



Chapter 3. PERCEPTIONS: BENEFITS

Perceptions on adult learning and continuing vocational education and training in Europe

Volume 1: Second opinion survey

MEMBER STATES

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CHAPTER 3.

Perceptions: benefits

The survey shows that the provision of adult learning and continuing vocational education and training (CVET) in Member States has a positive image and is seen as bringing benefits to individuals, the economy and society.

This chapter discusses the extent to which adult learning and CVET in Member States is perceived to bring employment-related and personal benefits.

Member States' provision of adult education and CVET is seen as influential in supporting different aspects of career progression, including finding a new job and obtaining better incomes and, more generally, in reducing unemployment. Adult education and CVET are also regarded as important for personal development and further educational attainment.

In all Member States, people see adult learning and CVET as being of greater benefit to employment-related and personal issues than to education. Adult learning and CVET are not regarded as important as school or university education, or immediately seen as a route to obtaining a traditional university or college degree.

Overall, the quality of provision in Member States is regarded as good. However, there are differences between Member States and the survey indicates some room for improvement.

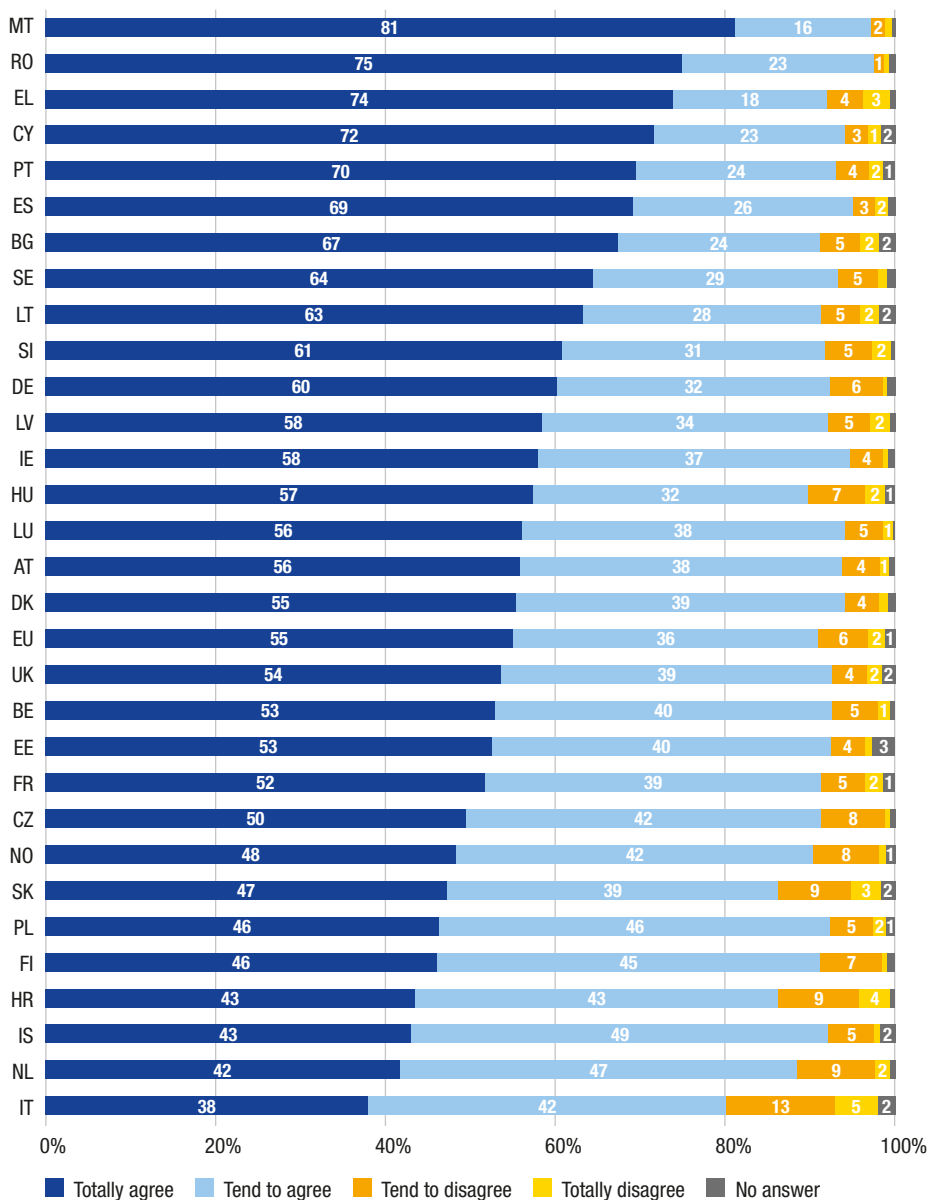
3.1. Career progression and reducing unemployment

Agreement is widespread that adult learning and CVET provision in Member States is important to career progression (Figure 7). In 22 countries, at least half of respondents totally agree, particularly in Malta (81%), Romania (75%), Greece (74%) and Cyprus (72%). Italy registers the highest level of disagreement (18%), followed by Croatia (13%) and Slovakia (12%).

In 14 countries, more than half of respondents totally agree that adult learning and CVET can be a route to a better income (Figure 8), particularly in Malta (78%), Romania (74%) and Bulgaria (65%).

