

## Table of Contents

A1	BACKGROUND DATA ON THE ENTERPRISE.....	1
A2	CVT STRATEGIES.....	2
B	CVT CHARACTERISTICS .....	5
C	CVT PARTICIPANTS, SUBJECTS, PROVIDERS and COSTS (CVT courses) .....	9
D	OUTCOMES OF CVT ACTIVITIES .....	12
E	REASONS FOR THE NON-PROVISION OF CVT ACTIVITIES IN 2025.....	13
F	IVT – INITIAL VOCATIONAL TRAINING .....	14
	DEFINITIONS.....	15

Before you respond: Please note that not all enterprises are required to answer questions 3(a) and 3(b). Log in to the online questionnaire to check whether the question appear and thereby avoid preparing unnecessary documentation.

The visual layout and wording of the questions may differ slightly between the online questionnaire and this English preview; however, they measure the same concepts.

The information should refer to calendar year 2025 or the financial year that ended during 2025. If you have a split financial year, the information should refer to the 2024/2025 period.

Which financial period does your information refer to?

- Calendar year 2025
- Another period, please specify:

From

To

### A1 BACKGROUND DATA ON THE ENTERPRISE

**F3a (A5)** In 2025, what were the **total labour costs (direct and indirect) of persons employed** <sup>(def. 12)</sup> by the enterprise?

*In thousands of Swedish kronor (SEK), e.g. 1 000 000 SEK is written as 1 000.*

**F3b (A5)** Of the total labour costs, what share consisted of costs for apprentices and trainees?

*In thousands of Swedish kronor (SEK), e.g. 1 000 000 SEK is written as 1 000.*

- No costs for apprentices or trainees

**A2 CVT STRATEGIES**

This section of the questionnaire addresses continuing vocational training <sup>(def.2)</sup> (CVT) strategies of the enterprise.

CVT activities <sup>(def. 4)</sup> relate to training fulfilling the following criteria:

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

**F4 (A8)** Is there a **specific person or unit** within the enterprise having **the responsibility for the organisation of CVT**?

- Yes  
 No

**F5 (A9)** Does your enterprise **regularly assess the future needs** of skills and competences <sup>(def. 32)</sup> **in the enterprise?**

- Yes, it is part of the overall planning process in the enterprise  
 Yes, but not regularly (*mainly linked to changes in personnel*)  
 No

**F6 (A10)** How does your enterprise **usually react to future needs of skills and competences?**  
*(i.e. how did the enterprise react up to now when confronted to future skill needs)*

		Yes (x)	No (x)
<b>a</b>	Continuing vocational training of current staff		
<b>b</b>	Recruitment of new staff with the suitable qualifications, skills and competences		
<b>c</b>	Recruitment of new staff combined with specific training (of the recruited staff)		
<b>d</b>	Internal reorganisation to better use the existing skills and competences (in line with future needs)		

**F7 (A12)** In your enterprise, which **skills/competences** <sup>(def. 24)</sup> are generally **considered as most important** for the development of the enterprise in the next few years?

	Skills/competences important in the next few years	Tick the three most important with "x"
<b>a</b>	General IT skills	
<b>b</b>	IT professional skills	
<b>c</b>	Management skills	
<b>d</b>	Team working skills	
<b>e</b>	Customer handling skills	
<b>f</b>	Problem solving skills	
<b>g</b>	Office administration skills	
<b>h</b>	Foreign language skills	
<b>i</b>	Technical, practical or job-specific skills	
<b>j</b>	Oral or written communication skills	
<b>k</b>	Numeracy and/or literacy skills	
<b>l</b>	Other skills not listed above	
<b>o</b>	Do not know	

**F8 (A13)** Does the **planning of CVT** in the enterprise usually lead to a **written training plan or programme**?

- Yes  
 No

**F9 (A14)** Does your enterprise usually have an **annual training budget** which includes provision for CVT?

- Yes  
 No

**F10 (A15)** In your enterprise, do **written agreements between social partners** <sup>(def. 39)</sup> concluded at national, regional or sector levels usually cover the provision of CVT?

Yes

No

**F11 (A16a)** In your enterprise, are **staff representatives/committees** <sup>(def. 40)</sup> usually involved in the **management process** of CVT?

Yes

No

No, there is no staff representatives/committees

**If F11=yes**

**F12** Which aspects of the management process of continuing vocational training provision are they usually involved in?

