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Provided in Cooperation with:

National Statistics Office Malta, Valletta

Reference: (2018). Adult education survey: 2016. Valletta, Malta : National Statistics Office.

This Version is available at:

<http://hdl.handle.net/11159/2968>

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ADULT EDUCATION SURVEY 2016



Published by the
National Statistics Office
Lascaris
Valletta
Malta
Tel: (+356) 25 99 70 00
website: <http://www.nso.gov.mt>

CIP Data

Adult Education Survey: 2016. – Valletta: National Statistics Office, 2018.
37p.

ISBN: 978-99957-29-65-3

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Annex 2 – Tables

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Adult Education Survey: 2016

The Adult Education Survey (AES) aims to gather information on uptake of formal, non-formal and informal education and training activities, being academic or vocational, during 2016. The survey is conducted every five years, as per EU regulation, amongst adults aged 25-64 who were living in private households in Malta and Gozo during the year under review. The analysis presented in this publication is based on an estimated population of 236,210 persons. (For further methodological information, kindly refer to Annex 1.)

Key facts:

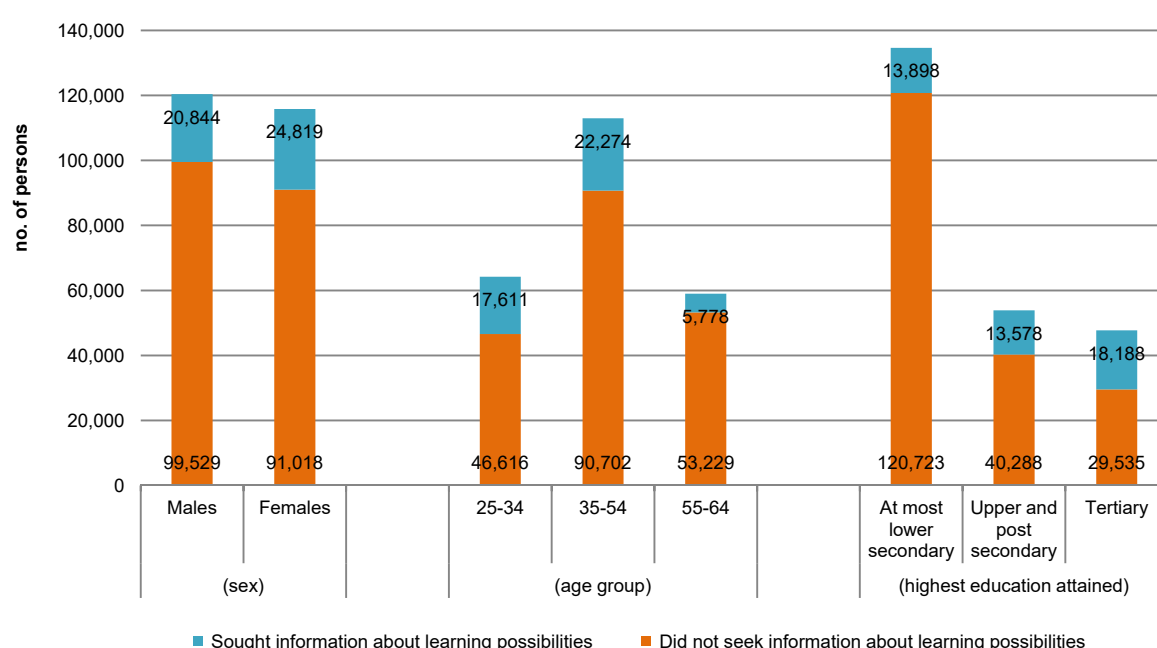
- Total number of persons aged 25-64 who have actively sought information about education and training possibilities during 2016 amounted to 45,664 (equivalent to 19.3 per cent of the estimated target population count).
- The number of persons participating in Formal Education (FED) increased from 4.4 per cent (9,481 persons) reported in 2011 to 7.2 per cent (16,994 persons) in 2016.
- The most popular reason for undertaking formal education was to increase skills/knowledge in a subject of interest, with 92.3 per cent of FED participants confirming this.
- Each FED participant spent an annual average of 245 hours in this form of learning during 2016.
- Total number of persons participating in Non-Formal Education (NFE) during the reference period amounted to 79,797 (equivalent to 33.8 per cent of the target population count).
- On average, an NFE participant followed 2.34 NFE activities during the reference year.
- Nearly 40 per cent of the youngest category of respondents (aged 25-34 years) did not participate in either FED or NFE activity during 2016 and did not show any interest in future participation.
- The number of persons participating in Informal Education (INF) stood at 42.0 per cent (99,178 persons) in 2016.
- The largest proportion of INF participants belonged to the age group 35-54, with 48.7 per cent (48,338 persons).
- Over 40 per cent of the target population said that they are familiar with two other languages, other than their mother tongue. On the other hand, 8.2 per cent of the population confirmed that they do not know any other languages, apart from their mother tongue.

A. SEEKING LEARNING POSSIBILITIES AND GUIDANCE

The first step in undergoing educational learning, irrespective of its form, orientation or level is to actively seek information on various available learning opportunities. In 2016, it was estimated that a total of 45,664 persons (19.3 per cent of the target population) actively sought information about learning possibilities.

Among those who sought some form of information on learning opportunities, 54.4 per cent were women. Nearly half (48.8 per cent) of the persons seeking such information pertained to the 35-54 age bracket. In addition, those with a higher educational level were more likely to seek additional learning opportunities, where nearly 40 per cent of information seekers had an attained tertiary level of education.

Chart 1. Distribution of persons having sought learning possibilities by sex, age group and highest level of education: 2016



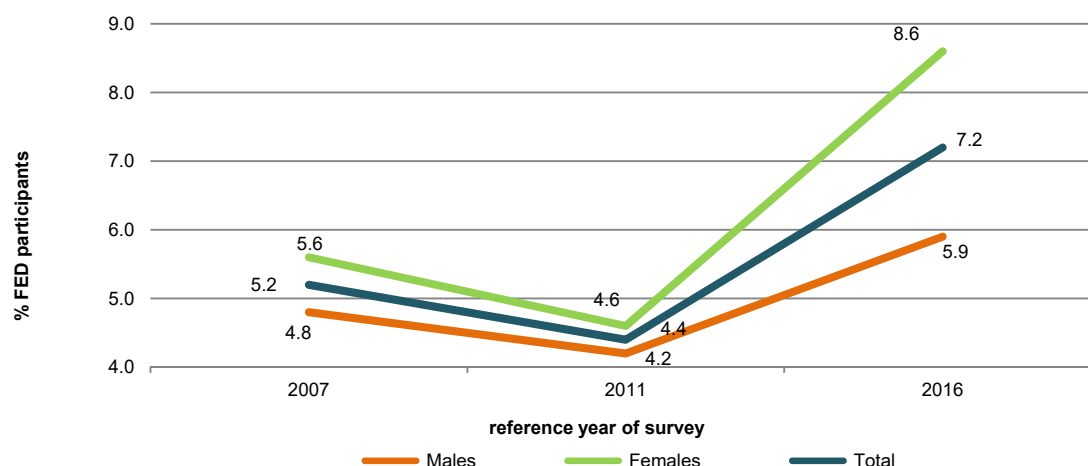
A total of 85,562 persons (36.2 per cent) were estimated to have received some form of information on learning opportunities during the reference year. Of these, the absolute majority, with 83.5 per cent, received this information only because it was free of charge.

B. FORMAL EDUCATION

Formal Education (FED) is the most common and evident type of learning, since such education being regulated, intentional and planned. Basic features of formal education also include having a specific set-up for the provision of these types of educational activities as well as the attainment of a formal and officially recognised qualification. (Further information on FED can be found in Annex 1).

The share of persons participating in FED increased from 4.4 per cent (9,481 persons) in 2011 to 7.2 per cent (16,994 persons) in 2016. Over the past three survey rounds, female participation was seen to be consistently higher than that of males for this type of education.

