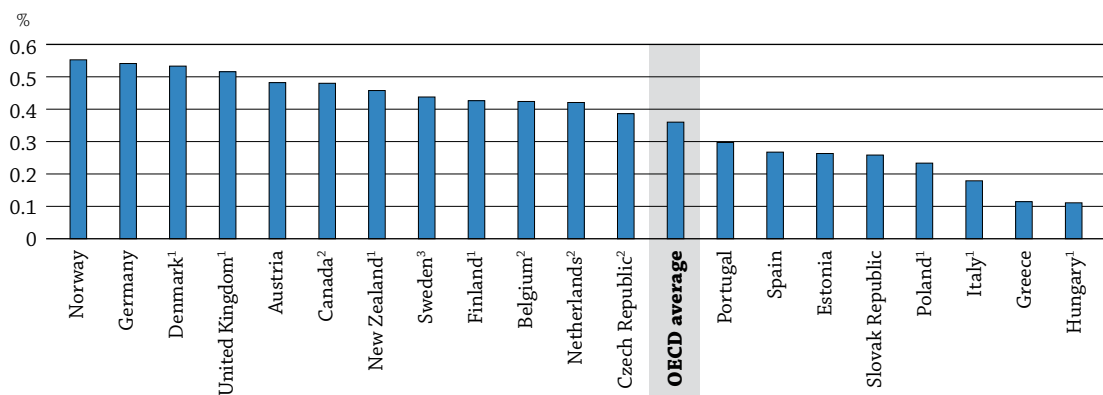


HOW MANY ADULTS PARTICIPATE IN EDUCATION AND LEARNING?

- More than 40% of adults participate in formal and/or non-formal education in a given year across OECD countries. The proportion ranges from more than 60% in New Zealand and Sweden to less than 15% in Greece and Hungary.
- In 2007, the annual opportunity costs of employer-sponsored non-formal education represent 0.4% of the GDP in OECD countries for which information is available.
- Across OECD countries, 27% of 55-64 year-olds, but 50% of 25-34 year-olds, participate in formal and/or non-formal education. The lowest overall participation rate of 14% is found among the older cohort with a low level of education, and the highest participation rate (65%) occurs among younger persons with a tertiary education.

Chart C6.1. Annual labour costs of employer-sponsored non-formal education as a percentage of GDP (2007)
Employed 25-64 year-olds




1. Year of reference 2006.

2. Year of reference 2008.

3. Year of reference 2005.

Countries are ranked in descending order of the percentage of GDP spent on the annual labour cost of employer-sponsored non-formal education.

Source: OECD, Table C6.1. See Annex 3 for notes (www.oecd.edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932663397>

Context

Investing in education and training after initial education is essential for upgrading the skills of the labour force. Globalisation and the development of new technologies have broadened the international marketplace for goods and services. As a result, competition for skills is fierce, particularly in high-growth, high-technology markets. In order to function effectively in this context, an ever-larger segment of the population must be able to adapt to changing technologies, and to learn and apply a new set of skills tailored to meet the needs of the changing labour market.

Adult learning, as part of lifelong learning, is considered crucial for meeting the challenges of economic competitiveness and demographic change, and for combating unemployment, poverty and social exclusion, which marginalise a significant number of individuals in all countries. Increasing investment in adult learning and reducing inequity in participation are among the policy goals found in many OECD countries (Borkowsky, 2012).

■ Other findings

- **Countries with high participation rates in formal and/or non-formal education invest a relatively high percentage of GDP in employer-sponsored non-formal education** and have comparatively high total expenditures on all educational institutions.
- **The annual investment in employer-sponsored non-formal education per participant is substantially higher for men than for women**, and it increases with the level of educational attainment in all OECD countries.
- Across OECD countries, **17% of 25-34 year-olds and 2% of 55-64 year-olds participate in formal education.**
- **Younger individuals and people with higher levels of education are more likely to look for information on learning activities.** Whereas higher-educated people are more likely to find information when they are looking for it, the information seems to be equally accessible to older and younger individuals.

