



17 October 2023  
ADULT EDUCATION SURVEY  
2022

## **45.6% OF THE POPULATION AGED 18 TO 69 PARTICIPATED IN LIFELONG LEARNING ACTIVITIES IN THE LAST 12 MONTHS**

In 2022, the proportion of the resident population in Portugal aged 18 to 69 who participated in at least one formal education, non-formal education or informal learning activity in the last 12 months was 77.1%. This rate fell by 12.9 percentage points (p.p.) compared to 2016.

Lifelong Learning, which in the results presented encompasses only participation in formal or non-formal education activities in the last 12 months, covered 45.6% of the population aged 18 to 69 living in Portugal in 2022, with the youngest and most educated populations having the highest participation rates in education and training. Compared to 2016, that rate fell by 1.4 p.p.

The participation rate in formal education was 12.6%, with the inactive student population having a participation rate well above that value (92.3%). Compared to 2016, the participation rate in formal education increased by 2.3 p.p. The participation rate in non-formal education activities was 39.4%, with higher participation among the active employed population (49.5%). For 88.1% of people who took part in non-formal education activities, at least one activity was related to their professional activity.

Participation in informal learning activities was 70.4% in 2022, with 49.3% of the population aged 18 to 69 identifying at least one informal learning activity as work-related.

Reading newspapers or magazines was the cultural activity with the highest participation rate in 2022 (80.5%), while just over a third of the population aged 18 to 69 had visited cultural sites (36.8%) in the 12 months prior to the interview. In general, participation in cultural activities decreased in 2022 compared to 2016, except for reading books, which increased from 38.8% to 41.3%.

The proportion of the population aged 18 to 69 who uses language(s) other than their mother tongue(s) was 67.5%, with English being the most spoken foreign language (64.2%).

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Statistics Portugal releases the results of the Adult Education Survey (AES) 2022, following on from the 2007, 2011 and 2016 editions, carried out in all European Union member states. This press release includes an analysis of the main results that portray the Portuguese population aged 18 to 69 in terms of education, training, and learning. The results of the several AES editions are compiled in a set of statistical indicators available on the Statistics Portugal Website ([www.ine.pt](http://www.ine.pt)).

The AES 2022 edition provides data on the participation in Lifelong Learning activities (participation in formal and/or non-formal education activities), access to information on education and training, obstacles to participation in education and training, informal learning, knowledge of languages and cultural and social



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participation, and new questions have been added to measure the impact of the COVID-19 pandemic on participation in education and training. In addition, the 2022 edition included a broader set of questions on cultural, social and sports participation (also available in the anonymized microdata base for research purposes), which will be the subject of a future autonomous dissemination by Statistics Portugal.



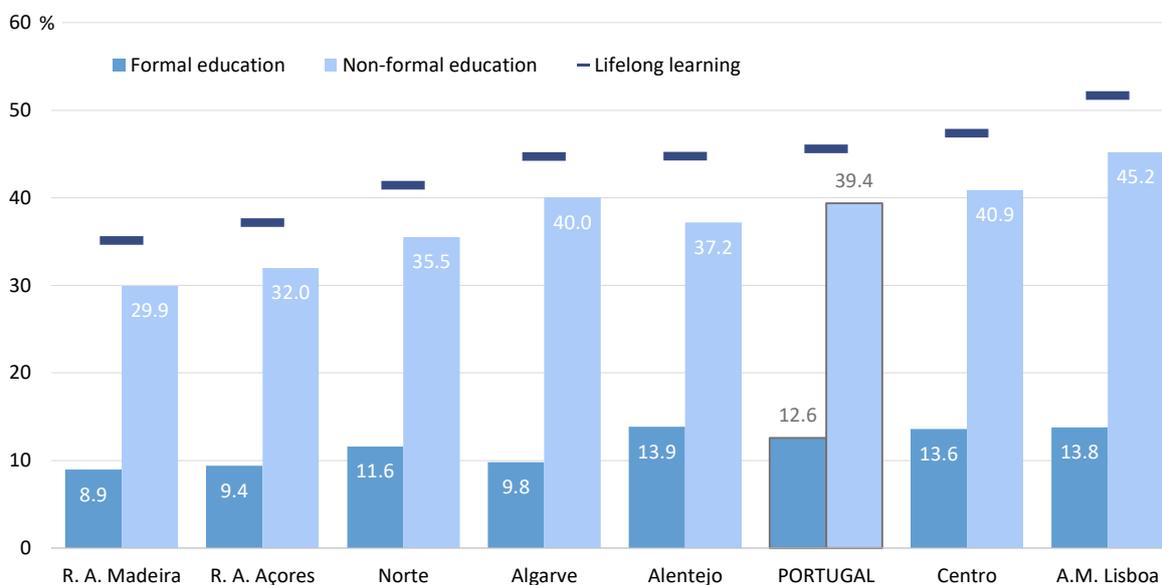
## 1. Lifelong Learning

The main results of the Adult Education Survey (AES), carried out in 2022, show that 45.6% of the resident population in Portugal aged 18 to 69 took part in Lifelong Learning (LLL) activities. Lifelong Learning is defined as participation in some form of formal education (provided by educational institutions, conferring a level of education) and/or non-formal education (organized training, professional or otherwise, in a given area of skills, but not equivalent to a level of education). In the same period, the participation of the resident population in Portugal aged 18 to 69 in formal education activities was 12.6% and in non-formal education was 39.4%.

Compared to 2016, there was a decrease in the Lifelong Learning rate of 1.4 percentage points (p.p.), an increase in the participation rate in formal education activities of 2.3 p.p. and a decrease in the participation rate in non-formal education activities of 3.0 p.p.

In 2022, the Área Metropolitana de Lisboa (A.M. Lisboa) and the Centro region recorded levels of participation in Lifelong Learning activities above the national average, with participation rates of 51.7% and 47.4%, respectively. In terms of participation in formal education, the regions of Alentejo (13.9%), A.M. Lisboa (13.8%) and Centro (13.6%) stand out with figures above the national average. Regarding non-formal education, the highest participation rates were in the A.M. Lisboa (45.2%), the Centro (40.9%) and the Algarve (40.0%) regions. The Região Autónoma da Madeira (R.A. Madeira) had the lowest participation rates in Lifelong Learning activities (35.1%) and in both formal education (8.9%) and non-formal education (29.9%).

Figure 1. Proportion of the population aged 18 to 69 participating in Lifelong Learning (LLL), formal and non-formal activities (in the last 12 months), Portugal and NUTS 2 region (NUTS 2013), 2022

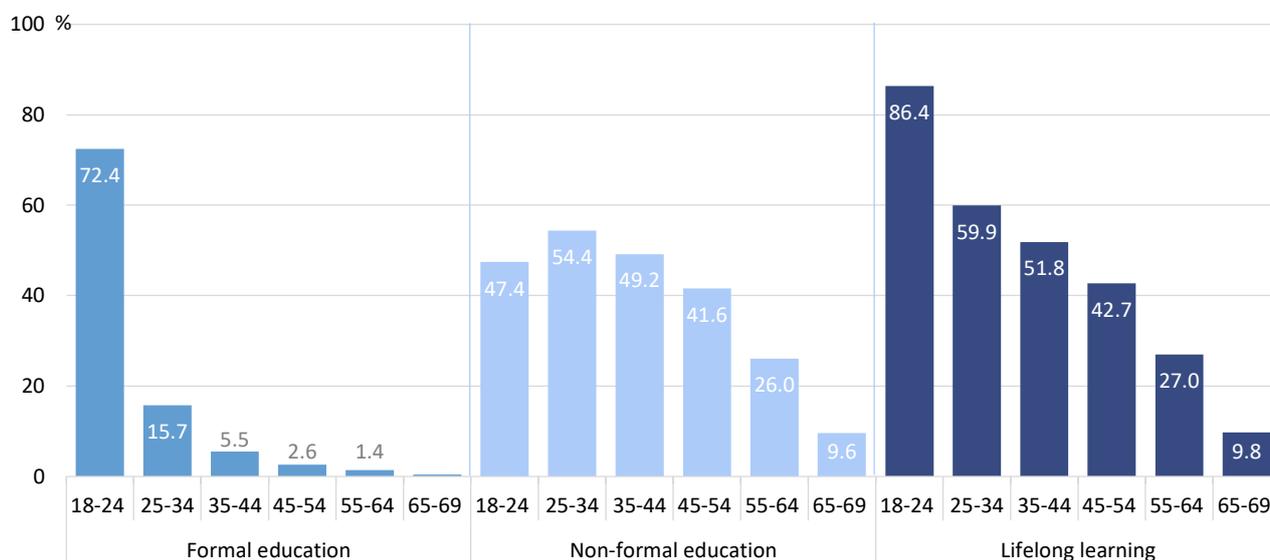


Source: Statistics Portugal, Adult Education Survey.