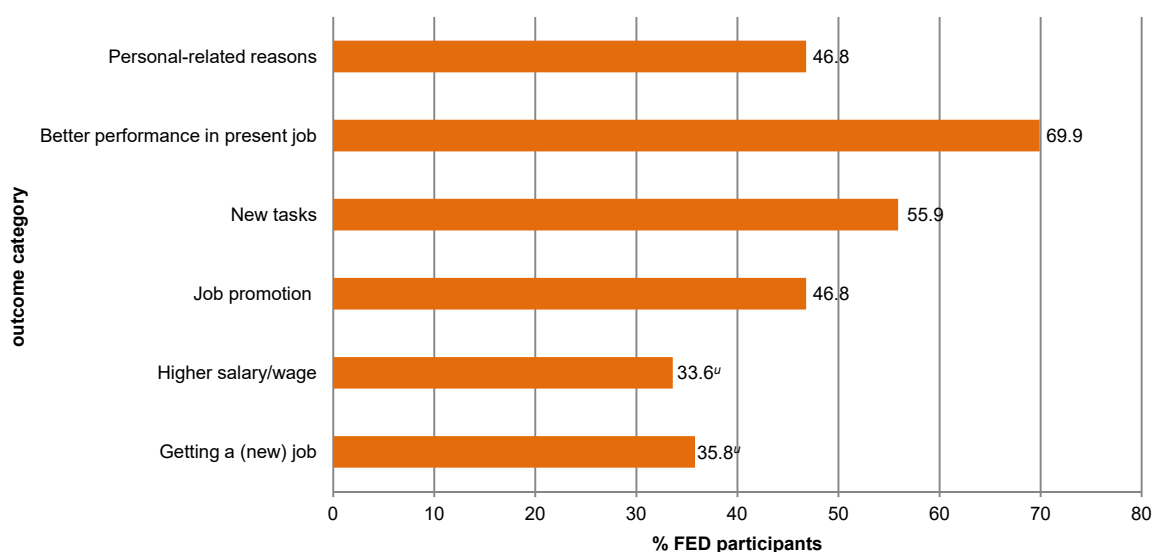
Chart 2. Participation in FED by sex: 2007, 2011, 2016



In 2016, participation in FED tended to be highest among the youngest age cohort of the target population, with 56.9 per cent of FED participants being aged between 25 and 34 years. Furthermore, 58.9 per cent of those in FED had already attained a tertiary level of education. As mentioned previously, female participation in FED constituted almost 60 per cent of all participants. The absolute majority (90.8 per cent) of all FED participants were in some form of employment (including self-employment).

Of the 16,994 persons who took up FED in the reference period, 59.0 per cent were conducting such an activity at a tertiary level. When asked on the reasons for undergoing FED (where more than one reason could be selected), the top three reasons presented were: to increase skills/knowledge in a subject of interest (92.3 per cent), to obtain certification (91.7 per cent) and to improve career prospects (86.4 per cent). With respect to outcomes seen from undergoing FED (where more than one outcome could be selected), the most common outcomes perceived were: better performance in present job (69.9 per cent), assignment of new tasks (55.9 per cent), job promotion and other personal related reasons (each with 46.8 per cent).

Chart 3. Outcomes from FED activity: 2016



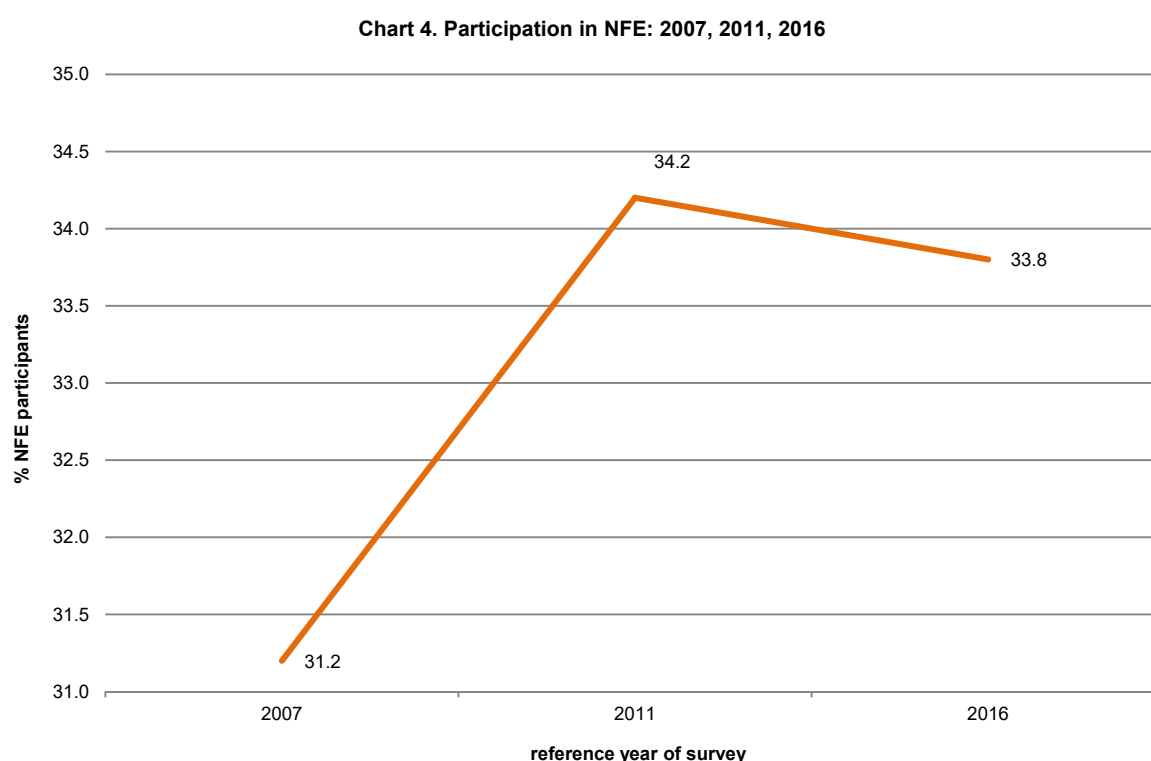
Notes:

1. More than one outcome was possible for selection.
2. ^u Under represented figures, to be used with caution.

Total number of hours spent by FED participants on this type of education activity during 2016 amounted to around 4.08 million hours of learning, which is equivalent to an annual average of 245 hours per participant, or approximately 5 hours per week per participant.

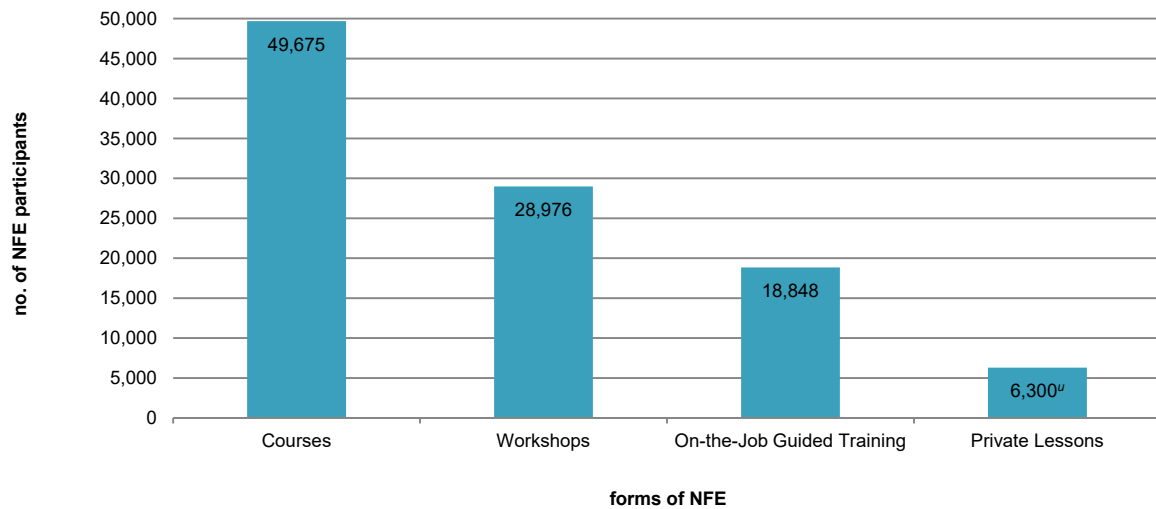
C. NON-FORMAL EDUCATION

Non-Formal Education (NFE) may be describes as any organised educational activity which takes place outside the formal education system. This form of education is generally flexible, learner-centred, contextualised and uses a participatory approach. In addition, NFE activities tend to have no specific target group, are irrespective of age, employment status or educational background. (Further information on NFE can be found in Annex 1).



