

CONTINUING VOCATIONAL TRAINING SURVEY (CVTS) 2026

QUESTIONNAIRE AND INSTRUCTIONS

TALLINN 2026

FOREWORD

Continuing Vocational Training Survey is an international survey, which is organised every five years. The survey collects data on employers' activities related to continuing vocational training. In all participating countries, a common questionnaire and methodology are used, which allows comparing data across countries.

3,000 enterprises are surveyed. The population of the survey is enterprises with 10 or more employees, which were registered in the commercial register in November 2025 and whose main economic activity was covered by the survey (<https://www.stat.ee/en/find-statistics/methodology-and-quality/esms-metadata/40305#3-Statistical-presentation-2>).

The results of the survey give an overview of enterprises' training policies and expenditure, the availability, duration and organisers of training, and the areas in which employees are trained. Continuing vocational training for adults plays an important role in the strategic planning of the European Union's lifelong learning and employment policies. The results of the survey help to assess the competitiveness of both European enterprises and the labour force. The information is mainly used in Estonia by the Ministry of Education and Research and in Europe, for example, by the European Centre for the Development of Vocational Training (Cedefop).

The results are published by Statistics Estonia in the first half of 2027 in the [statistical database](#). Eurostat publishes the results during the year 2027 in their [database](#).

For more information on filling in the questionnaire, please contact Statistics Estonia's customer support by calling +372 625 9100 (Monday to Thursday 8:30am–04:30pm, Friday 8:30am–03:30pm) or send an e-mail to klienditugi@stat.ee.

QUESTIONNAIRE GUIDE

The online questionnaire can be filled out in the electronic survey platform of Statistics Estonia (uuringud.stat.ee), in the time noted in the notification letter sent to your company. The questionnaire can be filled out by several people but not simultaneously.

The questionnaire is divided into five parts: 1) background data on the enterprise; 2) training policy; 3) types of continuing vocational training (CVT); 4) CVT participants, training content, providers and training costs; factors limiting the provision of CVT 5) initial vocational training. The data will be collected mainly for 2025.

In questionnaire each section opens when the previous one has been filled out. If you do not finish filling out the questionnaire, you can continue later. The filled-out questionnaire has to be confirmed in order for it to be finished.

Some questions include additional explanatory text, which is shown here in italics. In the online questionnaire, this information appears when you click on the info icon. Additional explanations of terms can be found at the end of the document.

Arrows indicate question routings. For example, the note "→ 2.1" next to question 1.5 means that if the answer to question 1.5 is "No," the next question to answer is 2.1. In the online questionnaire, this routings will be applied automatically.

The questionnaire data will later be supplemented with the enterprises' 2025 labour cost data, obtained from the Tax and Customs Board's TSD declaration forms.

QUESTIONNAIRE

PART 1. BACKGROUND DATA

1.1. How many employees did your enterprise have in 2025?

The data is prefilled based on data from the Employment Register (TÖR), please correct if necessary.

The average number of employees in the list of employees who received remuneration in 2025, regardless of the duration of the employees' working week. This includes unpaid family workers who live together with the proprietor of the enterprise and work regularly in the enterprise but who have not signed an employment contract and receive no remuneration for their work, and who are not full-time paid workers in another enterprise. This excludes persons employed by the enterprise who are on extended leave (on parental leave, in compulsory military service, on unpaid leave, etc.) and have been absent and have not been paid during the year 2025.

Average number of employees: _____

incl. women: _____

incl. men: _____

1.2. In 2025, what was the total number of hours actually worked by persons employed for the enterprise?

This includes standard working hours, time spent on work preparation, routine equipment repairs, cleaning and maintenance of tools and machinery, completing work orders and reports; short tea and coffee breaks at the workplace; time spent at the workplace without active work (e.g. due to temporary lack of tasks or equipment breakdowns); and time spent in job-related training.

NOT INCLUDED are paid hours not actually worked (e.g. during holidays, sick leave, etc.), unpaid leave, lunch breaks, commuting time to and from work.

