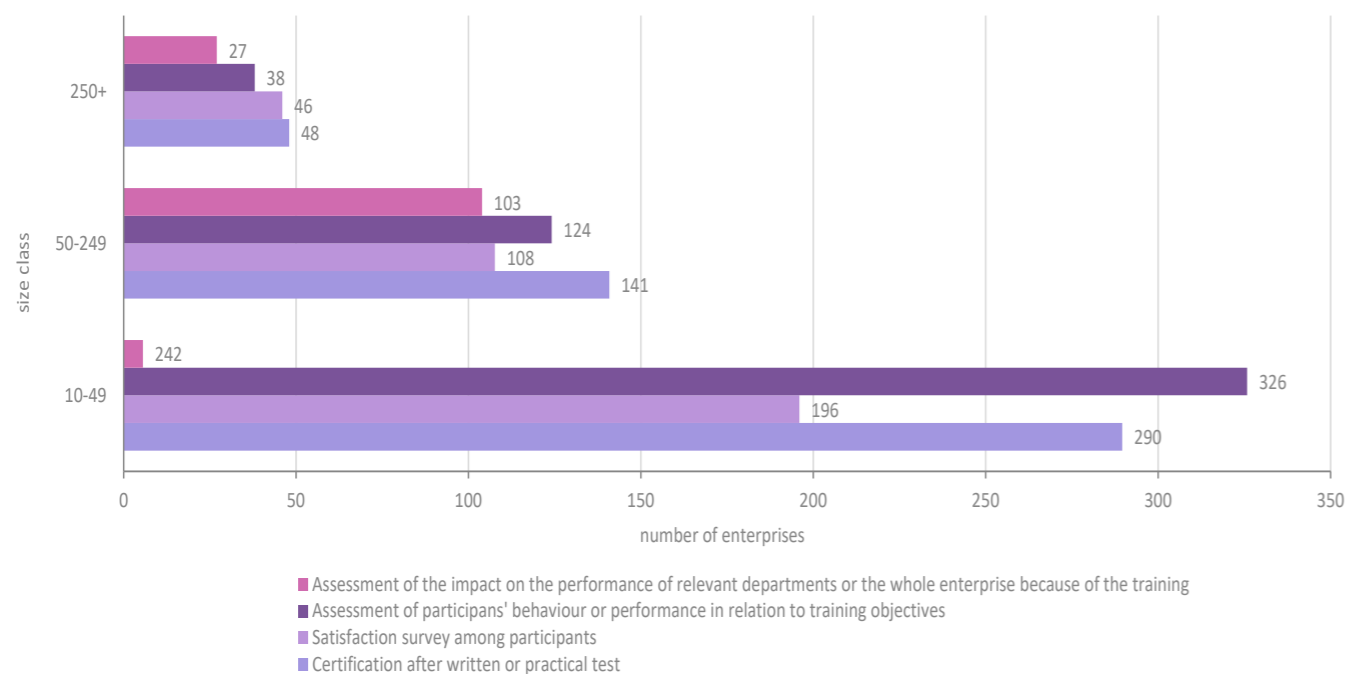
<sup>2</sup> Personal Absence Cost (PAC) refers to the cost incurred by the enterprises for every employee who underwent CVT courses training during paid working hours. Refer to Methodological notes (Annex 2).

Chart 10. Enterprises having some form of assessment for CVT



The most popular form of assessment chosen by the enterprises (488 enterprises or 65.2 per cent) was assessing the participants' behaviour or performance in relation to training objectives. The second most common assessment method was through certification after a written or practical test, with 478 enterprises (64.0 per cent) choosing this method. A total of 372 enterprises (49.8 per cent) opted for an assessment method which measures the impact of training on performance of the relevant department or the whole enterprise. Additionally, distributing a satisfaction survey among participants was selected by 350 enterprises or 46.8 per cent (Chart 11, Annex Table 12).

Chart 11. Types of assessment of CVT and other training outcomes by size class

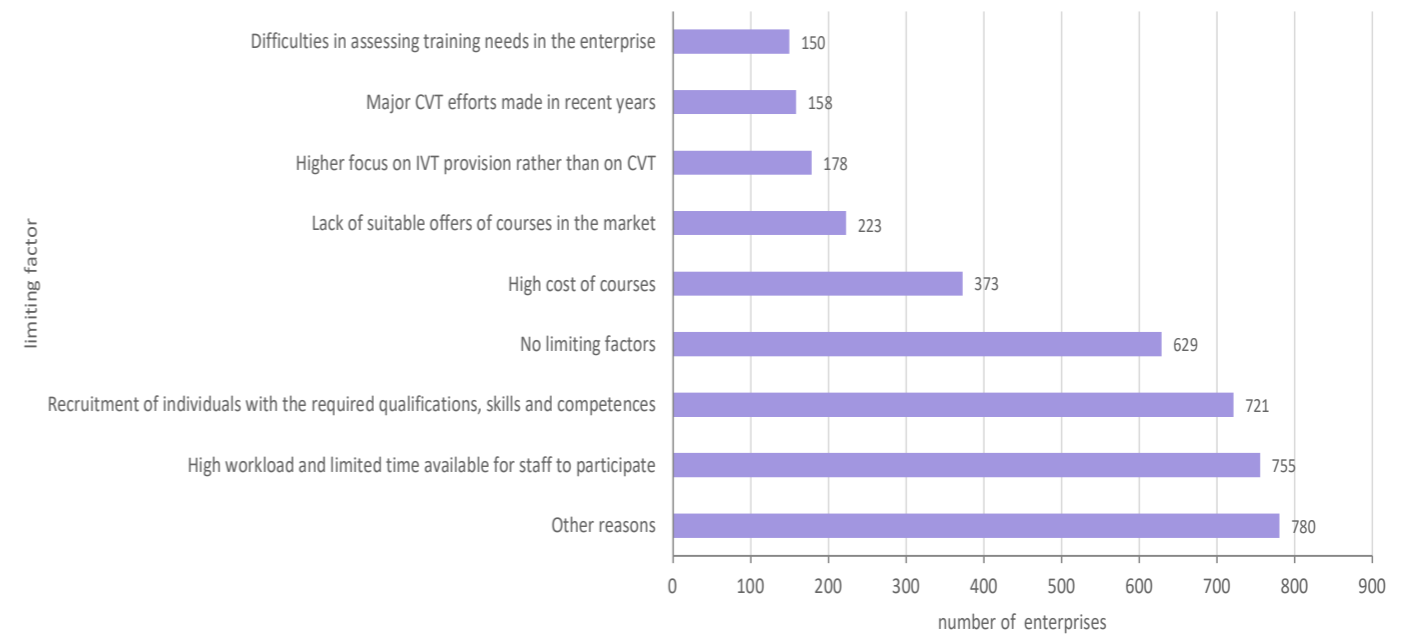


5. Reasons for not providing continuing vocation training

Nearly half of the 1,280 enterprises (49.1 per cent or 629 enterprises) who provided either CVT courses or any other forms of CVT training during 2020, did not identify any limiting factors inhibiting the provision of more CVT training.

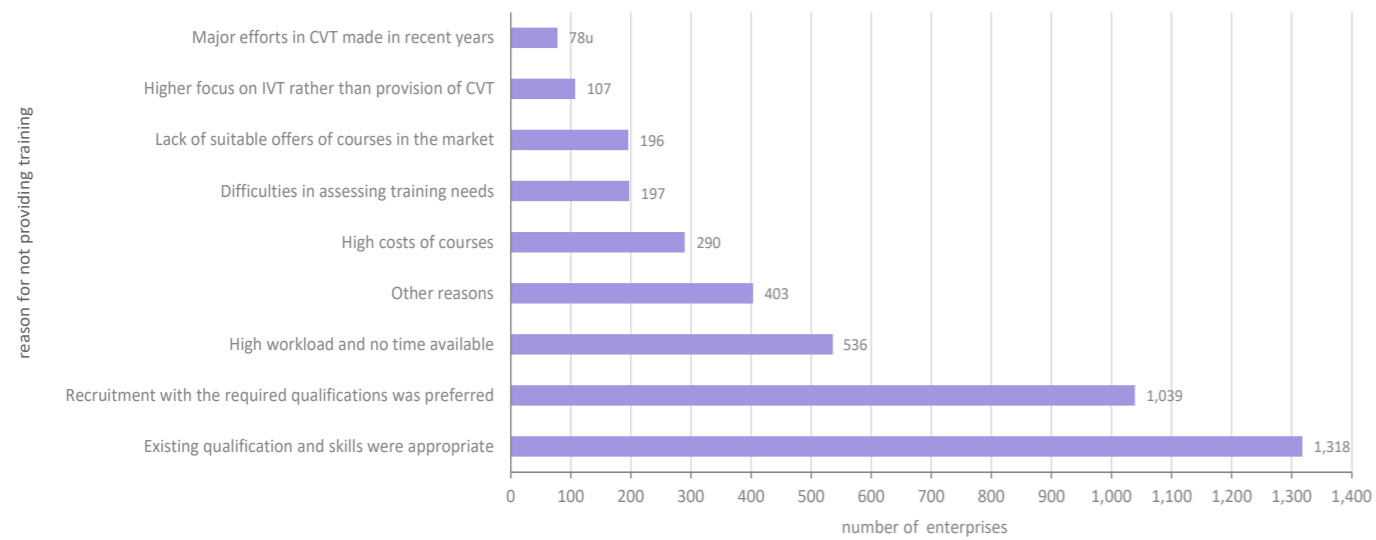
Enterprises who provided either CVT courses or any other forms of CVT training during 2020 and who faced limiting factors in the provision of this training, were queried about what type of limitations they had encountered. The majority (780 enterprises or 60.9 per cent) chose other reasons, with 347 enterprises (44.5 per cent of these 780 enterprises) indicating the COVID-19 pandemic as a limiting factor. The second most common limitation chosen by the enterprises was high workload and no time available for staff to participate in training. This limitation was selected by 755 enterprises, amounting to 59.0 per cent of enterprises (Chart 12, Annex Table 9).

Chart 12. Number of enterprises by limiting factors for providing more CVT courses



Likewise, enterprises which did not provide any CVT courses or any other form of CVT training during 2020, were also requested to provide reasons for not doing so. The majority, a total of 1,318 enterprises (84.7 per cent), did not provide any CVT courses or any other form of CVT training because they believed that the existing qualifications, skills, and competences of their employees were appropriate to their current needs. Also, 66.8 per cent (1,039 enterprises) said that they did not need to provide CVT courses or any other form of CVT training to their employees because they already had recruited individuals with the required qualifications, skills, and competences. Cost related barriers were only an issue for 290 enterprises or 18.6 per cent (Chart 13, Annex Table 15).

Chart 13. Number of enterprises by reasons for not providing any form of training

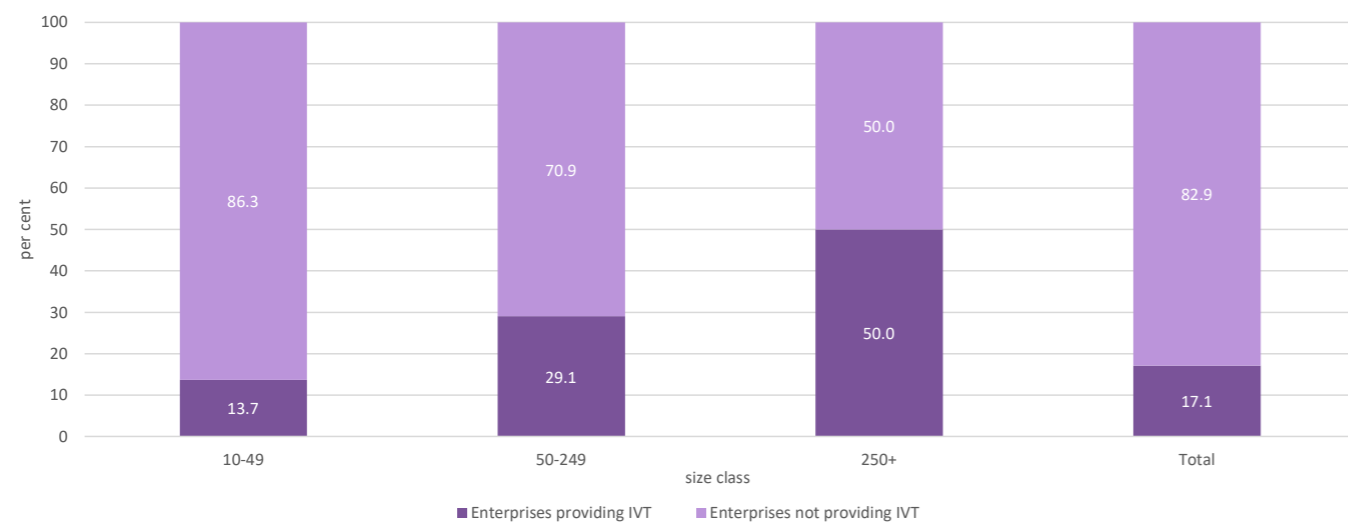


<sup>u</sup> under-represented

## 6. Initial Vocational Training (IVT)

From the total of 2,835 enterprises, 485 (17.1 per cent) provided some form of Initial Vocational Training (IVT<sup>3</sup>) during 2020 (Chart 14, Annex Table 17).