Analysis

Adult learning for older persons

Adult learning and learning strategies can support the active participation of older people in employment and society. Participation in all types of adult learning – formal, non-formal and informal – tend to decline for older people in many OECD countries (EUROSTAT, 2012; OECD/Statistics Canada, 2011; OECD/Statistics Canada, 2000). This may be due to older individuals placing less value on acquiring new skills, to employers proposing training less frequently to older workers and also to the significantly reduced amount of time (compared to younger people) to recoup the cost of investment in education. Thus, older people are among the social groups that are underrepresented among adult learners.

Participation in formal and non-formal education

Across OECD countries, an average of 8% of adults (25-64 year-olds) participate in formal education. Formal education systems still tend to cater mostly to young people. The youngest adults are much more likely to attend formal studies (17% of 25-34 year-olds) than older individuals: 8% of 35-44 year-olds, 5% of 45-54 year-olds and 2% of 55-64 year-olds are students in formal education. This pattern of lower participation in formal education in successively older cohorts is found in every OECD country. High rates of formal education participation (more than 20% of 25-34 year-olds) are found in Belgium, Denmark, Finland, New Zealand, Norway, Slovenia, Sweden and the United Kingdom. In Belgium, New Zealand, Sweden and the United Kingdom, high participation also extends to the 35-44 year-old cohort, with participation rates in formal education of 14% and higher. In the Czech Republic, Greece, Hungary and Ireland, the participation rate of adults in formal education falls earlier, dropping to 10% or below among the 25-34 year-old cohort (Table C6.5, available on line).

Is there a link between age and participation rates with respect to non-formal education as well? Across the OECD, 38% of 25-34 year-olds and 35-44 year-olds, and 24% of 55-64 year-olds, participate in non-formal education. The pattern is similar for most OECD countries – in other words, the youngest cohort has at least the same access to non-formal education opportunities as older people. Exceptions are Austria, the Czech Republic, Denmark and New Zealand, where the participation rate of the youngest cohort is at least five percentage points lower than that of the second-youngest cohort (Table C6.4b, available on line).

On average, half of the participants in formal education also participate in non-formal education. These individuals take advantage of a variety of learning opportunities.

Across the OECD, 27% of the oldest cohort (55-64 years old), but 50% of the youngest cohort (25-34 years old) participate in formal and/or non-formal education. Age and the level of educational attainment both contribute to the difference in participation in adult learning. The lowest overall participation rate of 14% is found among 55-64 year-olds with a low level of education, while the highest participation rate, 65%, is found among 25-34 year-olds with a tertiary education (Table C6.7, available on line). Among the youngest cohort, people with tertiary education are 2.2 times more likely to participate in formal and/or non-formal education than persons with low levels of education. In the 55-64 year-old cohort, highly-educated people are 3.3 times more likely to participate in formal and/or non-formal education than less-educated people. This increased inequity between individuals with different educational attainment levels in the oldest cohort is found in all OECD countries.

