



HELLENIC REPUBLIC
HELLENIC STATISTICAL AUTHORITY

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PRESS RELEASE

CONTINUING VOCATIONAL TRAINING SURVEY (CVTS): 2020

The Hellenic Statistical Authority (ELSTAT) announces the results of the Continuing Vocational Training Survey. Continuing Vocational Training is the total of training measures or activities which are financed, at least partly, by the enterprise and are addressed to the employees holding a work contract. The training must be scheduled and organized in advance. Random learning and initial vocational training – which is addressed to apprentices or may take place any time during the work of the employee – are excluded.

The Continuing Vocational Training Survey (CVTS) is part of the EU Education and Training Statistics with a five-year periodicity. It monitors over time the training of the employees of enterprises, which takes place either during the normal working hours or not, covering the enterprises with more than 10 employees and belong to the sections B-S of Nace Rev.2, excluding sections O - Public Administration, P - Education and Q - Human Health and Social Work Activities. As participant is considered the person who has taken part in one or more CVT courses during the reference year (2020).

The main purpose of CVTS is to provide statistical data on the frequency of training in enterprises, the participation of the employed persons and the intensity of training programs, the cost, as well as the training strategies of the enterprises.

The main objectives of the CVT survey were to:

- assess the extent to which employees participate in Continuing Vocational Training courses (internal/external programs and other forms of CVT)