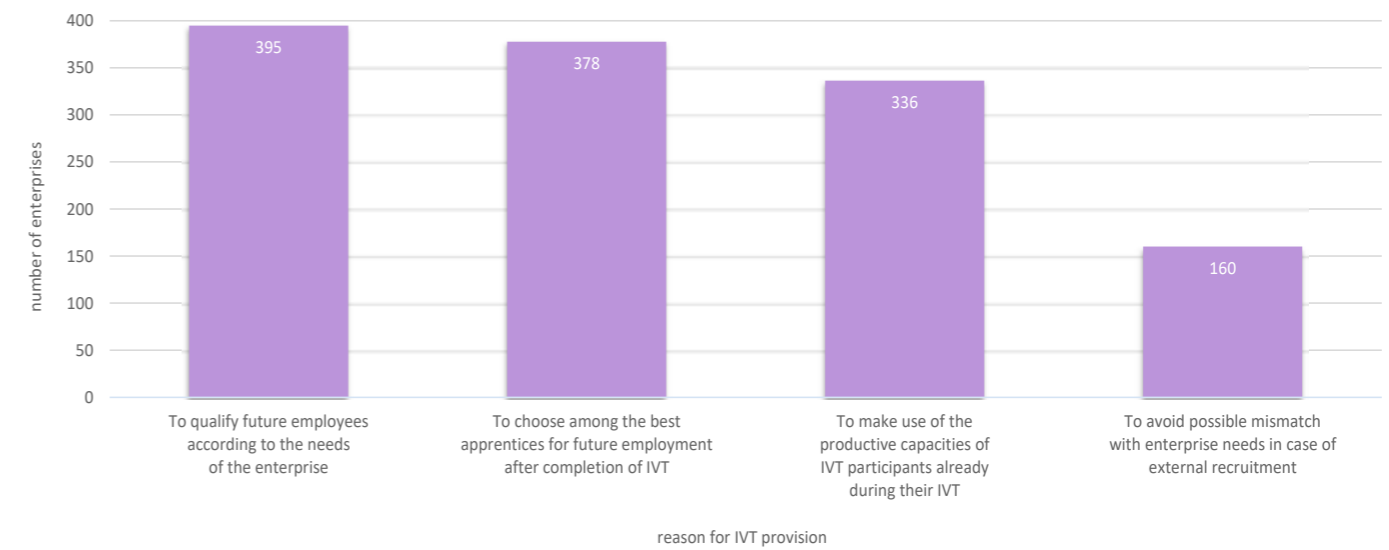
Chart 14. Percentage of enterprises providing IVT by size class



<sup>3</sup> Initial Vocational Training (IVT) refers to apprenticeships at ISCED levels 2 to 5. Refer to methodological notes (Annex 2).

The main reasons selected by enterprises for providing IVT were to qualify future employees according to the needs of the enterprise (395 enterprises or 81.4 per cent); to use IVT as an opportunity to be able to choose among the best apprentices for future employment after completion of IVT (378 enterprises or 77.9 per cent) and to make use of the productive capacities of IVT participants (apprentices) during their initial vocational training (336 enterprises or 69.4 per cent) (Chart 15).

Chart 15. Enterprises by reasons for provision of IVT



Note: Up to three options were possible for selection.



**ANNEX 1**  
OUTPUT  
TABLES

OUTPUT TABLES

Annex Table 1. Action needed by enterprises following the assessment of future needs by size class and main economic activity

Size class / Main economic activity	Continuing vocational training of staff		Recruitment of new staff with suitable qualifications	
	No.	% total enterprises	No.	% total enterprises
<b>Size class</b>				
10-49	1,079	46.6	1,898	82.1
50-249	316	71.8	388	88.2
250+	72	87.8	72	87.8
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	162	49.1	238	72.1
Construction	71	40.6	145	82.9
Wholesale and retail trade; transport; accommodation and food service activities	497	43.6	894	78.4
Information, communication; financial and insurance activities	223	68.2	302	92.4
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	514	59.6	778	90.3
<b>Total</b>	<b>1,468</b>	<b>51.8</b>	<b>2,358</b>	<b>83.2</b>

OUTPUT TABLES

Annex Table 1. Continued

Size class / Main economic activity	Combination of recruitment of new staff and training		Internal reorganisation	
	No.	% total enterprises	No.	% total enterprises
<b>Size class</b>				
10-49	1,430	61.8	1,565	67.7
50-249	301	68.4	343	78.0
250+	66	80.5	69	84.1
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	180	54.5	220	66.7
Construction	87	49.7	125	71.4
Wholesale and retail trade; transport; accommodation and food service activities	678	59.4	773	67.7
Information, communication; financial and insurance activities	247	75.5	261	79.8
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	606	70.3	598	69.4
<b>Total</b>	<b>1,798</b>	<b>63.4</b>	<b>1,977</b>	<b>69.7</b>

Notes:

1. Totals may not add up due to rounding.

2. Totals do not tally since an enterprise may have opted for the provision of more than one type of action needed (i.e. not mutually exclusive).

Annex Table 2. Enterprises providing CVT courses and/or other forms of training by size class and main economic activity

Size class / Main economic activity	CVT and/or other forms of training		CVT Courses	
	No.	% total enterprises	No.	% total enterprises
<b>Size class</b>				
10-49	934	40.4	558	24.1
50-249	278	63.2	207	47.0
250+	67	81.7	63	76.8
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	151	45.8	121	36.7
Construction	43	24.6	23 <sup>u</sup>	23.1 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	387	33.9	202	17.7
Information, communication; financial and insurance activities	240	73.4	186	56.9
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	458	53.1	296	34.3
<b>Total</b>	<b>1,280</b>	<b>45.1</b>	<b>828</b>	<b>29.2</b>

Annex Table 2. Continued

Size class / Main economic activity	Other forms of training	
	No.	% total enterprises
<b>Size class</b>		
10-49	917	39.7
50-249	276	62.7
250+	64	78.0
<b>Main economic activity</b>		
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	149	45.0
Construction	41	23.5
Wholesale and retail trade; transport; accommodation and food service activities	376	32.9
Information, communication; financial and insurance activities	234	71.6
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	457	53.0
<b>Total</b>	<b>1,257</b>	<b>44.3</b>

<sup>u</sup> under-represented

Note: Totals may not add up due to rounding.



Annex Table 3. Enterprises providing internal and/or external CVT by size class and main economic activity

Size class / Main economic activity	Internal and/or External CVT		Internal CVT	
	No.	% total enterprises	No.	% total enterprises
<b>Size class</b>				
10-49	558	24.1	367	15.9
50-249	207	47.0	166	37.7
250+	63	76.8	56	68.3
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	121	36.7	95	28.7
Construction	23 <sup>u</sup>	13.1 <sup>u</sup>	:	:
Wholesale and retail trade; transport; accommodation and food service activities	202	17.7	120	10.5
Information, communication; financial and insurance activities	186	56.9	137	41.9
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	296	34.3	229	26.6
<b>Total</b>	<b>828</b>	<b>29.2</b>	<b>589</b>	<b>20.8</b>

Annex Table 3. Continued

Size class / Main economic activity	External CVT	
	No.	% total enterprises
<b>Size class</b>		
10-49	404	17.5
50-249	159	36.1
250+	57	69.5
<b>Main economic activity</b>		
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	92	27.9
Construction	19 <sup>u</sup>	10.8 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	157	13.8
Information, communication; financial and insurance activities	154	47.0
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	198	23.0
<b>Total</b>	<b>620</b>	<b>21.9</b>

<sup>u</sup> under-represented

: not reliable

Note: Totals may not add up due to rounding.

Annex Table 4. Number of participants in CVT courses by size class and main economic activity

Size class / Main economic activity	Total participants		% total employees in all enterprises	% total employees in CVT enterprises
	No.	%		
<b>Size class</b>				
10-49	7,318	19.5	15.8	55.4
50-249	12,373	32.9	27.3	53.8
250+	17,901	47.6	41.0	51.5
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	8,133	21.6	38.2	52.5
Construction	475 <sup>u</sup>	1.3 <sup>u</sup>	6.3 <sup>u</sup>	25.6 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	6,059	16.1	14.0	39.3
Information, communication; financial and insurance activities	8,871	23.6	47.4	62.7
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	14,055	37.4	31.6	58.4
<b>Total</b>	<b>37,592</b>	<b>100.0</b>	<b>27.8</b>	<b>53.0</b>

<sup>u</sup> under-represented

Annex Table 5. Total paid working hours spent on CVT courses by type of CVT, size class and main economic activity

Size class / Main economic activity	Internal CVT		External CVT	
	No.	%	No.	%
<b>Size class</b>				
10-49	68,452	11.3	67,504	19.0
50-249	206,355	34.0	110,563	31.2
250+	331,956	54.7	176,758	49.8
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	203,412	33.5	96,017	27.1
Construction	:	:	4,242 <sup>u</sup>	1.2 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	51,595	8.5	38,560	10.9
Information, communication; financial and insurance activities	143,528	23.7	124,760	35.2
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	206,900	34.1	91,246	25.7
<b>Total</b>	<b>606,763</b>	<b>100.0</b>	<b>354,825</b>	<b>100.0</b>

Annex Table 5. Continued

Size class / Main economic activity	Internal and/or external CVT	
	No.	%
<b>Size class</b>		
10-49	135,956	14.1
50-249	316,919	33.0
250+	508,714	52.9
<b>Main economic activity</b>		
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	299,429	31.1
Construction	5,571 <sup>u</sup>	0.6 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	90,155	9.4
Information, communication; financial and insurance activities	268,288	27.9
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	298,146	31.0
<b>Total</b>	<b>961,589</b>	<b>100.0</b>

<sup>u</sup> under-represented

: unreliable

Note: Totals may not tally due to instances of missing information in distribution of hours.