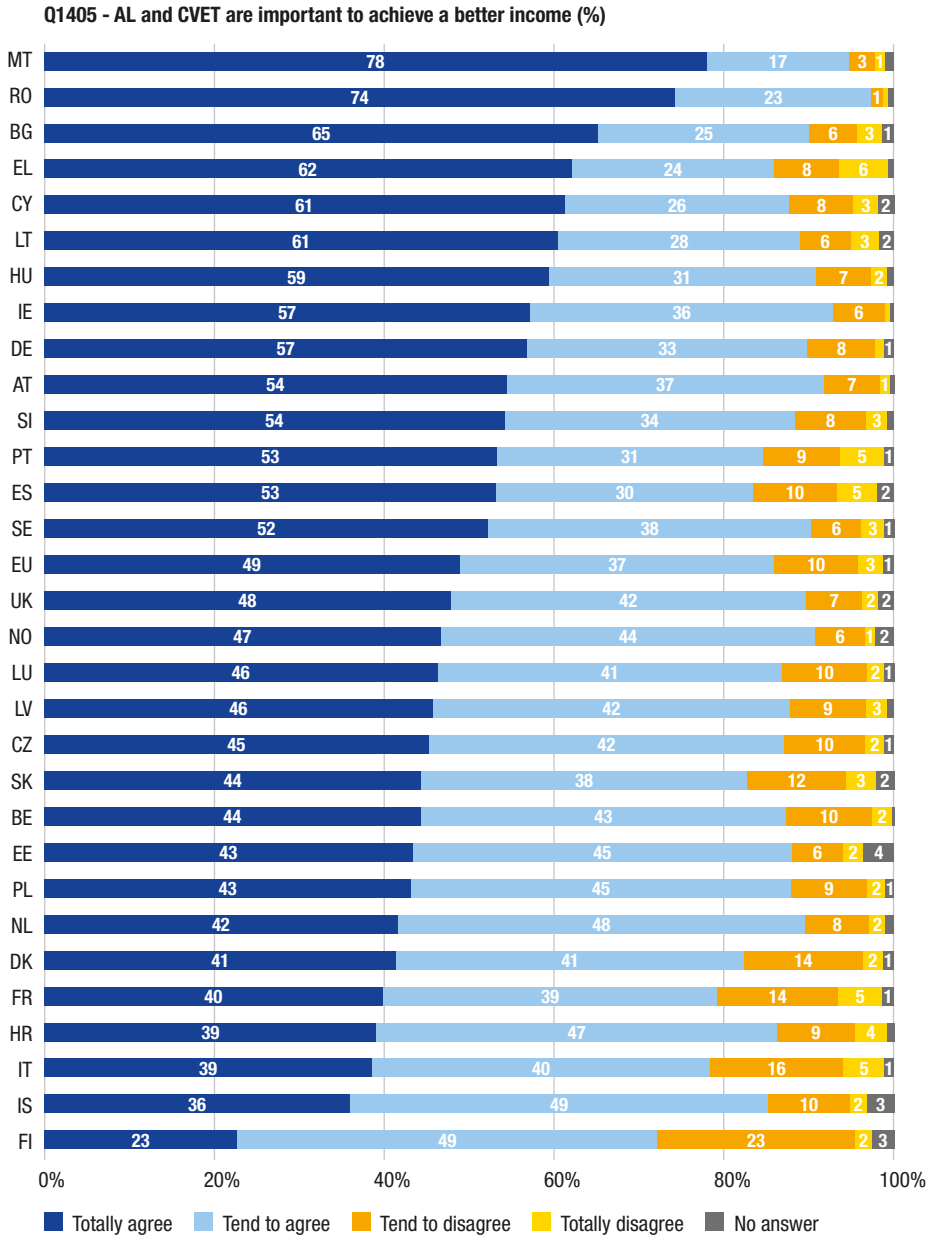
Figure 7. **Benefits: career progression, country (EU-28, Iceland and Norway)**

Q1404 - AL and CVET are important to progress in a career (%)



Source: Cedefop opinion survey on adult learning and CVET.

Figure 8. **Benefits: a better income, country (EU-28, Iceland and Norway)**



Source: Cedefop opinion survey on adult learning and CVET.

Some 91% of all respondents agree, including 55% who totally agree that adult learning and CVET are important when looking for a new job (Figure 9). Respondents are most likely to totally agree in Malta (78%), Romania (74%) and Greece (70%). Most respondents are least likely to ‘totally agree’ in Iceland (39%), Denmark (42%), Croatia (43%) and Iceland (39%). Denmark (13%) is the only country where more than one in 10 respondents disagree that adult learning and CVET are important when looking for a new job.

In 23 countries, at least half of respondents totally agree that adult learning and CVET are important for reducing unemployment (Figure 10). Respondents are most likely to totally agree in Malta and Romania (both 71%), Sweden (68%) and Norway (66%). Respondents are most likely to disagree in Italy (22%) and Greece (20%), countries with relatively high levels of unemployment ⁽¹⁰⁾.

3.1.1. Work-related training and career progression

Some 84% of all respondents agree (44% totally agree) that organised work-related activities are important for developing skills for any job (Figure 11). Respondents totally agree notably in Malta (72%), Greece (63%), Norway (62%) and Romania (58%). Respondents in Estonia and Italy (both 21%) register the highest levels of disagreement.

3.2. Personal development and educational attainment

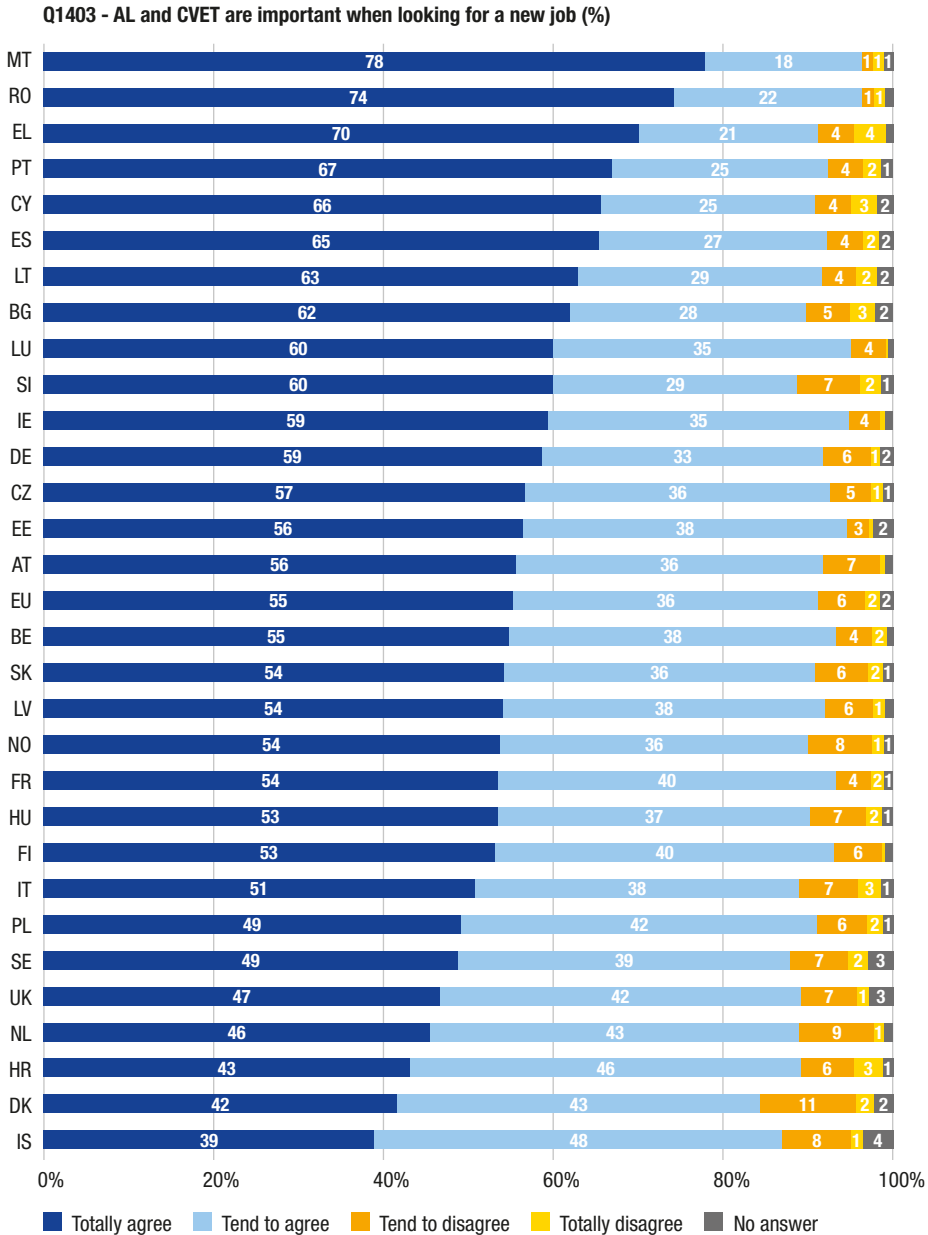
3.2.1. Personal development

Some 70% of all respondents totally agree that adult learning and CVET are important for personal development (Figure 12); the highest proportion for any perceived benefit in the survey. A further 26% agree that it is important.