- describe the strategies and objectives of these programs
- explore the characteristics of enterprises participating in CVT programs
- present the cost of the CVT courses
- demonstrate the duration of participation and the characteristics of the CVT courses
- present the evaluation methods of the CVT programs

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1. Provision of Continuing Vocational Training (CVT)

Table 1. CVT provision by section of economic activities and enterprise size class, 2020

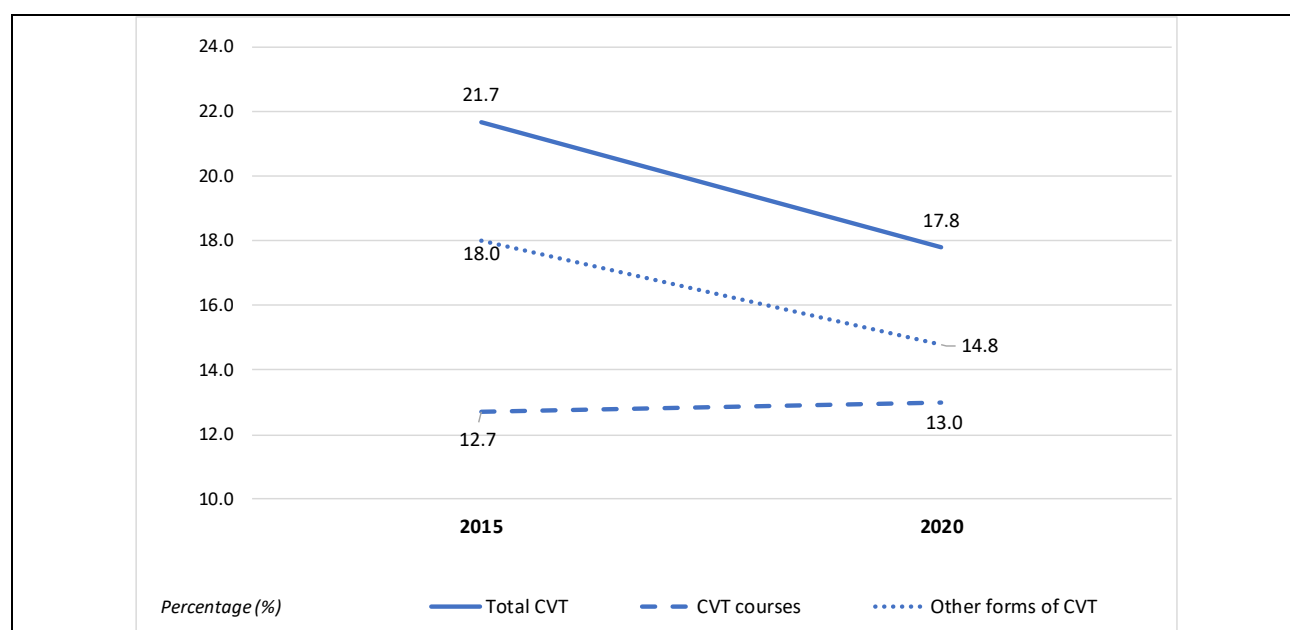
		Total	Section of economic activity					Size class (no of persons employed)		
			Industry (except construction)	Construction	Trade, transport, accommodation, food service	Information, communication and financial activities	Real estate, professional, technical, arts, entertainment and other service activities	From 10 to 49	From 50 to 249	250 or more
<i>Percent (%)</i>										
Total CVT provision		17.8	23.9	17.9	14.2	35.0	21.6	16.3	24.5	59.5
CVT courses	Total CVT courses*	13.0	17.0	10.8	10.5	27.2	16.0	11.5	18.7	58.6
	Internal	4.9	6.1	3.1	4.2	10.1	6.3	4.4	7.4	17.0
	External	8.8	11.9	9.4	6.7	19.3	11.3	7.4	13.7	52.3
Other forms of CVT	Total- other forms of CVT**	14.8	19.7	17.9	11.7	33.3	16.5	14.0	17.6	45.5
	Guided-on-the-job training	10.5	13.7	11.7	8.5	22.5	11.6	9.7	12.9	33.8
	Job rotation, exchanges or secondments	1.3	3.5	0.0	1.0	1.9	0.9	1.0	2.6	11.7
	Conferences workshops, trade fairs and lectures	5.0	7.4	8.7	2.8	18.1	6.8	4.5	6.7	26.1
	Learning/ quality circles	4.4	5.0	3.3	3.3	11.8	6.7	4.1	5.5	17.9
	Self-directed learning	6.2	7.1	7.8	5.0	18.1	6.4	5.0	11.6	32.1
No CVT		82.2	76.1	82.1	85.8	65	78.4	83.7	75.5	40.5