Hours: _____

1.3. In the last three years, was your enterprise significantly affected by any of the following changes?

	Yes → 1.3.1	No → 1.4	Do not know → 1.4
Changes to machinery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes to information and communication technologies and processes *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes to working methods and organisational practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in domestic outsourcing practices **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in foreign outsourcing practices ***	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in products or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Information and communication technologies and processes refer to the use of digital tools and systems in the company – for example software, data systems, automation, or other technology-driven solutions supporting operations.*

***Outsourcing should be understood as transactions to either affiliated or unaffiliated (arm's length) parties.*

****Outsourcing should be understood as transactions to either affiliated or unaffiliated (arm's length) parties. Foreign outsourcing can therefore also include offshoring.*

1.3.1 Was any training provided to support the employed persons through these changes?

- ☐ No, no training was needed
- ☐ No, but training was needed
- ☐ Yes, to everyone who needed it
- ☐ Yes, but only to some staff, because of resource constraints
- ☐ Yes, but only to some staff, due to other reasons

1.4. Is there a specific person or unit within the enterprise having the responsibility for the organisation of continuing vocational training?

The training policy describes the principles related to employee training and includes information on how training needs are identified and organized within the organization.

- ☐ Yes
- ☐ No

1.5. Does your enterprise regularly assess the future needs of skills and competences in the enterprise?

"Regularly" covers the recent past years and the next few years.

- ☐ Yes, it is part of the overall planning process in the enterprise → 1.5.1
- ☐ Yes, but not regularly* → 1.5.1
- ☐ No → 2.1

**Hindamisvajadus tekib peamiselt seoses personalimuudatustega.*

1.5.1. How does your enterprise usually react to future needs of skills and competences?

Select all that apply

- ☐ Continuing vocational training* of current staff
- ☐ Recruitment of new staff with the suitable qualifications, skills and competences
- ☐ Internal reorganisation to better use the existing skills and competences (in line with future needs)
- ☐ Internal reorganisation to better use the existing skills and competences (in line with future needs)
- ☐ None of these

** Continuing vocational training (CVT) are training measures or activities, incl. formal education, which are financed at least partly by the enterprise for their persons employed (partial financing includes paid study leave and allowing employees to attend school during paid working hours).*

PART 2. TRAINING POLICY

2.1. How many of the people employed in your enterprise, in your opinion, do not have the skills required to perform their current job at the necessary level?

- ☐ All (91-100% of employees are missing the necessary skills.) → 2.1.1
- ☐ Most (51-90% of employees are missing the necessary skills.) → 2.1.1
- ☐ Some (11-50% of employees are missing the necessary skills.) → 2.1.1
- ☐ Few (1-10% of employees are missing the necessary skills.) → 2.1.1
- ☐ None (all employees have the necessary skills.) → 2.2
- ☐ Do not know → 2.2

2.1.1. Have skills shortages among employees caused any of the following problems in your enterprise?

Select all that apply.

- ☐ Not able to take on as much business as you would like
- ☐ Loss of business or orders to competitors
- ☐ Delays in developing new products or services
- ☐ Difficulty in meeting quality standards
- ☐ Increased operating costs
- ☐ Difficulty in introducing new working practices
- ☐ Increased workload for other staff
- ☐ Difficulties in meeting customer service objectives
- ☐ The withdrawal of certain products or services altogether
- ☐ Difficulties in introducing technological change
- ☐ None of these

2.1.2. Which of the skills listed below do you think should be developed among employees whose skills are not sufficient for their job?

Select up to three most important.