In every country, more than half of respondents totally agree that adult learning and CVET are important for personal development, notably in Malta (86%), Greece (82%) and Portugal (80%). Fewer totally agree in Croatia (57%) and Iceland (58%), but even in these two countries 94% of respondents at least agree that adult learning and CVET are important for personal development.

⁽¹⁰⁾ Eurostat data unemployment rates up to August 2019. https://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

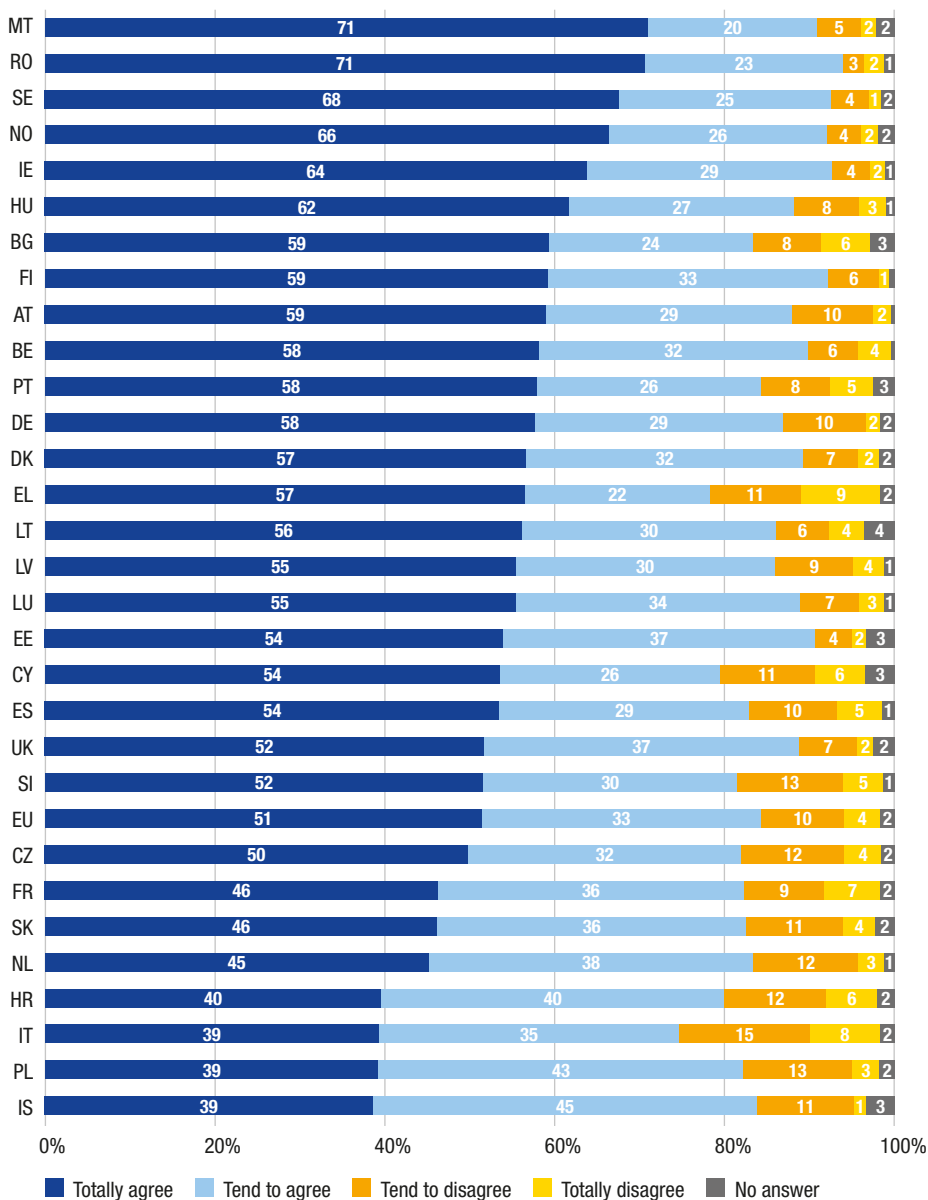
Figure 9. **Benefits: looking for a new job, country (EU-28, Iceland and Norway)**



Source: Cedefop opinion survey on adult learning and CVET.

Figure 10. **Benefits: reducing unemployment, country (EU-28, Iceland and Norway)**

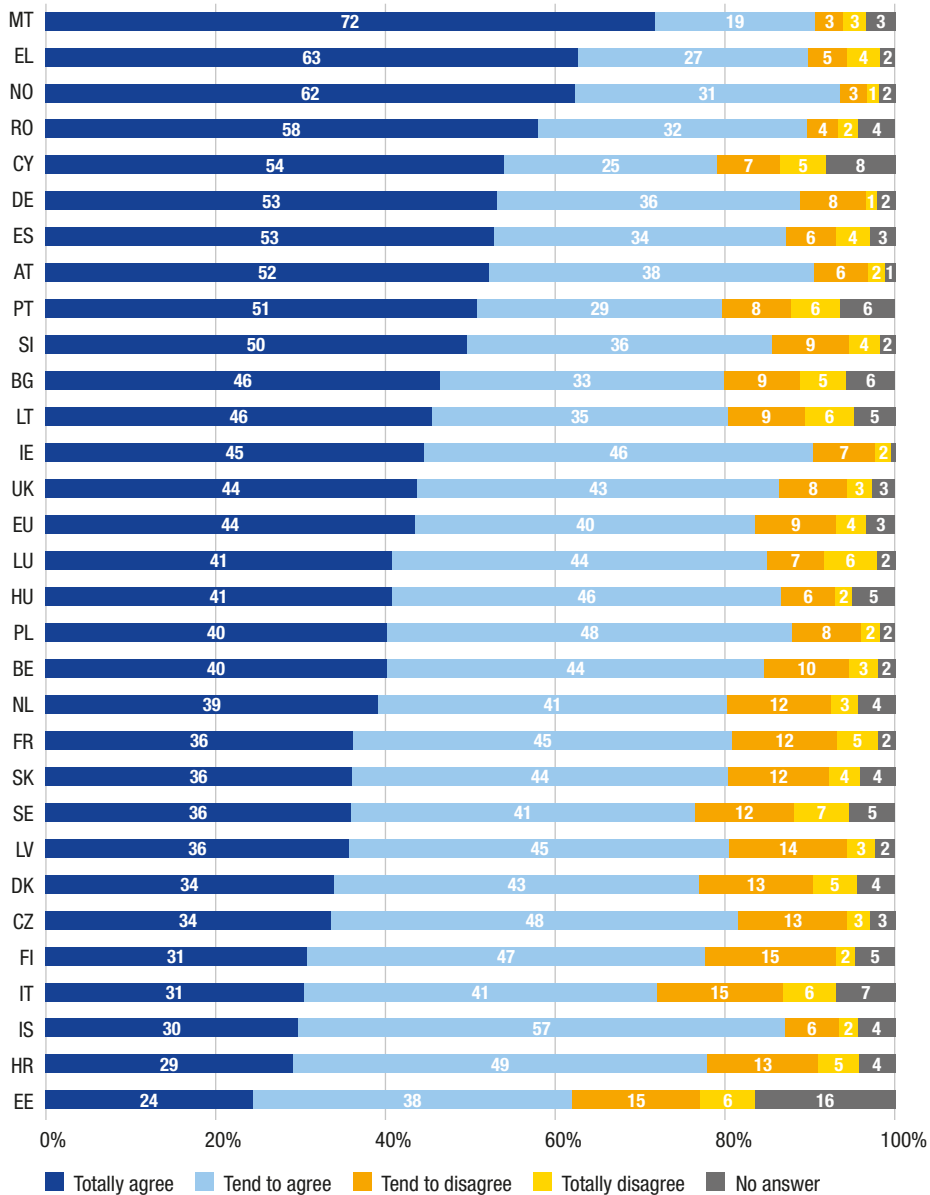
Q1408 - AL and CVET are important to reduce unemployment (%)