* Refers to the provision of internal and /or external CVT courses.

**Refers to the provision of one or more other CVT forms.

17.8% of the enterprises offered CVT programs and/or other forms of CVTs (21.7% in 2015). The highest percentage of CVT programs is observed in enterprises operating in the information, communication and finance section (35.0%), while the lowest percentages are observed in trade, transport, accommodation and food service section (14.2%). Moreover, the provision of CVT programs increases as the size of the enterprise increases (Table 1 and Figure 1).

Graph 1. Provision of CVT programs, 2015-2020



2. Main skills needed for the development of the enterprises and the main skills targeted in the 2020 CVT programs

Table 2. Main skills needed for the development of the enterprise by section of economic activity and enterprise size class, 2020

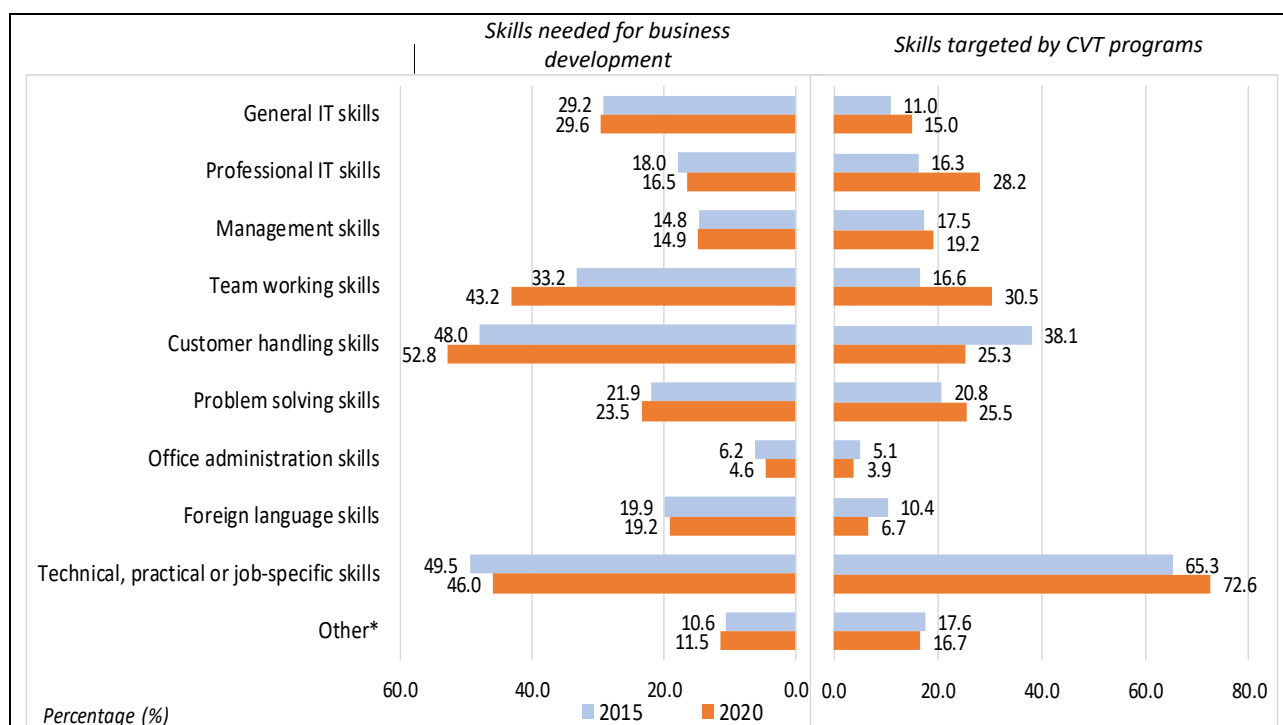
	Total	Section of economic activity					Size class (no of persons employed)		
		Industry (except construction)	Construction	Trade, transport, accommodation, food service	Information, communication and financial activities	Real estate, professional, technical, arts, entertainment and other service activities	From 10 to 49	From 50 to 249	250 or more
<i>Percent (%)</i>									
General IT skills	29.6	32.3	26.1	24.9	46.3	42.3	29.1	33.9	26.6
Professional IT skills	16.5	23.3	30.2	12.4	45.1	13.9	15.6	21.4	35.3
Management skills	14.9	17.7	6.8	13.2	23.7	19.4	13.9	19.9	37.3
Team working skills	43.2	39.9	32.2	46.3	30.5	41.3	43.5	41.5	34.3
Customer handling skills	52.8	31.9	17.8	66.7	34.9	36.3	54.0	44.3	40.7
Problem solving skills	23.5	27.7	28.3	21.1	19.4	28.1	23.2	26.2	25.9
Office administration skills	4.6	6.0	3.3	3.2	8.1	7.9	4.5	5.4	4.1
Foreign language skills	19.2	8.8	7.6	25.0	11.8	12.8	20.0	14.3	8.5
Technical, practical or job-specific skills	46.0	61.9	64.8	39.9	41.5	48.5	44.5	56.7	59.4
Oral or written communication skills	9.0	5.7	4.3	8.8	11.8	14.0	8.8	10.7	6.7
Numeracy and/or literacy skills	0.6	1.8	0.0	0.4	0.7	0.0	0.6	0.3	0.3
Other skills and competences	1.9	2.5	4.6	1.5	0.3	2.1	2.0	0.7	3.0
Unknown	2.0	1.6	6.2	2.0	2.8	0.6	2.1	1.1	0.5

The most important skills needed for the development of the enterprises in the future, are customer handling skills (52.8%), especially in the trade, transport, accommodation, food service (66.7%) section, and for the smaller enterprises up to 49 employees (54.0%). Technical, practical, or job-specific skills (46.0%), are also important, mainly in construction (64.8%) and industry (61.9%) sections as well as for enterprises with more than 250 employees (59.4%) (Table 2).