		Yes (x)	No (x)
<b>a</b>	Objective setting of training		
<b>b</b>	Establishing criteria for the selection of participants or specific target groups		
<b>c</b>	Form/type of training (e.g. internal/external courses; other forms, such as guided-on-the-job training)		
<b>d</b>	Content of training		
<b>e</b>	Budget for training		
<b>f</b>	Selection of external training providers		
<b>g</b>	Evaluation/assessment of training outcomes		

## B CVT CHARACTERISTICS

This section of the questionnaire addresses continuing vocational training (CVT) activities for persons employed in the enterprise.

The qualifying criteria for a CVT activity are the following:

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

**F13a (B1a)** In 2025, did your enterprise provide **internal** <sup>(def. 14)</sup> **CVT courses** <sup>(def. 5)?</sup>  
*These are courses which are principally designed and managed by the enterprise itself.*

- Yes  
 No

**F13b (B1b)** In 2025, did your enterprise provide **external** <sup>(def. 15)</sup> **CVT courses** <sup>(def. 5)?</sup>  
*These are courses which are principally designed and managed by organizations not part of the enterprise.*

- Yes  
 No

**F14 (B2)** In 2025, did your enterprise provide any of the **following other forms of CVT** <sup>(def. 6)?</sup>

**a) Guided-on-the-job training** (Yes/No)

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

- Yes  
 No

*If F14a = Yes*

**F15a:** How many persons employed participated <sup>(def. 21)</sup> in **guided-on-the-job training** in 2025?

- Less than 10 % of all persons employed  
 From 10 % to less than 50 % of all persons employed  
 50 % or more of all persons employed

**b) Job rotation, exchanges, secondments or study visits (Yes/No)**

*Transfers of workers from one job to another, which are not part of a planned developmental programme, should not be included.*

- Yes  
 No

*If F14b=Yes*

**F15b:** How many persons employed participated <sup>(def. 21)</sup> in **job rotation, exchanges, secondments or study visits** in 2025?

- Less than 10 % of all persons employed  
 From 10 % to less than 50 % of all persons employed  
 50 % or more of all persons employed

**c) Conferences, workshops, trade fairs and lectures (Yes/No)**

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

- Yes  
 No

*If F14c=Yes*

**F15c:** How many persons employed participated <sup>(def. 21)</sup> in **conferences, workshops, trade fairs and lectures** in 2025?

- Less than 10 % of all persons employed  
 From 10 % to less than 50 % of all persons employed  
 50 % or more of all persons employed

**d) Learning or quality circles (Yes/No)**

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

- Yes  
 No

*If F14d=Yes*

**F15d:** How many persons employed participated <sup>(def. 21)</sup> in **learning or quality circles** in 2025?

- Less than 10 % of all persons employed  
 From 10 % to less than 50 % of all persons employed  
 50 % or more of all persons employed

**e) Self-directed learning/e-learning (Yes/No)**

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

- Yes
- No

*If F14e=Yes*

**F15e:** How many persons employed participated <sup>(def. 21)</sup> in **self-directed learning/e-learning** in 2025?

- Less than 10 % of all persons employed
- From 10 % to less than 50 % of all persons employed
- 50 % or more of all persons employed

**Please note that the following three questions refers instead to CVT activities in 2024.**

**F16a (B3)** Did the enterprise provide **internal** <sup>(def. 14)</sup> **CVT courses** <sup>(def. 5)</sup> to its persons employed in **2024**?  
*These are courses which are principally designed and managed by the enterprise itself.*

- Yes
- No
- Not applicable (*enterprise did not exist in 2024*)

**F16b (B3)** Did the enterprise provide **external** <sup>(def. 15)</sup> **CVT courses** <sup>(def. 5)</sup> to its persons employed in **2024**?  
*These are courses which are principally designed and managed by organizations not part of the enterprise.*

- Yes
- No
- Not applicable (*enterprise did not exist in 2024*)

**F17 (B4)** Did the enterprise **provide other forms of CVT** to its persons employed in **2024**?

- Yes
- No
- Not applicable (*enterprise did not exist in 2024*)

**F18 (B5b)** Did the enterprise **receive payments** <sup>(def. 31)</sup> in **2025** from collective/mutual or other training funds, or any other financial subsidies for the provision of CVT courses?