The total number of persons participating in NFE during 2016 amounted to 79,797, which accounted for 33.8 per cent of the target population. This resulted in a slight decrease from the previous AES in 2011, when the number at the time stood at 34.2 per cent. The most preferred format of NFE activity was through courses with 62.3 per cent of participants having pursued at least one course over the year, while private tuition was the least preferred form with an uptake of 7.9 per cent from all NFE participants.

Chart 5. Uptake of various forms of NFE: 2016

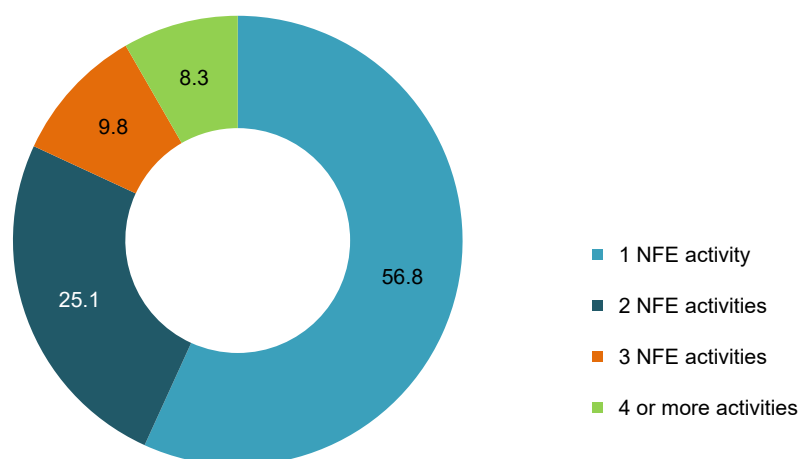


Notes:

1. More than one form of NFE activity was possible for selection.
2. ^u Under represented figures, to be used with caution.

Of those taking up at least one NFE activity during 2016, half were aged between 30 and 54 years. This contrasts the trend seen in FED, which was more popular among the youngest category. Similar to FED participants, 87.0 per cent of NFE participants were in some form of employment. In contrast, the largest group of NFE participants, with 40.1 per cent, had a low level of educational background. Over half (56.8 per cent) of the NFE participants undertook only one NFE activity in 2016, while 8.3 per cent of the participants undertook four or more NFE activities. On average, an NFE participant followed 2.34 NFE activities during the reference year.

Chart 6. Percentage distribution of number of NFE activities undertaken: 2016

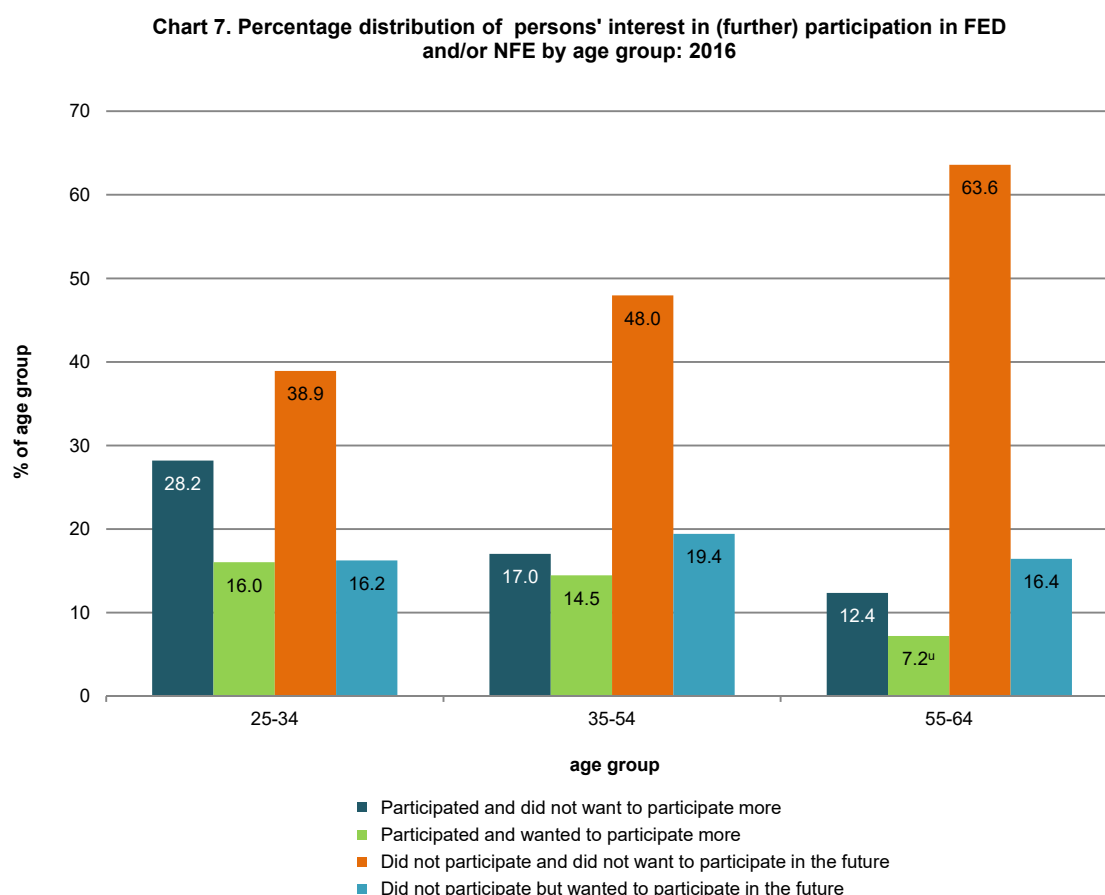


For those who participated in NFE, basic information on a maximum of seven NFE activities was collected. Of these NFE activities, two were randomly selected through a computerised process and further details were queried on them. With respect to the first randomly selected NFE activity, in total, participants spent around 3.93 million hours of learning (equivalent to approximately 50 hours per participant). Cost-wise, a total of around €6.08 million were spent on the first NFE activity, amounting to approximately €76.18 per participant. For the second randomly selected NFE activity, an average of 26 hours was spent per participant, costing an average of €41.73 each. (For further information on how costing was treated in this survey, kindly refer to the note in Annex 1).

D. INTEREST IN (FURTHER) PARTICIPATION

A section of the survey focused on the willingness to continue or start Formal or Non-formal (FED or NFE) education. When considering the youngest age cohort, 28.2 per cent stated that they did participate in some form of FED or NFE activity, however did not want to participate anymore. On the other hand, 16.0 per cent of the same age cohort indicated that even though they participated in FED or NFE activity, they want to continue their education in the future. The largest share of those aged between 25 and 34 (nearly 40 per cent), stated that they did not participate in any FED or NFE activity and do not want to do so in the future.

Of those aged between 35 and 54, 19.4 per cent stated that even though they did not participate in any FED or NFE activity, they wished to be able to participate in the future. The majority of the older category of respondents (aged 55-64), with 63.6 per cent, said that they did not participate in any FED or NFE activity and did not want to participate in any in the future. Overall, a trend of increase in future non-participation can be noted with the increase of age.