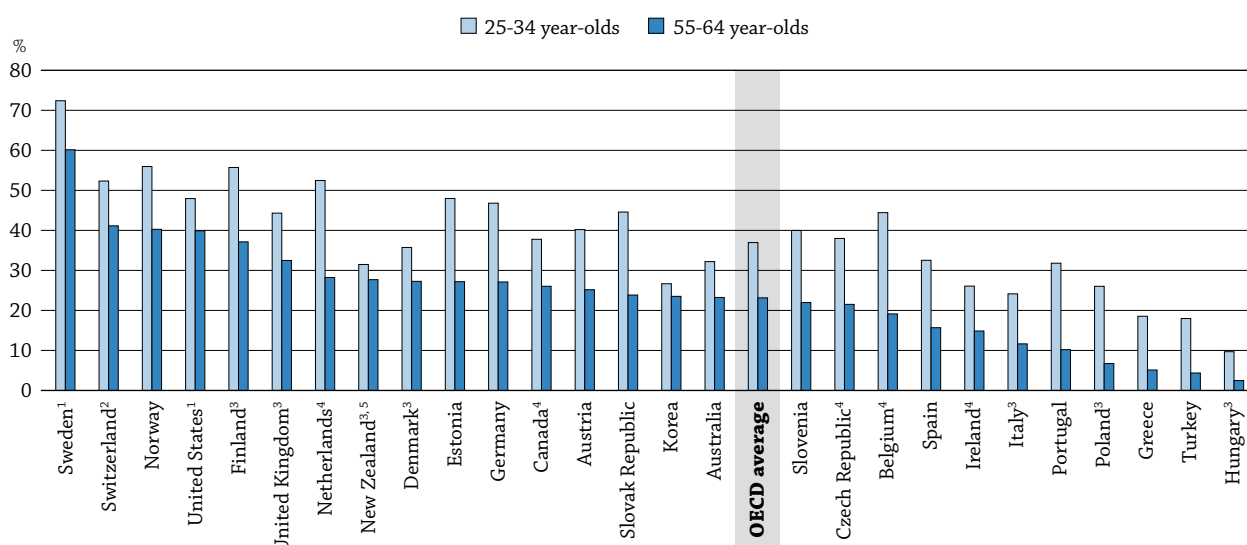
In countries with a low participation rate in formal and/or non-formal education, the inequity in participation between educational groups grows with advancing age (correlation = -0.70). The difference between the youngest and the oldest cohort in the relative advantage of persons with tertiary education is highest (more than five times more likely to participate in formal and/or non-formal education) in Greece, Hungary and Poland and lowest (less than 0.5 times more likely) in New Zealand, the Slovak Republic, Sweden and the United Kingdom (Table C6.7 available on line).

Participation in non-formal education

The pattern and extent of the decline in participation in non-formal education with age varies across countries (Table C6.4a). On average across OECD countries, the youngest age group, which has a participation rate

in non-formal education of 37%, is 1.6 times more likely to participate than the oldest age group, with a participation rate of 23%. In Sweden, the participation rate of the older cohort reaches 60%, and it is also higher than 35% in Finland, Norway, Switzerland and the United States. The participation rate is less than 15% in Greece, Hungary, Ireland, Italy, Poland, Portugal and Turkey. The lower the participation rate of older people, the greater the relative advantage of the younger cohort (Chart C6.2).

Chart C6.2. Participation in non-formal education, by age group (2007)



1. Year of reference 2005.

2. Year of reference 2009.


3. Year of reference 2006.

4. Year of reference 2008.

5. Excludes adults who participated only in "short seminars, lectures, workshops or special talks".

Countries are ranked in descending order of the participation rate of 55-64 year-olds (2007).

Source: OECD, Table C6.4a. See Annex 3 for notes (www.oecd.org/edu/eag2012).