Yes

*Amount in thousands of Swedish kronor (SEK), e.g. 1 000 000 SEK is written as 1 000.*

No

*If F18=Yes*

**F19:** In **2025** which measures did your enterprise benefit from for providing CVT?

		Yes (x)	No (x)
<b>a</b>	Tax incentives (tax allowances, tax exemptions, tax credits, tax relief, tax deferrals)		
<b>b</b>	Receipts from training funds (national, regional, sector)		
<b>c</b>	EU subsidies (e.g. European Social Fund)		
<b>d</b>	Government subsidies		
<b>e</b>	Other sources (e.g. receipts from private foundations, receipts from external bodies/persons for the use of the enterprise's own training centre, receipts for training provision to external bodies/persons that are not part of the enterprise)		

**F20 (B5a)** Did the enterprise **contribute** <sup>(def. 30)</sup> in **2025** to collective/mutual or other training funds, for the provision of CVT courses?

Yes

*Amount in thousands of Swedish kronor (SEK), e.g. 1 000 000 SEK is written as 1 000.*

No

**If employees participated in a course in 2025**

→ Go to section [C](#)

**If employees did NOT participate in any course but did participate in other forms of CVT in 2025**

→ Go to section [D](#)

**If employees did NOT participate in CVT courses nor participate in other forms of CVT in 2025**

→ Go to section [E](#)

**C****CVT PARTICIPANTS, SUBJECTS, PROVIDERS and COSTS (CVT courses)**

- F21 (C1)** In 2025, how many persons employed by the enterprise participated <sup>(def. 21)</sup> in one or more **CVT course(s)** (either internal or external)?  
Each person should be counted **only ONCE**, irrespective of the number of CVT courses the person has participated in.

	Total	Males	Females
Number of persons employed participating in at least one CVT course in 2025			

- F22 (C3)** In 2025, what was the **total paid working time** <sup>(def. 23)</sup> (in hours) spent on **ALL CVT courses** broken down by **internal** or **external CVT courses**?

Enter the total number of hours attended by all employees.  
Example: If two employees have participated in a CVT course that was 4 hours, it should be counted as 8 hours.

	Total (hours)	INTERNAL CVT courses (hours)	EXTERNAL CVT courses (hours)
Paid working time (in hours) spent on ALL CVT courses in 2025			

- F23 (C5)** In 2025, which **skills/competences targeted by CVT courses** were the most important ones in terms of training hours?

Tick the **three most important** skills/competences from the following list (categories "a" to "l", i.e. the most important in relation to the number of all training hours. If a course does not fit exactly to one class, please select the nearest class.

	Skills/competences	Tick the three most important (x)
a	General IT skills	
b	IT professional skills	
c	Management skills	
d	Team working skills	
e	Customer handling skills	
f	Problem solving skills	
g	Office administration skills	
h	Foreign language skills	
i	Technical, practical or job-specific skills	
j	Oral or written communication skills	
k	Numeracy and/or literacy skills	
l	Other skills not listed above	

**F24 (C4)** Some CVT courses on **occupational health and safety** are **obligatory** <sup>(def. 34)</sup>. What **share of all training hours in CVT courses in 2025** was spent on such obligatory courses on health and safety at work (CVT courses during paid working time)?

	Share of training hours in 2025 (%)
Obligatory courses on health and safety at work	
All other courses	
100% = all paid working time spent on CVT courses	100%

**F25 (C6)** In 2025, which were the **most important training providers** <sup>(def. 25)</sup> the enterprise used **for all external CVT courses**?

Tick the **three most important** training providers from the following list (categories “a” to “g”), i.e. the most important in relation to the number of all training hours in **external** courses.

	Groups of <u>external</u> CVT course providers	Tick the three most important (x)
<b>a</b>	Schools, colleges, universities and other higher education institutions	
<b>b</b>	Public training institutions (financed or guided by the government, e.g. adult education centres)	
<b>c</b>	Private training companies	
<b>d</b>	Private companies of which the main activity is not training (e.g. equipment suppliers, parent/associate companies)	
<b>e</b>	Employers' associations, chambers of commerce, sector bodies	
<b>f</b>	Trade unions	
<b>g</b>	Other training providers	

**F26 (C7)** In 2025, what were the **costs incurred by the enterprise for the provision of CVT courses?**

Costs in thousands of Swedish kronor (SEK), e.g. 1 000 000 SEK is written as 1 000.