Annex Table 6. Enterprises providing other forms of training by size class and main economic activity

Size class / Main economic activity	Guided-on-the- job training	Job rotation, exchanges, secondments or study visits	Participation in conferences, workshops, trade fairs or lectures
	No.		
<b>Size class</b>			
10-49	712	242	389
50-249	223	79	165
250+	58	22	49
<b>Main economic activity</b>			
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	128	46	78
Construction	32	:	:
Wholesale and retail trade; transport; accommodation and food service activities	295	91	177
Information, communication; financial and insurance activities	171	59	164
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	367	136 <sup>u</sup>	172 <sup>u</sup>
<b>Total</b>	<b>994</b>	<b>343</b>	<b>603</b>
	% total enterprises		
<b>Size class</b>			
10-49	30.8	10.5	16.8
50-249	50.7	18.0	37.4
250+	70.7	26.8	59.8
<b>Main economic activity</b>			
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	38.8	13.9	23.7
Construction	18.3	:	:
Wholesale and retail trade; transport; accommodation and food service activities	25.8	8.0	15.5
Information, communication; financial and insurance activities	52.4	18.0	50.1
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	42.6	15.8 <sup>u</sup>	20.0 <sup>u</sup>
<b>Total</b>	<b>35.0</b>	<b>12.1</b>	<b>21.3</b>

Annex Table 6. Continued

Size class / Main economic activity	Learning or quality circles	Planned training by self-directed learning / E-learning	At least one of other form of training
	No.		
<b>Size class</b>			
10-49	205	420	917
50-249	77	134	276
250+	29	45	64
<b>Main economic activity</b>			
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	37	52	149
Construction	:	:	41
Wholesale and retail trade; transport; accommodation and food service activities	66 <sup>u</sup>	136	376
Information, communication; financial and insurance activities	71	147	234
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	135 <sup>u</sup>	253	457
<b>Total</b>	<b>312</b>	<b>599</b>	<b>1,257</b>
	% total enterprises		
<b>Size class</b>			
10-49	8.9	18.2	39.7
50-249	17.6	30.3	62.7
250+	35.4	54.9	78.0
<b>Main economic activity</b>			
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	11.2	15.8	45.0
Construction	:	:	23.4
Wholesale and retail trade; transport; accommodation and food service activities	5.8 <sup>u</sup>	11.9	32.9
Information, communication; financial and insurance activities	21.6	44.9	71.6
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	15.6 <sup>u</sup>	29.3	53.0
<b>Total</b>	<b>11.0</b>	<b>21.1</b>	<b>44.3</b>

<sup>u</sup> under-represented

: unreliable

Notes:

1. Totals may not add up due to rounding.

2. Totals do not tally since an enterprise may have opted for the provision of more than one type of training (i.e. not mutually exclusive).

Annex Table 7. Cost of CVT and personal absence cost (PAC)<sup>1</sup> by size class and main economic activity

Size class / Main economic activity	Total CVT cost	Total PAC
	€	
<b>Size class</b>		
10-49	4,529,535	2,342,947
50-249	5,267,032	4,979,902
250+	8,879,956	7,891,898
<b>Main economic activity</b>		
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	3,353,939	4,547,143
Construction	392,914 <sup>u</sup>	62,175 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	2,001,011	1,171,414
Information, communication; financial and insurance activities	5,184,560	4,965,698
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	7,744,099	4,468,316
<b>Total</b>	<b>18,676,523</b>	<b>15,214,747</b>

Annex Table 7. Continued

Size class / Main economic activity	Average CVT cost per CVT participant	Average PAC per CVT participant
	€	
<b>Size class</b>		
10-49	619.0	320.2
50-249	425.7	402.5
250+	496.1	440.9
<b>Main economic activity</b>		
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	412.4	559.1
Construction	827.6 <sup>u</sup>	131.0 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	330.3	193.3
Information, communication; financial and insurance activities	584.5	559.8
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	551.0	317.9
<b>Total</b>	<b>496.8</b>	<b>404.7</b>

<sup>u</sup> under-represented

<sup>1</sup> Personal absence costs (PAC) is the labour cost of participants in Euros. For more information refer to methodological notes.

Note: Employees includes all employees, irrespective whether they work on full-time, part-time or reduced hours basis and excludes apprentices and interns.

OUTPUT TABLES

Annex Table 8. Types of providers engaged for providing external CVT

Size class / Main economic activity	Schools, colleges, universities and other higher education institutions	Public training institutions	Private training companies
	No.		
<b>Size class</b>			
10-49	108	93	299
50-249	51	25	137
250+	23	7	47
<b>Main economic activity</b>			
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	26	17	81
Construction	:	:	13 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	28	19 <sup>u</sup>	132
Information, communication; financial and insurance activities	46	26	127
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	77	60 <sup>u</sup>	131
<b>Total</b>	<b>183</b>	<b>126</b>	<b>483</b>
	<b>% enterprises providing external CVT</b>		
<b>Size class</b>			
10-49	26.8	23.1	74.0
50-249	32.3	16.0	86.2
250+	40.4	12.3	82.5
<b>Main economic activity</b>			
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	28.3	18.8	87.6
Construction	:	:	69.5 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	17.7	12.1 <sup>u</sup>	83.6
Information, communication; financial and insurance activities	30.2	17.0	82.6
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	38.9	30.3 <sup>u</sup>	66.1
<b>Total</b>	<b>29.5</b>	<b>20.3</b>	<b>78.0</b>

OUTPUT TABLES

Annex Table 8. Continued

Size class / Main economic activity	Private companies of which the main activity is not training	Employer's associations, chambers of commerce or sector bodies	Other training providers
	No.		
<b>Size class</b>			
10-49	92	118	101
50-249	31	33	40
250+	13	16	19
<b>Main economic activity</b>			
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	11 <sup>u</sup>	23	16
Construction	:	:	:
Wholesale and retail trade; transport; accommodation and food service activities	43	21 <sup>u</sup>	37
Information, communication; financial and insurance activities	25	36	40
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	53 <sup>u</sup>	83	64 <sup>u</sup>
<b>Total</b>	<b>136</b>	<b>166</b>	<b>160</b>
	<b>% enterprises providing external CVT</b>		
<b>Size class</b>			
10-49	22.7	29.1	24.9
50-249	19.7	20.5	25.3
250+	22.8	28.1	33.3
<b>Main economic activity</b>			
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	12.4 <sup>u</sup>	25.5	17.2
Construction	:	:	:
Wholesale and retail trade; transport; accommodation and food service activities	27.6	13.1 <sup>u</sup>	23.8
Information, communication; financial and insurance activities	16.2	23.5	26.1
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	26.9 <sup>u</sup>	41.8	32.1 <sup>u</sup>
<b>Total</b>	<b>22.0</b>	<b>26.8</b>	<b>25.8</b>

<sup>u</sup> under-represented

: not reliable

Notes:

1. Totals may not add up due to rounding.

2. Totals do not tally since an enterprise may have opted for the provision of more than one type service provider (i.e. not mutually exclusive).

Annex Table 9. Enterprises providing training by factor limiting provision

Factor limiting provision of CVT	No. of training enterprises	% of training enterprises
People recruited with the skills needed	721	56.3
High costs of CVT courses	373	29.1
Focus on IVT rather than on CVT	178	13.9
Major CVT efforts made in recent years	158	12.4
Lack of suitable CVT courses in the market	223	17.4
Difficult to assess enterprise's training needs	150	11.7
High workload and limited / no time available for staff to participate in CVT	755	59.0
Other reason	780	61.0
No limitation	629	49.1
<b>Total number of enterprises providing CVT or other forms of training</b>	<b>1,280</b>	<b>100.0</b>

Notes:

- Totals may not add up due to rounding
- Totals do not tally since an enterprise may have opted for the provision of more than one type of limiting factor (i.e. not mutually exclusive).

Annex Table 10. Main skills targeted by CVT courses by type of skill targeted

Main skill targeted	No. of enterprises providing CVT	% of enterprises providing CVT
General IT skills	87	10.5
IT professional skills	151	18.3
Management skills	278	33.5
Team working skills	175	21.1
Customer handling skills	274	33.1
Problem solving skills	195	23.5
Office administration skills	88	10.7
Foreign language skills	49	5.9
Technical, practical or job-specific skills	594	71.7
Oral or written communication skills	40 <sup>u</sup>	4.8 <sup>u</sup>
Numeracy and/or literacy skills	:	:
Other skills	78	9.5
<b>Total number of enterprises providing CVT courses</b>	<b>828</b>	<b>100.0</b>

<sup>u</sup> under-represented

: not reliable

Notes:

- Totals may not add up due to rounding.
- Totals do not tally since an enterprise may have targeted more than one type of skill (i.e. not mutually exclusive).

Annex Table 11. Number of enterprises having provided CVT courses and other training activities by assessment of outcome, size class and main economic activity

Size class / Main economic activity	Number of enterprises providing CVT courses and other training activities		No form of assessment of outcomes	
	No.	%	No.	%
<b>Size class</b>				
10-49	934	100.0	450	48.1
50-249	278	100.0	73	26.3
250+	67	100.0	9	13.4
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	151	100.0	45	29.8
Construction	43	100.0	21	48.8
Wholesale and retail trade; transport; accommodation and food service activities	387	100.0	187	48.3
Information, communication; financial and insurance activities	240	100.0	99	41.2
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	458	100.0	180	39.4
<b>Total</b>	<b>1,280</b>	<b>100.0</b>	<b>532</b>	<b>41.6</b>

Annex Table 11. Continued

Size class / Main economic activity	Assessment of outcomes (for at least one activity)	
	No.	%
<b>Size class</b>		
10-49	485	51.9
50-249	205	73.7
250+	58	86.6
<b>Main economic activity</b>		
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	106	70.2
Construction	22	51.2
Wholesale and retail trade; transport; accommodation and food service activities	200	51.7
Information, communication; financial and insurance activities	141	58.8
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	278	60.6
<b>Total</b>	<b>748</b>	<b>58.4</b>



Annex Table 12. Types of assessment of CVT outcomes and other training by size class

Size class / Main economic activity	Certification after written or practical test		Satisfaction survey amongst participants	
	No.	% enterprises assessing outcomes	No.	% enterprises assessing outcomes
<b>Size class</b>				
10-49	290	59.7	196	40.4
50-249	141	68.6	108	52.5
250+	48	82.8	46	79.3
<b>Total</b>	<b>478</b>	<b>64.0</b>	<b>350</b>	<b>46.8</b>
Size class / Main economic activity	Assessment of participants' behaviour or performance in relation to training objectives		Assessment/measurement of the impact of training on performance of relevant departments or the whole enterprise	
	No.	% enterprises assessing outcomes	No.	% enterprises assessing outcomes
<b>Size class</b>				
10-49	326	67.2	242	50.0
50-249	124	60.5	103	50.2
250+	38	65.5	27	46.6
<b>Total</b>	<b>488</b>	<b>65.2</b>	<b>372</b>	<b>49.8</b>

Annex Table 13. Enterprises' actions in reaction to future needs by size class and main economic activity

Size class / Main economic activity	Actions in reaction to future needs of skills and competences through:			
	Recruitment of new staff combined with specific training		Internal reorganisation to better use existing skills and competences	
	No.	% total enterprises	No.	% total enterprises
<b>Size class</b>				
10-49	1,430	61.8	1,565	67.7
50-249	301	68.5	343	77.9
250+	66	80.5	69	84.1
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	180	54.4	220	66.6
Construction	87	49.5	125	71.3
Wholesale and retail trade; transport; accommodation and food service activities	678	59.4	773	67.8
Information, communication; financial and insurance activities	247	75.7	261	79.7
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	606	70.3	598	69.4
<b>Total</b>	<b>1,798</b>	<b>63.4</b>	<b>1,977</b>	<b>69.7</b>

Annex Table 13. Continued

Size class / Main economic activity	Actions in reaction to future needs of skills and competences through:			
	Recruitment of new staff combined with specific training		Internal reorganisation to better use existing skills and competences	
	No.	% total enterprises	No.	% total enterprises
<b>Size class</b>				
10-49	1,430	61.8	1,565	67.7
50-249	301	68.5	343	77.9
250+	66	80.5	69	84.1
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	180	54.4	220	66.6
Construction	87	49.5	125	71.3
Wholesale and retail trade; transport; accommodation and food service activities	678	59.4	773	67.8
Information, communication; financial and insurance activities	247	75.7	261	79.7
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	606	70.3	598	69.4
<b>Total</b>	<b>1,798</b>	<b>63.4</b>	<b>1,977</b>	<b>69.7</b>

Annex Table 14a. Main skills and competences needed in the future chosed by enterprises during the next few years by size class

Main skills and competences needed	Total	Size class		
		10-49	50-249	250+
	No.			
General IT skills	482	383	82	17
IT professional skills	289	232	45	12
Management skills	795	590	164	41
Team working skills	1,592	1,330	228	33
Customer handling skills	1,452	1,226	189	37
Problem solving skills	904	775	109	19
Office administration skills	239	201	35	4
Foreign language skills	154	140	11 <sup>u</sup>	3
Technical, practical or job-specific skills	1,314	996	270	48
Oral or written communication skills	241	181	48	12
Numeracy and/or literacy skills	151	123	27	:
Other skills not listed	43 <sup>u</sup>	:	:	:
Do not know	123	104	17 <sup>u</sup>	:
<b>Total</b>	<b>2,835</b>	<b>2,313</b>	<b>440</b>	<b>82</b>

Main skills and competences needed	Total	Size class		
		10-49	50-249	250+
	%			
General IT skills	17.0	16.6	18.6	20.7
IT professional skills	10.2	10.0	10.3	14.6
Management skills	28.1	25.5	37.3	50.0
Team working skills	56.1	57.5	51.9	40.2
Customer handling skills	51.2	53.0	42.9	45.1
Problem solving skills	31.9	33.5	24.9	23.2
Office administration skills	8.4	8.7	7.8	4.9
Foreign language skills	5.4	6.1	2.5 <sup>u</sup>	3.7
Technical, practical or job-specific skills	46.3	43.1	61.3	58.5
Oral or written communication skills	8.5	7.8	10.9	14.6
Numeracy and/or literacy skills	5.3	5.3	6.2	:
Other skills not listed	1.5 <sup>u</sup>	:	:	:
Do not know	4.3	4.5	3.8 <sup>u</sup>	:
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

<sup>u</sup> under-represented

:

Note: Totals do not tally since an enterprise may have opted for the provision of more than one type of skill needed (i.e. not mutually exclusive).