Source: Cedefop opinion survey on adult learning and CVET.

Figure 11. **Benefits: work-related organised training for developing skills that can be used in any job, country (EU-28, Iceland and Norway)**

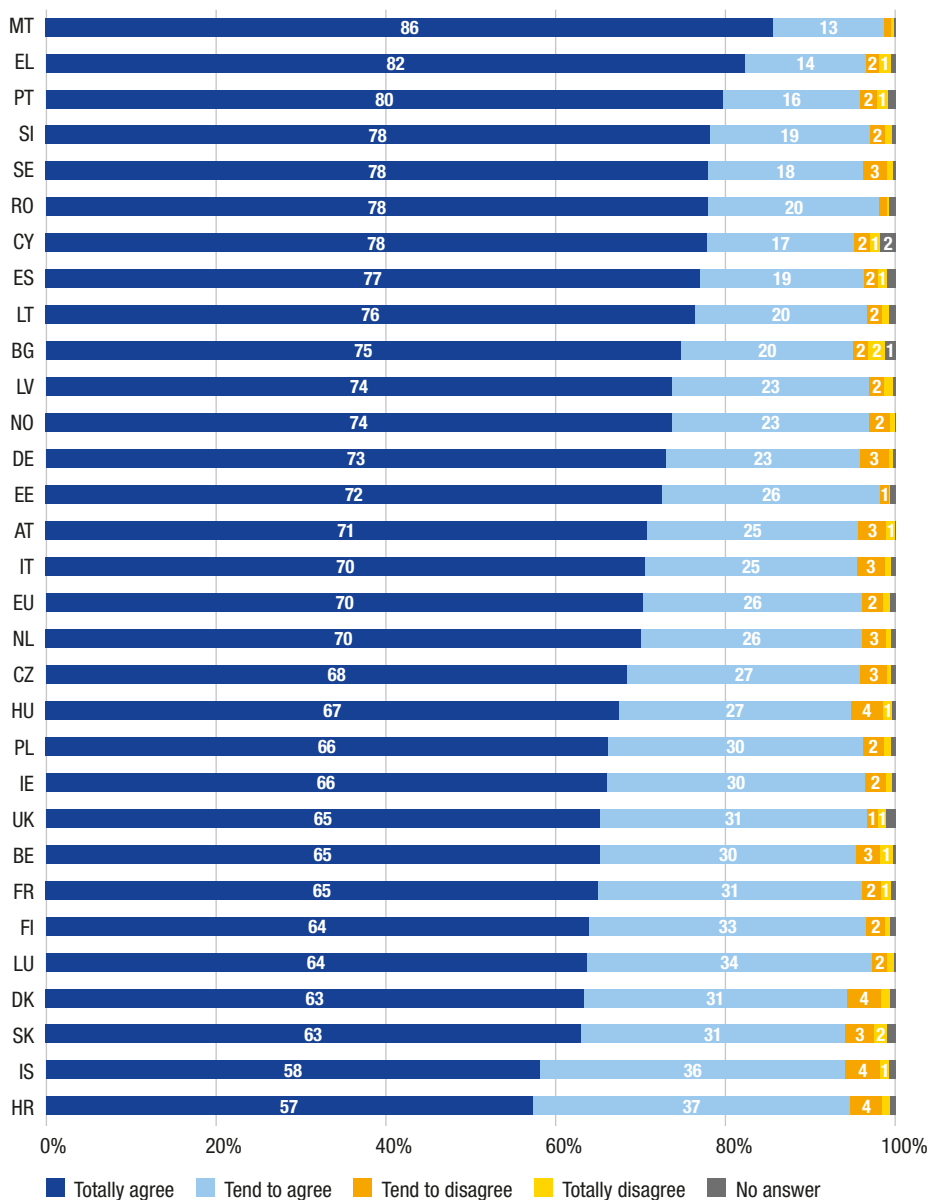
Q2004 - Work-related training is important to develop skills that can be used in any job (%)



Source: Cedefop opinion survey on adult learning and CVET.

Figure 12. **Benefits: personal development, country (EU-28, Iceland and Norway)**

Q1406 - AL and CVET are important for personal development (%)



Source: Cedefop opinion survey on adult learning and CVET.

3.2.2. Further educational attainment

Overall, respondents in Member States are less convinced that adult learning and CVET are as important as school or university education (Figure 13); only 46% of respondents totally agree.

Equivalence between the two types of learning is highest in Malta, where 73% of respondents totally agree, and in Romania (61%). Most respondents disagree that adult learning and CVET are as important as school or university education in Estonia (29%), Croatia (23%) and Slovenia (22%).

Some 32% of respondents totally agree that adult learning and CVET are a way to obtain the equivalent of a traditional college or university degree. A further 41% agree (Figure 14).

Malta (61%) is the one country where more than half of respondents totally agree, with relatively high proportions in Romania (50%), Ireland (45%), Cyprus (44%) and Greece (42%). Respondents in Estonia are most likely to disagree (48%), followed by those in Italy (42%). Low results in some countries may indicate a preference for formal degrees due to cultural practices and societal norms.

Less than half of respondents (44%) totally agree that adult learning and CVET are important primarily for adults who do not already have a degree (Figure 15).

In 11 countries, more than half of respondents totally agree, notably Greece (68%), Malta and Romania (both 65%) and Cyprus (64%). Some 22% of all respondents disagree, mostly in the Netherlands (54%), Germany (40%), Czechia (39%) and Iceland (38%).

Some 73% of all respondents agree (32% totally agree, 41% agree) that organised work-related training activities can be used to obtain qualifications recognised by the state; 21% disagree (Figure 16).