Table 3. Skills targeted by CVT programs by section of economic activity and enterprise size class, 2020

	Total	Section of economic activity					Size class (no of persons employed)		
		Industry (except construction)	Construction	Trade, transport, accommodation, food service	Information, communication and financial activities	Real estate, professional, technical, arts, entertainment and other service activities	From 10 to 49	From 50 to 249	250 or more
<i>Percent (%)</i>									
General IT skills	15.0	11.5	3.1	10.2	19.5	27.8	18.6	1.5	8.7
Professional IT skills	28.2	28.5	29.6	18.7	44.1	39.9	27.6	25.6	40.2
Management skills	19.2	27.8	17.6	20.1	13.6	12.3	15.3	22.8	51.0
Team working skills	30.5	28.4	35.2	35.0	11.6	30.6	31.7	29.3	22.0
Customer handling skills	25.3	29.2	5.9	28.2	36.8	14.9	24.9	24.7	30.0
Problem solving skills	25.5	31.3	38.1	27.1	27.9	13.7	24.7	34.5	13.0
Office administration skills	3.9	6.0	0.0	5.8	1.8	0.0	4.0	3.8	3.3
Foreign language skills	6.7	6.8	0.0	4.6	5.0	12.3	6.6	7.8	4.8
Technical, practical or job-specific skills	72.6	73.2	61.9	69.2	83.5	76.4	72.9	70.1	75.0
Oral or written communication skills	9.3	4.0	0.0	8.2	10.5	17.5	9.5	11.8	2.3
Numeracy and/or literacy skills	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other skills and competences	7.4	7.6	17.6	10.6	4.7	0.2	8.0	6.0	3.8

Graph 2. Skills needed for business development and skills targeted by CVT programs, 2015-2020