Annex Table 14b. Main skills and competences deemed important by enterprises during the next few years by main economic activity of enterprise

Main skills and competences needed	Main economic activity			
	Total		Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	
	No.	%	No.	%
General IT skills	482	17.0	50	15.0
IT professional skills	289	10.2	:	:
Management skills	795	28.1	96	29.2
Team working skills	1,592	56.1	161	48.8
Customer handling skills	1,452	51.2	59	17.9
Problem solving skills	904	31.9	153	46.3
Office administration skills	239	8.4	50	15.1
Foreign language skills	154	5.4	10 <sup>u</sup>	3.1 <sup>u</sup>
Technical, practical or job-specific skills	1,314	46.3	234	70.8
Oral or written communication skills	241	8.5	40	12.0
Numeracy and/or literacy skills	151	5.3	30	9.1
Other skills not listed	43 <sup>u</sup>	1.5 <sup>u</sup>	:	:
Do not know	123	4.3	:	:
<b>Total</b>	<b>2,835</b>	<b>100.0</b>	<b>330</b>	<b>100.0</b>

Main skills and competences needed	Main economic activity			
	Construction		Wholesale and retail trade; transport; accommodation and food service activities	
	No.	%	No.	%
General IT skills	20 <sup>u</sup>	11.7 <sup>u</sup>	228	20.0
IT professional skills	-	-	41 <sup>u</sup>	3.6 <sup>u</sup>
Management skills	34	19.4	328	28.7
Team working skills	108	61.6	734	64.3
Customer handling skills	33	18.8	836	73.3
Problem solving skills	85	48.5	256	22.5
Office administration skills	20 <sup>u</sup>	11.7 <sup>u</sup>	101	8.8
Foreign language skills	:	:	61 <sup>u</sup>	5.4 <sup>u</sup>
Technical, practical or job-specific skills	133	76.1	344	30.2
Oral or written communication skills	18 <sup>u</sup>	10.2 <sup>u</sup>	99	8.7
Numeracy and/or literacy skills	:	:	79	6.9
Other skills not listed	-	-	:	:
Do not know	:	:	49 <sup>u</sup>	4.3 <sup>u</sup>
<b>Total</b>	<b>175</b>	<b>100.0</b>	<b>1,141</b>	<b>100.0</b>

Annex Table 14b. Continued

Main skills and competences needed	Main economic activity			
	Information, communication; financial and insurance activities		Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	
	No.	%	No.	%
General IT skills	63	19.4	120 <sup>u</sup>	13.9 <sup>u</sup>
IT professional skills	127	38.9	115 <sup>u</sup>	13.4 <sup>u</sup>
Management skills	139	42.6	198	22.9
Team working skills	153	46.8	436	50.5
Customer handling skills	87	26.7	437	50.6
Problem solving skills	108	33.0	302	35.0
Office administration skills	:	:	:	:
Foreign language skills	:	:	:	:
Technical, practical or job-specific skills	182	55.5	421	48.8
Oral or written communication skills	50	15.4	:	:
Numeracy and/or literacy skills	:	:	:	:
Other skills not listed	-	-	:	:
Do not know	:	:	:	:
<b>Total</b>	<b>327</b>	<b>100.0</b>	<b>862</b>	<b>100.0</b>

<sup>u</sup> under-represented

: not reliable

Note: Totals do not tally since an enterprise may have opted for the provision of more than one type of skill needed (i.e. not mutually exclusive).

Annex Table 15. Enterprises not providing any form of training by reasons for not providing training

Reason	No. of enterprises not providing training	% of enterprises not providing training
The existing qualifications, skills and competences were appropriate to the current needs of the enterprise	1,318	84.7
Recruitment of individuals with the required qualifications, skills and competences was preferred	1,039	66.8
Difficulties in assessing training needs in the enterprise	197	12.7
Lack of suitable offers of CVT courses in the market	196	12.6
High costs of CVT courses	290	18.6
Higher focus on IVT provision than on CVT	107	6.9
Major efforts in CVT made in recent years	78 <sup>u</sup>	5.0 <sup>u</sup>
High workload and no time available for staff to participate in CVT	536	34.5
Other reasons	403	25.9
<b>Total enterprises not providing any training</b>	<b>1,555</b>	<b>100.0</b>

<sup>u</sup> under-represented

Annex Table 16. Enterprises having an annual training budget for CVT by size category

Size class	Total enterprises		Enterprises having an annual training budget for CVT		Enterprises not having an annual training budget for CVT	
	No.	%	No.	%	No.	%
<b>Size class</b>						
10-49	2,313	100.0	481	20.8	1,832	79.2
50-249	440	100.0	178	40.4	262	59.6
250+	82	100.0	60	73.2	22	26.8
<b>Total</b>	<b>2,835</b>	<b>100.0</b>	<b>718</b>	<b>25.3</b>	<b>2,117</b>	<b>74.7</b>

Annex Table 17. Enterprises providing initial vocational training (IVT)<sup>1</sup> by size class and main economic activity

Size class / Main economic activity	Provision of IVT	
	No.	% total enterprises
<b>Size class</b>		
10-49	316	13.7
50-249	128	29.1
250+	41	50.0
<b>Main economic activity</b>		
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	71	21.6
Construction	18 <sup>u</sup>	10.4 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	168	14.7
Information, communication; financial and insurance activities	72	22.1
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	155 <sup>u</sup>	18.0 <sup>u</sup>
<b>Total</b>	<b>485</b>	<b>17.1</b>

<sup>u</sup> under-represented

<sup>1</sup> Initial vocational training (IVT) within enterprises is classified as formal learning and is a type of training that will lead to a formal qualification. IVT includes training measures or activities, which the enterprises sometimes finance either partly or fully. In the case of apprentices however, they are always paid. Refer to methodological notes (Annex 2).

Annex Table 18. Reasons for providing initial vocational training (IVT) by size class and main economic activity

Size class / Main economic activity	To qualify future employees according to the needs of the enterprise		To choose among the best apprentices for future employment after completion of IVT	
	No.	% of enterprises providing IVT	No.	% of enterprises providing IVT
<b>Size class</b>				
10-49	250	79.3	239	75.7
50-249	108	84.7	104	80.9
250+	36	87.8	35	85.4
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	62	87.5	53	75.1
Construction	18	100.0	14	78.9
Wholesale and retail trade; transport; accommodation and food service activities	126	75.4	120	71.5
Information, communication; financial and insurance activities	63	87.8	60	83.1
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	124	80.0	130	83.6
<b>Total</b>	<b>395</b>	<b>81.4</b>	<b>378</b>	<b>77.9</b>

Annex Table 18. Continued

Size class / Main economic activity	To qualify future employees according to the needs of the enterprise		To choose among the best apprentices for future employment after completion of IVT	
	No.	% of enterprises providing IVT	No.	% of enterprises providing IVT
<b>Size class</b>				
10-49	106	33.7	232	73.5
50-249	38	29.5	80	62.7
250+	16	39.0	24	58.5
<b>Main economic activity</b>				
Mining and quarrying; manufacturing; electricity supply; water supply; gas supply and waste management	22	31.1	37	51.6
Construction	:	:	8 <sup>u</sup>	42.8 <sup>u</sup>
Wholesale and retail trade; transport; accommodation and food service activities	64	38.2	114	67.8
Information, communication; financial and insurance activities	27	37.4	53	73.4
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation and other service activities	:	:	125	80.5
<b>Total</b>	<b>160</b>	<b>33.0</b>	<b>336</b>	<b>69.4</b>

<sup>u</sup> under-represented  
: not reliable



**ANNEX 2**  
METHODOLOGY  
& DATA QUALITY

### 1.1 Regulation

The Continuing Vocational Training Survey (CVTS) is conducted by the National Statistics Office (NSO) every five years under European Regulation (EC) No. 1153/2014. The survey covers enterprises employing 10 or more employees (including employees on both full-time and part-time basis and excluding apprentices and interns) from selected economic sectors (refer to methodological section 1.3). This survey aims at measuring the enterprises' investment in continuing vocational training for its employees, which is a crucial aspect towards lifelong learning. Costs associated with the provision of vocational training (be it internal or outsourced) of employees are also measured.

### 1.2 Reference period

The CVTS was carried out for the fourth time in Malta during 2021, having 2020 as the reference year. Analysis needs to be done within the context of the COVID-19 pandemic.

### 1.3 Categories

The survey focuses on the training investment relating to enterprises having 10 or more employees and falling under the NACE (Rev. 2) categories: B, C10-C33, D, E, F, G45-47, H, I, J, K64-66, L, M, N, R and S.

For this publication the following Size and NACE (Rev. 2) classifications were considered:

Size category of enterprises	
No. of employees	Size category
0 - 49	Small
50 - 249	Medium
250 +	Large

#### NACE category (incl. NACE Rev.2 Code) of enterprises

- Mining and quarrying (B), manufacturing (C), electricity supply, water supply and gas supply and waste management (D and E)
- Construction (F)
- Wholesale and retail trade (G), transportation and storage (H) and accommodation and food service activities (I)
- Information, communication (J) and financial and insurance activities (K)
- Real estate (L), scientific and technical activities (M), administrative and support service activities (N), entertainment services (R) and other services (S)

These classifications are based on the above mentioned legislation and follows recommended categorisations, in line with Eurostat's reporting mechanism. The NACE coding framework is a pan-European classification system which groups organisations according to their business activities. For more information on NACE, refer to <http://ec.europa.eu/eurostat/documents/3859598/5902521/KS-RA-07-015-EN.PDF>

### 1.4 Definitions

When collecting information, the following definitions were used, in line with the Eurostat regulations and recommendations:

**Continuing Vocational Training (CVT):** Training measures or activities provided by enterprises for their employees, which have as their primary objectives the acquisition of new competences or the development and improvement of existing skills. Two types of CVT are explored in this survey: CVT courses and other forms of CVT, which are explained further below. Usually, this training is financed (at least partly) by the enterprises and planned in advance. Any additional training or learning taken on by the employee on a personal basis is not included. Persons employed through an apprenticeship or training contract are not included for CVT but are classified for IVT (refer to the definition below).

