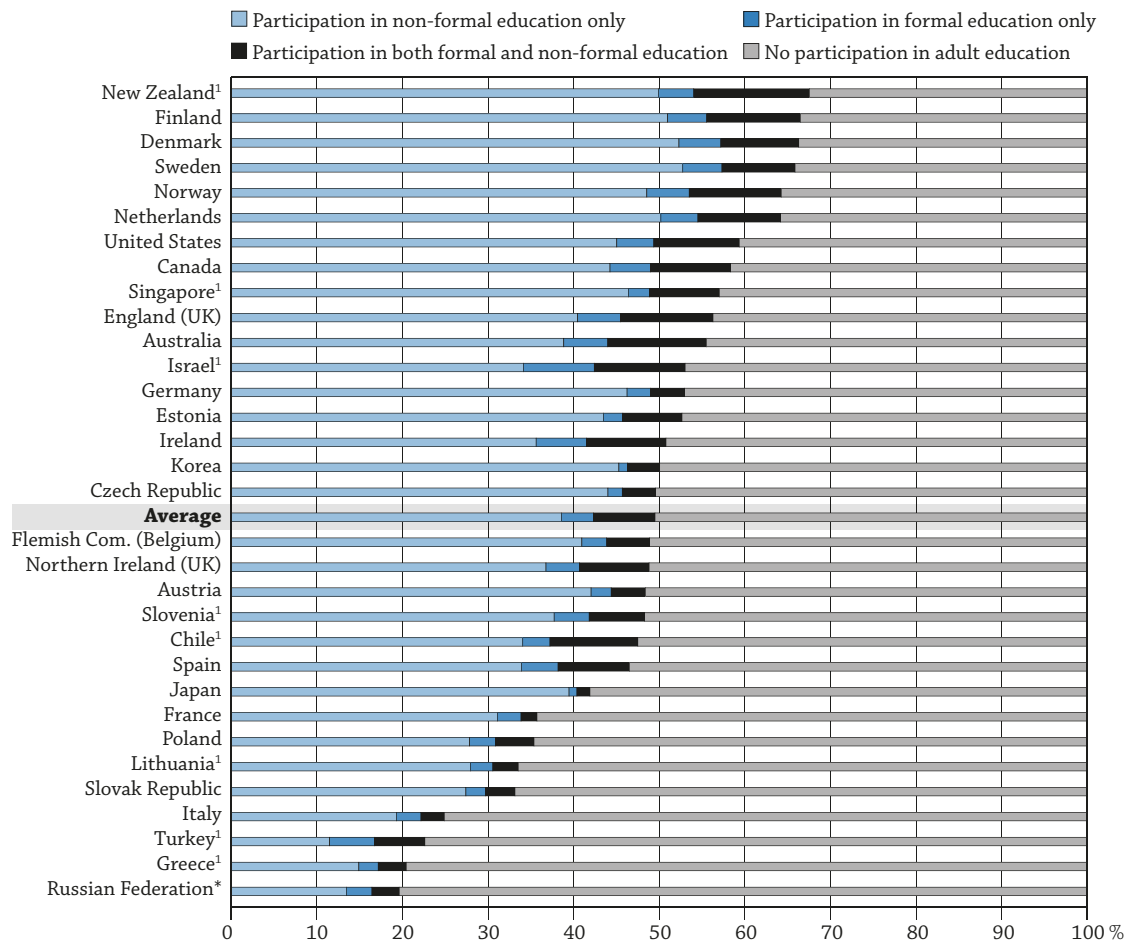


HOW MANY ADULTS PARTICIPATE IN EDUCATION AND LEARNING?

- Across OECD countries and economies that participated in the Survey of Adult Skills (PIAAC), about half of adults (25-64 year-olds) participate in adult education and most of them opt for non-formal education.
- On average across OECD countries and economies, 35-64 year-olds who live in households with young children are more likely to participate in adult education than those who do not. Among younger adults (25-34 years of age) the pattern reverses: 51% of those living with young children participate compared to 67% of those who do not.
- In the majority of OECD countries and economies, adults who volunteer at least once a month participate more in formal and/or non-formal education than adults who do not volunteer. In countries with a low overall participation rate in adult education, volunteers tend to participate more than non-volunteers, while this is less evident in countries with a high overall participation rate.

Figure C6.1. Adults' participation in formal and/or non-formal education, by type (2012 or 2015)

Survey of Adult Skills (PIAAC), 25-64 year-olds



1. Reference year is 2015; for all other countries and economies the reference year is 2012.

* See note on data for the Russian Federation in the *Source* section.

Countries and economies are ranked in descending order of the share of the population participating in formal and/or non-formal education.

Source: OECD (2017), Table C6.1a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558515>

■ Context

Adult learning can play an important role in helping adults to develop and maintain key information-processing skills, and acquire other knowledge and skills, throughout their lives. It is crucial to provide, and ensure access to, organised learning opportunities for adults beyond initial formal education, especially for workers who need to adapt to changes throughout their careers (OECD, 2013).

Lifelong learning can also contribute to non-economic goals, such as personal fulfilment, improved health, civic participation and social inclusion. Social integration requires individuals to have the basic skills and knowledge needed to exercise their rights and responsibilities as citizens, and to enjoy the benefits of community life. The large variation in adult learning activities and participation among OECD countries at similar levels of economic development, however, suggests that there are significant differences in learning cultures, learning opportunities at work, and adult-education systems (Borkowsky, 2013).

■ Other findings

- On average across OECD countries and economies, 24% of adults wanted to participate in learning activities in the 12 months preceding the survey in which they had not yet enrolled. Among these potential participants, the most common reason for not enrolling was that they were too busy at work (29%). Cost (too expensive) and family responsibilities were the next most common reasons, both cited by 15% of potential participants.
- Social participation in the form of volunteering at least once a month is associated with a higher participation in adult education among inactive, older or low-educated adults – a group which generally has low participation rates.

Analysis

Participation in adult education and barriers to participation

Adults in countries and economies that participated in the Survey of Adult Skills (PIAAC) (see *Source* section) differ in the extent to which they take part in the formal education system to meet their education and training needs. On average during the 12 months preceding the survey, 11% of adults (25-64 year-olds) had participated in formal education. These proportions range from 2% in Japan to 19% in Israel. In Australia, England (United Kingdom), Finland, Ireland, Israel, New Zealand and Norway, the share is above 15%, but it is 5% or less in France, Japan and Korea. These results may be affected by the fact that students may still be in tertiary education even when they are 25 years old or older (Table C6.1a).

In general, countries with high rates of adult participation in formal education also tend to have high rates of adult participation in non-formal education (see *Definitions* section). On average across OECD countries and economies, about two out of three adult participants in formal education also participate in non-formal education, an indication that these adults take advantage of a variety of learning opportunities (Table C6.1a).

As part of the survey, adults were asked whether they had wanted to participate in formal or non-formal learning activities during the previous 12 months but had not enrolled. All adults were asked this question, regardless of whether or not they had participated in adult education in the previous 12 months. On average across OECD countries and economies, 24% of adults were interested in participating (more – i.e. either they did not participate but wished to participate or they participated and wanted to participate in more adult learning) but were not able to do so. In countries where participation in adult learning is high, adults tend to indicate more often that they had wished to participate (more) but had not been able to do so. In these countries the system for adult learning already performs well, which encourages people to want to participate more. Conversely, in countries where few adults participate in formal and/or non-formal education, fewer respondents expressed a wish to do so. In New Zealand and the United States, more than 35% of adults would like to participate in (more) formal or non-formal learning activities. In Greece, Poland, the Russian Federation, the Slovak Republic and Turkey, fewer than 15% of adults stated wanting to participate (more) in adult education (Table C6.1b).

On average across OECD countries and economies, 17% of adults who had participated in formal or non-formal learning activities during the 12 months prior to the survey were also interested in participating further. Only a small minority (7%) of adults had been interested in participating but did not do so during the previous 12 months, and could thus be considered as potential new participants. In Chile, Estonia, Ireland, Korea and Spain at least 10% of adults can be considered potential new participants, while in Poland, the Slovak Republic and Turkey the percentage is below 4% (Table C6.1b).

Adults who wanted to take up a learning activity were asked to state why they did not enrol. For their answer they could choose from seven options and the category “other”. Figure C6.2 shows that on average across OECD countries and economies, the most common reason (cited by 29% of respondents) was that they were too busy at work. A further 15% of respondents never started the activity because of childcare or family responsibilities. Thus, for 44% of respondents, the burden of work or family seemed to leave no time for learning activities (Figure C6.2).