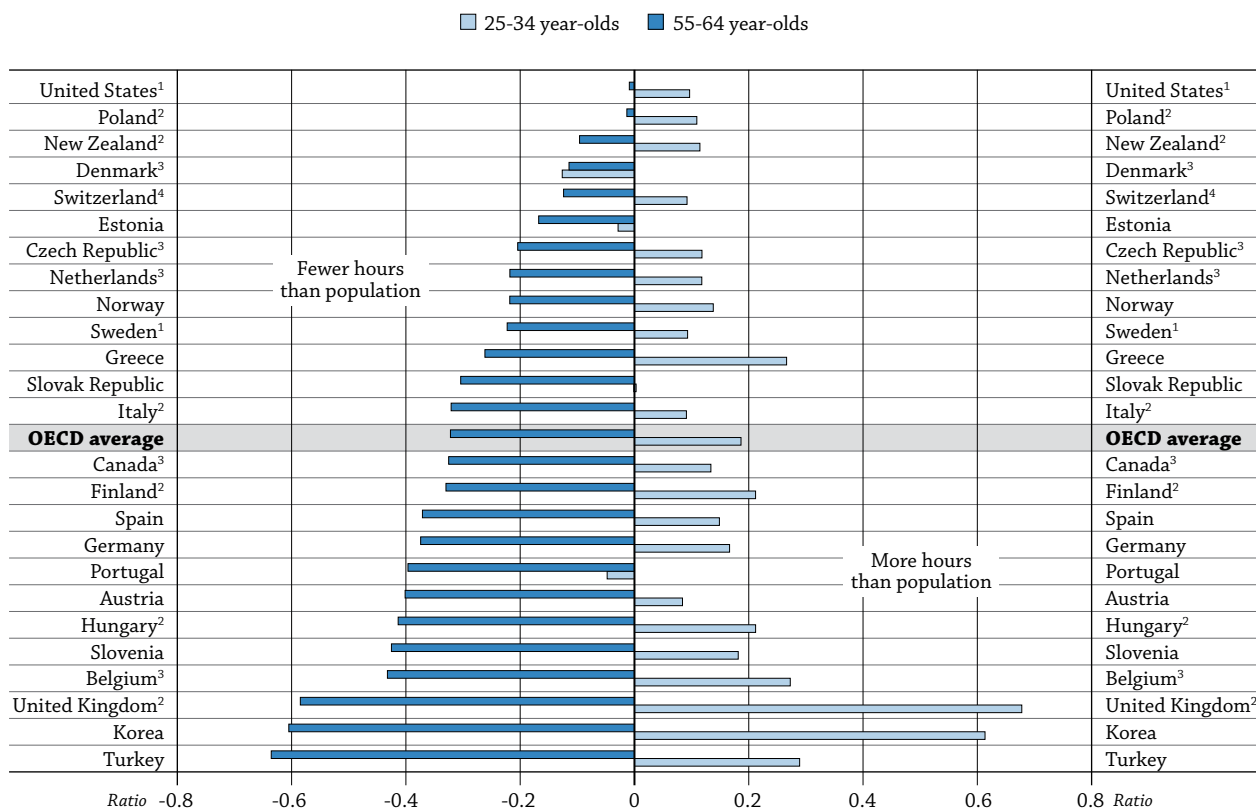
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On average across OECD countries, non-formal education is slightly less workplace-centred for the older cohort than for younger persons: 76% of the 55-64 year-old and 84% of the 25-34 year-old participants in non-formal education receive job-related training or non-formal education for both job-related and for personal reasons. However, the eight percentage-point difference in the OECD averages hides substantial differences between countries. In Austria, Belgium, Ireland, the Netherlands and Turkey, the difference in job-related non-formal education participants between 25-34 year-olds and 55-64 year-olds is 20 percentage points or more, and the non-formal education of the older people is much less workplace focused. In Estonia, Norway, Hungary, the Slovak Republic and the United States, the difference between the age groups is minimal, varying by + or – 3 percentage points or less. There is even slightly more work-centred non-formal education for the older cohort in the Czech Republic and Poland (Table C6.4a).

The time an individual spends in non-formal education activities represents an investment in the individual's skill development for both the employer and the individual. The less work-focused nature of non-formal education for the older cohort is also reflected in the hours of instruction received. Across OECD countries, a participant in non-formal education receives 76 hours of instruction annually. Four out of five of these hours are job-related (Table C6.8, available on line). Among 55-64 year-olds, these averages drop to 65 hours of instruction in all non-formal education, and 40 hours of instruction in job-related non-formal education. For this age group, only two out of three instruction hours are job-related. Participants who are 25-34 years old receive 88 hours of instruction in total, and 70 hours of instruction in job-related non-formal education.

In all OECD countries, the oldest cohort (55-64 year-olds) receives fewer hours of instruction in job-related non-formal education than the population (Chart C6.3). The youngest cohort (25-34 year-olds) receives more such hours of instruction in a majority of 21 countries, but fewer hours in 3 countries (in these countries, the middle age cohorts receive more hours). The difference in instruction hours between the youngest and the oldest cohort amount to more than 30 hours in Belgium, Hungary, Korea and the United Kingdom, and less than 10 hours in Estonia, New Zealand, Poland, Switzerland and the United States (Table C6.8, available on line).