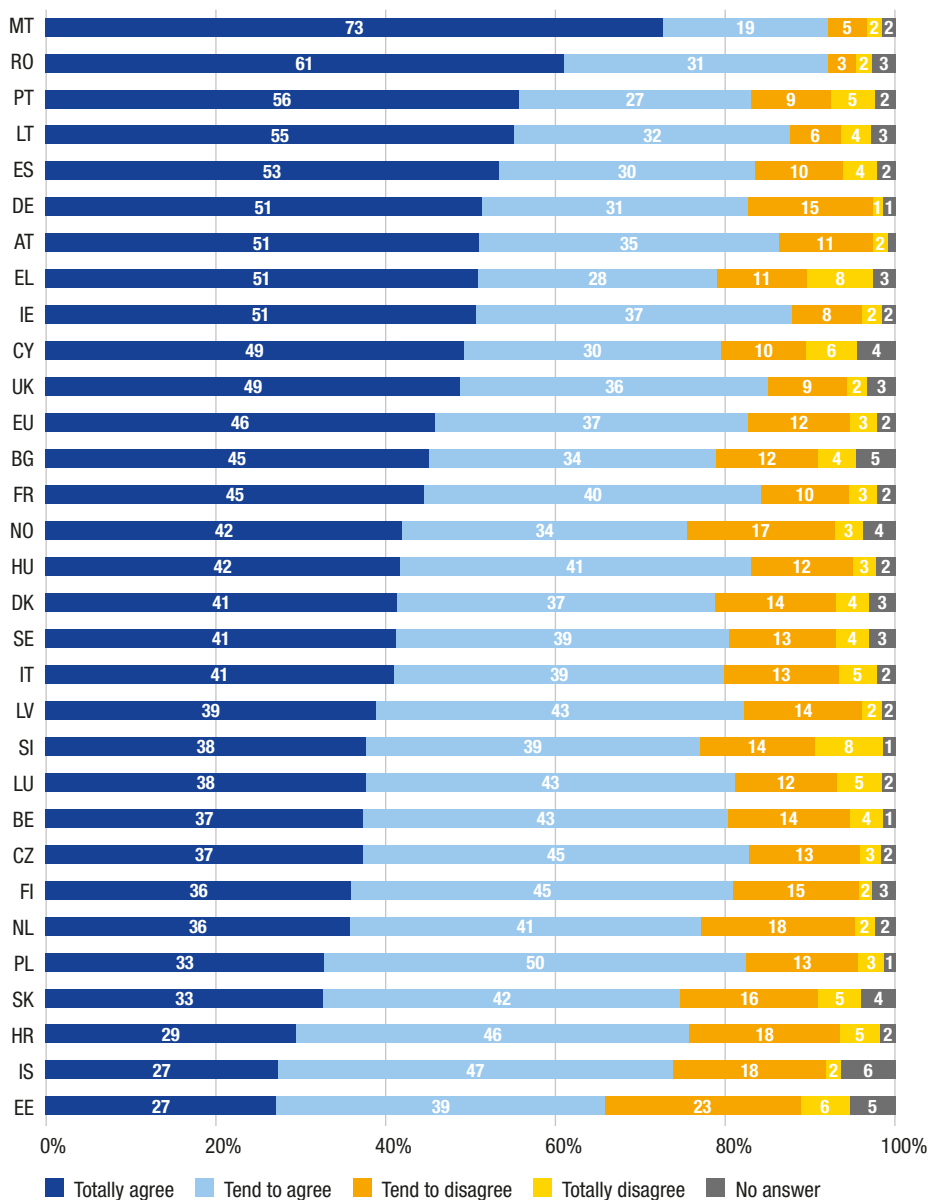
Respondents in Malta are most likely to totally agree (64%), followed by Romania (52%), Greece (46%) and Cyprus (44%). Disagreement is highest in Spain (30%), the Netherlands (29%) and Italy (27%).

Some 78% of respondents agree that there are many ways of obtaining a state-recognised degree as an adult; 15% disagree (Figure 17).

At least half of respondents totally agree in Malta (64%), Germany and Ireland (51%). Respondents are most likely to disagree in Croatia and Slovakia (both 24%) and Greece (23%).

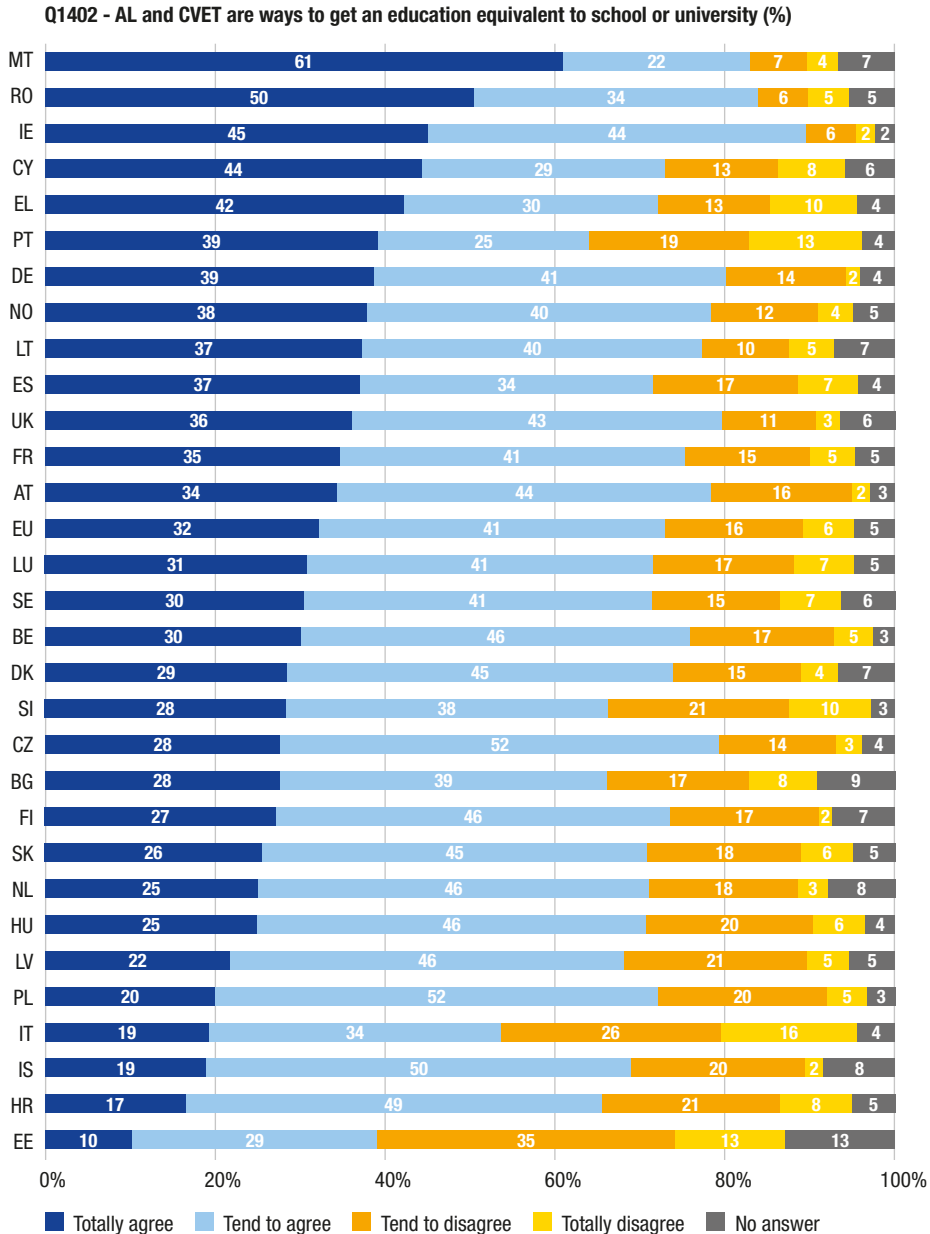
Figure 13. **Benefits: importance compared to school or university education, country (EU-28, Iceland and Norway)**