- ☐ General IT skills *(Using a computer, word processing, simple spreadsheets or the internet)*
- ☐ IT professional skills *(Specialist knowledge or understanding such as producing web pages and writing complex programs)*
- ☐ Management skills *(Leading and managing staff, planning the activities of others)*
- ☐ Team working skills *(Dealing with colleagues, working together)*
- ☐ Customer handling skills *(Dealing with customers, persuading or influencing others)*
- ☐ Office administration skills *(Invoicing, time-management)*
- ☐ Foreign language skills *(Reading, writing, listening and speaking in a foreign language)*
- ☐ Technical, practical or job specific skills *(Operating machinery; selling a product or service)*

- ☐ Oral or written communication skills *(Making speeches or presentations; reading or writing long documents such as long reports, manuals, articles or books)*
- ☐ Mathematics or calculating skills
- ☐ Reading skills *(Reading written information such as forms, notices, signs or short documents)*
- ☐ Problem solving skills *(Spotting problems or faults, working out the causes, and thinking of solutions)*
- ☐ Other

2.1.3. Further thinking about the persons you employ who do not have the skills needed to perform their job to the required level, which of the following actions are you taking to alleviate this situation?

Select up to three most important.

- ☐ Provide training
- ☐ Offer internal job mobility
- ☐ Recruit new staff with suitable qualifications, skills and competencies
- ☐ Recruit new staff combined with specific training
- ☐ Implement mentoring / buddying scheme
- ☐ Increase performance monitoring
- ☐ Provide feedback to staff
- ☐ Change work practices
- ☐ Reallocate work
- ☐ Automate production
- ☐ Implement domestic or foreign outsourcing *
- ☐ Abandon the activity
- ☐ None of these

**Alltöövõtjate kasutamise all on mõeldud tehinguid nii sidusettevõtete kui ka teiste (mitteseotud) ettevõtetega. Välismaa alltöövõtja võib seega tähendada ka ettevõtte enda välismaal asuvat üksust (offshoring).*

2.2. In your enterprise, which skills/competences are generally considered as most important for the development of the enterprise in the next few years?

Select up to three most important.

- ☐ General IT skills *(Using a computer, word processing, simple spreadsheets or the internet)*
- ☐ IT professional skills *(Specialist knowledge or understanding such as producing web pages and writing complex programs)*
- ☐ Management skills *(Leading and managing staff, planning the activities of others)*
- ☐ Team working skills *(Dealing with colleagues, working together)*
- ☐ Customer handling skills *(Dealing with customers, persuading or influencing others)*
- ☐ Problem solving skills *(Spotting problems or faults, working out the causes, and thinking of solutions)*
- ☐ Office administration skills *(Invoicing, time-management)*
- ☐ Foreign language skills *(Reading, writing, listening and speaking in a foreign language)*
- ☐ Technical, practical or job-specific skills *(Operating machinery; selling a product or service)*

- ☐ Oral or written communication skills (*Making speeches or presentations; reading or writing long documents such as long reports, manuals, articles or books*)
- ☐ Numeracy and/or literacy skills (*Simple arithmetic, calculations using decimals, percentages or fractions; reading or writing written information such as forms, notices, signs or short documents*)
- ☐ Other skills not listed above
- ☐ Do not know

2.3. Does your enterprise have a written training plan?

A training plan is the result of planning training. It is compiled for a certain period, e.g. for one year.

- ☐ Yes
- ☐ No

2.4. Does your enterprise have an annual budget for continuing vocational training?

- ☐ Yes
- ☐ No

2.5. In your enterprise, do written agreements between social partners concluded at national, regional or sector level usually cover the provision of continuing vocational training?

Social partners are representative organisations of employers and employees, such as employers' associations and trade unions. Social partners regularly engage in negotiations and conclude collective agreements (collective bargaining) at national, regional, or sectoral level.

- ☐ Yes
- ☐ No
- ☐ Cannot answer

2.6. In your enterprise, are staff representatives/committees usually involved in the management process of continuing vocational training?

- ☐ Yes → 2.6.1
- ☐ No - representatives exist, but are not involved → 3.1
- ☐ No - no representatives → 3.1

2.6.1. Which aspects of the management process of the provision of continuing vocational training are staff representatives/committees usually involved in?

Select all that apply.