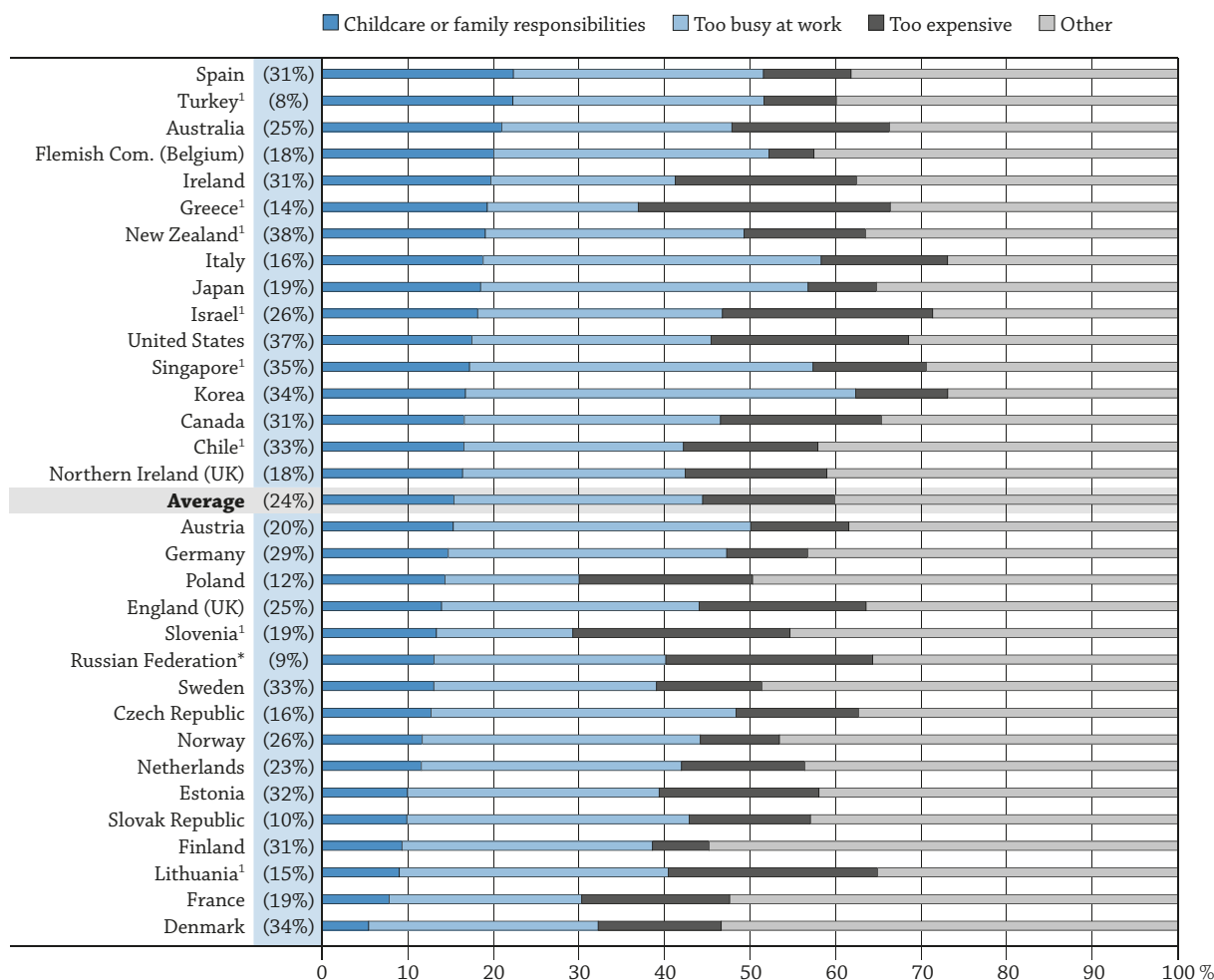
Factors related to how the learning activities were organised prevented a total of 30% of the respondents from participating: for example, the time or place for the delivery of the course was inconvenient (12%), the education or training was too expensive (15%), or they lacked the prerequisites (3%). Some 7% of respondents cited lack of support by their employer, while for 4% something unexpected had come up that prevented them from enrolling (Figure C6.2 and Table C6.1b).

Childcare and family responsibilities were cited as the reason for not taking up a desired learning activity by at least 20% of those not participating in a desired learning activity in Australia, the Flemish Community of Belgium, Spain and Turkey. In Denmark, Estonia, Finland, France, Lithuania and the Slovak Republic on the other hand, such responsibilities were blamed by at most 10% of the relevant population (Figure C6.2).

The links between participation in adult education and having young children in the household

This indicator looks for the first time at the links between participation in adult education and having young children in the household. It complements the analyses on adult education published in earlier editions *Education at a Glance* (OECD, 2014; 2015; and 2016a). Previous editions have shown that adults with high levels of education, with high literacy and numeracy skills, and those in skilled occupations participate more in adult education than those with low levels of education, low literacy and numeracy skills, and those in elementary occupations. Having young children in the household represents important responsibilities and it is therefore interesting to see whether this status is associated with greater participation in adult education or less – because they may lack the time.

Figure C6.2. Barriers to participating in formal and/or non-formal education (2012 or 2015)
Survey of Adult Skills (PIAAC), 25-64 year-olds



Note: Percentage in parentheses represents the share of 25-64 year-olds who wanted to take part in (more) learning activities but did not start.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

* See note on data for the Russian Federation in the Source section.

Countries and economies are ranked in descending order of the share of adults citing childcare or family responsibilities as a reason for not taking part in learning activities.

Source: OECD (2017), Table C6.1b. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558534>

On average across OECD countries and economies, younger adults (25-34 year-olds) living with young children (under 13) are less likely to participate in formal and/or non-formal education (51%) than those of the same age without children (67%). However, for 35-44 and 45-54 year-olds, the relationship reverses: those living with young children are slightly more likely to participate than those who are not. The age of the children may have an impact on participation in formal and/or non-formal education: younger parents (25-34 year-olds) probably have younger children than older parents (Tables C6.2a and b).

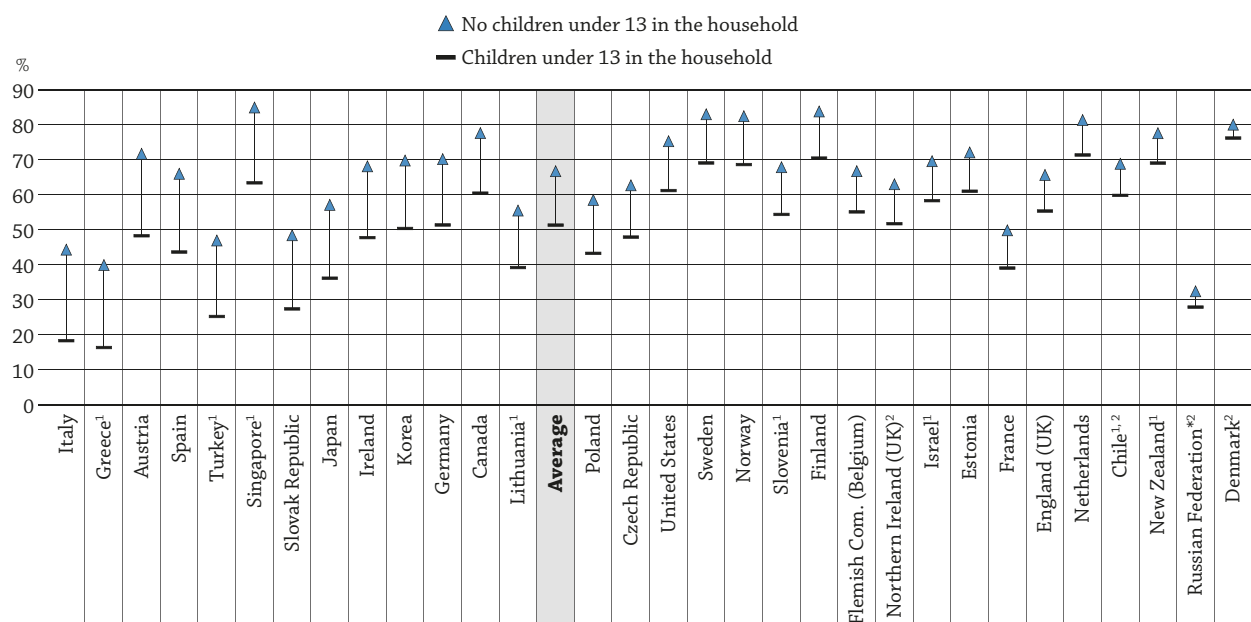
Participation in formal and/or non-formal education by 35-44 year-olds is 55% for those living with children and 52% for those who are not. For 45-54 year-olds, the respective rates are 52% versus 48%. In most countries, the sample of older adults (55-64 years of age) living with young children is too small to show results (Table C6.2 b).

Figure C6.3 shows that in all countries and economies that participated in the Survey of Adult Skills (PIAAC), the presence of young children has a negative effect on the adult learning participation rate for 25-34 year-olds. Chile, Denmark, England (United Kingdom) the Netherlands, New Zealand and the Russian Federation have the smallest

difference in participation rates between those with and without young children (10 percentage points or less), and in Chile, Denmark, Northern Ireland (United Kingdom) and the Russian Federation the difference is not statistically significant. The highest differences (20 percentage points or more) are found in Austria, Greece, Ireland, Italy, Japan, Singapore, the Slovak Republic, Spain and Turkey. In countries with higher participation rates the difference tends to be smaller (Figure C6.3 and Tables C6.1a and C6.2b).