Analysing participation levels, women and men recorded very similar participation rates in formal education (12.3% in women and 12.9% in men) and non-formal education (39.0% in women and 39.8% in men), which translates into greater participation in Lifelong Learning in men (47.0%) than in women (44.2%).

Participation in Lifelong Learning decreases with age - the participation rate in Lifelong Learning for the population aged 18 to 24 in 2022 was 86.4%, but only 9.8% of people aged 65 to 69 took part in this type of activities. Participation in formal education follows a similar pattern, with the 18-24 age group recording the highest participation rate (72.4%) as it is still a typical age for school attendance. Age differences are less marked in participation in non-formal education, with this type of participation being highest in the 25 to 34 age group (54.4%), followed by the 35 to 44 age group (49.2%) and the 18 to 24 age group (47.4%).

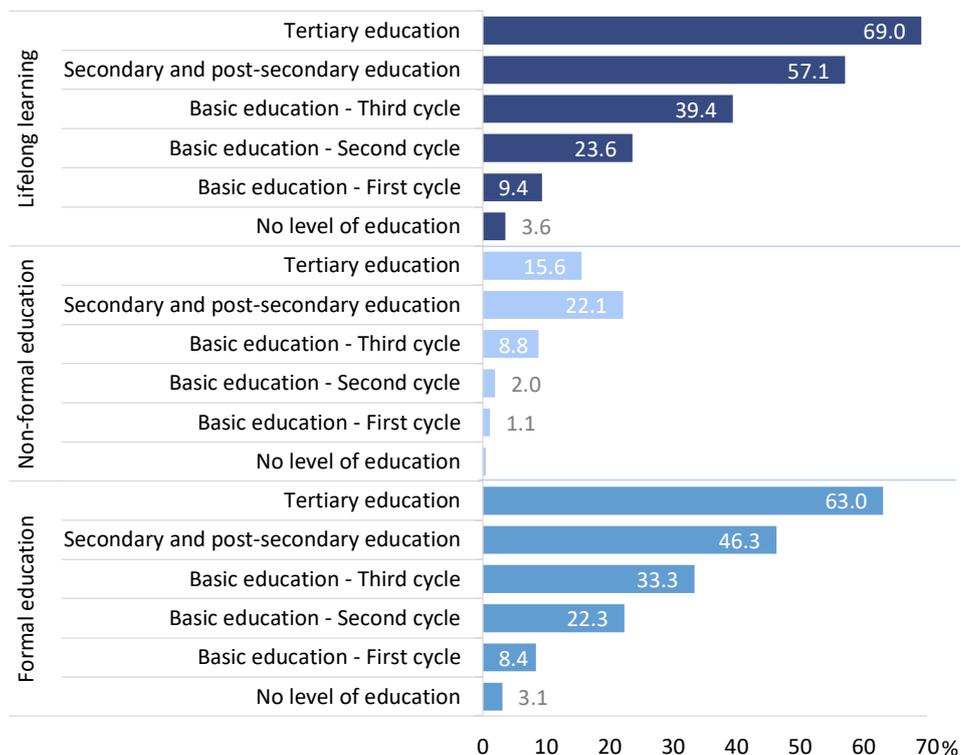
Figure 2. Proportion of the population aged 18 to 69 participating in Lifelong Learning (LLL), formal and non-formal activities (in the last 12 months) by age group, 2022



Source: Statistics Portugal, Adult Education Survey.

The population with higher educational attainment level recorded higher participation rates in Lifelong Learning, with participation increasing in direct proportion to the educational attainment level. In 2022, the population with higher educational attainment level had a participation rate in Lifelong Learning of 69.0%, whilst it stood at 9.4% for the population with primary education and at 3.6% for the population with no education level. The results show that participation in formal and non-formal education also varies in direct proportion to educational attainment level, except for a higher proportion of participants in formal education with secondary/post-secondary education (22.1%) than with tertiary education (15.6%).

Figure 3. Proportion of the population aged 18 to 69 participating in Lifelong Learning (LLL), formal and non-formal activities (in the last 12 months) by educational attainment level, 2022



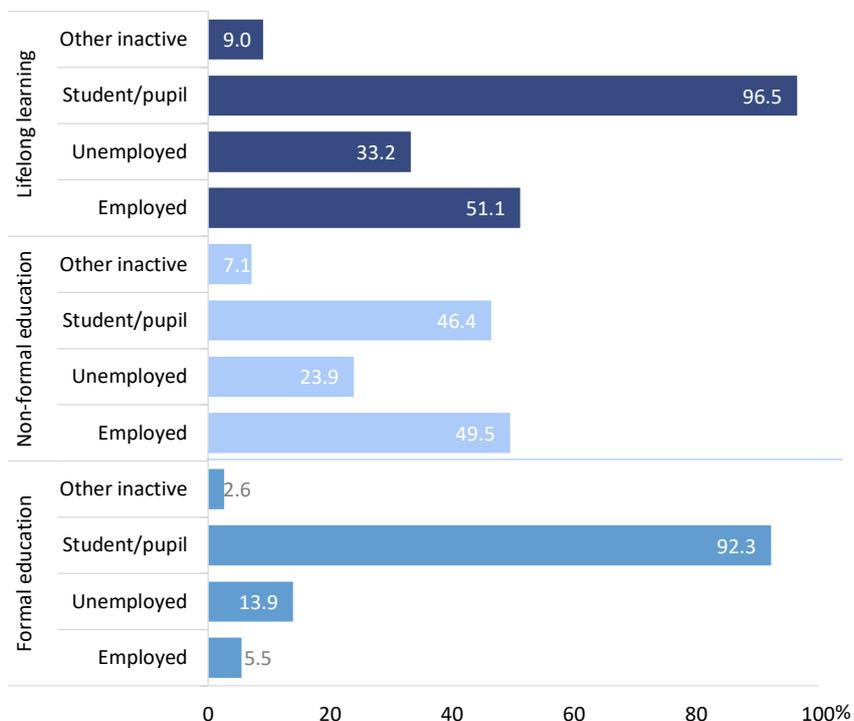
Source: Statistics Portugal, Adult Education Survey.

In 2022, approximately half of the active population (49.0%) took part in some kind of Lifelong Learning activity, mainly due to the participation of the employed population (51.1%) in this type of activities, compared to the unemployed population (33.2%). For the inactive population, this proportion was just over a third (35.8%), with the student population standing out with a participation rate of 96.5% in 2022.

Considering participation in formal education by labour status, the inactive population participated the most in this type of activities (30.0%, compared to 6.5% of the active population), especially students (92.3%). Among the active population, it should be noted that 13.9% of the unemployed population took part in some kind of formal education activity in 2022, compared to 5.5% of the employed population.

Regarding participation in non-formal education, the participation rate of the active population was more than double (46.5%) that observed for the inactive population (19.1%). In the first group, it is worth highlighting the participation of around half of the employed population (49.5%) in non-formal education activities in 2022. In the second group, the participation of the student population stands out, reaching 46.4%.