Costs of CVT courses	Did the enterprise incur costs in this category?  Yes / No	Costs (in thousands of Swedish kronor (SEK))
<b>a) Fees and payments</b> for courses for persons employed <sup>(def. 26)</sup> <i>Payments made to external organisations for the provision of CVT courses and services, including course fees, the cost of assessors and examiners and the cost of external trainers used to support internal courses.</i>		
<b>b) Travel and subsistence payments</b> <sup>(def. 27)</sup> <i>Payments made in relation to the travel and subsistence of participants engaged in CVT courses.</i>		
<b>c) Labour costs of internal trainers</b> for CVT courses <sup>(def. 28)</sup> <i>Labour costs of staff of own training centre and other staff exclusively or partly involved in designing and managing CVT courses.</i>		
<b>d) Costs for training centre, training premises or specific training rooms of the enterprise</b> , in which CVT courses take place and costs for <b>teaching materials</b> for CVT courses <sup>(def. 29)</sup> <i>Annual depreciation for rooms and equipment, running costs for training centre or other premises and costs of materials bought specifically for CVT courses.</i>		

**F27 (C7sub)**

<b>Total costs</b> (summary of the above)	
---	--

**D****OUTCOMES OF CVT ACTIVITIES**

**F28 (D2a)** Does the enterprise usually **assess the outcomes** of CVT activities?

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

**If F28=Yes**

**F29:** Which **methods** are used?

		Yes (x)	No (x)
<b>a</b>	Certification after written or practical test		
<b>b</b>	Satisfaction survey amongst participants		
<b>c</b>	Assessment of participants' behaviour or performance in relation to training objectives		
<b>d</b>	Assessment/measurement of the impact of training on performance of relevant departments or the whole enterprise		
<b>e</b>	Other		

**F30 (D3)** Did any of the following **factors limit the provision of CVT courses or other forms of CVT** in your enterprise in 2025?

		Yes (x)	No (x)
<b>a</b>	Major efforts in CVT made in recent years.		
<b>b</b>	The preferred strategy of the enterprise was to recruit individuals with the required qualifications, skills and competences.		
<b>c</b>	Higher focus on IVT provision than on CVT.		
<b>d</b>	High workload and limited time available for staff to participate in CVT.		
<b>e</b>	High costs of CVT courses.		
<b>f</b>	Lack of suitable offers of CVT courses in the market.		
<b>g</b>	Difficulties in assessing training needs in the enterprise.		
<b>h</b>	Restrictions related to the COVID-19 pandemic.		
<b>i</b>	Other reasons.		

Go to section **[E](#)**

**E****REASONS FOR THE NON-PROVISION OF CVT ACTIVITIES IN 2025**

**F31 (E1)** What were the **reasons not to** provide **CVT (neither CVT courses nor other forms of CVT)** for persons employed in 2025?

		Yes (x)	No (x)
<b>a</b>	The existing qualifications, skills and competences of the persons employed were appropriate to the current needs of the enterprise.		
<b>b</b>	Major efforts in CVT made in recent years.		
<b>c</b>	The preferred strategy of the enterprise was to recruit individuals with the required qualifications, skills and competences.		
<b>d</b>	Higher focus on IVT provision than on CVT.		
<b>e</b>	High workload and no time available for staff to participate in CVT.		
<b>f</b>	High costs of CVT courses.		
<b>g</b>	Lack of suitable offers of CVT courses in the market.		
<b>h</b>	Difficulties in assessing training needs in the enterprise.		
<b>i</b>	Restrictions related to the COVID-19 pandemic.		
<b>j</b>	Other reasons.		

**F IVT – INITIAL VOCATIONAL TRAINING**  
(all enterprises)

**F32 (F1)** Does the enterprise **usually employ IVT participants** (apprentices) <sup>(def.3)?</sup>  
*An apprenticeship leads to a formal qualification or certificate, i.e. must be a formal education programme (or a component of it)*

- Yes  
 No

**If F32=Yes**

**F33:** For which **main reason(s)** does your enterprise usually provide IVT/offer apprenticeships?

	Reasons	Yes (x)	No (x)
a	To qualify future employees according to the needs of the enterprise.		
b	To choose the best apprentices for future employment after completion of apprenticeship.		
c	To avoid possible mismatch with enterprise needs in case of external recruitment.		
d	To make use of the productive capacities of apprentices already during their apprenticeship		
e	Other reasons (e.g. to make the enterprise more attractive to potential staff).		