Figure C6.3. Participation in formal and/or non-formal education among young adults with or without young children in the household (2012 or 2015)

Survey of Adult Skills (PIAAC), 25-34 year-olds



1. Reference year is 2015; for all other countries and economies the reference year is 2012.

2. The difference between groups is not statistically significant at 5%.

* See note on data for the Russian Federation in the *Source* section.

Countries and economies are ranked in descending order of the gap in participation in formal and/or non-formal education between those who have young children in the household and those who do not.

Source: OECD (2017), Table C6.2a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558553>

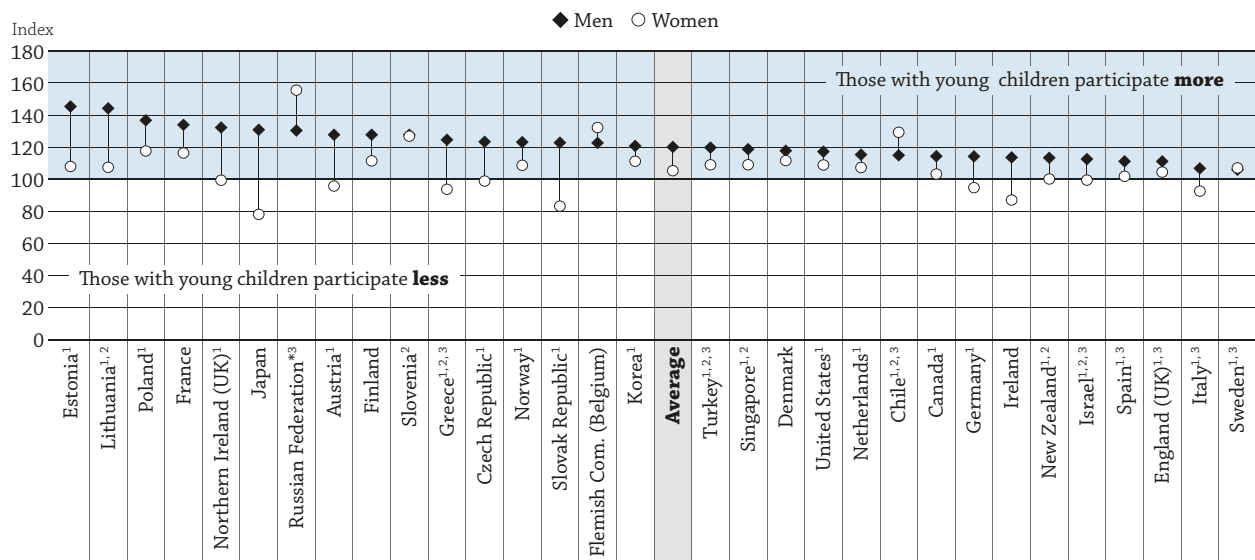
Across the 25-64 year-old age group, both men and women who live with young children in the household participate more in formal and/or non-formal learning than those who do not. However, the effect is stronger for men – 57% for those with children and 47% for those without. The respective participation rates for women are 50% versus 47% (Table C6.2b).

Figure C6.4 shows that in all countries and economies that participated in the Survey of Adult Skills (PIAAC), men with young children in the household participate more in formal and/or non-formal learning than those who do not live with young children (index above 100). The difference is statistically significant in all countries and economies with data, except for Chile, England (United Kingdom), Greece, Israel, Italy, the Russian Federation, Spain, Sweden and Turkey. In contrast, for women, the difference in the participation rates between those living with young children and those not living with young children is statistically significant in only 8 out of the 32 countries and economies: Denmark, Finland, the Flemish Community of Belgium, France, Ireland, Japan, the Russian Federation and Slovenia (Figure C6.4 and Table C6.2b).

In Estonia, France, Japan, Lithuania, Northern Ireland (United Kingdom) and Poland, men with young children in the household are especially likely to participate in adult education (index above 130). For women, the index of relative participation in favour of those living with young children is highest in the Flemish Community of Belgium and the Russian Federation (index above 130) and in these economies the index for women is higher than for men.

Figure C6.4. Young children in the household and relative participation in formal and/or non-formal education, by gender (2012 or 2015)

Survey of Adult Skills (PIAAC), relative participation for 25-64 year-olds who have young children in the household compared to those who do not; no young children in the household = 100



1. The difference in participation in formal and/or non-formal education between women with and women without young children in the household is not statistically significant at 5%.

2. Reference year is 2015; for all other countries and economies the reference year is 2012.

3. The difference in participation in formal and/or non-formal education between men with and men without young children in the household is not statistically significant at 5%.

* See note on data for the Russian Federation in the *Source* section.

Countries and economies are ranked in descending order of the relative participation of men with young children in the household.

Source: OECD (2017), Table C6.2b. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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The lowest index value is found in Japan, indicating that women who are living with young children participate less than women who are not living with young children (Figure C6.4 and Table C6.2b).

Volunteering and participation in adult education

The previous section has shown that for certain age groups, having young children in the household does not discourage people from participating in adult education – in fact it is associated with greater participation. The relationship between greater responsibilities and participation in adult education can also be measured through social participation. This can evaluate if adults who engage more in social activities such as volunteering are also more likely to engage in adult education.

The Survey of Adult Skills (PIAAC) background questionnaire measures social participation through a question on voluntary work for non-profit organisations. On average across OECD countries and economies, one-third of the population report doing such voluntary work at least once a month, while two-thirds do not (see Indicator A8 in *Education at a Glance 2014*; OECD, 2014). Among adults who volunteer at least once a month, 62% participate in formal and/or non-formal education, compared to 47% of non-volunteers (index of 131) (Table C6.3b).

The difference in participation in formal and/or non-formal education between adults who volunteer and adults who do not is largest in Greece, Poland, the Russian Federation and Turkey (index of 180 or above) and lowest in Denmark, Finland, the Netherlands and New Zealand (index below 115). In countries with a low overall participation rate in formal and/or non-formal education, volunteers tend to participate more than non-volunteers, while this is less evident in countries with a high overall participation rate (Tables C6.1a and C6.3b).

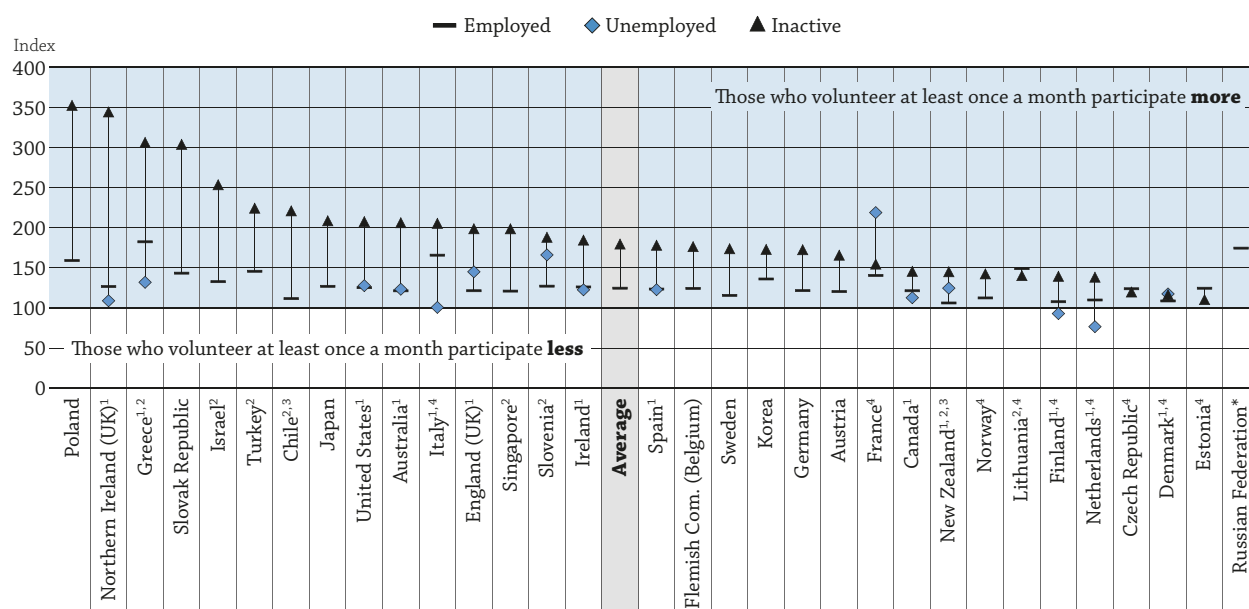
Social participation in the form of volunteering at least once a month is associated with higher participation in adult learning for each labour-force category. On average across OECD countries and economies, employed adults who volunteer have a participation rate of 69%, whereas employed non-volunteers have a participation rate of 56%.