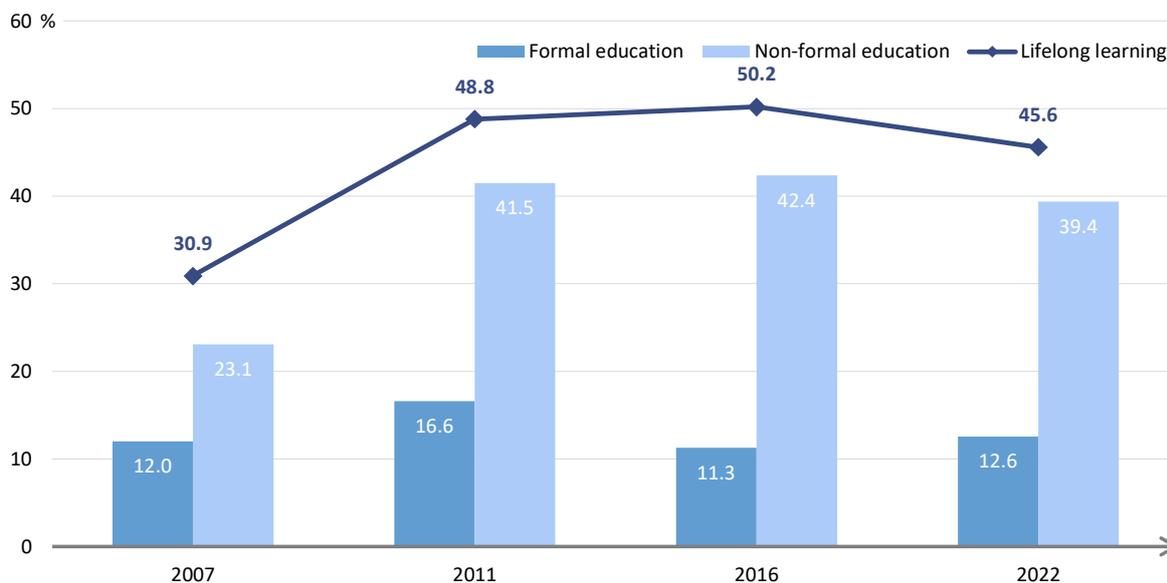
Figure 4. Proportion of the population aged 18 to 69 participating in Lifelong Learning (LLL), formal and non-formal activities (in the last 12 months) by activity status, 2022



Source: Statistics Portugal, Adult Education Survey.

Compared to 2016, there was an increase of 1.3 p.p. in the participation rate of the population aged 18 to 69 in formal education activities and a decrease of 3.0 p.p. in the participation rate in non-formal education activities. Consequently, there was a decrease of 4.6 p.p. in the participation rate in Lifelong Learning. The figures for 2022 represent a reversal in the upward trend in participation in education and training observed since 2007 and are below the figures registered for 2011.

Figure 5. Proportion of the population aged 18 to 69 participating in Lifelong Learning (LLL), formal and non-formal activities (in the last 12 months), 2007<sup>1</sup> to 2022



Source: Statistics Portugal, Adult Education Survey.

## 2. Characteristics of the participation in formal education and non-formal education activities

In 2022, among those who took part in formal education activities (12.6% of the population aged 18 to 69), more than two thirds did so in tertiary education (69.3%), followed by secondary/post-secondary education (26.8%).

For the 39.4% of people aged 18 to 69 who took part in non-formal education activities, 22.5% participated in courses, 18.4% in guided on-the-job training, 11.9% in workshops or seminars and 3.0% in private lessons.

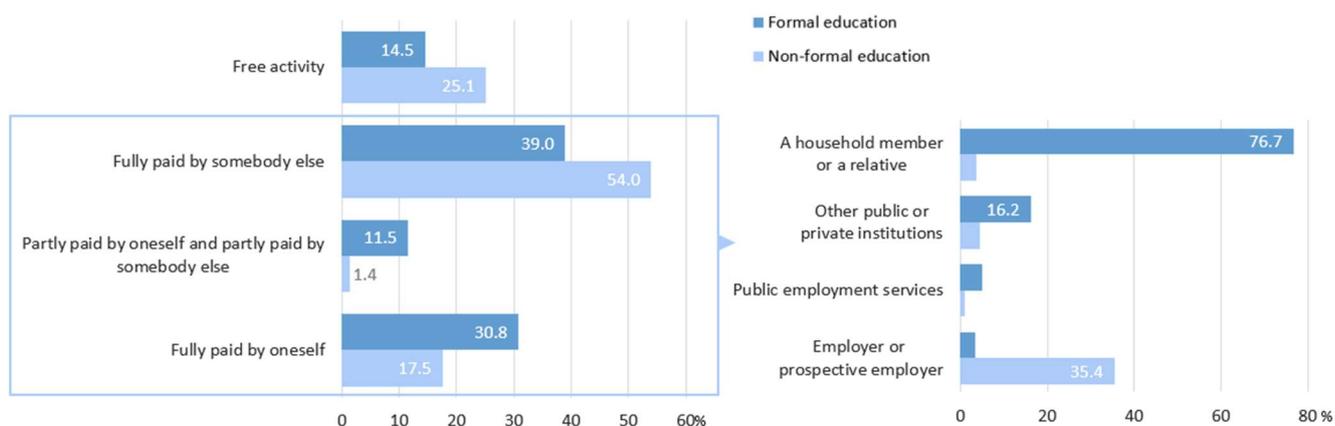
The fields of education most sought after by those who took part in formal education activities were 'Engineering, manufacturing and construction' (17.9%), 'Business sciences, administration and law' (16.2%), 'Health and social protection' (13.9%) and 'Generic programmes and qualifications' (12.8%). In terms of non-formal education, 'Services' (21.5%), 'Business sciences, administration and law' (19.5%) and 'Health and social protection' (12.9%) were the fields of education most popular among those who took part in this type of activities.

The participation costs for formal education activities were fully paid by somebody else (39.0%), fully paid by the participant (30.8%) or shared between the participant and somebody else (11.5%). For 14.5% of participants, the formal education activity was free of charge. When the costs of formal education were fully paid by somebody else or shared between the participant and somebody else, it was most often a family member or household member who bore the cost (79.2%).

<sup>1</sup> The data for 2007 covers the population aged 18 to 64, corresponding to the age range of the population surveyed in the 2007 AES edition.

For more than half of the participants in non-formal education activities, the costs were paid for entirely by others (54.0%), being the employer or prospective employer who most frequently borne these costs (35.4%). Participation in non-formal education activities was free of charge for around a quarter of participants in this type of activity (25.1%).

**Figure 6. Proportion of the population aged 18-69 participating in formal and non-formal education activities (in the last 12 months) by payment of expenses and entity responsible for paying the expenses, 2022**



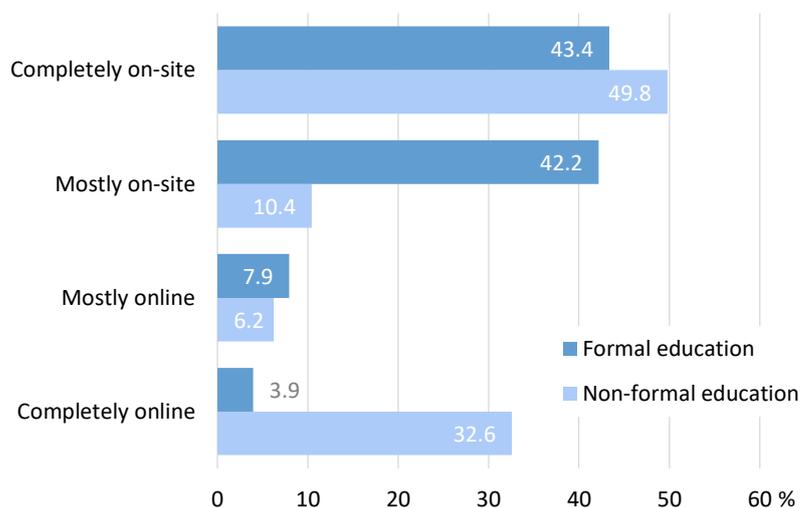
Source: Statistics Portugal, Adult Education Survey.