Q1401 - AL and CVET are as important as school or university (%)



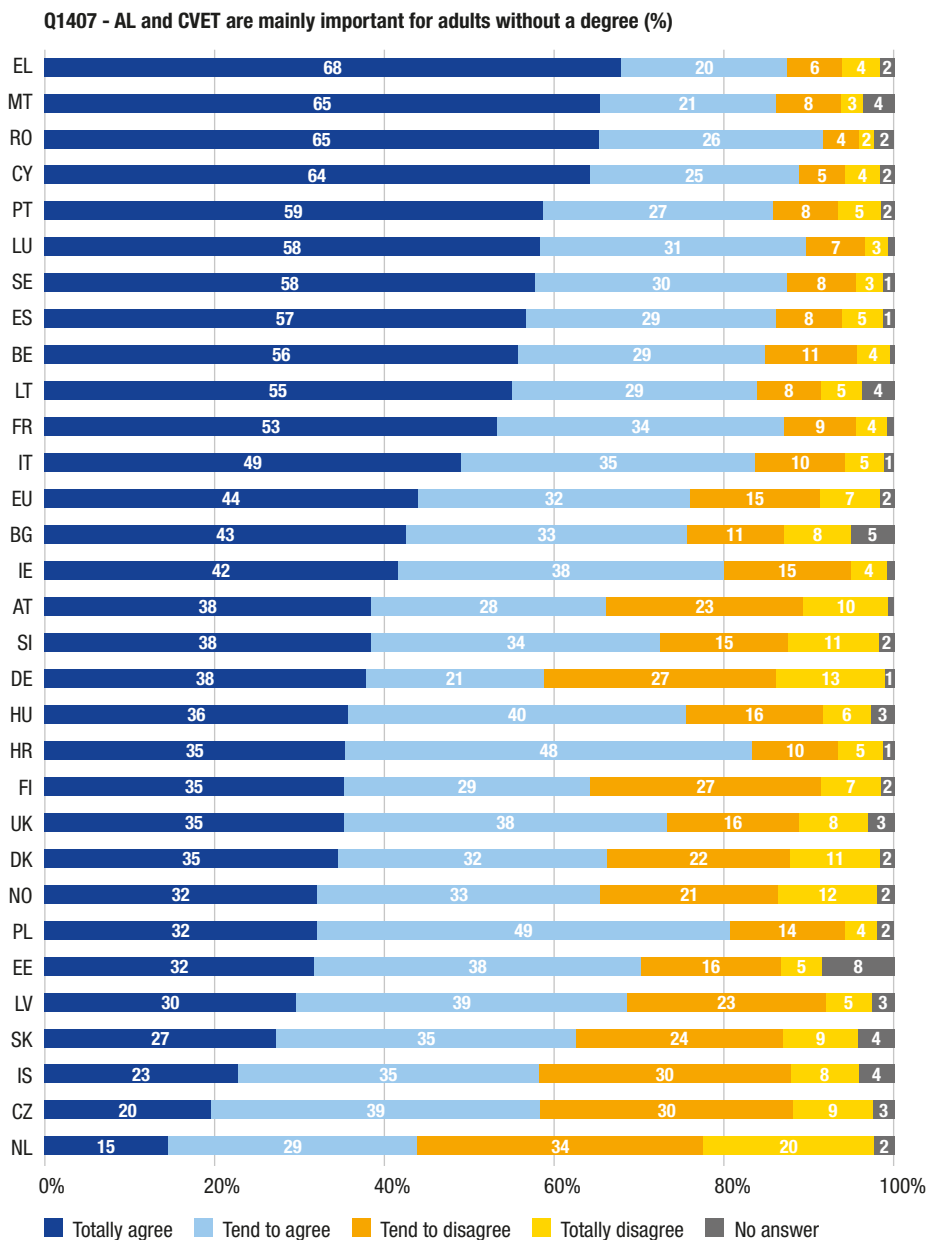
Source: Cedefop opinion survey on adult learning and CVET.

Figure 14. **Benefits: a way to obtain the equivalent of a traditional degree, country (EU-28, Iceland and Norway)**



Source: Cedefop opinion survey on adult learning and CVET.

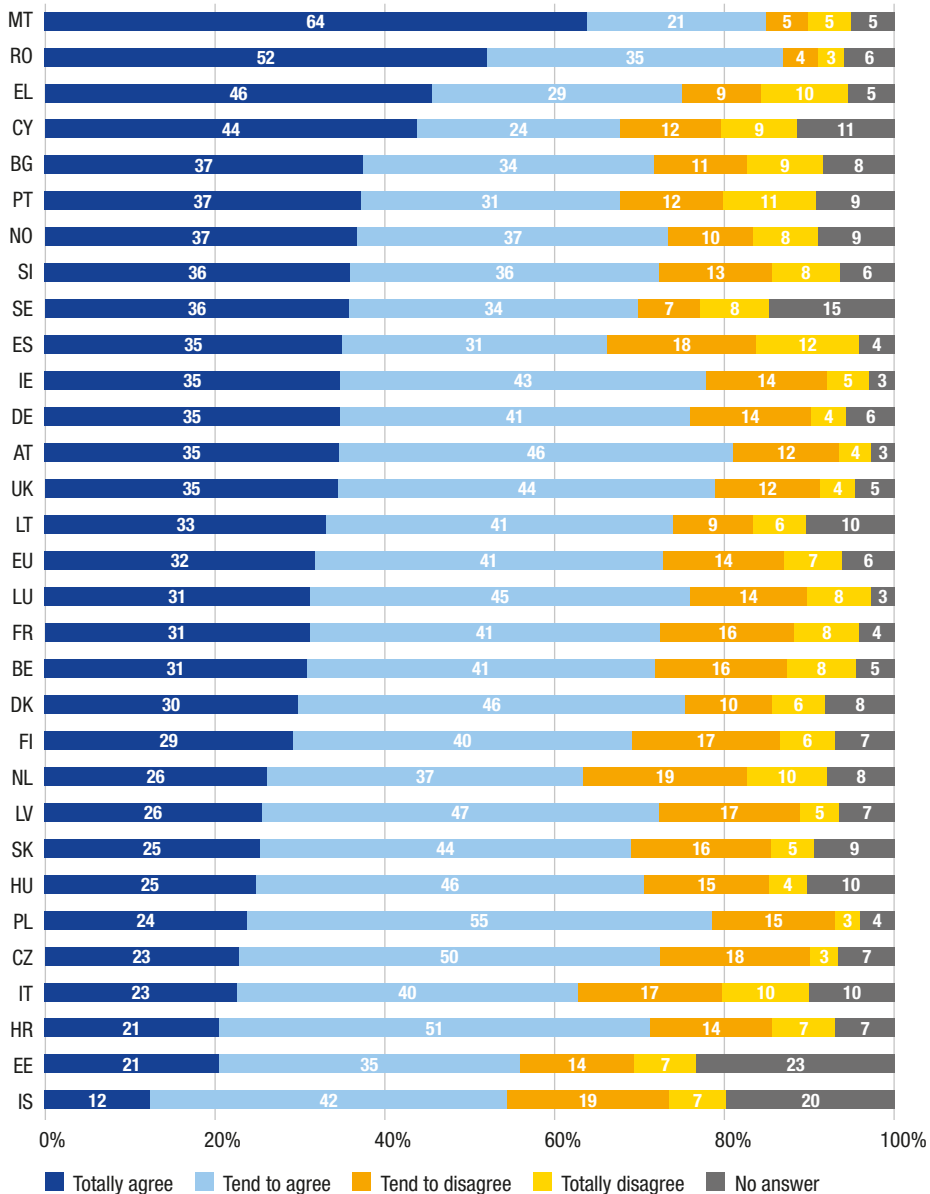
Figure 15. **Benefits: importance for adults without a degree, country (EU-28, Iceland and Norway)**