**Additional information about the survey**  
(Optional)

**F34** **Additional comments regarding the information provided (optional)**

**F35** **How long did it take to compile and submit the requested data? (optional)**

**Hours**

**Minutes**

**End of questionnaire**

## DEFINITIONS

Term	Definition
<b>1 Enterprises</b>	<p>According to <a href="#">Council Regulation (EEC) No 696/93</a> of 15 March 1993 on the statistical units for the observation and analysis of the production system in the Community:</p> <p>"The enterprise is the smallest combination of legal units that is an organisational unit producing goods or services, which benefits from a certain degree of autonomy in decision-making, especially for the allocation of its current resources. An enterprise carries out one or more activities at one or more locations. An enterprise may be a sole legal unit."</p> <p><i>Please note: the final report of the ESSnet on Consistency as well as the information coming from the Structural Business Statistics (SBS) quality reports and the annual inquiry for the Business Registers (BR) indicated that some Member States had not implemented the definition of the statistical unit enterprise in their SBS domain correctly. In the non-compliant countries, efforts are ongoing towards the correct implementation of the definition "enterprise". For CVTS 7, the same definition as in the BR and SBS should be used. Countries where the enterprise definition is not yet compliant with Council Regulation (EEC) No 696/93 should report this in their quality report.</i></p>
<b>2 Continuing vocational training (CVT)</b>	<p>Continuing vocational training are training measures or activities which have as their primary objectives the acquisition of new competences or the development and improvement of existing ones and which must be financed at least partly by the enterprises for their persons employed who either have a working contract or who benefit directly from their work for the enterprise such as unpaid family workers and casual workers. Persons employed holding an apprenticeship or training contract should not be taken into consideration for CVT. (These could be relevant candidates for IVT – see def. 3.)</p> <p>The training measures or activities must be planned in advance and must be organised or supported with the special goal of learning. Random learning and initial vocational training (IVT) are explicitly excluded.</p> <p>CVT can take place on-site, online or both (blended/hybrid learning).</p>

Term	Definition
<p><b>3 Initial vocational training (IVT)</b></p>	<p>In CVTS 7, initial vocational training (IVT) is restricted to apprenticeships at ISCED 2011 level 2 to 5. The following criteria need to apply:</p> <ol style="list-style-type: none"> <li>(1) All apprenticeships are (part of) <b>formal education programmes</b>; successful completion is evidenced by a <b>formal qualification</b>. Apprenticeships qualify for employment in a specific occupation or group of occupations.</li> <li>(2) There is a <b>contract or formal agreement</b> for a prescribed period of time between the employer and the apprentice and/or an institution representing the apprentice, defining the characteristics of the apprenticeship (such as the rights and obligations of the employer and of the apprentice, learning objectives, etc.).</li> <li>(3) <b>Learning time combines or alternates</b> periods of education and training at the work place and in educational institutions or training centres on a weekly, monthly or yearly basis.</li> <li>(4) In apprenticeships, the participant (apprentice) always receives <b>remuneration</b> in cash or in kind.</li> <li>(5) The duration is between <b>six months and six years</b>. The duration refers to the programme and not only to the work-based component.</li> </ol> <p>The measure is often financed (partly or fully) by the enterprise although this is not a mandatory condition. Apprentices/IVT participants often have a special training contract.</p>
<p><b>4 Continuing vocational training measures and activities</b></p>	<p>Continuing vocational training measures and activities cover both CVT courses (def. 5) and other forms of CVT (def. 6).</p>
<p><b>5 CVT courses</b></p>	<p>CVT courses are typically clearly separated from the active workplace or – in case of online CVT courses – from the regular working activities. For on-site CVT courses, learning typically takes place face-to-face in locations specially assigned for learning like a classroom or training centre. Online CVT courses are considered to take place in ‘virtual classes’; participants can attend such ‘virtual classes’ either from their workplace/office or from their tele-working venues.</p> <p>CVT courses show a high degree of organisation (time, space, content, purpose, methods and environment) by a trainer/teacher or a training institution. The content is designed for a group of learners (e.g. a curriculum exists). CVT courses are based on relationships/interactions between the participants and the trainer/teacher, which are specifically designed for learning. CVT courses can be organised on-site (i.e. face-to-face), online, or as mixed courses (i.e. blended or hybrid courses – courses which combine on-site and online training).</p> <p>For online CVT courses, synchronicity (i.e. ‘synchronous videoconferencing’) is an important element to distinguish them from ‘other forms of CVT’ such as self-directed e-learning (see def. 6). They may involve some practical training elements, with practice in real or simulated work situations.</p> <p>Online/distance learning programs which are similar to face-to-face courses - having elements such as a curriculum, registration, tutoring and tests, even though they take place via postal correspondence or electronic media - have to be considered as CVT courses.</p> <p>At national level, CVT courses may have different names such as ‘seminar’ or ‘workshop’, but if they are organised with a high degree of organisation by a trainer/teacher or training institution, and fulfil also all other criteria described above, they are to be included here. If at national level a wording different from ‘CVT courses’ is used, it remains of utmost importance that the boundaries between CVT courses and other forms of CVT are made clear to respondents. Two distinct types of CVT courses are identified</p> <ul style="list-style-type: none"> <li>• internal CVT courses (def. 14)</li> <li>• external CVT courses (def. 15)</li> </ul>