The majority of participants in formal education did not work while attending the activity (69.7%). For only 13.2% of participants in formal education, the activity took place during working hours.

Non-formal education activities were mainly related to professional activity for 88.1% of the population who took part in this type of activities, with at least one activity taking place mainly during working hours (for 65.7% of people).

The formal education activity took place mostly on-site (43.4%) or completely on-site (42.2%). For non-formal education activities, the mode of attendance was divided between mostly on-site (49.8%) and completely online (32.6%).

Figure 7. Proportion of the population aged 18-69 participating in formal and non-formal education activities (in the last 12 months) according to place of instruction, 2022

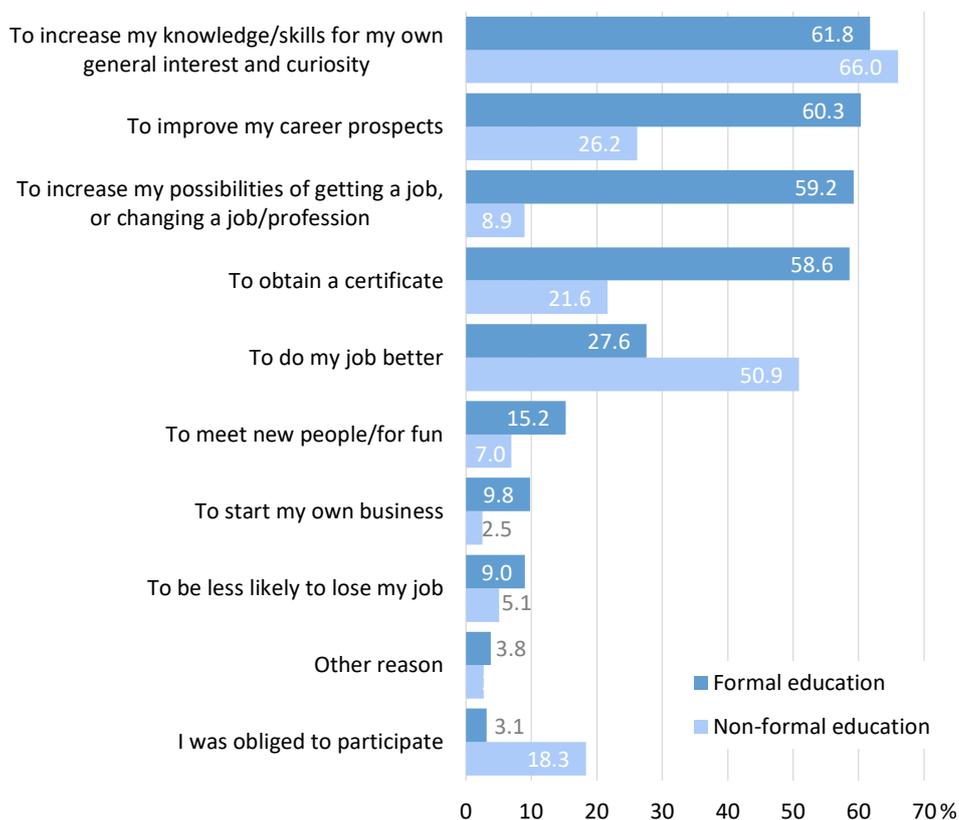


Source: Statistics Portugal, Adult Education Survey.

The most frequently mentioned reasons for taking part in formal education activities were: to increase knowledge/skills for own general interest and curiosity (61.8%), to improve career prospects (60.3%), to increase the possibilities of getting a job, or changing a job/profession (59.2%) and to obtain a certificate (58.6%).

In the context of non-formal education, increasing knowledge/skills for own general interest and curiosity (66.0%), doing their job better (50.9%), improving career prospects (26.2%) and obtaining a certificate (21.6%) were the most frequently cited reasons for taking part in this type of activities. It should be noted that 18.3% of people indicated that they were forced to take part in this type of activity and that only 2.5% of people who took part in non-formal education did so with the intention of starting their own business.

Figure 8. Proportion of the population aged 18 to 69 participating in formal and non-formal education activities (in the last 12 months) according to the reasons for participation, 2022

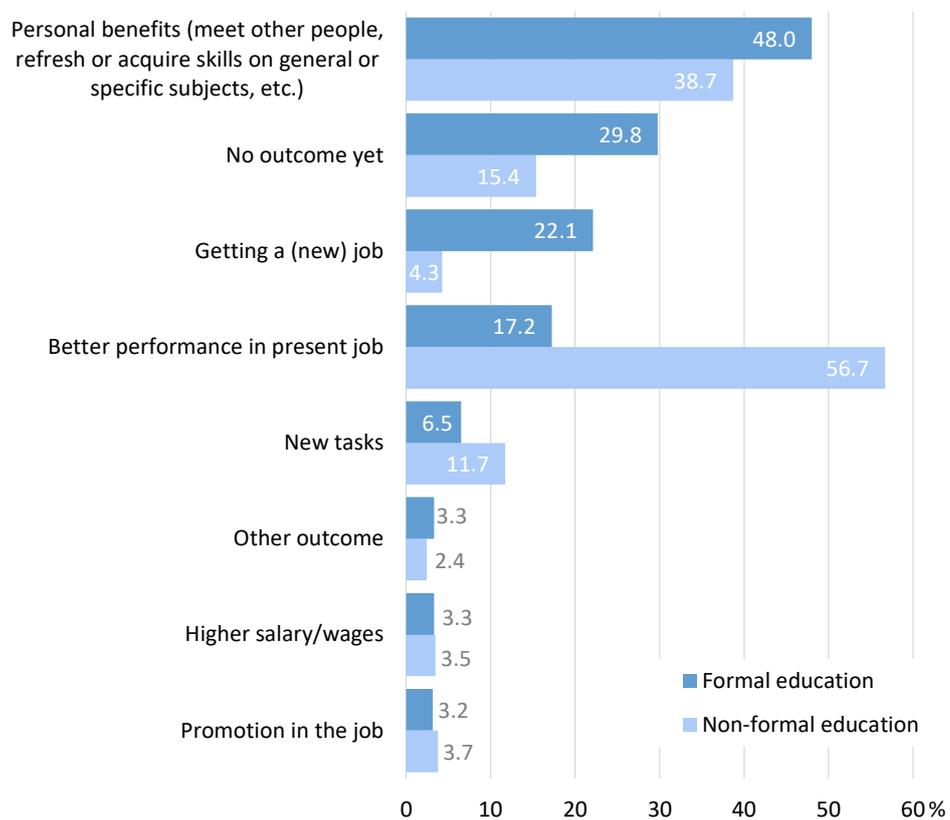


Source: Statistics Portugal, Adult Education Survey.

In terms of the impacts of taking part in formal education, 48.0% of people said they were generally more satisfied, 22.1% stated that the activity had an impact on getting a (new) job and 17.2% said that taking part had improved their performance at work. It should be noted that 29.8% of people had not yet felt any impact from their participation in formal education.

The most frequently mentioned impacts of participation in non-formal education were: better performance at work (56.7%), personal reasons (38.7%) and new responsibilities at work (11.7%). The proportion of people who had not yet felt any impact from participating in non-formal education was 15.4%.

Figure 9. Proportion of the population aged 18-69 participating in formal and non-formal education activities (in the last 12 months) according to the impacts of participation, 2022



Source: Statistics Portugal, Adult Education Survey.