Source: Cedefop opinion survey on adult learning and CVET.

Figure 16. **Benefits: organised training and obtaining state recognised qualifications, country (EU-28, Iceland and Norway)**

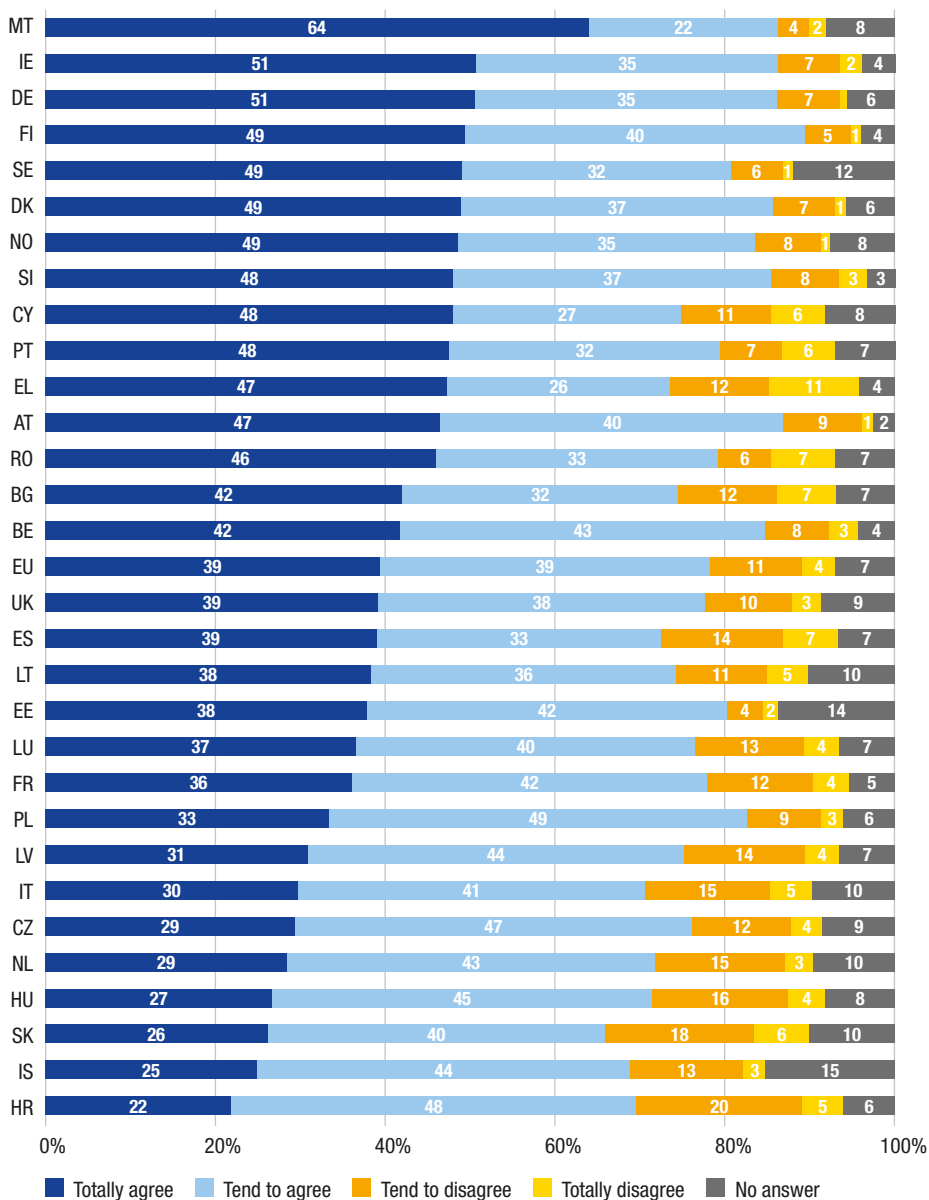
Q2003 - Work-related training allows to get a qualification recognised by the state also after youth (%)



Source: Cedefop opinion survey on adult learning and CVET.

Figure 17. **Benefits: non-work-related training and obtaining a state recognised degree, country (EU-28, Iceland and Norway)**

Q0906 - There are many ways to get a degree recognised by the state also after youth (%)



Source: Cedefop opinion survey on adult learning and CVET.

3.3. Quality

Most respondents (69%) think that the quality of adult learning and CVET in their country is 'good' (11% very good and 58% fairly good) (Figure 18). Some 24% of respondents think that the quality is bad (5% very bad, 19% fairly bad).