Chart C6.3. Ratio of mean hours per participant of job-related non-formal education, by age group, to total population (25-64 year-olds) (2007)



1. Year of reference 2005.
 2. Year of reference 2006.
 3. Year of reference 2008.
 4. Year of reference 2009.

Countries are ranked in descending order of the ratio for 55-64 year-olds.

Source: OECD, Table C6.8, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663435>

Seeking information and guidance

Effective information and counselling services can help make education and training more accessible to a wider range of people, support learning at all ages, and empower citizens to manage their learning and work. Reaching out to information- and assistance-deprived groups is especially important.

To measure the size of the population outside the education and training system and the information and guidance system, this section looks at the percentage of adults who have not participated in formal and/or non-formal education, and who have not looked for any information concerning learning possibilities within the 12 months prior to being surveyed. Older persons are much more likely to be in this situation than younger

persons: 69% among the 55-64 year-olds, compared to 39% of the 25-34 year-olds. In Greece, Hungary, Italy, Poland and Portugal, more than 80% of 55-64 year-olds remain at a distance from adult learning and information and guidance, while less than 50% are in the Netherlands and Sweden (see OECD, 2010, Table C4.2).

Looking for information is an important step towards participating in adult learning. Individuals who have looked for information are twice as likely to participate in formal and/or non-formal education as those who do not. On average, 28% of 25-64 year-olds looked for information on non-formal learning, while 15% of 55-64 year-olds and 38% of 25-34 year-olds did (Table C6.10). On the country level, there is a positive relationship between the rate of participation in adult learning and the rate of individuals looking for information. Independent of the extent to which they are consulted, information systems seem to be mostly successful.

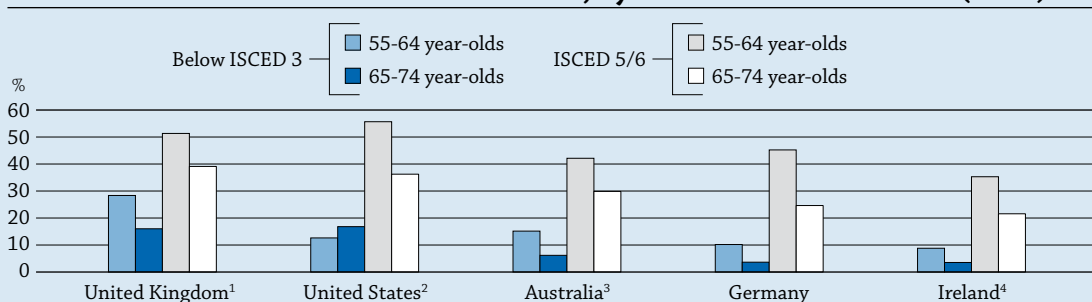
Box C6.1. Participation in Adult Learning for 65-74 year-olds

In an ageing society, individuals increasingly need to stay in employment well into their sixties or seventies. Using, updating and acquiring skills remains important into retirement age as a means to promote active citizenship and social participation beyond the workplace.

In 2007, the participation of 65-74 year-olds in formal and/or non-formal learning ranged from more than 20% in the United Kingdom and the United States to 4% in Spain. In all six countries for which data are available, older women participate more often in formal and/or non-formal education than men of the same age (Table C6.11). The steady decline in the participation rate observed for the younger age groups continues for the 55-64 year-olds (Tables C6.7 and C6.11) although not at the same rate for all countries. In the United Kingdom and the United States, the age groups differ least in their participation rates and the participation rate of 55-64 year-olds is relatively high. The drop in participation rates from one age group to the next is largest in countries where the participation rate of the younger elderly is low, as in Spain and Ireland.

In all six countries, older persons with tertiary education participate in formal and/or non-formal education more often than those with low levels of education. In Australia, Germany, Ireland and the United Kingdom, the relative advantage of people with tertiary education is higher for the oldest age group than for the next youngest age group (see chart below). The impact of educational attainment on participation rates is weaker for the young elderly in Spain and the United States.