- ☐ Objective setting of training
- ☐ Establishing criteria for the selection of participants
- ☐ Form/type of training
- ☐ Content of training
- ☐ Budget for training
- ☐ Selection of external training providers
- ☐ Evaluation/assessment of training outcomes
- ☐ None of these

PART 3. TYPES OF CONTINUING VOCATIONAL TRAINING

When answering the next questions, please pay attention to the different types of continuing vocational training.

Continuing vocational training (CVT) is planned in advance by the enterprise and organised specifically for the purpose of learning. It is divided into:

- Continuing vocational training courses (CVT courses) - training programme with a clear objective, organised for a group of employees by a trainer. Conducted either on-site (e.g., in a training room), online in real time, or in blended form. Includes both internal and external CVT courses. Participation in higher education is included here only if the training is at least partly funded by the enterprise. Consists of:
 - Internal CVT courses – the company plans and organizes it; the company is responsible for the content.
 - External CVT courses – the training is planned and organized by an external provider; the trainer (not the company) is responsible for the content.
- Other forms of continuing vocational - Less structured learning that is often directly linked to the workplace. Examples include guided on-the-job training, job rotation, conferences, or self-directed e-learning

CVT does not include informal learning at the workplace, nor the attainment of basic, secondary, or vocational education qualifications.

3.1. In 2025, did your enterprise provide internal continuing vocational training courses for its persons employed?

Internal continuing vocational training courses are designed and managed by the enterprise itself. It is important that the enterprise itself is responsible for the content of training.

- ☐ Yes
- ☐ No

3.2 In 2025, did your enterprise provide external continuing vocational training courses for its persons employed (incl. higher education financed by the enterprise)?

External continuing vocational training courses are designed and managed by organisations not part of the enterprise. It is important that not the enterprise, but the training provider is responsible for the content of training.

☐ Yes

☐ No

3.3. In 2025, did your enterprise provide any of the following other forms of continuing vocational training?

Select all that apply.

☐ Guided-on-the-job training *(Planned training, instruction or practical experience carried out at the workplace or in the usual work environment, using the normal tools of work. The training is initiated or organised by the employer, and a tutor or instructor is always present. It is usually conducted individually or in small groups.)*

☐ Job rotation, exchanges, secondments or study visits *(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 primary intention of developing the skills of the workers involved. Transfers of workers from one job to another which are not part of a planned developmental programme should be excluded.)*

☐ Conferences/workshops *(Participation (instruction received) in conferences, workshops, trade fairs and lectures is considered as training only if they are planned in advance and if the primary intention of a person employed for participating is training/learning.)*

☐ Learning or quality circles *(Quality circles are working groups, having the objective of solving production and workplace-based problems through discussion. 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. They are counted as other forms of CVT only if the primary aim of the persons employed who participate is learning.)*

☐ Self-directed learning or e-learning *(Purposeful and pre-planned work-related learning where the employee chooses the time and place of learning, and no trainer is involved. Learning may take place at work, at home, or in public institutions (e.g., libraries) and can use various resources (e.g., e-learning materials, video/audio files, computer programs, printed materials). Self-directed learning is a goal-oriented activity and does not include unstructured or incidental information searching on the internet, nor self-study carried out as part of continuing vocational training courses.)*

☐ None of these

3.3.1. In 2025, how many persons employed participated in these other forms of CVT?

	Less than 10 % of all persons employed	From 10 % to less than 50 % of all persons employed	50 % or more of all persons employed
Guided-on-the-job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job rotation, exchanges, secondments or study visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conferences/workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning or quality circles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-directed learning or e-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next two questions refer to the year 2024

3.4. Did the enterprise provide internal or external continuing vocational training courses for its persons employed in 2024 (incl. higher education financed by the enterprise)?

☐ Yes

☐ No

3.5. Did the enterprise provide other forms of continuing vocational training for its persons employed in 2024?

Less structured learning that is often directly linked to the workplace. Examples include guided on-the-job training, job rotation, conferences, or self-directed e-learning.

☐ Yes

☐ No

3.6. What kind of payments or financial subsidies did the enterprise receive in 2025 for the provision of continuing vocational training? Select all that apply.