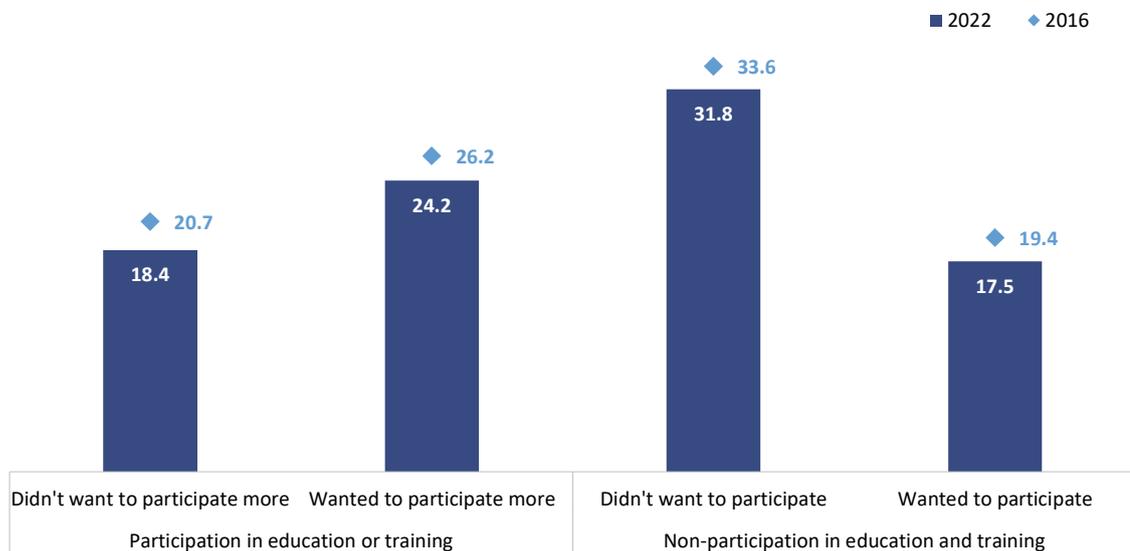
## Obstacles to participating in formal and non-formal education

An important dimension of the AES results concerns the main obstacles to participation in formal or non-formal education activities. All people aged 18 to 69, regardless of their position in relation to participation in education and training, were asked about the reason (or reasons) for not having participated or not having participated more in these types of activities.

In 2022, approximately half (49.2%) of the resident population aged 18 to 69 did not take part in any education and training activity, i.e., did not carry out any formal or non-formal education activity. Among these, 31.8% reported that they did not want to take part in education and training and 17.5% wanted to take part in education and training activities but were unable to do so.

The proportion of people aged 18 to 69 who took part in education or training activities was 42.5% in 2022, of whom 24.2% wanted to take part in more education or training activities and were unable to and 18.4% stated they did not want to take part in more education and training activities.

Figure 10. Proportion of the population aged 18 to 69 who participated/did not participate in formal and non-formal education activities (in the last 12 months) by type of participation/non-participation, 2016 and 2022



Source: Statistics Portugal, Adult Education Survey.

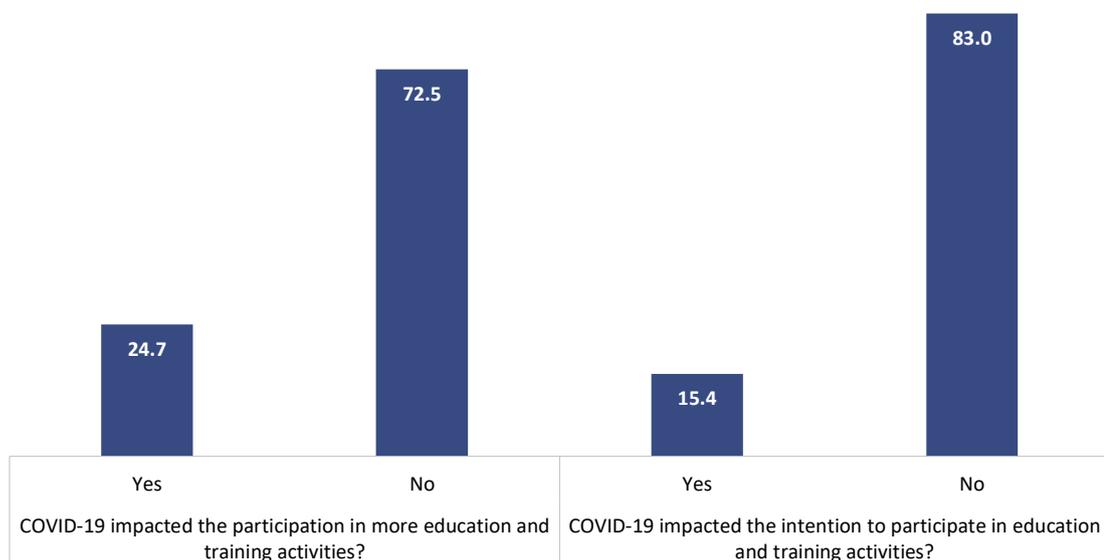


Among the people who didn't take part in any education or training activity because they didn't want to and those who did, but didn't want to participate more, which together accounted for 50.2% of the population aged 18 to 69, the main reason given for not taking part in (more) education and training activities was that they felt their studies or training were already sufficient (66.5%).

For the remaining people for whom the above reason was not the most important, as well as for those who wished they had participated or had participated more in education or training, the main obstacles to learning were time (40.7%), family responsibilities (22.8%) and high costs (22.3%).

The AES 2022 edition also sought to measure the impact of the COVID-19 pandemic on participation in education or training activities in the 12 months prior to the interview, both for those who participated and those who didn't. The majority of participants (72.5%) and non-participants (83.0%) said that the COVID-19 pandemic had not affected their intention to participate or to participate in more education or training activities. For around a quarter of participants in education and training activities (24.7%), the COVID-19 pandemic had an impact on participation in education or training, a proportion that was estimated at 15.4% among non-participants.

**Figure 11. Proportion of the population aged 18-69 who participated/not participated in formal and non-formal education activities (in the last 12 months) according to the impact of the COVID-19 pandemic, 2022**



Source: Statistics Portugal, Adult Education Survey.

For those who identified impacts of the COVID-19 pandemic on participation in education or training activities, whether they had participated or not, the main impact was postponement/cancellation of the activity (31.6%), followed by non-participation in person due to fear of COVID-19 infection. On the other hand, 19.7% of people did more self-learning and 19.2% did more online courses.



### 3. Informal learning

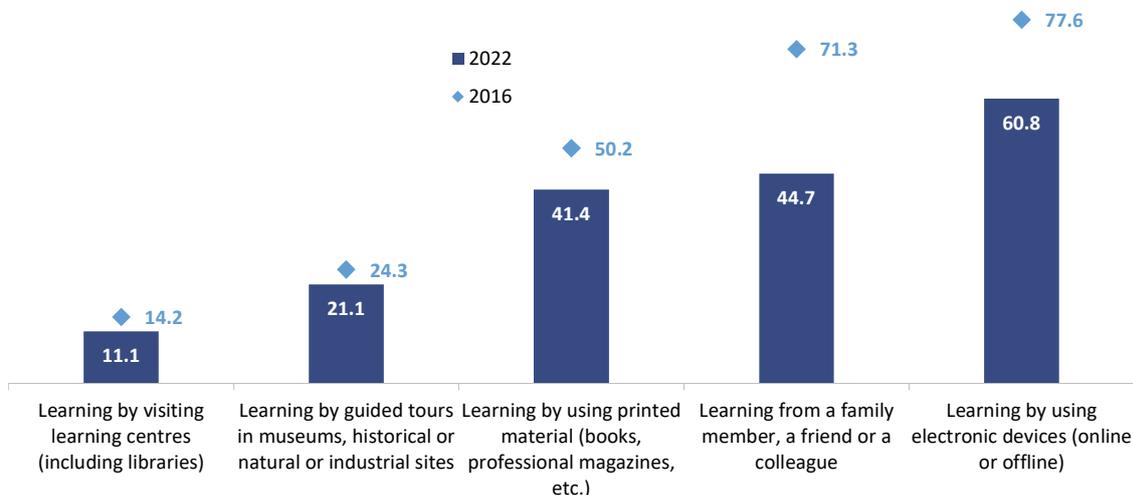
Informal learning<sup>2</sup> refers to intentional learning arising from everyday life activities, related to personal or professional interests, family life, social life or leisure, usually carried out by people from a self-learning perspective. In 2022, more than two thirds of the resident population aged 18 to 69 (70.4%) developed some kind of informal learning, which represents a decrease of 17.2 p.p. compared to 2016 (87.6%).