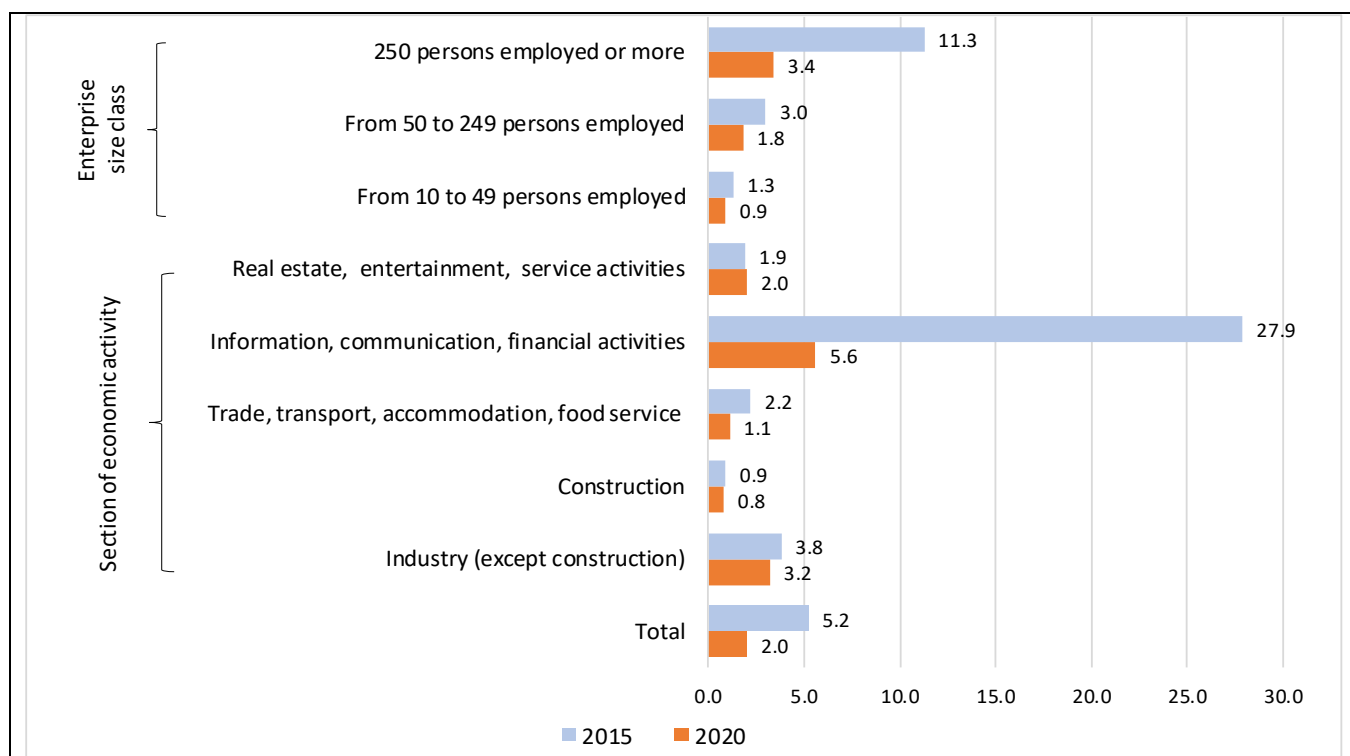


* The 'other' category includes 'oral/written communication', 'writing/numeracy' and 'other skills'

- The CVT programs mainly target technical and practical job-specific skills (72.6%), followed by team working (30.5%), professional IT skills (28.2%), problem solving skills (25.5%) and customer handling skills (25.3%).
- The development of technical skills is targeted more by enterprises in the information, communication and finance sections (83.5%) and less by those in the construction section (61.9%).
- The development of teamwork skills is aimed more at enterprises in the construction and trade, transport, accommodation and food service section (35.2% and 35.0%, respectively) and less by information, communication and finance enterprises (11.6%).
- The development of professional IT skills is mostly targeted by enterprises in the information, communication and finance sections as well as real estate, entertainment and other service activities (44.1% and 39.9%, respectively). The smallest percentage concerns the trade, transport, accommodation and food service section (18.7%).
- The development of problem-solving skills is more targeted by enterprises in the construction section (38.1%) while customer handling skills are targeted mostly by enterprises in the information, communication and finance section (36.8%).
- Technical and practical job-related skills are important for all enterprises regardless of their size. In addition, enterprises with 250 employees or more aim mostly to develop management skills, professional IT skills and customer handling. In contrast, enterprises from 10 to 249 employees aim to a greater extent at teamwork and problem-solving skills than enterprises with 250 employees or more (Table 3).
- In general, the CVT programs in 2020 compared to 2015 aimed more at developing technical, practical or job-specific skills (72.6% vs. 65.3%) and professional IT skills (28.2% vs. 16.3%) and less at customer handling skills (25.3% vs. 38.1%) and foreign language skills (6.7% vs. 10.4%) (Figure 2).

3. Participation time in CVT programs

Graph 3. Participation time in CVT programs by section of economic activity and enterprise size class, 2015-2020



- The participation in CVT courses in 2020 amounts to 2.0 hours per employee, showing a decrease compared to 2015 (5.2 hours). The decrease is most pronounced in enterprises in the information, communication and finance section (5.6 from 27.9 hours) as well as in enterprises with 250 employees or more (3.4 from 11.3 hours).
- Enterprises in information, communication and finance section, report more hours of participation in the courses per employee (5.6 hours), followed by enterprises in the industry section (excluding construction) with 3.2 hours per employee.
- The sections of construction and trade, transport, accommodation and food service report the lowest number of hours per employee (0.8 and 1.1 hours respectively).