Continuing vocational training = internal and external continuing vocational training courses and other forms of continuing vocational training

☐ Tax incentives (tax allowances, tax exemptions, tax credits, tax relief, tax deferrals)

☐ EU subsidies (e.g. European Social Fund) *

☐ Government subsidies

☐ Other sources

☐ None of these

→ 4.1

**For the European Social Fund, report only direct support to the enterprise. Do not include employee participation in ESF funded training courses organized at the national level.*

3.6.1. Please note the amount received for the provision of continuing vocational training.

If you do not know the exact amount, please enter an approximate estimate.

EUR: _____

PART 4. TRAINING COSTS AND QUALITY

The questions 4.1.1 until 4.2.2 in PART 4 should be answered if, in section 3.1 or 3.2, it has been indicated that the enterprise organised internal or external continuing training courses.

4.1.1. In 2025, how many persons employed by the enterprise participated in one or more continuing vocational training courses (incl. formal education financed by the enterprise)?

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

Persons (total): _____

incl. women: _____

incl. men: _____

4.1.2. In 2025, what was the total paid working time (in hours) spent by your employees on continuing vocational training courses (incl. higher education financed by the enterprise)?

The total paid working time (in hours) spent on CVT courses is the total time that employees have actually spent on participation in CVT courses during the reference year. This includes only the actual training time; do not include any periods of normal working between several training sessions or 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 is taken into account and added up, considering only paid working hours that the employee would otherwise have spent working. In the case of employees enrolled in formal education, their paid study leave must also be included.

Total (hours): _____

C3ES. incl. internal continuing vocational training courses (hours): _____

C3EV. incl. external continuing vocational training courses (hours): _____

4.1.3. In 2025, which skills targeted by continuing vocational training courses (both internal and external) were the most important in terms of paid working time spent on training?

Select up to three most important.

- ☐ General IT skills *(Using a computer, word processing, simple spreadsheets or the internet)*
- ☐ IT professional skills *(Specialist knowledge or understanding such as producing web pages and writing complex programs)*
- ☐ Management skills *(Leading and managing staff, planning the activities of others)*
- ☐ Team working skills *(Dealing with colleagues, working together)*
- ☐ Customer handling skills *(Dealing with customers, persuading or influencing others)*
- ☐ Problem solving skills *(Spotting problems or faults, working out the causes, and thinking of solutions)*
- ☐ Office administration skills *(Invoicing, time-management)*
- ☐ Foreign language skills *(Reading, writing, listening and speaking in a foreign language)*
- ☐ Technical, practical or job-specific skills *(Operating machinery; selling a product or service)*
- ☐ Oral or written communication skills *(Making speeches or presentations; reading or writing long documents such as long reports, manuals, articles or books)*

- ☐ Numeracy and/or literacy skills (Simple arithmetic, calculations using decimals, percentages or fractions; reading or writing written information such as forms, notices, signs or short documents)
- ☐ Other skills not listed above
- ☐ Do not know

4.1.4. What share of all training hours of continuing vocational training courses in 2025 was spent on obligatory courses?

Some continuing vocational training courses are obligatory for enterprises, e.g. courses on occupational health and safety.

The entire time spent on continuing vocational training courses equals 100%.

Obligatory courses (%): _____

4.1.5. In 2025, which were the most important training providers used by the enterprise for external CVT courses?

Select up to three training providers with whom employees accumulated the highest number of paid training hours.

- ☐ Schools, colleges, universities and other higher education institutions
- ☐ Other public training institutions
- ☐ Private training enterprises
- ☐ Private enterprises whose main activity is not training (E.g. equipment suppliers, parent/associate companies)
- ☐ Employers' associations, chambers of commerce, sector bodies
- ☐ Trade unions
- ☐ Other training providers

4.1.6. In 2025, what were the costs incurred by the enterprise for the provision of continuing vocational training courses (both internal and external courses, excluding input VAT)?