*Types of CVT courses include:*

- *Internal CVT courses:* Principally designed and managed by the enterprise itself. Courses are generally designed and managed by the internal training department of the enterprise. However, the course can physically take place either within or outside the enterprise.
- *Internal CVT courses:* Principally designed and managed by the enterprise itself. Courses are generally designed and managed by the internal training department of the enterprise. However, the course can physically take place either within or outside the enterprise.
- *Other forms of CVT courses:* Other forms of CVT entail training activities which are typically connected to the employees' working activities, but also include amongst others, participation in conferences, and trade fairs for the purpose of learning. These forms of CVT are often characterised by a degree of self-organisation (time, logistics and content) by the individual learner or by a group of learners. The content is often tailored according to the learners' individual needs in the workplace. For the purpose of this survey, the following types of other forms of CVT are identified:

- Guided-on-the-job training
- Job rotation, exchanges, secondments or study visits
- Participation in conferences, workshops, trade fairs and lectures
- Participation in learning or quality circles
- Self-directed learning/e-learning

**Initial Vocational Training (IVT):** For the purpose of this survey, IVT is restricted to apprenticeships at ISCED<sup>4</sup> levels 2 to 5, with the following criteria:

- The apprenticeship must be part of a formal education programme (or component of it). Within the programme, learning time alternates between periods of practical training (workplace) and general/theoretical education (within an educational institution/training centre);
- The completion of the apprenticeship is mandatory to obtain a qualification or certification for this programme.;
- The duration of the apprenticeship is from 6 months to 6 years (full-time equivalent). The duration refers to the whole training programme and not only to the work-based component; and
- The apprentices receive remuneration (wage or allowance, in cash or in kind).

IVT is often financed (partly or fully) by the enterprise, although this is not a mandatory condition. Apprentices/IVT participants often have a special training contract and are not considered as part of the enterprise's workforce.

<sup>4</sup> ISCED is a statistical framework for organizing information on education maintained by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Further information can be found at [http://ec.europa.eu/eurostat/statistics-explained/index.php/International\\_Standard\\_Classification\\_of\\_Education\\_\(ISCED\)](http://ec.europa.eu/eurostat/statistics-explained/index.php/International_Standard_Classification_of_Education_(ISCED))



**Total cost of CVT:** The total cost borne by the enterprise associated with the provision of CVT (in Euros) is calculated by *including* the following components:

- Fees and payments for enrolment
- Travel or subsistence payments
- Labour cost of internal trainers
- Costs relating to booking of training centre or rooms
- Cost related to training material
- Other CVT contributions

and *deducting* any CVT receipts from different collective funding agreements, subsidies and financial assistance, such as:

- Receipts from sectoral/regional funds
- Receipts from national funds
- Subsidies from national or EU sources
- Rebates or tax concessions on expenditure
- External financial assistance from private foundations
- Other payments the enterprise received for CVT courses provided

**Personal Absence Cost (PAC):** The PAC (in Euros) estimates the cost incurred by the enterprises for every employee who underwent CVT course training during paid working hours. For the purpose of this survey, the PAC is calculated as the labour cost per hour of the enterprise for every training participant.

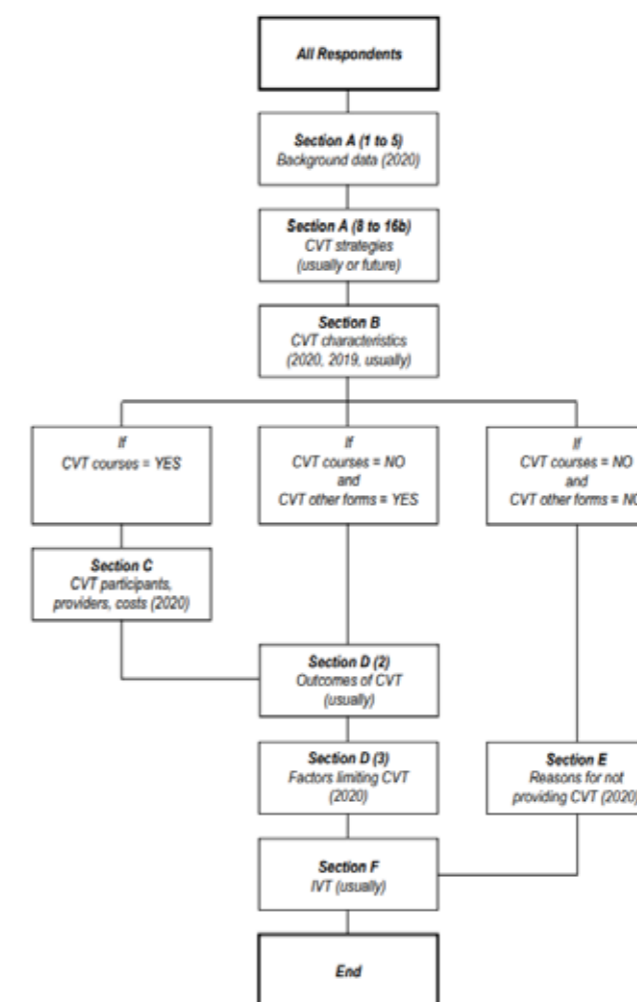
- For example, consider an enterprise which recorded a total annual labour cost of €200,000 along with a total of 30,000 hours. Furthermore, during the same year, the enterprise recorded a total of 50 hours spent by its employees who underwent training during working hours. Therefore, the PAC is calculated as follows:

$$\begin{aligned}
 \text{PAC} &= (\text{hours in CVT during work}) \times \frac{(\text{total annual labour cost})}{(\text{total annual hours worked})} \\
 \text{PAC} &= 50 \times \frac{€200.00}{30,000 \text{ hours}} = €333.33
 \end{aligned}$$

### 1.5 Questionnaire design

The questionnaire was designed in accordance with Eurostat’s manual, which in turn, enhances harmonisation and comparability of results at EU level. Due to various levels of applicability of the questions, the following questionnaire structure was designed to facilitate responses and minimise as much as possible missing information and misinterpretation of questions.

Structure of the CVTS 6 questionnaire



### 1.6 Sampling design

A total sampling frame for this survey was extracted from the Statistical Business Register (which is maintained and updated internally by the NSO). This provided a total population of 2,835 enterprises. From this, a sample of 1,434 enterprises was drawn.

Sample selection was carried out by stratification, whereby an independent selection from each stratum subject to a fixed relative margin of error was considered. Strata were constructed by NACE sub-categories activity and size categories according to the governing legislation, yielding a total of 60 strata. The expected proportion of training enterprises in each stratum was calculated based on CVT figures from previous cycles. When estimating the gross sample, an estimated 40 per cent was projected to ensure adequate response rates and proper representation.

Total number of enterprises by main economic activity and size class in the total population

Main economic activity	Size class			
	0 - 49	50 - 249	250 +	Total
Mining and quarrying; manufacturing; electricity and gas supply; water supply and waste management	251	65	14	330
Construction	144	28	3	175
Wholesale and retail trade; transport; and accommodation and food service activities	962	161	18	1,141
Information and communication; and financial and insurance activities	262	53	12	327
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation; and other service activities	694	133	35	862
<b>Total</b>	<b>2,313</b>	<b>440</b>	<b>82</b>	<b>2,835</b>

Source: Statistical Business Register

Note: Figures are reported from the source as at the time of sampling.

Total number of enterprises by main economic activity and size class in the gross selected sample

Main economic activity	Size class			
	0 - 49	50 - 249	250 +	Total
Mining and quarrying; manufacturing; electricity and gas supply; water supply and waste management	251	65	14	330
Construction	109	28	3	140
Wholesale and retail trade; transport; and accommodation and food service activities	417	161	18	596
Information and communication; and financial and insurance activities	148	53	12	213
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation; and other service activities	73	47	35	155
<b>Total</b>	<b>996</b>	<b>355</b>	<b>83</b>	<b>1,434</b>

Source: Statistical Business Register

Note: Figures are reported from the source as at the time of sampling.

Total number of enterprises by main economic activity and size class in the net sample

Main economic activity	Size class			
	0 - 49	50 - 249	250 +	Total
Mining and quarrying; manufacturing; electricity and gas supply; water supply and waste management	162	54	14	230
Construction	75	23	3	101
Wholesale and retail trade; transport; and accommodation and food service activities	273	127	18	418
Information and communication; and financial and insurance activities	120	51	12	183
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation; and other service activities	53	42	35	130
<b>Total</b>	<b>683</b>	<b>297</b>	<b>83</b>	<b>1,062</b>

Source: Statistical Business Register

Note: Figures are reported from the source as at the time of sampling.

### 1.7 Data collection method

The collection was carried out through a self-administered electronic questionnaire which was sent out to all selected enterprises by e-mail. A letter of information about this survey and necessary contact details was sent to the enterprises together with the aim of the questionnaire. Enterprises that requested technical assistance were able to do so by contacting the NSO. Reminder (legal and non-legal) and telephone, e-mail or face-to-face follow-ups were also conducted by the Office in order to ensure coverage of the entire target population.

### 1.8 Response rates

From the net sample, 74.1 per cent of the surveyed enterprises provided information. Furthermore, due to the stratified sampling design, response rates for each of the NACE and size categories were also considered. As seen below, a representative response rate was achieved in all strata.

Actual response rates by main economic activity and size class (based on the net sample)

Main economic activity	Size class %			
	0 - 49	50 - 249	250 +	Total
Mining and quarrying; manufacturing; electricity and gas supply; water supply and waste management	64.5	83.1	100.0	69.7
Construction	68.8	82.1	100.0	72.1
Wholesale and retail trade; transport; and accommodation and food service activities	65.5	78.9	100.0	70.1
Information and communication; and financial and insurance activities	81.1	96.2	100.0	85.9
Real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation; and other service activities	72.6	89.4	100.0	83.9
<b>Total</b>	<b>68.4</b>	<b>83.9</b>	<b>100.0</b>	<b>74.1</b>

### 1.9 Data processing and quality assurance

Prior to data-entry, each questionnaire was vetted by internal staff and enterprises were queried on any missing or inconsistent information. In addition, the data-entry programme was designed with built-in checks to further minimise data-entry errors. During both the vetting and the data-entry processes, logical checks were implemented to mitigate the possibility of missing or misleading information being introduced into the dataset due to human errors.

The data analysis process of the 2020 CVTS comprised of a thorough procedure for verifying the quality of the data, thus ensuring consistency. This included checking for incomplete information, data that has failed previous internal controls and other anomalies identified. Comparison with previous CVTS's and other surveys (such as: the Labour Cost Survey, the Job-Vacancy Survey, the Structural Business Statistics Survey, the Company Innovation Survey and the Business Register) was also conducted for consistency checks. For any anomalies found, a number of micro-edits were applied to the respective data.

Efforts were made during the data collection process to mitigate item non-response as much as possible. However, item non-response cannot be completely eradicated during data collection phase and corrective measures had to be taken during the data analysis stage in order to cater for item non-response. Missing information was imputed either using auxiliary information (e.g. survey data, administrative data, etc.) or through appropriate statistical techniques.

### 1.10 Weighting

Post-stratification weighting was conducted through the use of benchmarks, specifically by size category of the enterprise and NACE Rev.2 category. By means of this process, it is then possible to produce estimates on the target population. In addition, weighting serves to reduce the effect of non-response bias, which tends to make estimates unreliable if not treated for. For accuracy reasons, a calibration of the weight technique was then carried out to approximate this weight to the total number of employees in the population of the reference year 2020.

### 1.11 Sampling and non-sampling errors

As a sample survey, the results presented are not likely to be a perfect representation of all enterprises in the target population. The results are based on information collected from the sampled responding enterprises, as outlined in the above data collection methodology. These are, therefore, estimates of the values which would have been obtained if all enterprises in the target population had been perfectly surveyed.

The degree of error will depend on how widely particular categories of information vary between enterprises and the degree of representativeness of the sample in each category. The term error is used here in the technical sense to describe variations and biases in the data collected. The difference between sample estimates and population parameters caused by observing a sample instead of the whole population is known as sampling error.

In order to highlight results with relatively high levels of sampling errors, the following flagging system for the published data is used:

: Data not published due to unreliable survey estimates as a result of:

- i. Less than three responding counts; or
- ii. a relative margin of error over 40%

<sup>u</sup> Data flagged as under represented due to:

- i. Unweighted counts of the responding population of less than 20 (0<20); or
- ii. a relative margin of error between 30% and 60%.

Other types of errors which influence the results in this report are non-sampling errors. These errors are not measurable and included in all kinds of surveys, including censuses. Such errors are caused by other factors mentioned so far, amongst which; the inability or unwillingness of respondents to provide accurate and complete information, errors and inconsistencies by interviewers and office personnel. While every effort was made to minimise these types of errors, they are still present and must be acknowledged by the users of this data.