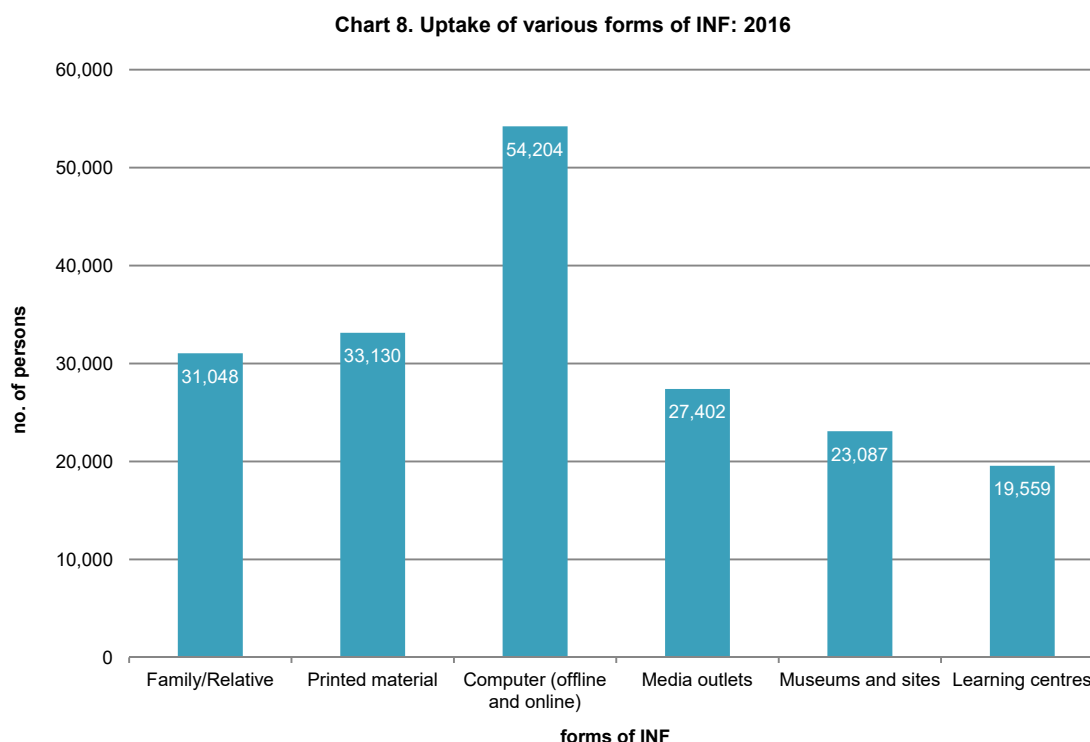


Note: ^u Under represented figures, to be used with caution.

E. INFORMAL EDUCATION

Informal Education (INF) takes the form of educational activities that have no particular structure, have no curriculum and have no qualifications. (Further information on INF education can be found in Annex 1).

The number of persons participating in INF education stood at 42.0 per cent (99,178 persons) of the target population in 2016. For 54,204 persons, the most preferred mode of INF learning was through the use of computer (including offline and online resources), while the least preferred method was through visiting learning centres (such as libraries), with 19,559 persons indicating this option.



Note: More than one form of INF form was possible for selection.

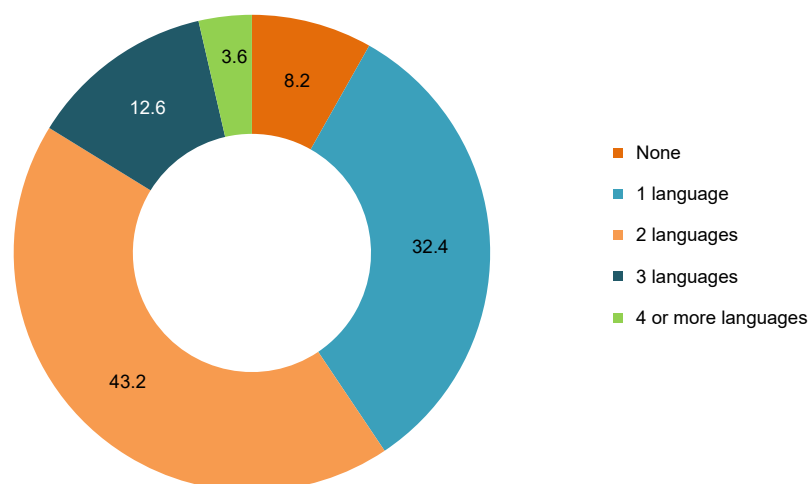
A further breakdown showed that the largest proportion of INF participants belonged to the 35-54 age cohort, with 48.7 per cent (48,338 persons). Overall, INF participants appeared to be equally distributed between males and females. With regards to the main activity status, the largest proportion of participants in INF activities was for those in some form of employment (76.0 per cent). In comparison with other forms of education, INF education was the most popular format of learning for economically inactive persons (including retired persons), which made up 21.0 per cent of participants.

F. LANGUAGES

The AES questionnaire also contained a module on languages, mainly aimed at measuring knowledge and fluency in different languages among all respondents. Maltese was the mother tongue of 91.5 per cent of the target population, making it the most common mother tongue language in Malta.

The largest share of the surveyed population (43.2 per cent) said that they know and regularly use two other languages, other than their mother tongue. Excluding the mother tongue, 32.4 per cent said that they use only one other language, while 8.2 per cent stated that they did not know any other languages.

Chart 9. Percentage distribution of number of known languages, other than mother tongue: 2016



Out of the respondents who said to not know any other language (other than mother tongue), 45.9 per cent were aged 35-54 and 79.8 per cent had a low level of education. On the other hand, respondents who said to know three or more foreign languages, 34.8 per cent were aged 25-34 and 44.5 per cent had a tertiary level of education. In the case of respondents knowing only one other foreign language, 32.9 per cent were aged 55-64 and 67.2 per cent had a low level of education. While nearly two-thirds of those who did not know any foreign language other than their mother tongue were males, whereas females constituted a similar amount among those who know three or more foreign languages.

Other than the mother tongue, English was the most common language among respondents with 161,027 persons (68.2 per cent) stating that they were proficient in it. This was followed by Italian, with 18.7 per cent (or 44,218 persons).

Annex 1

Methodological Notes

ANNEX 1: METHODOLOGY AND DATA QUALITY

1.1 SAMPLING DESIGN

A gross sample of 1,500 households was selected from the Population and Households Register (which is maintained internally by the NSO), and is based on the 2011 Census of Population and Housing. Sample selection was carried out through a systematic sampling approach (i.e. the sample elements were selected from an ordered sampling frame), whereby the primary sampling units to be selected were private households with at least one person aged between 25 and 64 years at the time of selection. The order of selection on the sampling frame was made on the basis of the district of residence, number of males and females within the household and the total number of persons in the household aged 25-44 and 45-64. All members aged 25 to 64 living in the selected households were eligible to participate in the survey.

1.2 LEGAL BACKGROUND AND REFERENCE PERIOD

The Adult Education Survey (AES) is conducted by the National Statistics Office (NSO) on a 5 year cycle, as per the European Commission (EC) regulation No. 452/2008 and the European Union (EU) regulation No. 1175/2014. This is the third survey of its kind that has been carried out by the NSO.

The first survey was carried out in 2008, having 2007 as its reference year, while the second AES wave was launched in 2012, with 2011 as its reference year. The third, and most recent survey, was conducted during 2017 and had 2016 as its reference period. Unless otherwise specified, all information presented in this publication refers to the most recent reference year.

The survey covers persons aged between 25 and 64 and living in private households in Malta and Gozo (i.e. excluding institutional residences). This survey collects information about a number of areas related to adult education, such as: learning outcomes, time allocated and money invested in different forms of learning, as well as fluency and use of languages.

1.3 DEFINITIONS

When collecting and analysing information from households, the following definitions and criteria were used:

Age - Calculated to be the age of the respondent on the day of the interview.

Household member - A person having lived in the same household for more than one year and with the intention of continuing to live there for at least another year.

Education level attained - Refers to the highest qualification which the respondent has already attained at the time of the interview. These are categorised under: at most lower secondary level, upper and post secondary level or tertiary level.

Main economic status – Refers to the self-perceived economic activity status of the respondent during the reference year and is classified with the following:

Employed - Persons who are employed on a full-time or part-time basis, self-employed or family workers.

Unemployed - Persons who are actively seeking some form of employment.

Retired - Persons who are in retirement or early retirement, or gave up business.

Other inactive - Persons who are students, in training with unpaid work experience, permanently disabled or unable to work because of illness, fulfilling domestic tasks and any other inactive person not previously mentioned.