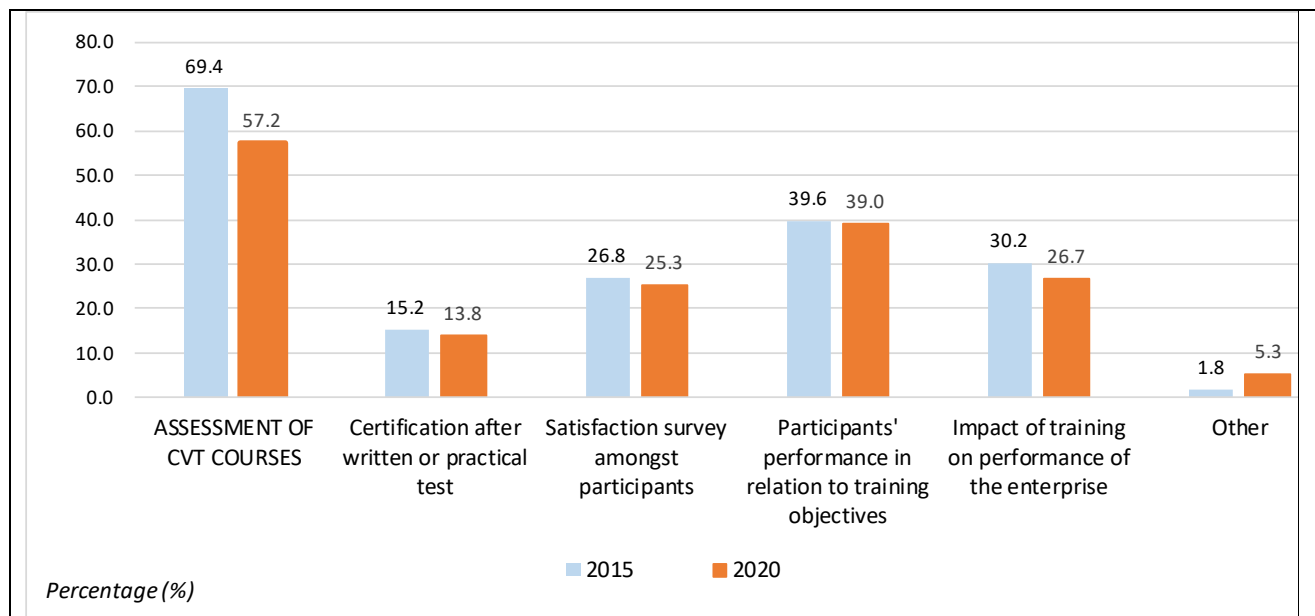
4. Assessment of CVT programs

Table 4. Assessment of CVT programs by section of economic activity and enterprise size class, 2020

		Total	Section of economic activity					Size class (no of persons employed)		
			Industry (except construction)	Construction	Trade, transport, accommodatio n, food service	Information, communication and financial activities	Real estate, professional , technical, arts, entertainme nt and other	From 10 to 49	From 50 to 249	250 or more
Percentage (%)										
Total		57.2	58.1	65.8	47.9	57.4	76.6	55.7	61.8	67.6
Method of assessment	Certification after written or practical test	13.8	13.4	0.0	9.2	8.4	31.4	12.5	15.7	28.3
	Satisfaction survey amongst participants	25.3	22.6	48.7	21.3	31.1	28.7	21.0	38.6	52.7
	Participants' performance in relation to training objectives	39.0	39.1	39.4	32.8	44.9	51.7	37.5	47.2	38.6
	Impact of training on performance of the enterprise	26.7	29.8	23.7	23.4	37.7	28.4	25.4	31.5	32.9
	Other	5.3	9.5	0.0	4.7	0.0	0.0	5.8	2.8	3.9

- 57.2% of the enterprises assessed their CVT programs (the corresponding percentage in 2015 was 69.4%).
- In 2020, 39.0% of enterprises assessed the performance of participants in CVT programs in relation to the training objectives, 26.7% assessed the programs in regards to their impact on the performance of the enterprise, while 25.3% preferred to perform a satisfaction survey amongst participants (Table 4, Figure 4).

Graph 4. Assessment of CVT programs



5.Reasons for not providing CVT courses

Table 5. Reasons for not providing CVT courses by section of economic activity and enterprise size class, 2020