<p><b>6 Other forms of CVT</b></p>	<p>Other forms of continuing vocational training are typically connected to the active work and the active workplace, but they can also include participation (instruction) in conferences, trade fairs etc. <b>for the purpose of learning.</b></p> <p>These other forms of CVT are often characterised by a degree of self-organisation (time, space and content) by the individual learner or by a group of learners.</p> <p>The content is often tailored according to the learners' individual needs in the workplace.</p> <p>The following types of other forms of CVT are identified:</p> <ul style="list-style-type: none"> <li>• planned training through guided-on-the-job training (def. 16)</li> <li>• planned training through job rotation, exchanges, secondments or study visits (def. 17)</li> <li>• planned training through participation (instruction received) in conferences, workshops, trade fairs and lectures (def. 20)</li> <li>• planned training through participation in learning or quality circles (def. 18)</li> <li>• planned training through self-directed learning/e-learning (def. 19)</li> </ul>
------------------------------------	---

Term	Definition
7 <b>Principal economic activity of the enterprise</b>	According to the NACE Rev. 2 classification, the principal economic activity of the organisation is the activity that contributes most to the gross value added at factor cost. The NACE code of the enterprise should be taken from the statistical business register (SBR) or be coded to the NACE 4-digit level on the basis of information supplied by the enterprise.
8 <b>Persons employed</b>	<p>The number of persons employed is the sum of the number of employees and the number of self-employed. For CVTS, persons employed are defined as the total number of persons who work in the observation unit <b>excluding persons employed holding an apprenticeship or training contract</b> (in line with the coverage of CVT, see def. 3).</p> <p>Persons employed includes:</p> <ul style="list-style-type: none"> <li>• working proprietors</li> <li>• partners working regularly in the enterprise</li> <li>• unpaid family workers working regularly in the enterprise</li> <li>• 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)</li> <li>• persons absent for a short period (e.g. sick leave, paid leave or special leave)</li> <li>• part-time workers</li> <li>• seasonal workers</li> <li>• home workers</li> </ul> <p>Persons employed exclude anyone who is working at the enterprise but whose salary is paid by another company, e.g. persons employed by firms under contract or seconded staff. Also not included are persons absent and not being paid during the whole reference period (e.g. for parental leave or long time compulsory military service).</p> <p>The definition of persons employed in general follows the one used for European business statistics (EBS, see <a href="#">Regulation (EU) 2019/2152</a> on European business statistics and <a href="#">Commission Implementing Regulation (EU) 2020/1197</a>, variable 120101: Number of employees and self-employed persons) <b>but</b> deviates in the treatment of persons employed holding an apprenticeship or training contract which are excluded from the definition of persons employed in CVTS 7.</p>
11 <b>Total number of hours worked</b>	<p>The total number of hours worked refers to the total number of <b>hours actually worked</b> by all persons employed (excluding persons employed holding an apprenticeship or training contract, see def. 8), in 2025.</p> <p>It includes time worked during normal periods of work (in the enterprise or teleworking), time worked in addition to normal periods of work and generally paid at a higher rate (overtime), time spent at the place of work in standby or during which no work is done (but for which payment is made) and time corresponding to short rest periods, including tea and coffee breaks.</p> <p>It excludes time spent on paid leave, paid public holidays, paid sick leave, paid meal breaks.</p> <p>The definition of hours actually worked follows the one used for the labour cost survey (<a href="#">Commission Regulation (EC) No 1737/2005</a>).</p>