Adult Education - Refers to the entire body of organised educational processes irrespective of; content, level and method, whether formal or otherwise, apprenticeships and whether they prolong or replace initial education in schools/colleges/universities. The purpose of this education is for adults to improve their technical or professional qualifications, further develop their abilities and enrich their knowledge. Objectives of such education would include, amongst others: completion of a formal education, attainment of skills in a new field and updated knowledge in a particular field.

Formal Education (FED) – Education that is provided in a structured system, such as that of primary schools, secondary schools, universities and other educational institutions, which lead to the attainment of an official qualification.

Non-Formal Education (NFE) – Refers to education conducted through a series of organised and sustained activities, which do not lead to an official qualification. Non-formal education may take place both within and outside educational institutions, and caters for all age groups.

Note: For the purpose of this survey, basic details on a maximum of seven NFE activities were collected. Of these activities, two were then randomly selected through a computerised process, upon which, further information was then enquired.

Informal Education (INF) – This type of learning consists of activities that are undertaken specifically for learning purposes, but are less organised and structured than other educational activities. The following categories of INF learning forms were used:

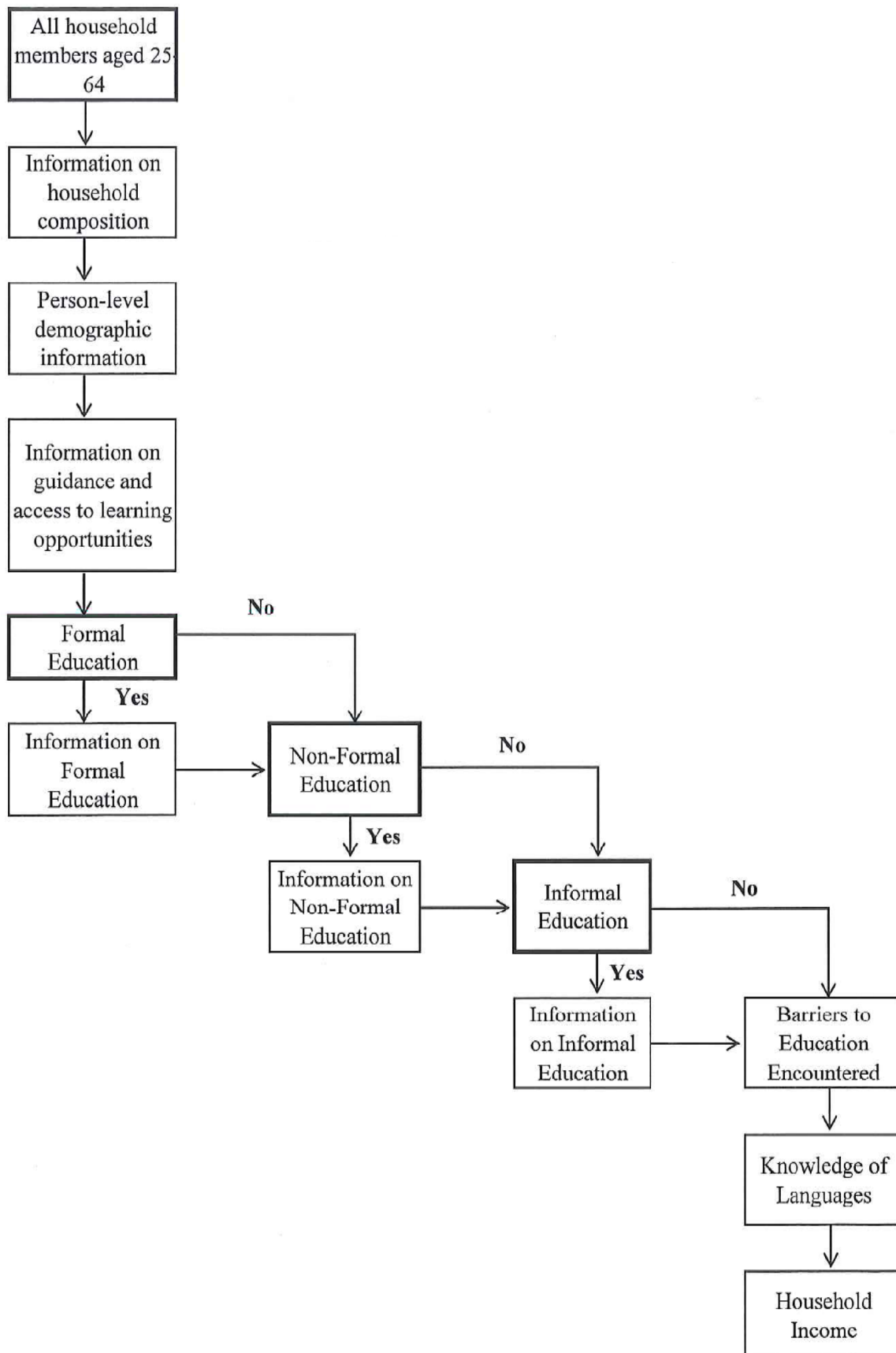
- a. Family member, relative or friend – INF learning through requesting of tutoring/instruction from a family member, relative or friend;
- b. Printed material – INF learning through the use of printed material, such as books, professional magazines, etc.;
- c. Media outlet – INF learning through the use of television, radio or video;
- d. Museums and sites – INF learning through guided tours of museums and/or historical, natural, cultural or industrial sites; and
- e. Learning centres – INF learning through visiting learning centres, such as libraries.

Reporting of Costs – For the purpose of this survey, when recording costs of various education activities, only costs incurred by the respondent or any other household member are recorded. Therefore, if a respondent undertook an educational activity which was fully sponsored by an employer/third party, the recorded cost would be nil. On the other hand, if a respondent took part in an educational activity which was paid for personally or by his/her relatives who are living in the same household, then the full cost of the activity was recorded. The same rationale was used for partial sponsorships.

1.4 QUESTIONNAIRE DESIGN

The questionnaire was designed to satisfy all requirements set by the abovementioned regulations and follows Eurostat's guidelines for implementation. The methodology adopted for this survey enhances harmonisation and comparability of results at European level. The following structure was designed to facilitate responses and minimise as much as possible missing information and misinterpretation of questions.

Chart A. Flowchart of AES 2016 questionnaire



1.5 DATA COLLECTION METHOD

Data collection was carried out through a face-to-face computer assisted interview (CAPI) of a standalone questionnaire. A letter of information about this survey, including contact details of the responsible unit was sent to the selected households prior to the start of the data collection. Technical assistance from internal staff was made available to all households and interviewers during the data collection period. In addition, follow-ups were also conducted by the Office in order to ensure coverage of the entire population and confirm potential conflicting or unclear information.

1.6 RESPONSE RATES

The overall effective response rate¹ for the 2016 AES stood at 76.7 per cent, and had the following household breakdown:

Table R. Response rate of gross and effective sample for AES 2016

	No.	% Gross Sample	% Effective Sample
Sampled Households	1,500	100.0	-
Ineligible Households	146	9.7	-
Effective Household Sample	1,354	90.3	100.0
Refusals	145	9.7	10.7
Other Non-Contacts	171	11.4	12.6
Net Responding Households	1,038	69.2	76.7

The resulting responding sample provided the following distribution at individual level, by age-group, sex and district of residence:

¹ The effective response rate is calculated as the proportion of responding households from the gross sample after excluding ineligible elements in the sample (e.g. address does not contain private residential housing, address is under construction/demolished/derelect, non-residential address or used for business purposes or address is a communal establishment).

Table S. Distribution of respondents by age group, sex and district for AES 2016

Age group / Sex		Southern Harbour District	Northern Harbour District	South Eastern District	Western District	Northern District	Gozo and Comino District	Total
25-34	Males	32	56	41	29	34	15	207
	Females	36	48	24	31	29	19	187
	Total	68	104	65	60	63	34	394
35-54	Males	91	134	67	67	68	44	471
	Females	90	139	74	77	75	50	505
	Total	181	273	141	144	143	94	976
55-64	Males	67	67	47	39	50	29	299
	Females	57	77	44	37	54	25	294
	Total	124	144	91	76	104	54	593
Total	Males	190	257	155	135	152	88	977
	Females	183	264	142	145	158	94	986
	Total	373	521	297	280	310	182	1,963

1.7 DATA PROCESSING AND QUALITY ASSURANCE

Responses were directly captured into a specifically designed in-house computerised system by the interviewer during the interview. Through this method, post-interview data entry errors were eliminated and some validation processes were applied during the interview itself, by means of logic checks which were incorporated into the software.