For inactive adults the rates are 35% and 19%. Employed volunteers are thus 1.2 times more likely to participate in formal and/or non-formal education than employed non-volunteers. Among inactive adults, volunteers are 1.8 times more likely to participate than the non-volunteers. Higher participation rates for employed or inactive volunteers can be found in all countries with a few exceptions that are not statistically significant. For unemployed adults, although we generally see the same trend at the country level, there are too few observations to reliably estimate an average for OECD countries and economies (Figure C6.5 and Table C6.3a).

Among the employed in Greece, Italy, Poland and the Russian Federation, volunteers have especially high participation rates in adult education compared to non-volunteers (index above 150), whereas the relative participation index is lowest in Chile, Denmark, Finland, the Netherlands, New Zealand, Norway and Sweden (index below 120). This latter group of countries – with the exception of Chile – are among those with the highest overall participation rates in adult education. Among inactive adults, volunteers are three times more likely to participate in adult education than non-volunteers in Greece, Northern Ireland (United Kingdom), Poland and the Slovak Republic (index above 300) (Figure C6.5 and Table C6.3a).

Figure C6.5. Volunteering and relative participation in formal and/or non-formal education, by labour-force status (2012 or 2015)

Survey of Adult Skills (PIAAC), relative participation for 25-64 year-olds who volunteer at least once a month compared to those who do not; not volunteering at least once a month = 100



Note: Values are missing for some countries and economies because there are too few observations to provide a reliable estimate.

1. The difference in participation in formal and/or non-formal education between unemployed 25-64 year-olds who volunteer and do not volunteer is not statistically significant at 5%.

2. Reference year is 2015; for all other countries and economies the reference year is 2012.

3. The difference in participation in formal and/or non-formal education between employed 25-64 year-olds who volunteer and do not volunteer is not statistically significant at 5%.

4. The difference in participation in formal and/or non-formal education between inactive 25-64 year-olds who volunteer and do not volunteer is not statistically significant at 5%.

* See note on data for the Russian Federation in the *Source* section.

Countries and economies are ranked in descending order of the relative participation of inactive adults who volunteer at least once a month.

Source: OECD (2017), Table C6.3a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

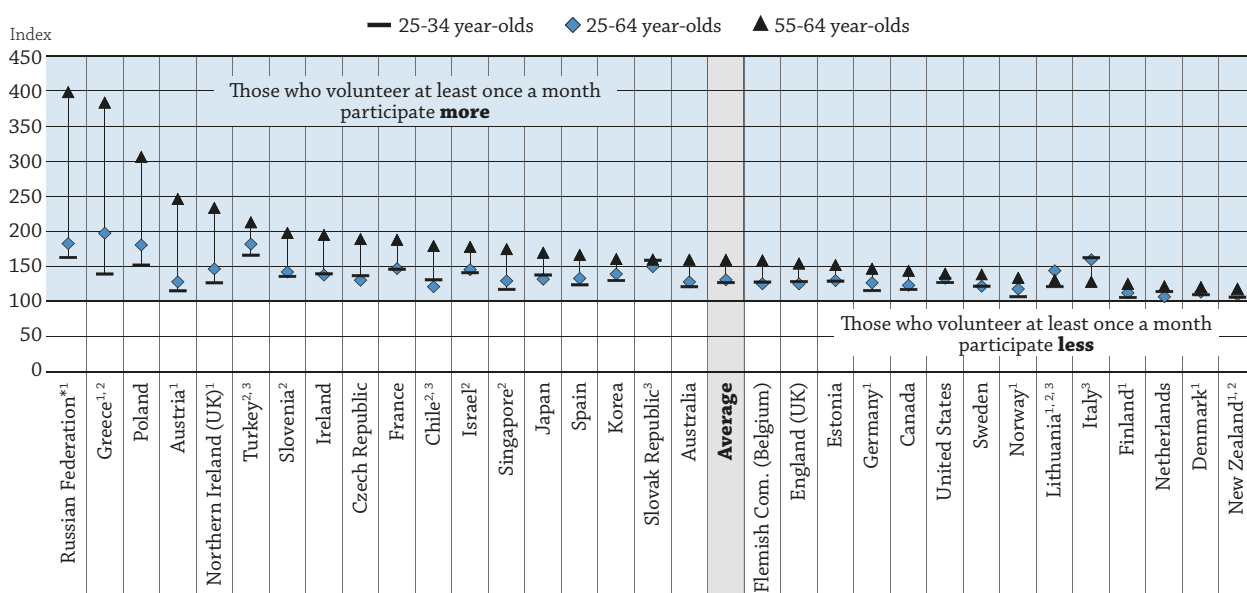
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Volunteers of all ages are more likely to participate in adult education than non-volunteers. This is particularly valid for older adults (55-64 year-olds): on average across OECD countries and economies older adult volunteers participate 1.6 times more often in formal and/or non-formal education than do non-volunteers (47% and 30%, respectively). Younger adults (25-34 year-olds) who volunteer participate 1.3 times more than those who do not

volunteer (74% and 58%, respectively). This pattern occurs in all age groups in all countries, with a few exceptions where differences are not statistically significant. In Austria, Greece, Northern Ireland (United Kingdom), Poland, the Russian Federation and Turkey, the older adult volunteers have an adult education participation of more than double that of non-volunteers of the same age group (index above 200). In Denmark, Finland, the Netherlands and New Zealand the index of relative participation of 55-64 year-old volunteers is lowest (index of 125 or below) (Figure C6.6 and Table C6.3b).

Figure C6.6. Volunteering and relative participation in formal and/or non-formal education, by age group (2012 and 2015)

Survey of Adult Skills (PIAAC), relative participation for 25-64 year-olds who volunteer at least once a month compared to those who do not; not volunteering at least once a month = 100



1. The difference in participation in formal and/or non-formal education between 25-34 year-olds who volunteer and do not volunteer is not statistically significant at 5%.

2. Reference year is 2015; for all other countries and economies the reference year is 2012.

3. The difference in participation in formal and/or non-formal education between 55-64 year-olds who volunteer and do not volunteer is not statistically significant at 5%.

* See note on data for the Russian Federation in the *Source* section.

Countries and economies are ranked in descending order of the relative participation of 55-64 year-olds who volunteer at least once a month.

Source: OECD (2017), Table C6.3b. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Social participation reduces the difference in participation in adult education between educational levels, but does not eliminate it. On average across OECD countries and economies, for each level of educational attainment, adults who do voluntary work are more likely to participate in formal and/or non-formal education than those who do not volunteer: 38% of the volunteers with below upper secondary education participate in adult education compared to 24% of the non-volunteers. The rates for adults with upper secondary or post-secondary non-tertiary education are 56% for volunteers and 44% for non-volunteers; and 76% for volunteers versus 68% for non-volunteers with tertiary education (Table C6.3c, available on line).

Adults in Israel, Japan, Korea and Northern Ireland (United Kingdom) with below upper secondary education, who volunteer, are especially more likely to participate than non-volunteers (index above 200). The difference is smaller in Austria, Canada, Germany, the Netherlands and New Zealand (index below 130) (Table C6.3c, available on line).

For adults in Greece, Israel, Korea and Poland with upper secondary or post-secondary non-tertiary education as their highest level of educational attainment, volunteers are especially more likely to participate in adult education (index above 150). The effect is small in Chile, Denmark, the Netherlands, New Zealand, Norway and Spain (index below 110) (Table C6.3c, available on line).

For adults with tertiary education, the difference between volunteers and non-volunteers tends to be smaller. However, social participation enhances participation in adult education in particular in Greece, the Slovak Republic, Turkey and the Russian Federation (index above 120), while the effect is small in Chile, Finland, the Netherlands, New Zealand and Singapore (index below 105) (Table C6.3c, available on line).

C6

It is also interesting to analyse the relationship between social participation and participation in adult education and gender. Results show that both men and women volunteers benefit from the positive relationship between social participation and participation in adult education. On average across OECD countries and economies, 63% of male volunteers versus 48% of male non-volunteers participate in formal and/or non-formal education, while among women the rates are 61% for volunteers and 46% for non-volunteers (Table C6.d, available on line).

Finally, when including the presence of young children in the household in the volunteering analysis, results show an even stronger link with participation in adult education compared to when only one of the two elements is analysed. On average across OECD countries and economies, adults who live with children under 13 and who volunteer at least once a month have a participation rate of 66%, whereas adults who lack both elements have a participation rate of 45% (Table C6.3e, available on line).

Box C6.1 Massive open online courses

Massive open online courses (MOOCs) have become the most visible form of open learning in higher education. Some higher educational institutions and other organisations have made some courses available on line to anyone interested in taking them. Sometimes courses are produced with significant resources, and some courses are taught or designed by the most prestigious researchers or faculty in the world. Compared to the radio or TV broadcasting of university courses that took place in the past, some tutoring can be provided, teaching materials are more easily accessible, and learners can test themselves with quizzes and exams. While certificates of course completion are sometimes awarded, MOOCs remain largely a non-degree-granting activity. MOOCs are generally free of charge, unless the learners want to get some kind of certification of the knowledge and competence they have acquired.