Term	Definition
<p><b>12 Total labour costs of persons employed</b></p>	<p><b>Total labour costs</b> of persons employed (excluding persons employed holding an apprenticeship or training contract, see def. 8), is defined as the sum of the <b>direct and indirect labour costs</b>. The estimate of total labour costs represents all expenditure borne by employers in order to employ workers.</p> <p>It should include:</p> <ul style="list-style-type: none"> <li>• <b>direct labour costs:</b> direct pay, other bonuses and gratuities, payments for days not worked, benefits in kind, and</li> <li>• <b>indirect labour costs:</b> statutory social security contributions and family allowances, non-statutory payments, other social expenditure, vocational training costs, taxes, minus subsidies on labour.</li> </ul> <p>The definition of total labour costs follows the one used for the labour cost survey (<a href="#">Commission Regulation (EC) No 1737/2005</a>).</p>
<p><b>14 Internal CVT courses</b></p>	<p>Internal CVT courses are principally designed and managed by the enterprise itself.</p> <p>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><b>15 External CVT courses</b></p>	<p>External CVT courses are principally designed and managed by organisations which are not part of the enterprise itself (e.g. 3<sup>rd</sup> party organisations).</p> <p>These courses are designed and managed by a training organisation which is not part of the enterprise or by a training organisation which belongs to the parent company of the enterprise. It is important that the 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>
<p><b>16 Guided-on-the job training</b></p>	<p>Guided-on-the-job training is one of the other forms of CVT. It is characterised by planned periods of training, instruction or practical experience in the workplace using the normal tools of work, either at the immediate place of work or in the work situation. The training is organised (or initiated) by the employer. A tutor or instructor is present. It is an individual-based activity, i.e. it takes place in small groups only (up to five participants).</p>
<p><b>17 Job rotation, exchanges, secondments or study visits</b></p>	<p>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><b>18 Learning or quality circles</b></p>	<p>Learning or quality circles are other forms of CVT. 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.</p> <p>Quality circles are working groups, having the objective of solving production and workplace-based problems through discussion. They are counted as other forms of CVT only if the primary aim of the persons employed who participate is learning.</p>

Term	Definition
<b>19 Self-directed learning/e-learning</b>	<p>Self-directed learning/e-learning are other forms of CVT. It occurs when an individual engages in a planned learning initiative where he or she manages the settings of the learning initiative/activity in terms of time schedule and location.</p> <p>Self-directed learning means planned individual learning activities using one or more learning media. Learning can take place in private, public or job-related settings.</p> <p>Self-directed learning might be arranged using open and distance learning methods, video/audio tapes, correspondence, computer based methods (including internet, e-learning) or by means of a Learning Resources Centre.</p> <p>It has to be part of a planned initiative. Simply surfing the internet in an unstructured way should be excluded. Self-directed learning in connection with CVT courses should not be included here.</p> <p>Online/distance learning programs which are similar to face-to-face courses - having elements such as a curriculum, registration, tutoring and tests, even though they take place via postal correspondence or electronic media - have to be considered as CVT courses.</p>
<b>20 Participation in conferences, workshops, trade fairs and lectures</b>	<p>Participation in conferences, workshops, trade fairs and lectures are other forms of CVT. Participation (instruction received) in conferences, workshops, trade fairs and lectures are considered as training actions only when they are planned in advance and if the primary intention of the person employed for participating is training/learning.</p>
<b>21 Participants</b>	<p>Participant in CVT courses</p> <p>A participant is a person who has taken part in one or more CVT courses during the reference year. Each person should be counted only once, irrespective of the number of CVT courses he or she has participated in. E.g. if a person employed has participated in two externally managed courses and one internally managed course, he or she should be counted as one participant.</p> <p>Participant in other forms of CVT</p> <p>The concept 'participant' is to be applied analogously for each other form of CVT.</p>
<b>22 Participant events ("participations")</b>	<p>Participant events ("participations") are the number of times participants participated in CVT courses (or – analogously – in one of the other forms of CVT). E.g. if a person employed has attended two externally managed courses and one internally managed course, this will be counted as three participant events. Typically the number of participants will be lower than the number of participant events ("participations") for an enterprise.</p>
<b>23 Paid working-time (in hours) spent on CVT courses</b>	<p>Paid working time (in hours) spent on CVT courses is the total time that all participants have spent in total in CVT courses during 2025.</p> <p>Where courses fell only partly within 2025, only the time spent during 2025 should be included.</p> <p>The number of hours spent in CVT courses should only cover the actual training time, and only the time spent during the paid working time of the person employed should be included (i.e. any period of time where participants are in training when they normally would be working or a time when they are being paid for by the enterprise).</p> <p>It should exclude any periods of normal working between several training sessions and any time spent on travelling to the course.</p> <p>For example, if a training course lasts for one week, only the time spent actually in the training course or working on training material should be included. If a person attends a course one day per week for several weeks, the one day per week should be included and added up, but the days spent on working between the training days should be excluded.</p>