Interviewer audits were carried out to ensure that the data was collected at the highest quality standards. This measure has proved to be highly effective in reducing incidence of errors and under-reporting, and thus enhancing the quality of results.

Data analysis of the 2016 AES comprised a thorough process of data verification and consistency checks. This included checking for incomplete information and other identified anomalies. Comparisons with other surveys and sources, as well as comparison with previous AES waves, were conducted for consistency and coherence purposes, keeping in mind possible deviations from definitions between each source.

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

1.8 WEIGHTING

By applying post-stratification weighting, it was possible to produce estimates on the target population. In order to do so, the national benchmarks of sex, age-group and district of residence were used. In addition, weighting serves to reduce the effect of non-response bias, which tends to make estimates unreliable if not treated for.

The following presents the national distribution of individuals by age-group, sex and district of residence after weighting each participating household and individual:

Table P. Estimated population distribution by age group, sex and district for AES 2016

Age group / Sex		Southern Harbour District	Northern Harbour District	South Eastern District	Western District	Northern District	Gozo and Comino District	Total
25-34	Males	5,982	10,331	5,271	4,370	4,953	2,319	33,226
	Females	5,486	9,336	4,938	4,194	4,922	2,125	31,001
	Total	11,468	19,667	10,209	8,564	9,875	4,444	64,227
35-54	Males	9,872	16,905	9,144	7,906	9,816	3,978	57,621
	Females	9,340	16,105	8,698	7,859	9,661	3,692	55,355
	Total	19,212	33,010	17,842	15,765	19,477	7,670	112,976
55-64	Males	5,577	8,600	4,490	4,093	4,480	2,286	29,526
	Females	5,618	8,899	4,373	4,071	4,165	2,355	29,481
	Total	11,195	17,499	8,863	8,164	8,645	4,641	59,007
Total	Males	21,431	35,836	18,905	16,369	19,249	8,583	120,373
	Females	20,444	34,340	18,009	16,124	18,748	8,172	115,837
	Total	41,875	70,176	36,914	32,493	37,997	16,755	236,210

1.9 SAMPLING ERRORS

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

The degree of error will depend on how widely particular categories of information vary between individuals and the degree of representativeness of the sample in each category. The term error is used 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 was used:

- : Data not published due to unreliable survey estimates as a result of:
 - 1. less than 20 reporting individuals; or
 - 2. the non-response for the item concerned exceeds 50 per cent.
- u Figures to be used with caution: figures with between 20 and 49 reporting individuals or with non-response for the item concerned that exceeds 20 per cent but is lower or equal to 50 per cent.

Other types of errors which influence the results in this report are non-sampling errors. These errors are not measurable and are found in all kinds of surveys, including Censuses. Such errors are caused by factors other than the ones mentioned so far, amongst which: the inability or willingness of respondents to provide accurate and complete information, errors and inconsistencies made 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.

1.10 CONFIDENTIALITY

As with all surveys implemented by the NSO, the AES is 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 Office from providing any identifiable information to third parties.

More information on this survey can be accessed on:

[http://ec.europa.eu/eurostat/statistics-explained/index.php/Adult_Education_Survey_\(AES\)_methodology](http://ec.europa.eu/eurostat/statistics-explained/index.php/Adult_Education_Survey_(AES)_methodology)

Annex 2

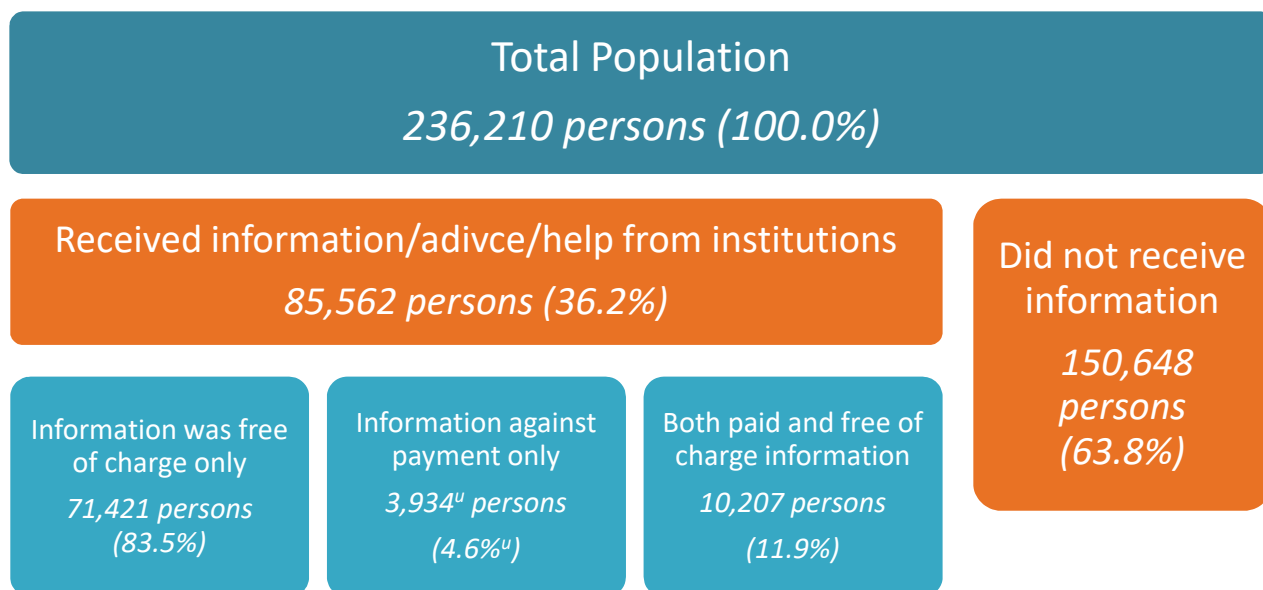
Tables

Table 1. Profile of persons having sought information about learning possibilities: 2016

		Sought information about learning possibilities		Did not seek information about learning possibilities		Total	
		No.	%	No.	%	No.	%
Sex	Male	20,844	45.6	99,529	52.2	120,373	51.0
	Female	24,820	54.4	91,017	47.8	115,837	49.0
Age group	25-34	17,611	38.6	46,616	24.5	64,227	27.2
	35-54	22,274	48.8	90,702	47.6	112,976	47.8
	55-64	5,779	12.7	53,228	27.9	59,007	25.0
Labour status	In employment	38,408	84.1	130,926	68.7	169,334	71.7
	Unemployed	:	:	5,446	2.9	7,089	3.0
	Retired	:	:	8,592	4.5	9,097	3.9
	Other inactive	5,108 ^u	11.2 ^u	45,582	23.9	50,690	21.5
Highest education attained	At most lower secondary	13,898	30.4	120,723	63.4	134,621	57.0
	Upper and post secondary	13,578	29.7	40,288	21.1	53,866	22.8
	Tertiary	18,188	39.8	29,535	15.5	47,723	20.2
Total		45,664	100.0	190,546	100.0	236,210	100.0

^u Under represented - between 20 and 49 sample observations.

Table 2. Distribution of persons having received information about learning opportunities from institutions: 2016



^u Under represented - between 20 and 49 sample observations.