The regions with the highest participation rates in this type of learning were the A.M. Lisboa (76.6%) and the Algarve (70.4%), above the national average, followed by R.A. Madeira (69.5%), Centro (69.3%), Alentejo (69.1%), R.A. Açores (68.5%) and, lastly, by the Norte region (66.6%).

The most commonly used informal learning method was learning by using electronic devices, online or offline (60.8%), learning from a family member, a friend or a colleague (44.7%) and learning by using printed material such as books or magazines (41.4%) were the other two informal learning methods most used by the population.

For around half of the resident population aged 18 to 69 who took part in informal learning activities in 2022 (49.3%), at least one informal learning activity was work-related.

**Figure 12. Proportion of the population aged 18 to 69 participating in informal learning activities (in the last 12 months) by forms of informal learning, 2016 and 2022**



Source: Statistics Portugal, Adult Education Survey.

The rate of participation in informal education activities was almost identical for both sexes (70.6% for women and 70.2% for men), decreasing with age and increasing with the education attainment level: the younger

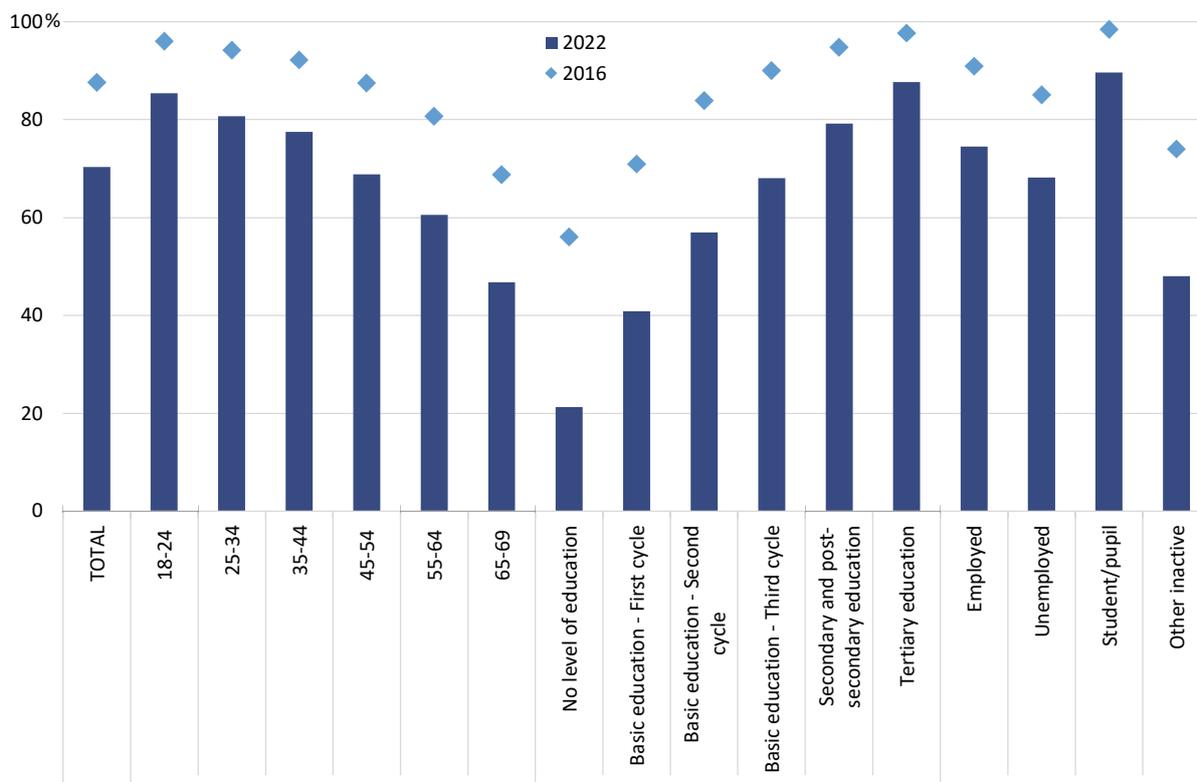
<sup>2</sup> Corresponds to a type of learning acquired outside the school context, through active and intentional self-learning in leisure time or in the workplace, with family, friends, or colleagues.

population, as well as those with higher education attainment levels, had the highest levels of participation in informal learning and which were higher than the national average.

The participation rate in informal learning for the population aged 18 to 24 was 85.4%, a proportion that decreases with age, but which still covered three fifths of the population aged 55 to 64 (60.5%) and almost half of the population aged 65 to 69 (46.8%). While the proportion in informal learning among the population with tertiary education was more than four-fifths (87.7%), the participation rate of those who hadn't completed any level of education was just over one-fifth (21.3%).

Students (89.6%) and the employed population (74.5%) recorded higher levels of participation in informal learning than the national average, with the participation rate of the unemployed population slightly below that threshold (68.2%). It should also be noted that almost half of the population in the other inactive category (48.0%) took part in informal learning activities, which contrasts with the low participation rate of this group in Lifelong Learning activities, formal education, and non-formal education.

**Figure 13. Proportion of the population aged 18 to 69 participating in informal learning activities (in the last 12 months) by sex, age group, highest level of education completed and activity status, 2016 and 2022**



Source: Statistics Portugal, Adult Education Survey.

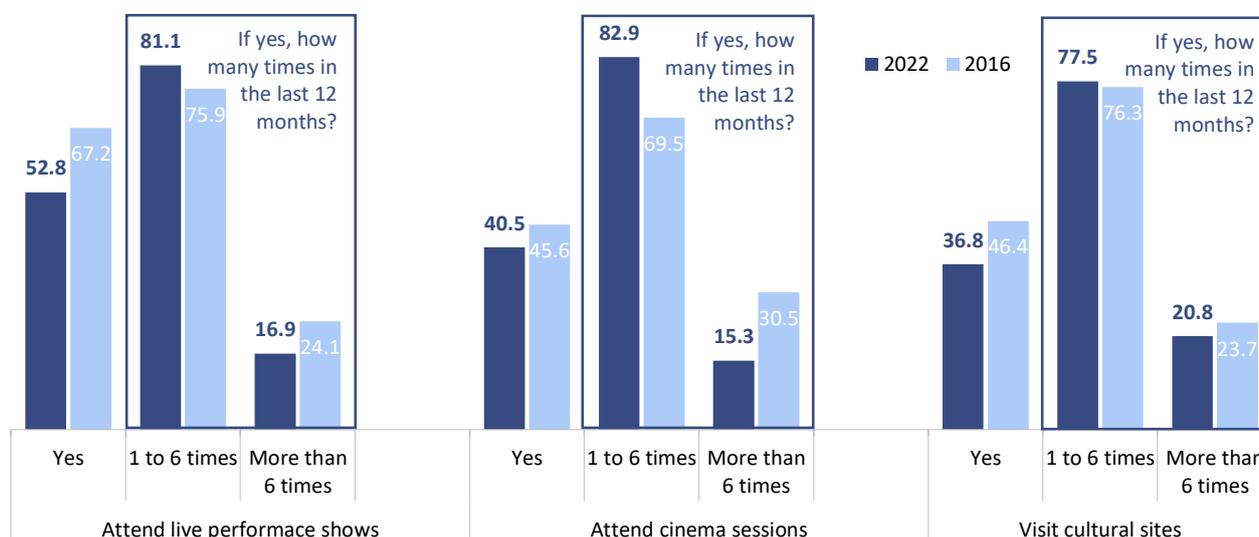
#### 4. Participation in cultural and social activities

In addition to participation in education, training and learning activities, the AES also covers the participation of the resident population aged 18 to 69 in cultural and social activities. Cultural and social participation is measured, like education and training activities, over the last 12 months prior to the interview.