### 1.12 Confidentiality

As with all the surveys implemented by the NSO, the CVTS is being governed by the provisions of the Malta Statistics Authority Act (XXIV of 2000). This Act emphasises both the NSO's right to collect private and personal information for statistical purposes, while binding the NSO from providing any identifiable information to third parties.

More information on this survey can be accessed at:

<http://ec.europa.eu/eurostat/web/microdata/continuing-vocational-training-survey>



**CONTINUING VOCATIONAL TRAINING SURVEY (CVTS)  
2020**

Kindly quote this number in any correspondence

Reference Number: \_\_\_\_\_

Enterprise Name: \_\_\_\_\_

Address: \_\_\_\_\_

Town/Village: \_\_\_\_\_

Postcode: \_\_\_\_\_

Kindly complete or amend if details are INCORRECT

Name and Surname: \_\_\_\_\_

Position Held: \_\_\_\_\_

Telephone/Mobile No: \_\_\_\_\_

E-mail: \_\_\_\_\_

Date: \_\_\_\_\_

For correspondence contact:  
Tourism and Education Unit  
Directorate C - Social Statistics  
National Statistics Office  
Lascaris Valetta, VLT 2000  
Tel: 2599 7676, Fax: 2599 7205  
E-mail: [education.nso@gov.mt](mailto:education.nso@gov.mt)

Should you find difficulty understanding any of the terms throughout the questionnaire please find definitions at the end of this booklet.

**ANNEX 3**  
CONTINUING VOCATIONAL  
TRAINING SURVEY (CVTS)  
QUESTIONNAIRE 2020



## CONTINUING VOCATIONAL TRAINING SURVEY (CVTS) 2020

Kindly quote this number in any correspondence

Reference Number: \_\_\_\_\_

Enterprise Name: \_\_\_\_\_

Address: \_\_\_\_\_

Town/Village: \_\_\_\_\_ Postcode: \_\_\_\_\_

Kindly complete or amend if details are INCORRECT

Name and Surname: \_\_\_\_\_

Position Held: \_\_\_\_\_

Telephone/Mobile No: \_\_\_\_\_

E-mail: \_\_\_\_\_

Date: \_\_\_\_\_

For correspondence contact:  
Tourism and Education Unit  
Directorate C - Social Statistics  
National Statistics Office  
Lascaris Valletta, VLT 2000.  
Tel: 2599 7636, Fax: 2599 7205  
E-mail: [education.nso@gov.mt](mailto:education.nso@gov.mt)

Should you find difficulty understanding any of the terms throughout the questionnaire please find definitions at the end of this booklet.

SECTION A: ENTERPRISE BACKGROUND (All enterprises)

**A1** What was the principal economic activity of the enterprise in 2020?  
e.g. manufacturing of food products, retail of household goods, etc.

**A2** What was the total number of persons employed <sup>(def. 2)</sup> by the enterprise on 31-12-2020?

**Include:** Any persons employed directly by the enterprise including working proprietors, part-timers, unpaid family workers, paid persons employed absent for a short period (e.g. sick leave, etc), seasonal persons employed, home workers;

**Exclude:** Persons employed under an apprenticeship or training contract.

Total number of persons employed on 31-12-2020	
As at 31-12-2020	

**A3** In 2020, what was the total number of hours ACTUALLY worked <sup>(def. 3)</sup> by persons employed (excluding apprenticeships) by the enterprise?

**Include:** Total number of hours actually worked by all persons employed (in the enterprise or teleworking) during normal periods of work; overtime, time spent in standby for which payment is made, time corresponding to paid short rest periods, time in training.

**Exclude:** All hours which were not actually worked by persons employed (although such hours might have been financed by the COVID WAGE supplement). **Exclude:** hours not actually worked (paid or unpaid) e.g. time spent on: paid leave, paid public holidays, paid sick leave, paid meal breaks, quarantine leave, maternity/parental leave, special leave; exclude hours not worked due to COVID.

Total number of ACTUAL hours worked in 2020	
---	--

**A4** In 2020, what were the total labour costs <sup>(def. 4)</sup> of persons employed by the enterprise? **EXCLUDE SUBSIDIES e.g. COVID WAGE SUPPLEMENT**

**Direct labour costs-:** Include: Direct pay/Wages, bonuses, allowances, benefits in kind, payments for hours/days not worked; **Exclude** direct payments made using subsidies, e.g. using the COVID wage supplement.

**Indirect labour costs-:** Include: Social security contributions, vocational training costs, taxes, other imputed contributions e.g. health insurance, etc.; **Exclude** indirect payments made using subsidies, e.g. using the COVID wage supplement.

Total labour costs (direct + indirect) in 2020 (€)	
--	--

Section A: Continuing Vocational Training <sup>(def. 1)</sup> (CVT) Strategies  
(All Enterprises)

CVT activities <sup>(def. 5)</sup> relate to training fulfilling the following criteria:

- The training must be planned in advance.
- The training must be organised or supported with the specific goal of learning.
- The training must be financed fully or at least partly by the enterprise.

**A5** Is there a specific person or unit within the enterprise having the responsibility for the organisation of CVT?

**A6** Does your enterprise regularly assess <sup>(def. 8)</sup> the future needs of skills and competences in the enterprise?

("Regularly" covers the recent past years and the next few years)

**A7** How does your enterprise usually react to future needs of skills and competences?

- a. Continuing vocational training of current staff
- b. Recruitment of new staff with the suitable qualifications, skills and competences
- c. Recruitment of new staff combined with specific training (of the recruited staff)
- d. Internal reorganisation to better use the existing skills and competences (in line with future needs)

**A8** In your enterprise, which skills/competences <sup>(def. 9)</sup> are generally considered as most important for the development of the enterprise in the next few years?

**A9** Does the planning of CVT in your enterprise usually lead to a written training plan or programme?

**A10** Does your enterprise usually have an annual training budget which includes provision for CVT?

**A11** In your enterprise, do written/collective agreements between social partners <sup>(def. 10)</sup> concluded at national, regional or sectoral level usually cover the provision of CVT?

**Exclude:** Agreements between the employer and work councils at the enterprise level.

**A12a** In your enterprise, are staff representatives/committees <sup>(def. 11)</sup> usually involved in the management process of CVT?

**A12b** Which aspects of the management process of CVT provision are staff representatives/committees usually involved in?

- b. Establishing criteria for the selection of participants or specific target groups
- c. Form/type of training (internal/external courses; other forms such as guided-on-the-job training)

**SECTION B: CHARACTERISTICS OF CONTINUING VOCATIONAL TRAINING (CVT)**  
(All enterprises)  
This section of the questionnaire addresses Continuing Vocational Training (CVT) activities (courses and other forms of CVT) for persons employed in the enterprise.

**B1** In 2020, did your enterprise provide internal (def. 12) or external (def. 13) CVT courses (def. 6) to its employees?

- a. Internal CVT courses (designed and managed by the enterprise itself)
- b. External CVT courses (designed and managed by organisations not part of the enterprise)

**B2: Provision of other forms of Continuing Vocational Training (CVT) (def. 7):**  
For each of the B2 questions, indicate whether the enterprise offered this training during 2020 and the (%) share of participation (def. 15).

**B2a** In 2020, did your enterprise provide planned training through guided-on-the-job training (def. 14)?

**Include:** Planned periods of training, instruction or practical experience undertaken in the workplace using normal tools of work, either at the immediate place of work or in the work situation.

**B2a(i)** What percentage of persons employed participated in guided-on-the-job training in 2020?  
(Answer **ONLY** if Question B2a = YES)

**B2b** In 2020, did your enterprise provide planned training through job rotation, exchanges, secondments or study visits (def. 16)?

**Exclude:** Transfers of workers from one job to another, which are not part of a planned development programme.

**B2b(i)** What percentage of persons employed participated in job rotation, exchanges, secondments or study visits in 2020?  
(Answer **ONLY** if Question B2b = YES)

**B2c** In 2020, did your enterprise provide planned training through conferences, workshops, trade fairs and lectures (def. 17)?

Participation (instruction received) in these events is counted as training only when they are planned in advance and the primary intention of a person employed participating in them is training/learning.

**B2c(i)** What percentage of persons employed participated in conferences, workshops, trade fairs and lectures in 2020?  
(Answer **ONLY** if Question B2c = YES)

**B2d** In 2020, did your enterprise provide planned training through participation in learning or quality circles (def. 18)?

**Learning circles** are groups of persons employed who come together on a regular basis with the primary aim of learning more about the requirements of the work organisation, work procedures and workplaces. **Quality circles** are working groups with the objective of solving production and workplace problems through discussion.

**B2d(i)** What percentage of persons employed participated in learning or quality circles in 2020?  
(Answer **ONLY** if Question B2d = YES)

**B2e** In 2020, did your enterprise provide planned training by self-directed learning/e-learning (def. 19)?

**Self-directed learning** occurs when an individual engages in a planned learning initiative where he or she manages the settings of the learning initiative/activity in terms of time schedule and location. This covers e-learning when it is self-directed.

**B3** Did the enterprise provide CVT courses to its persons employed in the previous year, 2019?

**B4** Did the enterprise provide other forms of CVT to its persons employed in the previous year, 2019?  
(Answer **ONLY** if Question B3 = YES or NO)

**B5** During 2020 did the enterprise contribute to collective/mutual or other training funds, and did it receive payments from such funds or any other financial subsidies for the provision of CVT courses?

	Answer <b>BOTH</b> questions a and b	Yes/No	IF Yes, Specify Amount (€)
a.	<b>CVT contributions</b> (def. 20)	<Select>	
b.	<b>CVT receipts</b> (def. 21)	<Select>	

**B6** In 2020, which measures did your enterprise benefit from for providing CVT?

(Answer **ONLY** if Question B5b = YES)

- a. Tax incentives  
(Tax allowances, tax exemptions, tax credits, tax relief, tax deferrals)
- b. Receipts from training funds  
(National, regional, sectoral)
- c. EU subsidies  
(e.g. European Social Fund)
- d. Government subsidies
- e. Other sources (e.g. receipts from private foundations, receipts from external bodies/persons for the use of the enterprise's own training centre, receipts for training provision to external bodies/persons that are not part of the enterprise)

Go to NOTE

**NOTE**

If persons employed by the enterprise **participated in CVT courses** during the reference year **2020**:

[(B1a) or (B1b) is "YES"]  
**then answer Sections C, D, F**

If persons employed by the enterprise **did not participate in CVT courses but participated in other forms of CVT** during the reference year **2020**:

If [(B1a) and (B1b) are "NO"] and [(B2a) or (B2b) or (B2c) or (B2d) or (B2e) is "YES"]  
**then answer Sections D, F**

If persons employed by the enterprise **did NOT participate** in CVT courses nor participate in other forms of CVT during the reference year **2020**:

If [(B1a) and (B1b) are "NO"] and [(B2a) and (B2b) and (B2c) and (B2d) and (B2e) are ALL "NO"]  
**then answer Sections E, F**

**SECTION C: CONTINUING VOCATIONAL TRAINING (CVT) PARTICIPANTS, SUBJECTS, PROVIDERS AND COSTS (CVT COURSES)**

This section of the questionnaire relates to the enterprise's provision of **CVT courses** (internal or external). It should be answered by enterprises that provided CVT courses for their persons employed during 2020. Otherwise go to Section D.

**C1** In 2020, how many persons employed by your enterprise participated in one or more CVT course/s (either internal or external)?

Each person should be counted **only ONCE**, irrespective of the number of CVT courses the person has participated in.

Males	Females	Total

**C2** In 2020, what was the total number of participant events (participations) <sup>(def. 31)</sup> in internal and external courses?

Employees undertaking multiple courses should be counted **more than once**

Type of Course	Total number of participant events (participations)
a. Internal Courses	
b. External Courses	

**C3** In 2020, what was the total paid working time <sup>(def. 22)</sup> (in hours) spent on ALL CVT courses broken down by internal or external CVT courses?