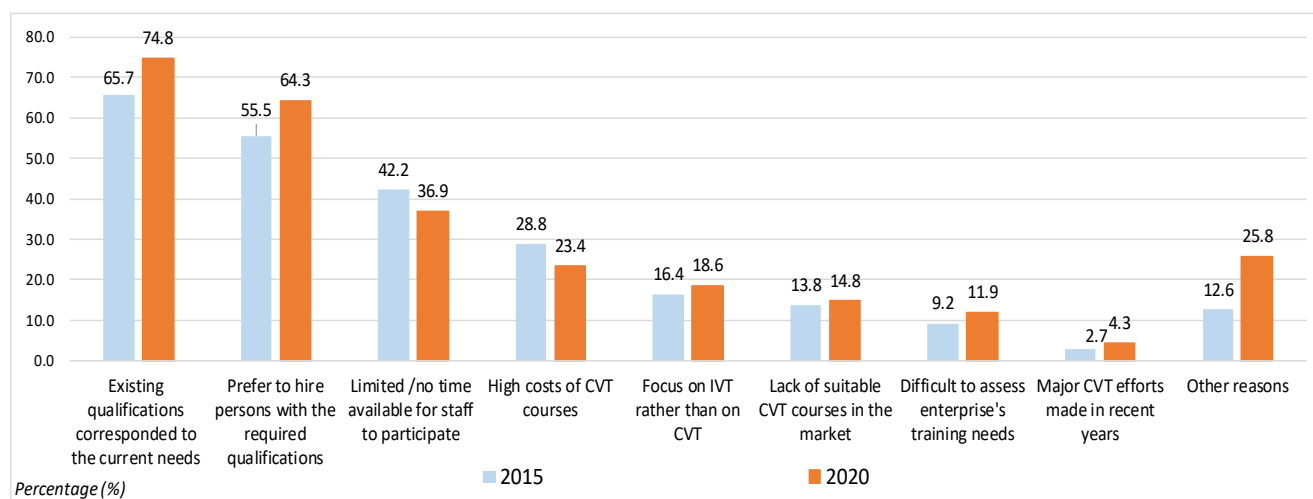
	TOTAL	Section of economic activity					Size class (no of persons employed)		
		Industry (except construction)	Construction	Trade, transport, accommodati on, food service	Information, communication and financial activities	Real estate, professional, technical, arts, entertainment and other service activities	From 10 to 49	From 50 to 249	250 or more
<i>Percentage (%)</i>									
Existing qualifications corresponded to the current needs	74.8	82.5	75.9	75.5	72.9	64.8	75.2	73.2	46.8
Prefer to hire persons with the required qualifications	64.3	66.9	57.4	65.0	54.5	63.6	64.3	66.5	42.3
Limited /no time available for staff to participate	36.9	47.1	26.6	33.9	48.0	41.3	37.5	31.9	27.0
High costs of CVT courses	23.4	23.4	15.9	25.0	25.7	19.3	23.8	20.6	14.5
Focus on Initial Vocational Training rather than on CVT	18.6	33.5	26.9	17.1	18.6	7.9	18.3	21.0	18.8
Lack of suitable CVT courses in the market	14.8	18.3	11.5	14.3	13.3	14.9	15.6	7.6	10.6
Difficult to assess enterprise's training needs	11.9	10.8	8.0	13.8	14.6	6.2	11.7	13.9	10.6
Major CVT efforts made in recent years	4.3	4.7	0.0	3.6	0.0	8.6	4.4	4.0	3.7
Other reasons	25.8	26.0	19.3	26.5	28.6	24.4	24.3	35.7	65.7

- In all economic activity sections in 2020, the most important reason for not providing CVT programs is that the existing qualifications, skills and competences of the persons employed were appropriate to the current

needs of the enterprise (74.8%), which is mainly the case for enterprises in the non-construction industry section (82.5%).

- The second reason for not providing CVT programs is that the company's preferred strategy is to hire people with the required qualifications (64.3%), which is mostly the case for enterprises of industry except construction (66,9%), trade, transport, accommodation and food service section (65,0%) and for real estate, professional, technical, arts, entertainment and service section (63,6%).
- Both of the above reasons appear more in companies with less than 250 employees and are mentioned to a greater extent than in 2015.
- The next most important reasons for not providing CVT are the limited available time and the high cost of CVT programs (36.9% and 23.4%, respectively) (Table 5, Graph 5).

Graph 5. Reasons for not providing CVT courses, 2015-2020



EXPLANATORY NOTES

Continuing Vocational Training survey (CVTS)

The Continuing Vocational Training survey, abbreviated as CVTS, is a sample survey with a five year periodicity. The main purpose of the survey is to collect information on the level of continuing training of employed persons (employees) of an enterprise.

Legal Framework

The CVTS6 (2020) was conducted pursuant to Council Regulation (EU) No 1153/2014 which provides the list of variables covered by the 2015 survey.