Since the emergence of MOOCs in 2012, the number of registered MOOC users has significantly increased – to 35 million students in 2015, up from an estimated 16-18 million in 2014 (Shah, 2015). In early 2016, 4 200 MOOCs were available (Music, 2016). The large number of sign-ups, however, needs to be interpreted cautiously. Registration is necessary to view the course content, but many users sign up and dropout without engaging much with the course content. For example, the MOOC provider edX reports that 47% of registered users never engaged with the content in 2013-14 (Ho et al., 2015).

In principle, MOOCs make the most recent knowledge available to anyone, wherever they are in the world. In practice, they tend to cater to more educated and affluent students. At least 60% of MOOC students have completed at least a bachelor's degree (Ho et al., 2015). Existing studies also show that MOOC students tend to live in affluent areas; this applies especially for MOOC students who earn a certificate and who live in emerging economies. In Brazil, China, India, the Russian Federation and South Africa, 80% of MOOC students come from the wealthiest and most well-educated 6% of the population (Emanuel, 2013). Most MOOC students are around 30 years old – older than the average higher education student (see Indicator C3), but still young. However, the number of students aged 30 or older enrolled in HarvardX and MITx massive open online courses rose from 40% to 47% between 2012 and 2014 (Ho et al., 2015). Thus, MOOCs may increasingly be utilised by older people keen to pursue continuous education opportunities.

Unlike formal open and distance learning, MOOCs do not usually contribute to the awarding of degrees. However, they are sometimes used as a complement to formal higher education. Some institutions are trying to integrate or recognise certified completion of specific MOOCs in their admission process or in students' study path (Vincent-Lancrin, 2016). The emergence of MOOCs is thus opening up new avenues for the design and delivery of new higher education programmes. While MOOCs in their current format and use have not represented a revolution in the higher education market, they are a new resource that makes higher education learning more accessible to anyone and can open new ways of studying for both traditional students and lifelong learners (Vincent-Lancrin, 2016).

Definitions

Age groups: **Adults** refer to 25-64 year-olds; **younger adults** refer to 25-34 year-olds; **older adults** refer to 55-64 year-olds.

Education and training: **Formal education** is planned education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous “ladder” of full-time education for children and young people. The providers may be public or private. **Non-formal** education is sustained educational activity that does not correspond exactly to the definition of formal education. Non-formal education may take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover education programmes in adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. The Survey of Adult Skills (PIAAC) uses a list of possible non-formal education activities – including open or distance-learning courses, private lessons, organised sessions for on-the-job training, and workshops or seminars – to prompt respondents to list all of their learning activities during the previous 12 months. Some of these learning activities might be of short duration.

Levels of education: **Below upper secondary** corresponds to ISCED-97 levels 0, 1, 2 and 3C short programmes; **upper secondary or post-secondary non-tertiary** corresponds to ISCED-97 levels 3A, 3B, 3C long programmes, and level 4; and **tertiary** corresponds to ISCED-97 levels 5A, 5B and 6.

Relative participation in adult education (index): The index of relative participation shows how much more likely group A is to participate in formal and/or non-formal education than group B. It is calculated as:

$$\text{relative participation} = 100 * \frac{\text{participation rate A}}{\text{participation rate B}}$$

Social participation or volunteering: **Volunteers** refers to adults who volunteer for a non-profit organisation at least once a month. **Non-volunteers** refer to adults who never volunteer for a non-profit organisation or do so less than once a month.

Young children in the household refer to adults who have at least one child under age 13 (12 years old or younger) living in the household.

Methodology

The observations based on a numerator with less than 3 observations or a denominator with less than 30 observations have been replaced by “c” in the tables.

Please see Annex 3 for country-specific notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Source

All data are based on the OECD Programme for the International Assessment of Adult Competencies (the Survey of Adult Skills [PIAAC]).

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

The sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in the Russian Federation but rather the population of the Russian Federation excluding the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills*, Second Edition (OECD, 2016b).

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Indicator C6 Tables


StatLink  <http://dx.doi.org/10.1787/888933561422>

Table C6.1a Participation in formal and/or non-formal education (2012 or 2015)

Table C6.1b Willingness to participate in formal and/or non-formal education and barriers to participation (2012 or 2015)

Table C6.2a Participation in formal and/or non-formal education, by age group and whether there are young children in the household (2012 or 2015)

Table C6.2b Participation in formal and/or non-formal education, by gender and whether there are young children in the household (2012 or 2015)

WEB Table C6.2c Participation in formal and/or non-formal education, by educational attainment and whether there are young children in the household (2012 or 2015)

WEB Table C6.2d Participation in formal and/or non-formal education, by labour-force status and whether there are young children in the household (2012 or 2015)

Table C6.3a Participation in formal and/or non-formal education, by labour-force status and participation in volunteering activities (2012 or 2015)

Table C6.3b Participation in formal and/or non-formal education, by age group and participation in volunteering activities (2012 or 2015)

WEB Table C6.3c Participation in formal and/or non-formal education, by educational attainment and participation in volunteering activities (2012 or 2015)

WEB Table C6.3d Participation in formal and/or non-formal education, by gender and participation in volunteering activities (2012 or 2015)

WEB Table C6.3e Participation in formal and/or non-formal education, by whether there are young children in the household and participation in volunteering activities (2012 or 2015)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. Data can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

Table C6.1a. **Participation in formal and/or non-formal education (2012 or 2015)**

Survey of Adult Skills (PIAAC), 25-64 year-olds

	Participation in formal education only		Participation in non-formal education only		Participation in both formal and non-formal education		No participation		Total
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD Countries									
Australia	5	(0.4)	39	(0.8)	12	(0.5)	44	(0.7)	100
Austria	2	(0.2)	42	(0.7)	4	(0.3)	52	(0.7)	100
Canada	5	(0.3)	44	(0.6)	9	(0.4)	42	(0.6)	100
Chile ¹	3	(0.4)	34	(1.2)	10	(1.2)	53	(1.9)	100
Czech Republic	2	(0.3)	44	(1.2)	4	(0.4)	50	(1.2)	100
Denmark	5	(0.3)	52	(0.6)	9	(0.4)	34	(0.6)	100
Estonia	2	(0.2)	44	(0.7)	7	(0.3)	47	(0.7)	100
Finland	5	(0.3)	51	(0.7)	11	(0.4)	34	(0.7)	100
France	3	(0.2)	31	(0.6)	2	(0.2)	64	(0.6)	100
Germany	3	(0.3)	46	(1.1)	4	(0.3)	47	(1.0)	100
Greece ¹	2	(0.3)	15	(0.7)	3	(0.3)	80	(0.8)	100
Ireland	6	(0.4)	36	(0.8)	9	(0.4)	49	(0.7)	100
Israel ¹	8	(0.4)	34	(0.8)	11	(0.5)	47	(0.8)	100
Italy	3	(0.3)	19	(0.8)	3	(0.3)	75	(1.0)	100
Japan	1	(0.2)	39	(0.8)	2	(0.2)	58	(0.8)	100
Korea	1	(0.1)	45	(0.8)	4	(0.3)	50	(0.8)	100
Netherlands	4	(0.4)	50	(0.7)	10	(0.5)	36	(0.6)	100
New Zealand ¹	4	(0.3)	50	(0.9)	14	(0.6)	32	(0.8)	100
Norway	5	(0.3)	49	(0.7)	11	(0.5)	36	(0.7)	100
Poland	3	(0.3)	28	(0.7)	4	(0.3)	65	(0.8)	100
Slovak Republic	2	(0.2)	27	(0.8)	3	(0.3)	67	(0.8)	100
Slovenia ¹	4	(0.3)	38	(0.8)	6	(0.4)	52	(0.8)	100
Spain	4	(0.3)	34	(0.7)	8	(0.4)	53	(0.7)	100
Sweden	5	(0.4)	53	(0.8)	9	(0.4)	34	(0.8)	100
Turkey ¹	5	(0.4)	12	(0.5)	6	(0.5)	77	(0.8)	100
United States	4	(0.4)	45	(1.1)	10	(0.5)	41	(1.1)	100
Economies									
Flemish Com. (Belgium)	3	(0.2)	41	(0.8)	5	(0.4)	51	(0.8)	100
England (UK)	5	(0.4)	40	(0.8)	11	(0.5)	44	(0.9)	100
Northern Ireland (UK)	4	(0.4)	37	(1.0)	8	(0.6)	51	(0.9)	100
Average	4	(0.1)	39	(0.2)	7	(0.1)	50	(0.2)	100
Partners									
Lithuania ¹	3	(0.3)	28	(0.9)	3	(0.4)	66	(0.8)	100
Russian Federation*	3	(0.3)	13	(1.0)	3	(0.5)	80	(1.6)	100
Singapore ¹	2	(0.3)	46	(0.8)	8	(0.4)	43	(0.7)	100