If it is not possible to allocate the expenditure separately, please enter 'Amount of expenditure' as 0 for all items in question 4.1.6 and indicate the total amount in question 4.1.7.

	Yes	No	If "Yes", please record the sum of costs
Payments to external training providers	<input type="checkbox"/>	<input type="checkbox"/>	EUR: _____
Travel and subsistence payments	<input type="checkbox"/>	<input type="checkbox"/>	EUR: _____
Labour costs of internal trainers for continuing vocational training courses	<input type="checkbox"/>	<input type="checkbox"/>	EUR: _____
Costs for the training centre, training premises or specific training rooms of the enterprise and teaching materials.	<input type="checkbox"/>	<input type="checkbox"/>	EUR: _____

4.1.7 If the costs cannot be broken down by category, provide the total training costs (without VAT).

EUR: _____

4.2.1. Does the enterprise usually assess the outcomes of continuing vocational training activities?

Continuing vocational training = internal and external continuing vocational training courses and other forms of continuing vocational training

Examples of assessment: certification after written or practical test; satisfaction survey amongst participants; assessment of the participants' behaviour or performance in relation to training objectives; assessment/measurement of the impact of training on the performance of relevant departments or the whole enterprise.

- ☐ Yes, for all activities
- ☐ Yes, for some activities
- ☐ No, proof of participation is sufficient

4.2.2. Which methods does the enterprise use to assess the outcomes of continuing vocational training activities?

Select all that apply.

- ☐ Certification after written or practical test
- ☐ Satisfaction survey amongst participants
- ☐ Assessment of the participants' behaviour or performance in relation to training objectives
- ☐ Assessment/measurement of the impact of training on the performance of relevant departments or the whole enterprise
- ☐ Other methods

4.3. Factors limiting provision of continuing vocational training (CVT) in 2025

Answer if the enterprise provided continuing vocational training in 2025 (neither as courses nor in other forms of training).

4.3.1. Did any of the following factors limit the provision of continuing vocational training courses in your enterprise in 2025?

Select all that apply.

CVT – continuing vocational training; IVT - initial vocational training (apprentices).

- ☐ The existing qualifications, skills and competences were appropriate to the current needs of the enterprise
- ☐ Recruitment of individuals with the required qualifications, skills and competences
- ☐ Difficulties in assessing training needs in the enterprise
- ☐ Lack of suitable offers of CVT courses in the market
- ☐ High costs of CVT courses

- ☐ Higher focus on IVT provision than on CVT
- ☐ Major efforts in CVT realised in recent years
- ☐ No time available for staff to participate in CVT
- ☐ Other reasons

4.4. Reasons for the non-provision of continuing vocational training activities in 2025

Answer if the enterprise did not provide continuing vocational training in 2025 (neither as courses nor in other forms of training).

4.4.1. What were the reasons not to provide continuing vocational training (neither continuing vocational training courses nor other forms of continuing vocational training) for persons employed in 2025?

Select all that apply.

CVT – continuing vocational training; IVT - initial vocational training (apprentices).

- ☐ The existing qualifications, skills and competences were appropriate to the current needs of the enterprise
- ☐ Recruitment of individuals with the required qualifications, skills and competences
- ☐ Difficulties in assessing training needs in the enterprise
- ☐ Lack of suitable offers of CVT courses in the market
- ☐ High costs of CVT courses
- ☐ Higher focus on IVT provision than on CVT
- ☐ Major efforts in CVT realised in recent years
- ☐ No time available for staff to participate in CVT
- ☐ Other reasons

PART 5. INITIAL VOCATIONAL TRAINING (IVT)

5.1. In 2025, did the enterprise employ initial vocational training participants (apprentices)?

☐ Yes → 5.2

☐ No

5.2. Please note the reasons for providing initial vocational training for apprentices.

Select all that apply.