The CVTS5 (2015) and CVTS4 (2010) were conducted pursuant to Council Regulation (EU) No 822/2010, amending Regulation (EC) No 198/2006, implementing Regulation (EC) No 1552/2005 of the European Parliament and of the Council, on statistics on vocational training in enterprises, as regards the collected data, data collection, accuracy and quality requirements.

Reference period

The year 2020

Statistical population

The survey covers the enterprises that employ more than 10 employees and belong to the sections B-S of NACE Rev.2, excluding sections O-Q.

Sections of Economic Activity NACE Rev. 2 covered in the survey are:

B Mining and quarrying	Industry (except construction)
C Manufacturing	
D Electricity, gas, steam and air conditioning supply	
E Water supply, sewerage, waste management and remediation activities	
F Construction	Construction
G Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles	Trade, transport, accommodation, food service
H Transportation and Storage	
I Accommodation and Food Services Activities	
J Information and Communication	Information, communication and financial activities
K Financial and insurance activities	
L Real Estate Activities	Real estate, professional, technical, arts, entertainment and other service activities
M Professional, scientific and technical activities	
Q Human Health and Social Work Activities	
R Arts, Entertainment and Recreation	
S Other Service Activities	

Statistical concepts and definitions

Total number of persons employed in the enterprise

Employed persons in the enterprise are all the full and part time employees.

More specifically are included:

- Employed entrepreneurs
- Partners employed regularly in the enterprise
- Unpaid family members
- Seconded employees paid by the enterprise
- Seasonal or part-time employees
- Employees who are absent for a limited time period (e.g., paid leave, illness)
- Employees who are on strike (but for a limited time period)

Exclusion:

The workers employed in the enterprise but paid from other enterprises (seconded), as well as those on leave without wages are excluded.

Employees are all the employed persons who work and receive remuneration in the form of wages or salaries and have a direct employment contract with the enterprise and are remunerated on the basis of the number of hours worked (full-time or part-time) and the duration of the contract (fixed or indefinite). The following are not included: management personnel whose remuneration wholly takes the form of a share in profits, unpaid family workers, sales representatives who are not included in the payroll, that is they are self-employed.

Continuing Vocational Training

Continuing Vocational Training in the total of training measures or activities which are financed at least partly by the enterprise and are addressed to the employees holding a work contract. The training must be scheduled and organized in advance. Random learning and initial vocational training- which is addressed to apprentices or may take place any time during the work of the employee are excluded.

CVT programs. There are two distinct CVT program types:

- **Internal CVT programs:** they are planned and managed by the enterprise and are carried out inside or outside the enterprise
- **External CVT programs:** they are designed and run by educational organizations, which are not part of the enterprise or belong to the parent enterprise. Training programs are selected and purchased by the enterprise and take place either on-site or off-site.

Other forms of CVT. They are often characterised by a degree of self-organisation (time, space and content) by the individual learner or by a group of learners. Other forms of CVT might take place on-site, online or both (blended/hybrid learning). The content is often tailored according to the learners' individual needs in the workplace. The following types of other forms of CVT are identified:

- planned training through guided-on-the-job training
- planned training through job rotation, exchanges, secondments or study visits
- planned training through participation in learning or quality circles
- planned training through self-directed learning/e-learning
- planned training through participation (instruction received) in conferences, workshops, trade fairs and lectures

Total number of participants in CVT courses

As participant is considered the person who has taken part in one or more CVT courses during the reference year. Each person should be counted only once, irrespectively of the number of CVT courses (he or she) that has participated in. For example, if a person employed has attended two externally managed courses and one internally managed course, he or she should be counted as one participant.

Methodology The one-stage stratified sampling method is applied, using the enterprise as a surveyed unit. The strata are derived from the combinations of the 2-digit code of economic activity (NACE Rev.2) and the enterprise size class. The sampling frame is the current Business Register of ELSTAT. The survey is conducted by visits on enterprise premises by means of printed questionnaires (PAPI). The results of the survey are weighted by applying a suitable unbiased estimator, the calculation of which is based on a) the probability of selection of the enterprises in the sample and b) the response rate of the enterprises.

References Analytical description of the methodology and definitions used in the CVTS can be found on the website of ELSTAT at the link: <https://www.statistics.gr/en/statistics/-/publication/SJO43/->