INTERNAL CVT courses (hours)	EXTERNAL CVT courses (hours)	Total (hours)

**C4** In 2020, which skills/competences targeted by CVT courses were the most important ones in terms of training hours?

Choose the **three most important** skills/competence in relation to the number of all training hours. If a course does not fit exactly to one class, please select the nearest class.

Choose the 3 most important (maximum 3, minimum 1) Yes/No

- a. General IT skills
- b. IT professional skills
- c. Management skills
- d. Team working skills
- e. Customer handling skills
- f. Problem solving skills
- g. Office administration skills
- h. Foreign language skills
- i. Technical, practical or job-specific skills
- j. Oral or written communication skills
- k. Numeracy and/or literacy skills
- l. Other skills not listed above. Specify: \_\_\_\_\_

**C5** Some CVT courses on occupational health and safety are obligatory <sup>(def. 23)</sup>. What share of all training hours in CVT courses in 2020 was spent on such obligatory courses on health and safety at work?

Include: Only CVT courses during paid working hours.

Share of training hours in 2020 (%)	
a.	Obligatory courses on health and safety at work
b.	All other courses
<b>Total paid working time spent on CVT courses</b>	
<b>100%</b>	

**C6** In 2020, which were the most important training providers <sup>(def. 24)</sup> the enterprise used for all external CVT courses?

Choose the **three most important** training providers in relation to the number of all training hours in external courses – including those referred to in Question C4 if any. If a course does not fit exactly to one class, please select the nearest class

Choose the 3 most important (maximum 3, minimum 1) Yes/No

- a. Schools, colleges, universities and other higher education institutions
- b. Public training institutions (financed or guided by the government), e.g. adult education centres
- c. Private training companies
- d. Private companies of which the main activity is not training (e.g. equipment suppliers, parent/associate companies)
- e. Employer's associations, chambers of commerce, sector bodies
- f. Trade unions
- g. Other training providers

**C7** In 2020, did your enterprise incur any of the costs (excluding VAT and Subsidies) identified below for the provision of CVT courses?

Exclude: VAT paid and any subsidies received to cover part of the training courses.

Answer all options (Yes or No). If Yes Specify Amount (€)	
a.	<b>Fees and payments</b> for courses for persons employed <sup>(def. 25)</sup> Payments made to <b>external organisations</b> for the provision of <b>CVT courses</b> and services, including course fees, the cost of assessors, examiners and <b>external trainers</b> used to support internal courses.
b.	<b>Travel and subsistence payments</b> <sup>(def. 26)</sup> Payments made in relation to the <b>travel and subsistence</b> of participants engaged in <b>CVT courses</b> .
c.	<b>Labour costs of internal trainers</b> for CVT courses <sup>(def. 27)</sup> Labour costs of staff of own training centre and other staff <b>exclusively or partly</b> involved in designing and managing <b>CVT courses</b> .
d.	Costs for <b>training centre, training premises or specific training rooms of the enterprise</b> , in which CVT courses take place; Costs for <b>teaching materials</b> for CVT courses. <sup>(def. 28)</sup> Annual depreciation for <b>rooms and equipment, running costs</b> for training centre or other premises. <b>Costs of materials</b> bought specifically for <b>CVT courses</b> .

**C8** In 2020, what was the amount or share of Subsidies received (if any) for Internal and External courses?

Exclude: VAT

Type of course	Subsidies - IF Yes Specify Amount (€)	Percentage share of subsidies out of total CVT costs (%)
a. <b>Internal Courses</b> (Actual costs paid by employers for Internal training, including premises, material, etc.)		
b. <b>External Courses</b> (Actual costs paid by employers for External training, including premises, material, etc.)		

Go to D1



**SECTION D: OUTCOMES OF CONTINUING VOCATIONAL TRAINING (CVT)  
(Training Enterprises)**

The following questions are to be answered by enterprises that **provided CVT courses or other forms of CVT** for their persons employed **during 2020**. Otherwise go to Section E.

**D1a** Does the enterprise usually assess the outcomes of CVT activities?

**D1b** Which methods are used to assess the outcome of CVT activities?

(Answer D1b if Question D1a = YES)

Choose one option for **each row**

Yes/No

- a. Certification after written or practical test
- b. Satisfaction survey amongst participants
- c. Assessment of participants' behaviour or performance in relation to training objectives
- d. Assessment/measurement of the impact of training on performance of relevant departments or the whole enterprise
- e. Other. Specify: \_\_\_\_\_

**Factors limiting CVT provision in 2020**

**D2** Did any of the following factors limit the provision of CVT courses or other forms of CVT in your enterprise in 2020?

- a. The preferred strategy of the enterprise was to recruit individuals with the required qualifications, skills and competences
- b. Difficulties in assessing training needs in the enterprise
- c. Lack of suitable offers of CVT courses in the market
- d. High costs of CVT courses
- e. Higher focus on Initial Vocational Training (IVT)<sup>(def. 29)</sup> (apprenticeship) provision than on CVT
- f. Major efforts in CVT made in recent years
- g. High workload and limited time available for staff to participate in CVT
- h. Reduction of planned training activities due to the restrictions related to the COVID-19 pandemic
- i. Other reasons. Specify: \_\_\_\_\_
- j. The level of training provided was appropriate to the needs of the enterprise (no limiting factors)

Go to F1

**SECTION E - REASONS FOR THE NON-PROVISION IN CONTINUING VOCATIONAL TRAINING (CVT) ACTIVITIES IN 2020**

(Non-training enterprises)

The following question is to be answered only by enterprises **that did not provide** any CVT (neither courses nor other forms of CVT) for their persons employed in 2020.

**E1** What were the reasons not to provide CVT (neither CVT courses nor other forms of CVT) for persons employed during 2020?

Choose one option for **each row**

Yes/No

- a. The existing qualifications, skills and competences of the persons employed were appropriate for the current needs of the enterprise
- b. The preferred strategy of the enterprise was to recruit individuals with the required qualifications, skills and competences
- c. Difficulties in assessing training needs in the enterprise
- d. Lack of suitable offers of CVT courses in the market
- e. High costs of CVT courses
- f. Higher focus on IVT<sup>(def. 29)</sup> (apprenticeship) provisions than on CVT
- g. Major efforts in CVT made in recent years
- h. High workload and no time available for staff to participate in CVT
- i. Cancellation or postponement of planned training activities due to the restrictions related to the COVID-19 pandemic.
- j. Other reasons. Specify: \_\_\_\_\_

Go to F1

**SECTION F - INITIAL VOCATIONAL TRAINING (IVT)**

The following questions are to be answered by all enterprises.

**F1 Does the enterprise usually employ IVT<sup>(def. 29)</sup> participants (apprentices)?**

IVT participants (apprentices) are usually employed in the enterprise. An apprenticeship leads to a **formal qualification or certificate**, i.e. must be a formal education programme (or a component of it)

**F2 For which main reason(s) does your enterprise usually provide IVT/offer apprenticeships?**

(Answer **ONLY** if Question F1 = YES)

Choose one option for each row	Yes/No
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- a. To qualify future employees according to the needs of the enterprise
- b. To choose the best apprentices for future employment after completion of apprenticeship
- c. To avoid a possible mismatch with enterprise needs in case of external recruitment
- d. To make use of the productive capacities of apprentices already during their apprenticeship
- e. Other reasons (e.g. to make the enterprise more attractive to potential staff). Please Specify: \_\_\_\_\_

**F3 In 2020, did the enterprise provide any scholarships or other grants<sup>(def. 30)</sup> to the apprentices?** <Select>

IF Question F3= Yes, specify the amount (€):

**F4 In 2020, what was the main source of funds for the provision of scholarships or other grants to the apprentices?**

(Answer **ONLY** if Question F3 = YES)

Choose only <u>one</u> option	Yes/No
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- a. Funds received from the government
- b. Funds received from International sources (e.g. World, Bank, United Nations, International NGOs)
- c. The companies' funds
- d. Other Source. Specify: \_\_\_\_\_

**F5 In the previous year, 2019, did the enterprise provide any scholarships or other grants<sup>(def. 30)</sup> to the apprentices?**

IF Question F5= Yes, specify the amount (€):

**F6 In the previous year, 2019, what was the main source of funds for the provision of scholarships or other grants to the apprentices?**

(Answer **ONLY** if Question F5 = YES)

Choose only <u>one</u> option	Yes/No
-------------------------------	--------

- a. Funds received from the government
- b. Funds received from International sources (e.g. World, Bank, United Nations, International NGOs)
- c. The companies' funds
- d. Other Source. Specify: \_\_\_\_\_

**End of Questionnaire**

**THANK YOU**

Definitions		
No.	Term	Definition
1	Continuing vocational training (CVT)	Continuing vocational training are training measures or activities which <b>have as their primary objectives the acquisition of new competences or the development and improvement of existing ones</b> and which must be financed at least partly by the enterprises for their persons employed who either have a working contract or who benefit directly from their work for the enterprise such as unpaid family workers and casual workers. Persons employed holding an apprenticeship or training contract should not be taken into consideration for CVT.  The training measures or activities must be planned in advance and must be organised or supported with the special goal of learning. Random learning and initial vocational training (IVT) are explicitly excluded.
2	Persons employed	The number of persons employed is defined as the total number of persons who work in the observation unit <b>excluding persons employed holding an apprenticeship or training contract.</b>  Persons employed include: •Working proprietors •Partners working regularly in the enterprise •Unpaid family workers working regularly in the enterprise •Persons who work outside the enterprise who belong to it and are paid by it (e.g. sales representatives, delivery personnel, repair and maintenance teams) •Persons absent for a short period (e.g. sick leave, paid leave or special leave) •Part-time workers •Seasonal workers •Home workers  Persons employed exclude anyone who is working at the enterprise but whose salary is paid by another company, e.g. persons employed by firms under contract or seconded staff. Also not included are persons absent and not being paid during the whole reference period (e.g. for parental leave or long time compulsory military service).
3	Total number of hours worked	The total number of hours worked refers to the <b>total number of hours ACTUALLY worked by all persons employed</b> (excluding persons employed holding an apprenticeship or training contract), in 2020. Hours actually worked are defined as the sum of all periods spent on direct and ancillary activities to produce goods and services.  It <b>includes</b> time worked during normal periods of work (in the enterprise or teleworking), time worked in addition to normal periods of work and generally paid at a higher rate (overtime paid and unpaid), time spent at the place of work in standby for which payment is made, time corresponding to paid short rest periods, e.g. tea and coffee breaks, and hours spent in training either in the enterprise/local unit or in educational establishments.  It <b>excludes</b> all hours not worked: hours not worked but paid (for example: paid leave, paid public holidays, paid sick leave, paid meal breaks, paid quarantine leave); hours not worked and not paid, hours not worked during special leave, hours not worked (whether paid or not) during short-time working, labour disputes, lock-outs, etc.
4	Total labour costs of persons employed	Total labour costs of persons employed (excluding persons employed holding an apprenticeship or training contract), is defined as <b>the sum of the direct and indirect labour costs, minus subsidies</b> . It includes total labour costs representing all <b>expenditure borne by employers</b> in order to employ workers. It <b>excludes subsidies e.g. the COVID-19 wage supplement</b> .  Total labour costs is worked out by: • <b>Including Direct labour costs:</b> direct pay, other bonuses and gratuities, payments for days not worked, benefits in kind; • <b>Including Indirect labour costs:</b> statutory social security contributions and family allowances, non-statutory payments, other social expenditure, vocational training costs, taxes. <b>Excluding Subsidies on labour costs, e.g. COVID wage supplement.</b>
5	Continuing vocational training measures and activities	Continuing vocational training measures and activities <b>cover both CVT courses (def. 6) and other forms of CVT (def. 7).</b>
6	CVT courses	CVT courses <b>are typically clearly separated from the active workplace</b> (learning takes place in locations specially assigned for learning like a classroom or training centre).  They show a high degree of organisation (time, space and content) <b>by a trainer or a training institution.</b>  The content is designed for a group of learners (e.g. a curriculum exists).  Two distinct types of CVT courses are identified •Internal CVT courses (def. 12) •External CVT courses (def. 13)