- ☐ By providing initial vocational training, apprentices can be schooled as potential future colleagues to meet the qualification requirements of the enterprise
- ☐ Providing initial vocational training raises the possibility of choosing the best apprentices and making them a job offer
- ☐ Providing initial vocational training minimises the risk of hiring employees who do not meet qualification requirements
- ☐ Providing initial vocational training allows using apprentices as temporary labour force to satisfy the current needs of the enterprise
- ☐ Other reasons

Please give an estimation of the time it took to complete this questionnaire, including the time spent on reading the instructions and preparing the data. Indicate the total time spent by all employees.

Hours _____

The questionnaire has been completed. Thank you for your participation!

Definitions

Term	Definition
Persons employed	<p>The total number of persons employed is the average number of employees during the reference year, regardless of the length of their working week.</p> <p>Persons employed include:</p> <ul style="list-style-type: none"> •working proprietors; •persons engaging in full- or part-time work and listed as persons remunerated for work; •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 temporarily absent from work (e.g. on sick leave, paid leave or study leave, on strike, etc); •seasonal workers and home workers listed as persons remunerated for work •persons working under a contract for services; •unpaid family workers who live together with the proprietor of the enterprise and work regularly in the enterprise but who have not signed an employment contract and receive no remuneration for their work. This category includes only persons who are not full-time paid workers in another enterprise. <p>Persons employed exclude:</p> <ul style="list-style-type: none"> • 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. • persons absent and not being paid during the year 2025 (e.g. for parental leave or long-time compulsory military service). • Volunteers and apprentices in initial vocational training
Total number of hours worked	<p>The total number of hours worked refers to the total number of hours actually worked in the reference period by all persons employed.</p> <p>This includes:</p> <ul style="list-style-type: none"> • standard working hours, time spent on work preparation, routine equipment repairs, cleaning and maintenance of tools and machinery, completing work orders and reports; • short tea and coffee breaks at the workplace; • time spent at the workplace without active work (e.g. due to temporary lack of tasks or equipment breakdowns); • paid overtime; • time spent in job-related training. <p>Not included:</p> <ul style="list-style-type: none"> • paid hours not actually worked (e.g. during holidays, sick leave, etc.), • unpaid leave, • lunch breaks, • commuting time to and from work, • time spent at school by apprentices. <p>For example, 10 full-time employees worked in the enterprise in 2025. They work 11 months in a year and have 1 month of holiday. On average, there are 168 working hours in a month. Let's assume that on average persons employed participated in training courses for 3 working days in a year. Therefore, the total working hours of the persons employed of this enterprise in 2025 would be $(10 \times 11 \times 168) - (10 \times 3 \times 8) = 18,240$ hours.</p>

Continuing vocational training (CVT)	<p>Continuing vocational training (CVT) are training measures or activities, incl. formal education, which are financed at least partly by the enterprise for their persons employed (partial financing includes paid study leave and allowing employees to attend school during paid working hours). The training measures or activities must be planned in advance and organised specifically for the purpose of learning. Initial vocational training of trainees or apprentices is not considered CVT.</p> <p>Continuing vocational training is divided into:</p> <ul style="list-style-type: none"> • internal CVT courses, • external CVT courses and • other forms of CVT.
CVT courses	<p>Continuing vocational training courses (CVT courses) - training programme with a clear objective, organised for a group of employees by a trainer. Conducted either on-site (e.g., in a training room), online in real time, or in blended form. Participation in higher education is included here only if the training is at least partly funded by the enterprise.</p> <p>Includes both internal and external CVT courses:</p> <p>Internal CVT courses are principally designed and managed by the enterprise itself. It is important that the responsibility for the content of the course lies within the enterprise. 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.</p> <p>External CVT 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 responsibility for the content of the course lies outside the enterprise; 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.</p>
Other forms of CVT training	<p>Other forms of CVT training are generally related to less structured learning than courses, taking place directly at the workplace and during the work process. Consists of:</p> <p>Guided-on-the-job training - planned training, instruction or practical experience carried out at the workplace or in the usual work environment, using the normal tools of work. The training is initiated or organised by the employer, and a tutor or instructor is always present. It is usually conducted individually or in small groups.</p> <p>Job rotation, exchanges, secondments or study visits - 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 primary intention of developing the skills of the workers involved. Transfers of workers from one job to another which are not part of a planned developmental programme should be excluded.</p> <p>Conferences/workshops - Participation (instruction received) in conferences, workshops, trade fairs and lectures is considered as training only if they are</p>