Table 3. Profile of participants in Formal Education: 2016

		Participant in Formal Education		Non-participant in Formal Education		Total	
		No.	%	No.	%	No.	%
Sex	Males	7,039 ^u	41.4 ^u	113,334	51.7	120,373	51.0
	Females	9,955	58.6	105,882	48.3	115,837	49.0
Age group	25-34	9,677	56.9	54,550	24.9	64,227	27.2
	35-54	6,051 ^u	35.6 ^u	106,925	48.8	112,976	47.8
	55-64	:	:	57,741	26.3	59,007	25.0
Labour status	In employment	15,432	90.8	153,902	70.2	169,334	71.7
	Unemployed	-	-	7,089	3.2	7,089	3.0
	Retired	:	:	8,984	4.1	9,097	3.9
	Other inactive	:	:	49,241	22.5	50,690	21.5
Highest education attained	At most lower secondary	:	:	132,194	60.3	134,621	57.0
	Upper and post secondary	4,552 ^u	26.8 ^u	49,314	22.5	53,866	22.8
	Tertiary	10,015	58.9	37,708	17.2	47,723	20.2
Marital status - defacto	No answer	:	:	5,613 ^u	2.6 ^u	6,358 ^u	2.7 ^u
	Person living in a consensual union	6,343	37.3	146,843	67.0	153,186	64.9
	Person not living in a consensual union	9,906	58.3	66,760	30.5	76,666	32.5
	Total	16,994	100.0	219,216	100.0	236,210	100.0

^u Under represented - between 20 and 49 sample observations.

Table 4. Characteristics of the most recent Formal Education activity undertaken by sex: 2016

		Males		Females		Total	
		No.	%	No.	%	No.	%
Educational level	No answer	-	-	:	:	:	:
	Up to lower secondary	:	:	:	:	2,828 ^u	16.6 ^u
	Upper and post secondary	:	:	:	:	4,045 ^u	23.8 ^u
	Tertiary	4,017 ^u	57.1 ^u	6,010 ^u	60.4 ^u	10,027	59.0
Completion rate	Dropped out before expected end	:	:	:	:	:	:
	Still on-going	3,663 ^u	52.0 ^u	5,575	56.0	9,238	54.4
	Completed	3,288 ^u	46.7 ^u	4,074 ^u	40.9 ^u	7,362	43.3
Distance learning	No answer	-	-	:	:	:	:
	Yes	:	:	:	:	3,132 ^u	18.4 ^u
	No	5,852 ^u	83.1 ^u	7,831	78.7	13,683	80.5
	Total	7,039^u	100.0^u	9,955	100.0	16,994	100.0

^u Under represented - between 20 and 49 sample observations.

Table 5. Selected reasons for participating in most recent Formal Education activity by sex and age group: 2016

	Sex				Age group								Total		
	Males		Females		25-34		35-54		55-64			No.	%		
	No.	%	No.	%	No.	%	No.	%							
To improve performance at work	5,737 ^u	48.8 ^u	6,021 ^u	51.2 ^u	6,848 ^u	58.2 ^u	4,348 ^u	37.0 ^u	:	:		11,758	100.0		
To improve career prospects	6,020 ^u	41.0 ^u	8,665	59.0	9,008	61.3	5,309 ^u	36.2 ^u	:	:		14,685	100.0		
To be less likely to lose job	:	:	:	:	:	:	:	:	:	:		:	:		
To increase the possibility of getting a job or changing job	4,266 ^u	39.6 ^u	6,510 ^u	60.4 ^u	6,948 ^u	64.5 ^u	3,240 ^u	30.1 ^u	:	:		10,776	100.0		
To start own business	:	:	:	:	:	:	:	:	:	:		:	:		
Obligated to participate	:	:	:	:	:	:	:	:	:	:		:	:		
To improve general skills and knowledge	5,611 ^u	47.3 ^u	6,257 ^u	52.7 ^u	6,504 ^u	54.8 ^u	4,635 ^u	39.1 ^u	:	:		11,868	100.0		
To increase general skills and knowledge in areas of personal interest	6,748 ^u	43.0 ^u	8,936	57.0	8,757	55.8	5,661 ^u	36.1 ^u	:	:		15,684	100.0		
To obtain certificate	6,697 ^u	43.0 ^u	8,894	57.0	9,558	61.3	4,950 ^u	31.8 ^u	:	:		15,591	100.0		
To meet new people/For fun	:	:	3,850 ^u	72.0 ^u	:	:	:	:	:	:		5,351 ^u	100.0 ^u		

Notes:

1. More than one reason was possible for selection.

2. ^u Under represented - between 20 and 49 sample observations.

Table 6. Hours spent in most recent Formal Education activity by sex, age group and labour status: 2016

		No. of persons	Total hours	Average hours
Sex	Males	6,952 ^u	1,188,628 ^u	171 ^u
	Females	9,728	2,896,168	298
Age group	25-34	9,363	2,651,985	283
	35-54	6,051 ^u	1,288,311 ^u	213 ^u
	55-64	:	:	:
Labour status	In Work	:	:	:
	Not Working	15,118	3,579,462	237
Total		16,679	4,084,796	245

Notes:

1. Total count does not tally due to some respondents not providing information.
2. ^u Under represented - between 20 and 49 sample observations.

Table 7. Outcomes of most recent Formal Education activity: 2016

	No. of persons	% of Total FED
Getting a (new) job	6,081 ^u	35.8 ^u
Higher salary/wage	5,711 ^u	33.6 ^u
Job promotion	7,958	46.8
New tasks	9,507	55.9
Better performance in present job	11,884	69.9
Personal-related reasons	7,954	46.8
No outcome yet	:	:

Notes:

1. More than one outcome was possible for selection.
2. ^u Under represented - between 20 and 49 sample observations.

Table 8. Profile of participants in Non-Formal Education: 2016

		Participant in Non-Formal Education		Non-participant in Non-Formal Education		Total	
		No.	%	No.	%	No.	%
Sex	Males	41,726	52.3	78,647	50.3	120,373	51.0
	Females	38,072	47.7	77,765	49.7	115,837	49.0
Age group	25-34	28,631	35.9	35,596	22.8	64,227	27.2
	35-54	39,964	50.1	73,012	46.7	112,976	47.8
	55-64	11,202	14.0	47,805	30.6	59,007	25.0
Labour status	In employment	69,421	87.0	99,912	63.9	169,334	71.7
	Unemployed	:	:	4,857 ^u	3.1 ^u	7,089	3.0
	Retired	1,124	1.4	:	:	9,097	3.9
	Other inactive	7,020	8.8	43,670	27.9	50,690	21.5
Highest education attained	At most lower secondary	31,966	40.1	102,655	65.6	134,621	57.0
	Upper and post secondary	19,279	24.2	34,587	22.1	53,866	22.8
	Tertiary	28,552	35.8	19,171	12.3	47,723	20.2
Total		79,797	100.0	156,413	100.0	236,210	100.0
Average number of Non-Formal Education or training activities undertook during the year per participating person						2.34	

^u Under represented - between 20 and 49 sample observations.

Table 9. Forms of Non-Formal Education activities by sex, age group, education level and labour status: 2016

		Courses		Workshops and Seminars		Guided on-the-Job Training		Private Lessons	
		No.	%	No.	%	No.	%	No.	%
Sex	Males	26,167	52.7	14,390	49.7	11,047	58.6	2,808 ^u	44.6 ^u
	Females	23,508	47.3	14,586	50.3	7,801	41.4	3,492 ^u	55.4 ^u
Age group	25-34	17,663	35.6	10,690	36.9	5,758 ^u	30.5 ^u	:	:
	35-54	24,321	49.0	14,655	50.6	10,901	57.8	2,708 ^u	43.0 ^u
	55-64	7,691	15.5	3,631 ^u	12.5 ^u	2,189 ^u	11.6 ^u	:	:
Highest education attained	At most lower secondary	20,923	42.1	7,604	26.2	8,180	43.4	3,109 ^u	49.4 ^u
	Upper and post secondary	12,132	24.4	7,010	24.2	3,487 ^u	18.5 ^u	:	:
	Tertiary	16,620	33.5	14,362	49.6	7,181	38.1	:	:
Labour status	Not Working	7,729	15.6	3,054 ^u	10.5 ^u	:	:	:	:
	In Work	41,946	84.4	25,922	89.5	17,304	91.8	4,297 ^u	68.2 ^u
Total		49,675	100.0	28,976	100.0	18,848	100.0	6,300 ^u	100.0 ^u

Notes:

1. More than one form of NFE was possible for selection.

2. ^u Under represented - between 20 and 49 sample observations.