The proportion of the population aged 18 to 69 who, in 2022, attended live performances, cinema sessions or visited cultural sites was 52.8%, 40.5% and 36.8% respectively. Compared to 2016, these figures represent decreases in participation in the cultural activities mentioned of 14.4 p.p., 5.1 p.p. and 9.6 p.p.

Among people who said they had taken part in cultural activities, there was also a decrease in attendance at all the above-mentioned cultural activities compared to 2016, which translates into a decrease in the proportion of people who said they had taken part in cultural activities more than six times, with an increase in the number of people who had taken part in the above-mentioned cultural activities up to six times. In 2022, the proportion of people aged 18 to 69 who attended live performances, cinema sessions or visited cultural sites up to six times in the last 12 months was 81.1%, 82.9% and 77.5%, respectively.

Figure 14. Proportion of the population aged 18 to 69 who, in the last 12 months, attended live public performances and cinema sessions and visited cultural sites according to frequency, 2016 and 2022

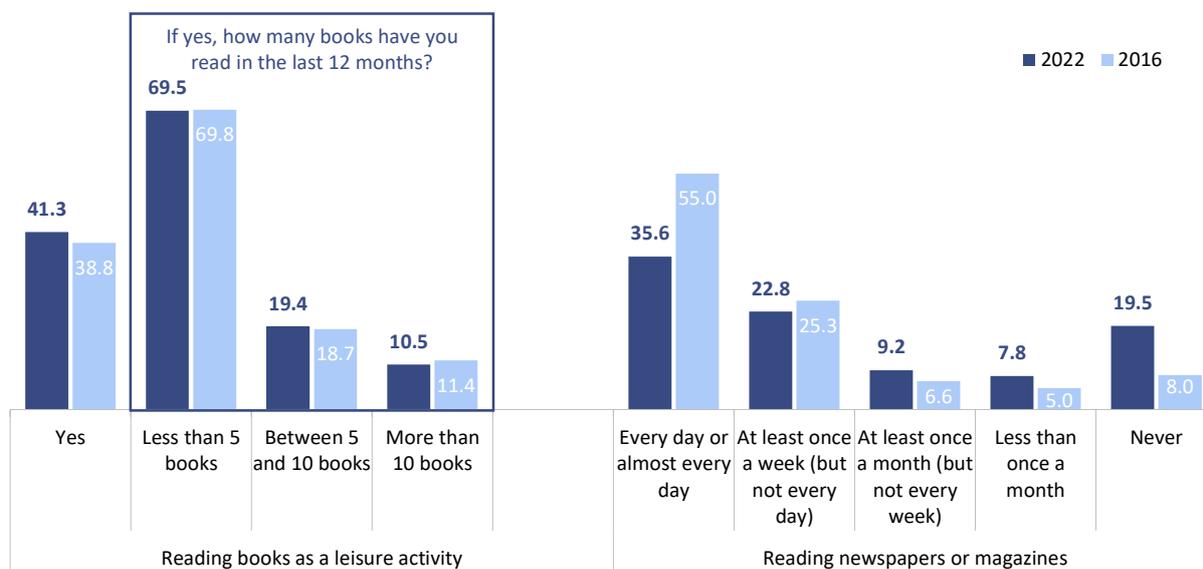


Source: Statistics Portugal, Adult Education Survey.

In 2022, 41.3% of the population aged 18 to 69 stated having read books as a leisure activity, 2.5 p.p. more than in 2016. Among the population who read books, more than two thirds read less than 5 books in the last 12 months (69.5%). It should be noted that the proportion of people who read between 5 and 10 books in 2022 (19.4%) increased by 0.7 p.p. compared to 2016.

Also compared to 2016, the frequency of reading newspapers or magazines decreased in the 'Every day or almost every day' (19.4 p.p.) and 'At least once a week' (2.5 p.p.) categories, while the proportion of people who did not read newspapers or magazines in the last 12 months increased by 11.5 p.p. In 2022, approximately one fifth of the population did not read newspapers or magazines in the last 12 months (19.5%). The proportion of the population aged 18 to 69 who in 2022 did not read newspapers or magazines 'Every day or almost every day' or 'At least once a week' was 35.6% and 22.8% respectively. The frequency of reading newspapers or magazines 'At least once a month' and 'Less than once a month' increased by 2.6 p.p. and 2.8 p.p. respectively compared to 2016, standing at 9.2% and 7.8% in 2022.

**Figure 15. Proportion of the population aged 18 to 69 who, in the last 12 months, read books as a leisure activity and newspapers or magazines according to frequency, 2016 and 2022**



Source: Statistics Portugal, Adult Education Survey.

Regarding the sociodemographic characterization of participants in cultural activities, it was generally people in the younger age groups and those with higher educational attainment level who participated the most (participation in cultural activities thus varies in inverse proportion to age and in direct proportion to educational attainment level). Exception made to reading newspapers and magazines, where it was people aged 35 to 44 who read the most (42.1%), followed by those aged 45 to 54 (39.4%) and 55 to 64 (36.1%).



The participation of women and men was similar in the case of live performances, cinema sessions and visits to cultural sites. However, when it comes to reading newspapers and magazines, there was a preponderance of male readers (41.1% of men vs. 30.3% of women) and when it comes to reading books, the opposite is true, i.e., women are the ones who read the most (50.2% of women vs. 31.9% of men).

The student population and the employed population participated more in these types of cultural activities, except in the case of reading newspapers and magazines, where the employed population and the unemployed population read this type of material the most.

Participation in cultural activities is directly related to participation in Lifelong Learning activities, i.e. the majority of people who took part in formal education or non-formal education activities also took part in cultural activities, which is especially noticeable in the case of attending live performances, cinema sessions and reading books – 65.3%, 55.9% and 53,4% of the population aged 18 to 69 who attended live public shows, cinema screenings or read books, respectively, also took part in Lifelong Learning activities.

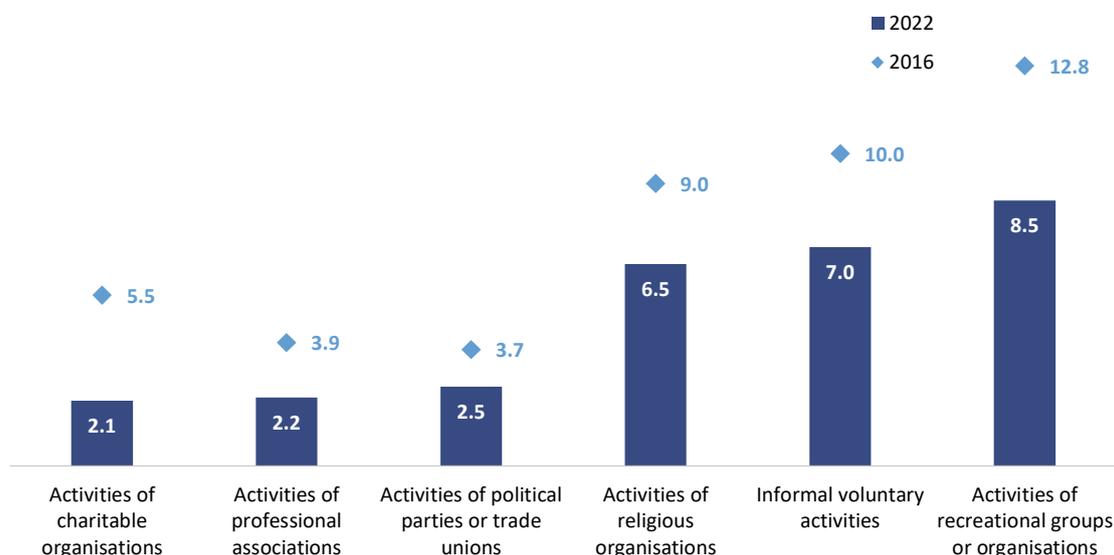
In 2022, participation in social activities decreased compared to 2016. In 2022, participation in activities in recreational groups or organisations had the highest participation rate (8.5%), followed by informal volunteering activities (7.0%) and activities in religious organisations (6.5%). Participation in the activities of political parties or trade unions stood at 2.5%, participation in the activities of professional associations at 2.2% and participation in the activities of charitable organisations at 2.1%. It should be emphasized that participation in social activities by the resident population aged 18 to 69 is relatively residual, never reaching 10% in 2022 for each of the activities considered.