Note: See *Definitions* and *Methodology* sections for more information.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

* See note on data for the Russian Federation in the *Source* section.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933561213>

Table C6.1b. **Willingness to participate in formal and/or non-formal education and barriers to participation (2012 or 2015)**

Survey of Adult Skills (PIAAC), 25-64 year-olds

	Wanting to participate in formal and/or non-formal education								Reasons preventing participation in (more) formal and/or non-formal education					
	Participation				No participation				Childcare or family responsibilities	Too expensive	Too busy at work			
	Want to participate (more)		Not want to participate		Want to participate		Not want to participate							
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
OECD	Countries													
Australia	17	(0.6)	39	(0.8)	8	(0.5)	37	(0.7)	21	(1.3)	18	(1.5)	27	(1.2)
Austria	13	(0.5)	35	(0.7)	7	(0.4)	45	(0.7)	15	(1.2)	11	(1.3)	35	(1.6)
Canada	24	(0.5)	35	(0.5)	8	(0.3)	34	(0.5)	17	(1.0)	19	(0.9)	30	(0.9)
Chile ¹	21	(1.4)	27	(1.1)	12	(0.5)	40	(1.9)	17	(1.2)	16	(1.5)	26	(1.9)
Czech Republic	12	(0.6)	37	(1.1)	4	(0.6)	46	(1.3)	13	(2.0)	14	(1.7)	36	(3.5)
Denmark	26	(0.7)	40	(0.7)	8	(0.4)	26	(0.6)	5	(0.6)	14	(0.9)	27	(1.2)
Estonia	22	(0.5)	30	(0.7)	10	(0.5)	38	(0.6)	10	(0.6)	19	(0.9)	29	(0.9)
Finland	25	(0.7)	41	(0.7)	6	(0.4)	28	(0.7)	9	(0.8)	7	(0.7)	29	(1.4)
France	11	(0.4)	25	(0.5)	8	(0.3)	56	(0.7)	8	(0.7)	17	(1.1)	23	(1.3)
Germany	22	(0.7)	31	(0.9)	7	(0.5)	40	(1.1)	15	(1.2)	9	(0.9)	33	(1.5)
Greece ¹	9	(0.6)	12	(0.7)	6	(0.5)	74	(0.9)	19	(1.8)	29	(2.2)	18	(2.1)
Ireland	19	(0.6)	32	(0.7)	12	(0.5)	38	(0.8)	20	(1.1)	21	(1.1)	22	(1.1)
Israel ¹	18	(0.6)	35	(0.8)	8	(0.4)	39	(0.8)	18	(1.2)	25	(1.4)	29	(1.4)
Italy	8	(0.6)	17	(0.7)	8	(0.6)	67	(1.1)	19	(1.8)	15	(1.6)	40	(2.3)
Japan	14	(0.6)	28	(0.6)	6	(0.3)	52	(0.8)	19	(1.4)	8	(1.0)	38	(1.9)
Korea	21	(0.6)	29	(0.7)	12	(0.5)	38	(0.8)	17	(0.8)	11	(0.9)	46	(1.3)
Netherlands	18	(0.5)	46	(0.7)	5	(0.4)	31	(0.6)	12	(1.0)	14	(1.3)	30	(1.7)
New Zealand ¹	29	(0.7)	39	(0.8)	9	(0.5)	23	(0.7)	19	(1.1)	14	(1.1)	30	(1.1)
Norway	20	(0.6)	44	(0.8)	6	(0.4)	30	(0.7)	12	(1.0)	9	(0.9)	33	(1.3)
Poland	9	(0.5)	27	(0.7)	3	(0.3)	61	(0.8)	14	(2.1)	20	(2.2)	16	(1.7)
Slovak Republic	7	(0.4)	26	(0.8)	3	(0.2)	64	(0.8)	10	(1.7)	14	(1.9)	33	(2.6)
Slovenia ¹	14	(0.6)	35	(0.7)	5	(0.4)	47	(0.8)	13	(1.2)	25	(1.8)	16	(1.3)
Spain	20	(0.6)	27	(0.6)	11	(0.5)	42	(0.6)	22	(1.0)	10	(0.9)	29	(1.3)
Sweden	25	(0.7)	41	(0.9)	8	(0.5)	26	(0.7)	13	(0.9)	12	(1.0)	26	(1.3)
Turkey ¹	5	(0.3)	18	(0.7)	4	(0.3)	74	(0.8)	22	(2.7)	8	(1.7)	29	(2.7)
United States	27	(0.8)	32	(0.9)	9	(0.6)	31	(1.1)	17	(1.1)	23	(1.3)	28	(1.5)
Economies														
Flemish Com. (Belgium)	13	(0.5)	36	(0.7)	5	(0.4)	46	(0.8)	20	(1.4)	5	(0.8)	32	(1.8)
England (UK)	18	(0.8)	38	(0.8)	7	(0.4)	37	(0.9)	14	(0.9)	20	(1.4)	30	(1.6)
Northern Ireland (UK)	13	(0.6)	36	(1.0)	5	(0.4)	46	(0.9)	16	(1.5)	17	(1.8)	26	(2.2)
Average	17	(0.1)	32	(0.1)	7	(0.1)	43	(0.2)	15	(0.2)	15	(0.3)	29	(0.3)
Partners														
Lithuania ¹	11	(0.6)	22	(0.8)	4	(0.4)	62	(0.9)	9	(1.4)	24	(1.6)	31	(2.1)
Russian Federation*	4	(0.4)	15	(1.2)	4	(0.4)	76	(1.8)	13	(2.8)	24	(2.8)	27	(2.6)
Singapore ¹	27	(0.7)	30	(0.7)	8	(0.4)	35	(0.6)	17	(1.1)	13	(0.9)	40	(1.4)

Note: Columns showing the full distribution of reasons for not participating in formal and/or non-formal education are available for consultation on line (see *StatLink* below). See *Definitions* and *Methodology* sections for more information.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

* See note on data for the Russian Federation in the *Source* section.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933561232>

Table C6.2a. **Participation in formal and/or non-formal education, by age group and whether there are young children in the household (2012 or 2015)**

Survey of Adult Skills (PIAAC), 25-64 year-olds

	25-34 year-olds				35-44 year-olds				45-54 year-olds			
	Children under 13 in the household		No children under 13 in the household		Children under 13 in the household		No children under 13 in the household		Children under 13 in the household		No children under 13 in the household	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD												
Countries												
Australia	m	m	m	m	m	m	m	m	m	m	m	m
Austria	48	(2.9)	72	(1.9)	55	(2.2)	54	(2.3)	52	(3.8)	50	(1.7)
Canada	60	(1.6)	78	(1.4)	64	(1.4)	64	(1.7)	58	(3.0)	57	(1.2)
Chile ¹	60	(3.2)	69	(2.9)	51	(2.8)	45	(5.7)	43	(6.3)	40	(2.3)
Czech Republic	48	(3.3)	63	(2.4)	57	(3.3)	54	(3.3)	57	(8.2)	55	(3.1)
Denmark	76	(2.1)	80	(1.8)	73	(1.5)	69	(2.7)	64	(2.6)	66	(1.6)
Estonia	61	(1.5)	72	(1.7)	62	(1.7)	54	(1.9)	52	(3.2)	50	(1.5)
Finland	70	(2.1)	84	(1.5)	78	(1.4)	77	(2.1)	75	(3.3)	66	(1.5)
France	39	(1.8)	50	(1.8)	43	(1.5)	39	(2.1)	39	(2.2)	38	(1.5)
Germany	51	(2.9)	70	(2.3)	55	(2.6)	61	(2.6)	58	(3.7)	53	(1.8)
Greece ¹	16	(2.9)	40	(2.6)	26	(2.0)	23	(2.1)	18	(2.6)	15	(1.5)
Ireland	48	(2.0)	68	(2.0)	52	(1.7)	54	(2.4)	52	(3.3)	47	(2.0)
Israel ¹	58	(2.1)	70	(1.9)	53	(2.0)	51	(2.4)	53	(2.9)	45	(2.4)
Italy	18	(3.0)	44	(2.9)	27	(1.8)	26	(2.0)	28	(3.3)	23	(1.8)
Japan	36	(2.9)	57	(2.4)	43	(1.7)	44	(2.2)	53	(3.6)	44	(1.9)
Korea	50	(2.7)	70	(1.7)	58	(1.9)	51	(2.4)	53	(4.4)	43	(1.5)
Netherlands	71	(2.5)	81	(1.7)	67	(1.9)	70	(2.5)	72	(2.9)	64	(1.7)
New Zealand ¹	69	(2.0)	78	(2.1)	73	(1.5)	67	(2.5)	66	(2.8)	66	(2.1)
Norway	69	(2.3)	82	(2.0)	73	(1.6)	70	(2.5)	68	(2.5)	62	(1.7)
Poland	43	(2.4)	59	(2.2)	42	(2.4)	39	(2.6)	30	(3.6)	32	(1.6)
Slovak Republic	27	(2.0)	48	(2.0)	39	(2.0)	37	(2.4)	39	(4.7)	36	(1.6)
Slovenia ¹	54	(2.3)	68	(1.9)	60	(2.4)	53	(2.4)	52	(4.3)	47	(1.6)
Spain	44	(2.7)	66	(2.0)	50	(1.7)	54	(2.5)	52	(3.1)	44	(1.7)
Sweden	69	(2.6)	83	(1.8)	69	(2.0)	66	(2.7)	69	(3.4)	67	(1.9)
Turkey ¹	25	(1.9)	47	(2.7)	26	(1.7)	24	(2.6)	18	(2.4)	17	(1.8)
United States	61	(2.3)	75	(2.5)	67	(2.2)	55	(2.7)	62	(4.7)	55	(2.2)
Economies												
Flemish Com. (Belgium)	55	(2.4)	67	(2.5)	59	(2.2)	49	(2.5)	59	(3.6)	48	(1.9)
England (UK)	55	(2.3)	66	(2.5)	61	(2.2)	64	(2.3)	61	(3.2)	58	(1.7)
Northern Ireland (UK)	52	(3.0)	63	(3.1)	53	(2.6)	51	(2.5)	57	(5.2)	47	(2.0)
Average	51	(0.5)	67	(0.4)	55	(0.4)	52	(0.5)	52	(0.7)	48	(0.3)
Partners												
Lithuania ¹	39	(2.7)	56	(3.1)	37	(2.6)	34	(2.7)	37	(6.3)	30	(2.0)
Russian Federation*	28	(3.2)	32	(3.3)	22	(2.0)	23	(3.1)	23	(6.4)	15	(2.5)
Singapore ¹	63	(2.5)	85	(1.4)	63	(1.9)	64	(2.2)	60	(3.2)	46	(1.5)