Term	Definition
24 <b>Skills and competences</b>	Question A12 focuses on skills and competences important in the next few years. Question C5 however collects data based on the most important skills and competences in terms of volume of courses related to them. In that context, it should be noted that a particular course might cover more than one category. The volume of training hours related to a course can be assigned to a category based on the most important aspect it covered.
25 <b>Providers of external CVT courses</b>	Providers of external CVT courses are the persons or organisations which deliver the training: <ul style="list-style-type: none"> <li>• Schools, colleges, universities and other higher education institutions</li> <li>• Public training institutions (financed or guided by the government; e.g. adult education centres)</li> <li>• Private training companies</li> <li>• Private companies of which the main activity is not training (e.g. equipment suppliers, parent/associate companies)</li> <li>• Employers' associations, chambers of commerce, sector bodies</li> <li>• Trade unions</li> <li>• Other training providers</li> </ul>
26 <b>Fees and payments</b>	These are the costs of external courses, made to external organisations for the provision of CVT courses and services. They include course fees, the cost of assessors and examiners as well as the cost of external trainers used to support internal courses. VAT should be excluded from the expenses.
27 <b>Travel and subsistence payments</b>	These are costs made to participants for travelling to training courses and the payments or subsistence allowances. VAT should be excluded from the expenses.
28 <b>Labour costs of internal trainers for CVT courses</b>	These are the <b>direct and indirect labour costs</b> of staff of training centres and other staff exclusively or partly involved in providing, designing and managing CVT courses (for labour costs, see def. 12).  If those trainers are only partly involved in CVT courses, only the time spent on CVT courses should be taken into account.  If total labour costs of internal trainers for CVT courses are not available from enterprise records, then the labour costs may be estimated by using data on the total number of internal trainers for CVT courses and average remuneration plus indirect labour costs.
29 <b>Costs for training centre, training premises or specific training rooms of the enterprise, in which CVT courses take place</b>  <b>Costs for teaching materials for CVT courses</b>	These costs include the costs of running the training rooms and annual depreciation for these rooms and equipment.  It also includes the costs of materials bought specifically to support the provision of CVT courses.  VAT should be excluded from the expenses.
30 <b>Contributions</b>	The costs of contributions made by the enterprise to collective funding arrangements through government and intermediary organisations.
31 <b>Receipts</b>	The receipts from collective funding arrangements, subsidies and financial assistance from government and other sources.
32 <b>Assessment of skills and competences needs of the enterprise</b>	This assessment concerns the need for skills and competences relevant to the overall training needs or development of the enterprise. It should refer to the method that has usually been used for the assessment of skill needs over the recent years and/or will be used for the assessment of skill needs for the year to come or for the next few years.

Term	Definition
<b>34 Obligatory occupational health and safety courses</b>	<p>The activities referred to under point 1 and 2 below should be considered as obligatory from the perspective of the Community legislation in the sense that they are needed to comply with legal obligations in the field of occupational health and safety. Based on such obligations the employer has to make sure that a worker received a proper training on occupational health and safety at the workplace. This is generally although not necessarily tailored to the needs and conditions of the specific workplace.</p> <ol style="list-style-type: none"> <li>1. Obligatory CVT activities 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).</li> <li>2. 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 how to work safely. This kind of training is normally included in the category "guided-on-the-job" training and cannot always be singled out. That knowledge has to be refreshed and updated regularly. Another simple example would be fire exercises.</li> </ol>
<b>36 Training centre</b>	<p>A training centre is a training unit with training personnel, training premises and training equipment. The training centre can be located within or outside the enterprise or it can be shared with other enterprises. The ownership of the training centre is not the important issue, as some enterprises may run a training centre jointly with other enterprises, although they do not actually own it.</p>
<b>39 Agreements between the social partners</b>	<p>The social partners are representative organisations of the employers and the persons employed (employer associations and trade unions). The social partners negotiate on a regular basis at the national, regional or sector level and conclude collective agreements (collective bargaining). Collective agreements normally regulate wages and working conditions. Collective agreements can also regulate vocational training provisions, such as national, regional or sector training funds, employability measures, vocational training measures for older persons employed.</p> <p>Agreements between the employer and works councils at the enterprise level are excluded from this definition.</p>
<b>40 Formal structure involving employee representatives (staff representatives/committees)</b>	<p>Formal structures involving employee representatives are often committees or works councils. They are "shop-floor" organisations representing workers, which function as local/firm-level complements to national labour negotiations. Works councils exist in a variety of related forms in a number of European countries. A special form of works councils are the European works councils. On 22 September 1994, the European Council of Ministers decided on a Directive (94/45/EC) on the establishment of a European Works Council or similar procedure for the purposes of informing and consulting persons employed in companies which operate at EU level (amended by Council Directive 97/74/EC of 15 December 1997). The directive applies to companies with at least 1 000 persons employed within the EU and at least 150 persons employed in each of at least two Member States.</p>