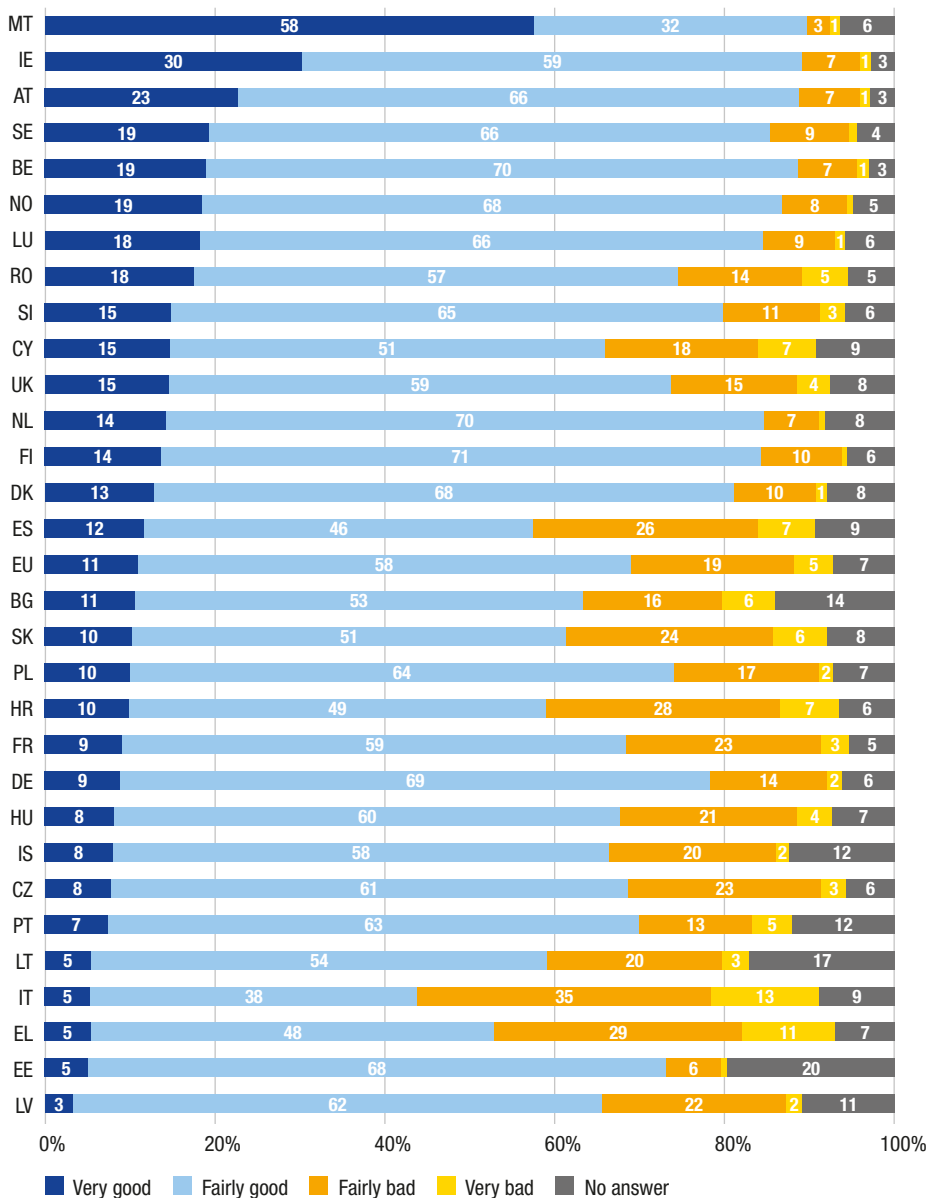
In all countries, respondents are more likely to describe adult learning and CVET as good rather than bad, except in Italy where 43% say it is good and 48% bad. Very good ratings are highest in Malta (58%), Ireland (30%) and Austria (23%). As well as in Italy (48%), more than a third of respondents rate the quality of adult learning and CVET in their country as bad in Greece (40%) and Croatia (35%).

Among respondents who took part in organised training activities in the last year, most say the training was good (93%), including 39% 'very good' and 54% 'fairly good' (Figure 19).

In all Member states, most respondents say that their recent organised training was 'very' or 'fairly' good. The proportion of 'very good' ratings is highest in Malta (60%), followed by Ireland (52%) and the UK (51%), Sweden (49%), Czechia (47%) and Slovenia (46%). In every country, fewer than 10% of respondents say their training was poor.

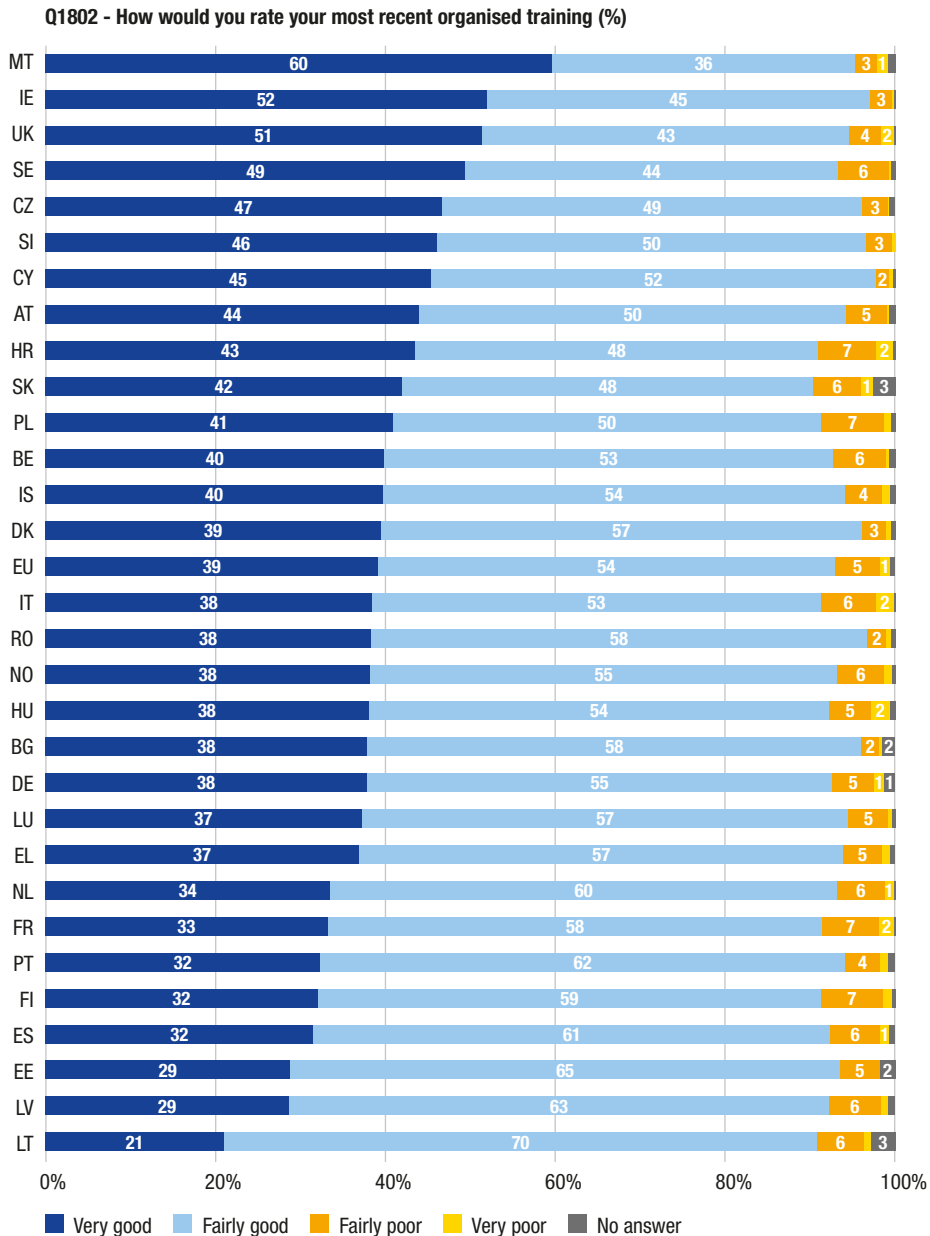
Figure 18. **Benefits: quality of learning, country (EU-28, Iceland and Norway)**

Q1300 - How do you think the quality of AL and CVET is generally regarded in your country (%)



Source: Cedefop opinion survey on adult learning and CVET.

Figure 19. **Benefits: rating of organised training by participants, country (EU-28, Iceland and Norway)**



Source: Cedefop opinion survey on adult learning and CVET.