7	Other forms of CVT	Other forms of continuing vocational training are typically connected to the active work and the active workplace, but they can also include participation (instruction) in conferences, trade fairs etc. <b>for the purpose of learning.</b>  These other forms of CVT are often characterised by a degree of self-organisation (time, space and content) <b>by the individual learner or by a group of learners.</b>  The content is often tailored according to the learners' individual needs in the workplace.  The following types of other forms of CVT are identified: •Planned training through guided-on-the-job training (def. 14) •Planned training through job rotation, exchanges, secondments or study visits (def. 16) •Planned training through participation (instruction received) in conferences, workshops, trade fairs and lectures (def. 17) •Planned training through participation in learning or quality circles (def. 18) •Planned training through self-directed learning/e-learning (def. 19)
8	Assessment of skills and competences needs of the enterprise	This assessment concerns the need for skills and competences relevant to the <b>overall training needs or development of the enterprise</b> . It should refer to the method that has usually been used for the assessment of skill needs over the recent years and/or will be used for the next few years.
9	Skills and competences	Question A8 focuses on skills and competences important in the next few years. Question C4 however collects data based on the most important skills and competences in terms of volume of courses related to them. In that context, it should be noted that a particular course might cover more than one category. <b>The volume of training hours related to a course can be assigned to a category based on the most important aspect it covered.</b>
10	Agreements between the social partners	The social partners are <b>representative organisations of the employers and the persons employed</b> (employer associations and trade unions). The social partners <b>negotiate on a regular basis at the national, regional or sector level and conclude collective agreements</b> (collective bargaining). Collective agreements normally regulate wages and working conditions. Collective agreements can also regulate vocational training provisions, such as national, regional or sector training funds, employability measures, vocational training measures for older persons employed.  Agreements between the employer and works councils at the enterprise level are excluded from this definition.
11	Formal structure involving employee representatives	Formal structures involving employee representatives are often <b>committees or works councils. They are "shop-floor" organisations representing workers, which function as local/firm-level complements to national labour negotiations</b> . Works councils exist in a variety of related forms in a number of European countries.  A special form of works councils are the European works councils.  On 22 September 1994, the European Council of Ministers decided on a Directive (94/45/EC) on the establishment of a European Works Council or similar procedure for the purposes of informing and consulting persons employed in companies which operate at EU level (amended by Council Directive 97/74/EC of 15 December 1997). The directive applies to companies with at least 1,000 persons employed within the EU and at least 150 persons employed in each of at least two Member States.
12	Internal CVT courses	Internal CVT courses are <b>principally designed and managed by the enterprise itself</b> .  It is important that the <b>responsibility for the content of the course lies within the enterprise</b> . Courses are for example designed and managed by the internal training department of the enterprise, however the course can physically take place either within or outside the enterprise i.e. the geographic location relative to the enterprise is not the important issue.
13	External CVT courses	External CVT courses are <b>principally designed and managed by organisations which are not part of the enterprise itself</b> (e.g. 3 <sup>rd</sup> party organisations).  These courses are designed and managed by a training organisation which is not part of the enterprise or by a training organisation which belongs to the parent company of the enterprise. It is important that the <b>responsibility for the content of the course lies outside the enterprise</b> ; the course is then selected and ordered/ purchased by the enterprise. The course can physically take place either within or outside the enterprise i.e. the geographic location relative to the enterprise is not the important issue.
14	Guided-on-the job training	Guided-on-the-job training is one of the other forms of CVT. It is characterised by <b>planned periods of training, instruction or practical experience in the workplace using the normal tools of work, either at the immediate place of work or in the work situation</b> . The training is organised (or initiated) by the employer. A tutor or instructor is present. It is an individual-based activity, i.e. it takes place in small groups only (up to five participants).
15	Participants	<b>Participants in CVT courses:</b> A participant is a person who has taken part in <b>one or more CVT courses</b> during the reference year. Each person should be counted only once, irrespective of the number of CVT courses they participated in. (E.g. if a person employed has participated in two externally managed courses and one internally managed course, he or she should be counted as one participant)  <b>Participant in other forms of CVT:</b> The concept 'participant' is to be applied analogously for each other form of CVT.

16	<b>Job rotation, exchanges, secondments or study visits</b>	Job rotation within the enterprise and exchanges with other enterprises as well as secondments and study visits are other forms of CVT only if these measures are planned in advance with the <b>primary intention of developing the skills of the workers involved</b> . Transfers of workers from one job to another which are not part of a planned developmental programme should be excluded.
17	<b>Participation in conferences, workshops, trade fairs and lectures</b>	Participation in conferences, workshops, trade fairs and lectures are other forms of CVT. Participation (instruction received) in conferences, workshops, trade fairs and lectures are considered as training actions only when they are planned in advance and if the <b>primary intention of the person employed for participating is training/learning</b> .
18	<b>Learning or quality circles</b>	Learning or quality circles are other forms of CVT. Learning circles are <b>groups of persons employed who come together on a regular basis with the primary aim of learning more about the requirements of the work organisation, work procedures and workplaces</b> . Quality circles are working groups, having the <b>objective of solving production and workplace-based problems through discussion</b> . They are counted as other forms of CVT only if the primary aim of the persons employed who participate is learning.
19	<b>Self-directed learning/e-learning</b>	Self-directed learning/e-learning are other forms of CVT. It occurs when <b>an individual engages in a planned learning initiative where he or she manages the settings of the learning initiative/activity in terms of time schedule and location</b> . Self-directed learning means planned individual learning activities using one or more learning media. <b>Learning can take place in private, public or job-related settings</b> . Self-directed learning might be arranged using open and distance learning methods, video/audio tapes, correspondence, computer based methods (including internet, e-learning) or by means of a Learning Resources Centre. It has to be part of a <b>planned initiative</b> . Simply surfing the internet in an unstructured way should be excluded. Self-directed learning in connection with CVT courses should not be included here.
20	<b>Contributions</b>	The costs of contributions made <b>by the enterprise to collective funding arrangements</b> through government and intermediary organisations.
21	<b>Receipts</b>	The receipts from collective funding arrangements, subsidies and financial assistance from government and other sources.
22	<b>Paid working-time (in hours) spent on CVT courses</b>	Paid working time (in hours) spent on CVT courses is the <b>total time that all participants have spent in total in CVT courses during 2020</b> . Where courses fell only partly within 2020, only the time spent during 2020 should be included. The number of hours spent in CVT courses should only cover the <b>actual training time, and only the time spent during the paid working time of the person employed should be included</b> (i.e. any period of time where participants are in training when they normally would be working or a time when they are being paid for by the enterprise). It should exclude any periods of normal working between several training sessions and any time spent on travelling to the course. For example, if a training course lasts for one week, only the time spent actually in the training course or working on training material should be included. If a person attends a course one day per week for several weeks, the one day per week should be included and added up, but the days spent on working between the training days should be excluded.
23	<b>Obligatory occupational health and safety courses</b>	The activities referred to under point 1 and 2 below should be considered as obligatory from the perspective of the Community legislation in the sense that <b>they are needed to comply with legal obligations in the field of occupational health and safety</b> . Based on such obligations the employer has to make sure that persons employed received a proper training on occupational health and safety at the workplace. This is generally although not necessarily tailored to the needs and conditions of the specific workplace. 1. <b>Obligatory CVT activities by law for some dangerous or potentially dangerous tasks</b> such as driving a fork lift, training for preventive services (e.g. occupational physicians may be required by law to undergo training regularly), training for safety representatives who deal with occupational safety and health questions at the enterprise level (also mandatory by law in some Member States) and training for first aid measures (by law, a certain number of people have to be able to offer first aid). 2. <b>CVT activities for workers to protect themselves and others</b> . This is for example to train doctors how to use and discard needles to avoid needle stick injuries, or to train a laboratory worker how to work safely. This kind of training is normally included in the category "guided-on-the-job" training and cannot always be singled out. That knowledge has to be refreshed and updated regularly. Another simple example would be fire exercises.
24	<b>Providers of external CVT courses</b>	Providers of external CVT courses are <b>the persons or organisations which deliver the training</b> . External CVT course providers may include the following: •Schools, colleges, universities and other higher education institutions; •Public training institutions (financed or guided by the government; e.g. adult education centres) •Private training companies; •Private companies of which the main activity is not training (e.g. equipment suppliers, parent/associate companies); •Employers' associations, chambers of commerce, sector bodies; •Trade unions; •Other training providers.

25	<b>Fees and payments</b>	These refer to the <b>costs of external courses, made to external organisations for the provision of CVT courses and services</b> . They include course fees, the cost of assessors and examiners as well as the cost of external trainers used to support internal courses. VAT should be excluded from these expenses.
26	<b>Travel and subsistence payments</b>	These are <b>costs made to participants for travelling to training courses and the payments or subsistence allowances</b> . VAT should be excluded from the expenses.
27	<b>Labour costs of internal trainers for CVT courses</b>	These are the <b>direct and indirect labour costs</b> of staff of training centres and other staff exclusively or partly involved in providing, designing and managing CVT courses. If those trainers are only <b>partly involved</b> in CVT courses, <b>only the time spent on CVT courses should be taken into account</b> . If total labour costs of internal trainers for CVT courses are not available from enterprise records, then the labour costs may be estimated by using data on the <b>total number of internal trainers for CVT courses and average remuneration plus indirect labour costs</b> .
28	<b>Costs for training centre, training premises or specific training rooms of the enterprise, in which CVT courses take place</b> <b>Costs for teaching materials for CVT courses</b>	These costs include the costs of <b>running the training rooms and annual depreciation for these rooms and equipment</b> . It also includes the costs of <b>materials bought specifically to support the provision of CVT courses</b> . VAT should be excluded from the expenses.
29	<b>Initial vocational training (IVT)</b>	Initial vocational training (IVT) is restricted to apprenticeships at ISCED 2011 level 2 to 5. The following criteria need to apply: 1.All apprenticeships are (part of) <b>formal education programmes</b> ; successful completion is evidenced by a <b>formal qualification</b> . Apprenticeships qualify for employment in a specific occupation or group of occupations. 2. There is a <b>contract or formal agreement</b> for a prescribed period of time between the employer and the apprentice and/or an institution representing the apprentice, defining the characteristics of the apprenticeship (such as the rights and obligations of the employer and of the apprentice, learning objectives, etc.). 3. <b>Learning time combines or alternates</b> between periods of education and training at the work place and in educational institutions or training centres on a weekly, monthly or yearly basis. 4. In apprenticeships, the participant (apprentice) always receives <b>remuneration</b> in cash or in kind. 5. The duration is between <b>six months and six years</b> . The duration refers to the programme and not only to the work-based component. The measure is often <b>financed</b> (partly or fully) <b>by the enterprise although this is not a mandatory condition</b> . Apprentices/ IVT participants often have a special training contract.
30	<b>Scholarships and other Grants</b>	'Scholarships and other Grants' refers to education expenditure incurred by non-educational private entities towards students/apprentices. <b>It includes:</b> - <b>Scholarships given to students</b> to strengthen their knowledge in area/s of specialisation as required by the company; - <b>Instructional equipment</b> , such as laptop, <b>given to students as a grant</b> ; - Monetary grants; - Allowances and subsidies in cash or in kind that are contingent to student status; - Other grants given to apprentices. <b>It excludes expenditure on training per se:</b> - Cost of apprentices' <b>salaries</b> , social security contributions, and other compensation; - Salaries and other compensation paid to instructors and other personnel; - <b>Costs of instructional materials</b> and equipment which are <b>used but not owned</b> by the student; - Other <b>training</b> expenditure made by businesses within the work-based element of the combined school-and-work-based educational programmes.
31	<b>Participant events (Participations)</b>	Participant events ("participations") are <b>the number of times participants participated in CVT courses</b> (or – analogously – in one of the other forms of CVT). E.g. if a person employed has attended two externally managed courses and one internally managed course, this will be counted as three participant events. <b>Typically the number of participants will be lower than the number of participant events ("participations") for an enterprise</b> .



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