Table 10. Information on hours and cost of two randomly selected Non-Formal Education activities by sex, age group, education level and labour status: 2016

		Hours spent in randomly selected Non-Formal activity			Cost of randomly selected Non-Formal activity (€)		
		No. of persons	Total hours	Average hours	No. of persons	Total cost	Average cost
		<i>First randomly selected Non-Formal Education activity</i>					
Sex	Male	41,726	1,865,010.39	44.70	41,726	2,571,119.41	61.62
	Female	38,072	2,063,158.82	54.19	38,072	3,507,841.18	92.14
Age group	25-34	28,631	1,008,713.01	35.23	28,631	3,097,977.41	108.20
	35-54	39,964	2,058,170.80	51.50	39,964	2,294,812.06	57.42
	55-64	11,202	861,285.40	76.88	11,202	686,171.12	61.25
Highest education attained	At most lower secondary	31,966	1,470,262.88	45.99	31,966	1,676,977.60	52.46
	Upper and post secondary	19,279	756,243.04	39.23	19,279	1,553,894.21	80.60
	Tertiary	28,552	1,701,663.29	59.60	28,552	2,848,088.78	99.75
Labour status	Not Working	10,376	503,580.27	48.53	10,376	743,026.82	71.61
	In Work	69,421	3,424,588.94	49.33	69,421	5,335,933.77	76.86
Total		79,797	3,928,169.21	49.23	79,797	6,078,960.59	76.18
		<i>Second randomly selected Non-Formal Education activity</i>					
Sex	Male	16,932	447,113.69	26.41	16,932	1,081,780.48	63.89
	Female	17,535	448,088.08	25.55	17,535	356,363.22	20.32
Age group	25-34	13,138	274,702.68	20.91	13,138	487,554.13	37.11
	35-54	16,433	462,012.17	28.12	16,433	863,576.61	52.55
	55-64	4,896 ^u	158,486.92 ^u	32.37 ^u	4,896 ^u	87,012.96 ^u	17.77 ^u
Highest education attained	At most lower secondary	10,106	232,056.83	22.96	10,106	144,821.09	14.33
	Upper and post secondary	9,448	255,420.46	27.03	9,448	870,445.09	92.13
	Tertiary	14,913	407,724.48	27.34	14,913	422,877.52	28.36
Labour status	Not Working	4,009 ^u	121,232.79 ^u	30.24 ^u	4,009 ^u	211,412.07 ^u	52.73 ^u
	In Work	30,458	773,968.98	25.41	30,458	1,226,731.63	40.28
Total		34,467	895,201.77	25.97	34,467	1,438,143.70	41.73

^u Under represented - between 20 and 49 sample observations.

Table 11. Profile of participants in Informal Education: 2016

		Participant in Informal Education		Non-participant in Informal Education		Total	
		No.	%	No.	%	No.	%
Sex	Male	48,016	48.4	72,357	52.8	120,373	51.0
	Female	51,162	51.6	64,675	47.2	115,837	49.0
Age group	25-34	29,855	30.1	34,372	25.1	64,227	27.2
	35-54	48,338	48.7	64,638	47.2	112,976	47.8
	55-64	20,985	21.2	38,022	27.7	59,007	25.0
Labour status	In employment	75,342	76.0	93,992	68.6	169,334	71.7
	Unemployed	2,950 ^u	3.0 ^u	4,139 ^u	3.0 ^u	7,089	3.0
	Retired	3,599 ^u	3.6 ^u	5,498	4.0	9,097	3.9
	Other inactive	17,287	17.4	33,403	24.4	50,690	21.5
Highest education attained	At most lower secondary	45,465	45.8	89,156	65.1	134,621	57.0
	Upper and post secondary	24,660	24.9	29,206	21.3	53,866	22.8
	Tertiary	29,053	29.3	18,670	13.6	47,723	20.2
Total		99,178	100.0	137,032	100.0	236,210	100.0

^u Under represented - between 20 and 49 sample observations.

Table 12. Profile of persons according to number of known foreign languages: 2016

		No foreign language		1 foreign language		2 foreign languages		3 or more foreign languages		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Sex	Male	12,770	65.7	40,858	53.4	52,306	51.3	14,439	37.8	120,373	51.0
	Female	6,674	34.3	35,608	46.6	49,752	48.7	23,803	62.2	115,837	49.0
Age group	25-34	3,440 ^u	17.7 ^u	20,017	26.2	27,453	26.9	13,317	34.8	64,227	27.2
	35-54	8,927	45.9	31,270	40.9	53,851	52.8	18,928	49.5	112,976	47.8
	55-64	7,077	36.4	25,179	32.9	20,754	20.3	5,997	15.7	59,007	25.0
Labour status	In employment	11,373	58.5	50,324	65.8	76,120	74.6	31,517	82.4	169,334	71.7
	Unemployed	:	:	2,661 ^u	3.5 ^u	2,885 ^u	2.8 ^u	:	:	7,089	3.0
	Retired	1,951 ^u	10.0 ^u	3,999 ^u	5.2 ^u	2,262 ^u	2.2 ^u	:	:	9,097	3.9
	Other inactive	5,621	28.9	19,482	25.5	20,791	20.4	4,796 ^u	12.5 ^u	50,690	21.5
Highest education attained	At most lower secondary	15,513	79.8	51,400	67.2	58,116	56.9	9,592	25.1	134,621	57.0
	Upper and post secondary	:	:	13,260	17.3	26,912	26.4	11,636	30.4	53,866	22.8
	Tertiary	:	:	11,806	15.4	17,028	16.7	17,014	44.5	47,723	20.2
Total		19,444	100.0	76,466	100.0	102,058	100.0	38,242	100.0	236,210	100.0

^u Under represented - between 20 and 49 sample observations.

Table 13. Most proficient and second most proficient foreign language in order of popularity: 2016

Language	No.	%
Most proficient language		
Does not know any language	19,444	8.2
English	161,057	68.2
Italian	44,218	18.7
French	4,486 ^u	1.9 ^u
Maltese	4,467 ^u	1.9 ^u
Other	2,538 ^u	1.1 ^u
Second most proficient language		
Does not know second language	95,910	40.6
Italian	109,566	46.4
French	12,370	5.2
English	11,206	4.7
German	2,605 ^u	1.1 ^u
Other	4,553 ^u	1.9 ^u
Total	236,210	100.0

^u Under represented - between 20 and 49 sample observations.

Table 14. Level of fluency of first and second most proficient foreign language by sex and age group: 2016

	Sex		Age group								Total	
	Male		Female		25-34		35-54		55-64			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Most proficient language												
Only understand and use a few words and phrases	8,906	8.3	8,677	7.9	:		7,452	7.2	7,823	15.1	17,583	8.1
Understand and use most of the common everyday expressions	15,004	13.9	13,586	12.4	4,847 ^u	8.0 ^u	14,343	13.8	9,400	18.1	28,590	13.2
Understand the essentials of the language and produce simple text	30,463	28.3	29,880	27.4	15,145	24.9	30,748	29.6	14,450	27.8	60,343	27.8
Understand a wide range of demanding texts and use language flexibly	53,230	49.5	57,019	52.2	38,486	63.3	51,506	49.5	20,257	39.0	110,249	50.9
Total	107,603	100.0	109,163	100.0	60,787	100.0	104,049	100.0	51,930	100.0	216,766	100.0
Second most proficient language												
Only understand and use a few words and phrases	8,303	12.4	12,130	16.5	4,025	9.9	10,125	13.9	6,283	23.5	20,433	14.6
Understand and use most of the common everyday expressions	18,715	28.0	17,145	23.3	10,195	25.0	18,996	26.1	6,669	24.9	35,860	25.6
Understand the essentials of the language and produce simple text	22,212	33.3	25,533	34.7	14,769	36.2	24,560	33.7	8,416	31.5	47,745	34.0
Understand a wide range of demanding texts and use language flexibly	17,515	26.2	18,747	25.5	11,781	28.9	19,098	26.2	5,383	20.1	36,262	25.8
Total	66,745	100.0	73,555	100.0	40,770	100.0	72,779	100.0	26,751	100.0	140,300	100.0

^u Under represented - between 20 and 49 sample observations.