	<p>planned in advance and if the primary intention of a person employed for participating is training/learning.</p> <p>Learning or quality circles - Quality circles are working groups, having the objective of solving production and workplace-based problems through discussion. 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. They are counted as other forms of CVT only if the primary aim of the persons employed who participate is learning.</p> <p>Self-directed learning or e-learning - pre-planned work-related learning where the employee chooses the time and place of learning, and no trainer is involved. Learning may take place at work, at home, or in public institutions (e.g., libraries) and can use various resources (e.g., e-learning materials, video/audio files, computer programs, printed materials). Self-directed learning is a goal-oriented activity and does not include unstructured or incidental information searching on the internet, nor self-study carried out as part of continuing vocational training courses.</p>
Obligatory courses	<p>Some continuing vocational training courses are obligatory for enterprises, e.g. courses on occupational health and safety. This is generally, although not necessarily, tailored to the needs and conditions of the specific workplace. This includes:</p> <ul style="list-style-type: none"> • CVT activities obligatory by law for some dangerous or potentially dangerous tasks, such as driving a fork lift, training for preventive services (e.g. occupational physicians may be required by law to do some 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). • CVT activities for workers to protect themselves and others. This is for example to train doctors how to use and discard needles to avoid needle stick injuries, or to train a laboratory worker 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.
Costs related to CVT courses	<p>Payments made to external training providers - fees for external courses or for external trainers or instructors (incl. those providing internal CVT). It should also include payments made to external consultants, assessors or examiners for course-related activities.</p> <p>Travel and subsistence payments - refers to actual payments made to cover the travel and subsistence costs of persons employed participating in CVT courses. It should also include any additional payments made for time spent travelling to courses.</p> <p>Labour costs of internal trainers for continuing vocational training courses - these costs are the labour costs of the staff of an enterprise's own training centre and other staff exclusively or partly involved in providing, designing and managing CVT courses within the enterprise. It should include:</p> <ul style="list-style-type: none"> • internal trainers and staff of training centres; • managers concerned with training policy;

	<ul style="list-style-type: none"> • instructors and training managers or officers; • clerical/administrative and other personnel supporting these activities. <p>For staff engaged full-time in course related activities, the figures quoted should be the total annual labour costs of all those identified. For staff engaged only partly (for some part of their working hours) in CVT course related activities, it should be a proportion of their labour costs, reflecting the proportion of time they spent in CVT course related activities.</p> <p>Costs for the training centre, training premises or specific training rooms of the enterprise and teaching materials - costs of running the rooms and annual depreciation for rooms and equipment. This should include the cost of running a training centre (excluding staff labour costs) or any other premises used for CVT courses. If the costs are not available from the enterprise records, then the costs may be estimated by using data on other rooms or premises of comparable size and with comparable equipment. This refers to costs of materials bought specifically for CVT courses. This can be equipment like a beamer, an overhead projector, flipcharts, CD-ROMs, paper, pencils, etc. VAT paid by the employer should be excluded from all expenses.</p>
Training policy	<p>A training policy describes principles related to the training of employees and includes information on identifying training needs and organising training in the organisation.</p> <p>The training policy formulates the following:</p> <ul style="list-style-type: none"> • goals of training activities; • training needs; • principles of planning and organising training courses; • principles of estimating and reporting of training courses; • methods of assessing the outcomes of training courses.
Training plan	<p>A training plan is the result of planning training. It is compiled for a certain period, e.g. for one year.</p> <p>The training plan may include:</p> <ul style="list-style-type: none"> • goals of training activities; • planned shares of different training formats and types; • priority topics and target groups; • information on training providers; • volume, times and location of training courses; • planned equipment.