Note: Data on 55-64 year-olds are available for consultation on line (see *StatLink* below). See *Definitions* and *Methodology* sections for more information.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

* See note on data for the Russian Federation in the *Source* section.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933561251>

Table C6.2b. **Participation in formal and/or non-formal education, by gender and whether there are young children in the household (2012 or 2015)**

Survey of Adult Skills (PIAAC), 25-64 year-olds

	Men and women				Men				Women			
	Children under 13 in the household		No children under 13 in the household		Children under 13 in the household		No children under 13 in the household		Children under 13 in the household		No children under 13 in the household	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD Countries												
Australia	m	m	m	m	m	m	m	m	m	m	m	m
Austria	52	(1.6)	47	(0.9)	59	(2.2)	46	(1.3)	45	(2.1)	47	(1.5)
Canada	62	(1.0)	57	(0.7)	65	(1.5)	57	(1.0)	59	(1.4)	57	(0.9)
Chile ¹	53	(2.7)	44	(2.1)	58	(3.1)	50	(2.6)	48	(3.4)	38	(2.5)
Czech Republic	53	(2.1)	48	(1.4)	61	(3.5)	50	(1.9)	46	(2.2)	46	(1.7)
Denmark	73	(1.0)	63	(0.8)	71	(1.5)	60	(1.3)	74	(1.5)	66	(1.2)
Estonia	60	(1.1)	49	(0.9)	61	(1.6)	42	(1.4)	60	(1.5)	55	(1.1)
Finland	75	(1.2)	63	(0.8)	74	(1.8)	58	(1.1)	76	(1.9)	68	(1.2)
France	41	(1.0)	33	(0.8)	43	(1.7)	32	(1.0)	39	(1.2)	34	(1.0)
Germany	55	(1.5)	52	(1.2)	62	(2.2)	54	(1.4)	48	(2.0)	50	(1.6)
Greece ¹	22	(1.2)	20	(0.9)	26	(2.1)	21	(1.3)	18	(1.6)	19	(1.3)
Ireland	50	(1.0)	51	(1.0)	57	(1.8)	50	(1.4)	45	(1.4)	52	(1.3)
Israel ¹	55	(1.3)	52	(0.9)	57	(1.7)	51	(1.6)	52	(1.7)	53	(1.7)
Italy	25	(1.4)	25	(1.1)	28	(2.4)	26	(1.5)	22	(1.7)	23	(1.2)
Japan	43	(1.2)	42	(1.0)	59	(2.0)	45	(1.3)	30	(1.8)	38	(1.1)
Korea	56	(1.6)	48	(0.9)	62	(2.3)	51	(1.3)	49	(2.0)	44	(1.2)
Netherlands	69	(1.4)	62	(0.8)	73	(1.9)	64	(1.2)	65	(2.1)	60	(1.2)
New Zealand ¹	70	(1.1)	66	(1.1)	74	(1.7)	65	(1.5)	67	(1.4)	67	(1.6)
Norway	70	(1.2)	61	(1.0)	72	(1.6)	58	(1.3)	69	(1.9)	64	(1.4)
Poland	41	(1.6)	33	(0.9)	43	(2.3)	32	(1.3)	39	(2.2)	34	(1.1)
Slovak Republic	34	(1.6)	33	(0.9)	40	(2.2)	32	(1.3)	28	(2.0)	34	(1.3)
Slovenia ¹	57	(1.6)	45	(1.0)	55	(2.0)	43	(1.4)	58	(2.1)	46	(1.3)
Spain	48	(1.3)	46	(0.8)	51	(1.8)	46	(1.1)	46	(1.7)	45	(1.3)
Sweden	69	(1.5)	65	(0.9)	66	(2.1)	63	(1.4)	71	(2.1)	66	(1.3)
Turkey ¹	25	(1.3)	21	(1.0)	31	(1.9)	26	(1.4)	17	(1.5)	15	(1.2)
United States	64	(1.6)	57	(1.3)	66	(2.7)	56	(1.6)	63	(1.9)	58	(1.7)
Economies												
Flemish Com. (Belgium)	57	(1.4)	45	(1.0)	56	(2.1)	46	(1.4)	59	(1.8)	44	(1.3)
England (UK)	59	(1.4)	55	(1.0)	62	(2.2)	56	(1.5)	56	(1.6)	54	(1.3)
Northern Ireland (UK)	53	(1.9)	47	(1.3)	58	(3.0)	44	(1.8)	49	(2.3)	49	(1.7)
Average	53	(0.3)	47	(0.2)	57	(0.4)	47	(0.3)	50	(0.4)	47	(0.3)
Partners												
Lithuania ¹	38	(1.8)	31	(1.1)	38	(2.9)	27	(1.8)	38	(2.2)	35	(1.5)
Russian Federation*	25	(2.3)	17	(1.8)	19	(2.9)	15	(1.9)	30	(3.0)	20	(2.1)
Singapore ¹	63	(1.5)	55	(0.9)	68	(1.9)	57	(1.3)	57	(2.1)	52	(1.1)

Note: See *Definitions* and *Methodology* sections for more information.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

* See note on data for the Russian Federation in the *Source* section.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933561270>

Table C6.3a. **Participation in formal and/or non-formal education, by labour-force status and participation in volunteering activities (2012 or 2015)**