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Figure 16. Proportion of the population aged 18 to 69 participating in social activities in the last 12 months, 2016 and 2022



Source: Statistics Portugal, Adult Education Survey.

## 5. Knowledge of foreign languages

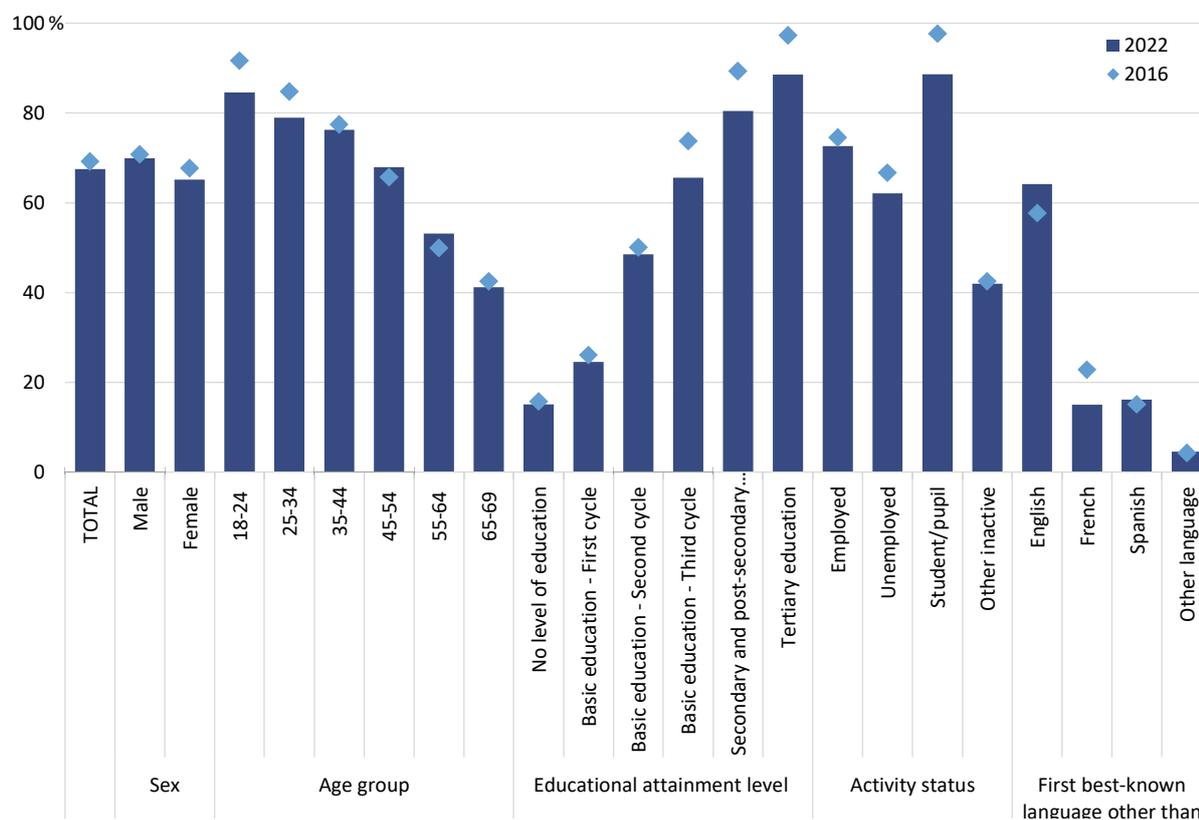
In 2022, 67.5% of the resident population aged 18 to 69 knew at least one language other than their mother tongue(s), which represents a decrease of 1.7 p.p. compared to the figure recorded in the 2016 edition of the AES (69.2%).

Among those who knew a language other than their mother tongue, 64.2% said that the first language they knew best was English, followed by Spanish (16.2%) and French (15.1%). Regarding the level of knowledge of the first best-known language, 30.0% of people stated they could understand and communicate reasonably and produce simple texts, 26.6% said they could only understand and use a few words and phrases and 24.6% said they could master the language perfectly (orally and in writing).

Knowledge of foreign languages was higher for the younger population (84.5% of the population aged 18 to 24) and with higher educational attainment level (88.5% for the population with tertiary education), decreasing consistently with age and increasing with the educational attainment level. Knowledge of foreign languages was higher among men than women – 69.9% of men and 65.2% of women knew a language other than their mother tongue.

In 2022, the proportion of the active population who knew a language other than their mother tongue was 71.4%, falling to 56.2% for the inactive population. Considering the active population, knowledge of foreign languages of the employed stood at 72.6% and at 62.1% for the unemployed. Among the inactive population, it was mainly students who had the highest knowledge of foreign languages (88.6%).

Figure 17. Proportion of the population aged 18 to 69 who know other than their native language by sex, age group, highest level of education completed, activity status and first foreign language, 2016 and 2022



Source: Statistics Portugal, Adult Education Survey.



## TECHNICAL NOTE

The Adult Education Survey (AES) is a survey carried out by Statistics Portugal and in accordance with Eurostat's methodological recommendations, following the discussion within the European Statistical System in which Statistics Portugal participates. Its main objective is to analyze the participation of the adult population (here considered to be aged 18 to 69) in education, training and learning activities. Participation in any type of learning activity is considered, including formal and non-formal education activities, as well as informal learning activities, in the 12 months prior to the interview.

The AES is a sample survey, whose information was collected directly from the observation units - individuals - using a mixed data collection method that combined web (CAWI) and telephone interview (CATI). Data collection took place between September 2022 and February 2023.

The AES 2022 is the fourth edition of this statistical operation, following those carried out in 2007, 2011 and 2016. The 2022 statistical operation surveyed the resident population aged 18 to 69 living in household dwellings of usual residence.

The geographical scope of the survey refers to the seven NUTS 2 regions (NUTS 2013).

The sample was sized at national level. The estimates were obtained from a sample of 19,658 household units, which corresponded to 14,064 people aged 18 to 69 who completed the interview.

For more detailed information on the methodology followed, please see the AES 2022 [methodological document](#) (only in Portuguese) available at Statistics Portugal website.

## MAIN CONCEPTS

**Lifelong Learning:** intentional learning developed throughout life, in formal, non-formal or informal contexts, within the framework of a personal, civic, social and/or professional perspective.

**Note:** the concept of Lifelong Learning (LLL) used in the analysis carried out in this press release only encompasses participation in formal education or non-formal education.

**Formal education:** intentional, institutionalized, and planned education that materializes in education and training offers, confers an academic certification or a dual certification (academic and professional), comprises a hierarchical succession of education levels, and is provided by public or private entities recognized by the competent national authorities in matters of education and training.

**Non-formal education:** intentional, institutionalized, and planned education that adds and/or complements formal education in the context of lifelong learning process and assigns a certificate of attendance, but not a level of education.

**Informal learning:** intentional learning whose organization, methodology and duration of the activities carried out is of individual responsibility, configuring a self-learning process that does not involve teachers, trainers, educational establishments, or other institutions.