Survey of Adult Skills (PIAAC), 25-64 year-olds

	Employed				Unemployed				Inactive			
	Volunteering at least once a month		Not volunteering at least once a month		Volunteering at least once a month		Not volunteering at least once a month		Volunteering at least once a month		Not volunteering at least once a month	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD Countries												
Australia	75	(2.0)	62	(0.8)	64	(9.9)	52	(5.2)	35	(4.1)	17	(1.5)
Austria	64	(1.7)	53	(1.0)	c	c	48	(5.6)	31	(4.0)	19	(1.7)
Canada	75	(1.2)	62	(0.8)	55	(5.8)	49	(3.3)	35	(2.9)	24	(1.3)
Chile ¹	58	(3.3)	52	(2.1)	c	c	44	(7.6)	44	(6.2)	20	(2.4)
Czech Republic	73	(3.7)	59	(1.4)	c	c	32	(5.4)	16	(5.0)	13	(1.8)
Denmark	78	(1.2)	72	(0.9)	71	(5.9)	61	(4.3)	39	(4.1)	33	(1.8)
Estonia	74	(2.1)	60	(0.9)	c	c	35	(2.9)	18	(4.7)	16	(1.1)
Finland	80	(1.6)	74	(0.8)	56	(8.3)	60	(4.2)	40	(4.3)	28	(1.7)
France	57	(1.8)	41	(0.9)	54	(7.9)	25	(3.0)	21	(2.7)	13	(1.1)
Germany	68	(1.8)	56	(1.2)	c	c	41	(4.9)	37	(4.8)	22	(2.0)
Greece ¹	48	(4.4)	26	(1.3)	21	(9.9)	16	(1.8)	24	(5.0)	8	(0.9)
Ireland	74	(1.8)	58	(1.1)	47	(6.0)	39	(2.8)	42	(3.7)	23	(1.4)
Israel ¹	76	(1.9)	57	(1.0)	c	c	39	(4.8)	56	(4.4)	22	(1.3)
Italy	50	(3.1)	30	(1.3)	18	(7.6)	18	(2.4)	18	(3.7)	9	(1.1)
Japan	60	(2.5)	48	(1.0)	c	c	35	(7.5)	31	(4.3)	15	(1.4)
Korea	73	(2.7)	54	(0.9)	c	c	48	(5.0)	48	(3.7)	28	(1.6)
Netherlands	78	(1.4)	71	(0.9)	47	(7.6)	61	(5.8)	32	(2.9)	23	(2.1)
New Zealand ¹	76	(1.6)	72	(1.1)	64	(6.4)	51	(4.8)	49	(3.8)	34	(2.3)
Norway	76	(1.2)	68	(1.0)	c	c	55	(5.5)	36	(4.8)	25	(2.2)
Poland	70	(3.6)	44	(1.1)	c	c	27	(2.9)	30	(7.5)	9	(0.9)
Slovak Republic	61	(3.4)	43	(1.1)	c	c	11	(2.1)	18	(4.1)	6	(0.7)
Slovenia ¹	71	(2.1)	56	(1.0)	72	(6.6)	43	(3.3)	39	(3.8)	20	(1.4)
Spain	67	(2.7)	54	(1.0)	51	(7.9)	42	(2.4)	40	(5.1)	23	(1.4)
Sweden	80	(1.7)	69	(1.0)	c	c	55	(4.9)	57	(6.1)	33	(2.4)
Turkey ¹	49	(4.4)	34	(1.5)	c	c	27	(3.6)	23	(5.0)	10	(0.7)
United States	79	(1.4)	63	(1.5)	55	(6.1)	43	(4.4)	43	(4.5)	21	(1.7)
Economies												
Flemish Com. (Belgium)	66	(1.9)	53	(1.0)	c	c	53	(7.5)	31	(3.1)	18	(1.5)
England (UK)	77	(2.0)	63	(1.2)	67	(8.1)	46	(4.4)	36	(3.7)	18	(1.7)
Northern Ireland (UK)	73	(2.5)	58	(1.4)	50	(11.1)	46	(7.2)	38	(5.5)	11	(1.2)
Average	69	(0.5)	56	(0.2)	m	m	41	(0.9)	35	(0.8)	19	(0.3)
Partners												
Lithuania ¹	63	(5.3)	42	(1.0)	c	c	14	(2.3)	11	(5.8)	8	(1.2)
Russian Federation*	40	(3.6)	23	(1.8)	c	c	24	(4.1)	c	c	9	(1.4)
Singapore ¹	75	(2.1)	62	(0.9)	c	c	36	(4.3)	49	(6.5)	25	(1.7)

Note: Columns showing data not disaggregated by labour-force status are available for consultation on line (see *StatLink* below). See *Definitions* and *Methodology* sections for more information.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

* See note on data for the Russian Federation in the *Source* section.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933561327>

Table C6.3b. **Participation in formal and/or non-formal education, by age group and participation in volunteering activities (2012 or 2015)**

Survey of Adult Skills (PIAAC), 25-64 year-olds

	25-64 year-olds				25-34 year-olds				55-64 year-olds			
	Volunteering at least once a month		Not volunteering at least once a month		Volunteering at least once a month		Not volunteering at least once a month		Volunteering at least once a month		Not volunteering at least once a month	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(17)	(18)	(19)	(20)
OECD Countries												
Australia	67	(2.1)	53	(0.7)	73	(4.4)	61	(1.6)	58	(3.7)	36	(1.4)
Austria	58	(1.6)	46	(0.8)	70	(3.4)	61	(1.8)	40	(3.1)	16	(1.4)
Canada	68	(1.1)	55	(0.7)	79	(2.3)	68	(1.2)	53	(2.4)	37	(1.2)
Chile ¹	55	(2.9)	46	(1.9)	80	(4.2)	61	(2.6)	46	(8.7)	25	(3.4)
Czech Republic	63	(3.6)	48	(1.3)	74	(6.3)	54	(2.0)	53	(8.3)	28	(1.9)
Denmark	73	(1.1)	64	(0.7)	84	(3.0)	77	(1.5)	58	(2.2)	48	(1.2)
Estonia	66	(2.1)	51	(0.7)	82	(3.3)	64	(1.2)	50	(4.8)	33	(1.4)
Finland	73	(1.5)	65	(0.7)	82	(2.5)	77	(1.6)	56	(2.7)	44	(1.5)
France	49	(1.5)	33	(0.7)	62	(3.3)	42	(1.3)	31	(2.5)	16	(1.0)
Germany	63	(2.0)	50	(1.1)	70	(3.7)	61	(1.9)	47	(4.0)	32	(1.8)
Greece ¹	37	(3.1)	19	(0.8)	44	(6.7)	32	(2.3)	24	(5.1)	6	(1.1)
Ireland	65	(1.7)	47	(0.7)	78	(3.5)	56	(1.4)	59	(3.3)	30	(1.9)
Israel ¹	72	(1.8)	49	(0.9)	85	(2.8)	60	(1.5)	65	(4.5)	37	(1.9)
Italy	37	(2.3)	23	(1.0)	55	(6.6)	34	(2.3)	14	(2.7)	11	(1.3)
Japan	53	(2.2)	40	(0.8)	66	(6.2)	48	(1.9)	47	(3.6)	27	(1.5)
Korea	67	(2.4)	48	(0.8)	80	(3.7)	62	(1.4)	48	(3.8)	30	(1.5)
Netherlands	67	(1.2)	63	(0.8)	86	(2.7)	76	(1.6)	51	(2.5)	42	(1.8)
New Zealand ¹	72	(1.4)	66	(1.0)	77	(3.4)	72	(1.6)	66	(2.6)	56	(2.5)
Norway	72	(1.2)	61	(0.9)	80	(3.1)	75	(1.7)	53	(2.9)	40	(1.9)
Poland	60	(3.4)	33	(0.8)	74	(5.9)	49	(1.6)	42	(6.1)	14	(1.3)
Slovak Republic	48	(2.6)	32	(0.8)	59	(5.4)	37	(1.5)	27	(4.6)	17	(1.2)
Slovenia ¹	64	(1.7)	45	(0.8)	80	(2.8)	59	(1.5)	45	(3.4)	23	(1.6)
Spain	60	(2.3)	45	(0.8)	71	(4.9)	58	(1.5)	42	(4.8)	25	(1.5)
Sweden	77	(1.7)	63	(0.9)	91	(3.0)	75	(1.6)	66	(4.2)	47	(2.0)
Turkey ¹	39	(3.5)	22	(0.8)	52	(8.1)	32	(1.5)	10	(5.6)	5	(1.1)
United States	72	(1.2)	54	(1.3)	81	(2.2)	64	(2.1)	63	(3.1)	45	(1.9)
Economies												
Flemish Com. (Belgium)	58	(1.7)	47	(0.9)	74	(4.0)	58	(1.9)	44	(3.1)	28	(1.5)
England (UK)	67	(1.7)	54	(1.0)	76	(4.5)	59	(1.8)	57	(3.7)	37	(2.0)
Northern Ireland (UK)	66	(2.2)	45	(1.2)	71	(6.1)	56	(2.6)	61	(4.7)	26	(2.1)
Average	62	(0.4)	47	(0.2)	74	(0.8)	58	(0.3)	47	(0.8)	30	(0.3)
Partners												
Lithuania ¹	48	(4.9)	33	(0.8)	56	(10.3)	46	(2.2)	27	(7.1)	21	(1.7)
Russian Federation*	34	(3.3)	19	(1.6)	47	(7.7)	29	(3.1)	25	(6.3)	6	(1.2)
Singapore ¹	71	(2.3)	55	(0.7)	90	(2.8)	77	(1.3)	57	(4.0)	33	(1.6)


Note: Columns showing data for 35-44 year-olds and 45-54 year-olds are available for consultation on line (see StatLink below). See Definitions and Methodology sections for more information.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

* See note on data for the Russian Federation in the Source section.

Source: OECD (2017). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.

StatLink  <http://dx.doi.org/10.1787/888933561346>

Chapter
D

THE LEARNING ENVIRONMENT AND ORGANISATION OF SCHOOLS



Indicator D1 How much time do students spend in the classroom?

StatLink  <http://dx.doi.org/10.1787/888933561764>

Indicator D2 What is the student-teacher ratio and how big are classes?

StatLink  <http://dx.doi.org/10.1787/888933562106>

Indicator D3 How much are teachers paid?

StatLink  <http://dx.doi.org/10.1787/888933561840>


Indicator D4 How much time do teachers spend teaching?

StatLink  <http://dx.doi.org/10.1787/888933562201>

Indicator D5 Who are the teachers?

StatLink  <http://dx.doi.org/10.1787/888933562277>

Indicator D6 What are the national criteria for students to apply to and enter into tertiary education?

StatLink  <http://dx.doi.org/10.1787/888933562505>



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