Percentage of 55-64 year-olds and 65-74 year-olds who have participated in formal and/or non-formal education, by educational attainment (2007)



1. Year of reference 2006.


2. Year of reference 2005.

3. The data for 55-64 year-olds and 65-74 year-olds are from different survey sources.

4. Year of reference 2008.

Countries are ranked in descending order of the participation rate of 65-74 year-olds with tertiary education.

Source: OECD, Table C6.11. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932663492>

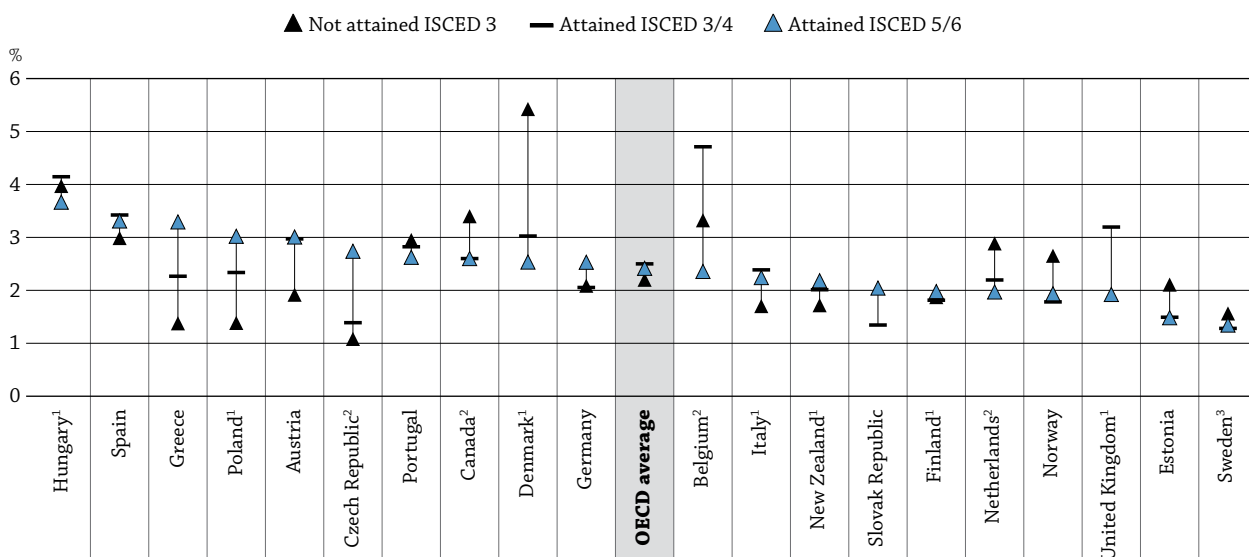
In all countries with comparable data, younger adults seek information more often than older adults. In Greece and Hungary, young people are five times more likely to look for information about educational opportunities than older people, while in Australia, the Netherlands and the Slovak Republic, 25-34 year-olds are no more than two times more likely to do so. However, older people were just as successful in finding information as younger ones (Table C6.10, available on line).

Financial investment in adult learning

Financial investments in adult learning include direct expenditures as well as opportunity costs. At present, there is no OECD-wide information on direct expenditures for adult education. The main opportunity costs consist of the costs of working time devoted to learning instead of productive work, and the foregone earnings of persons who devote time to learning instead of working for pay. The opportunity costs due to the lost productive time of workers attending employer-sponsored non-formal education can be estimated by using a measure of labour cost and taking into account the educational attainment levels, age group and gender of participants. The educational attainment “catches” the effects of the different participation rates and volumes of employees according to industry, occupation and full-time/part-time work – all factors which also affect labour costs.

Chart C6.1 shows the total annual cost of the working time devoted to employer-sponsored non-formal education as a percentage of GDP. On average, 0.4% of GDP is invested in this part of non-formal education. The investment ranges from more than 0.5% in Denmark, Germany, Norway and the United Kingdom to less than 0.2% in Greece, Hungary and Italy. In 2009, OECD countries spent on average 6.2% of GDP on educational institutions (see Indicator B2). The investment in employer-sponsored non-formal education and the total expenditure for educational institutions are positively related (correlation = 0.52). The investment in employer-sponsored non-formal education and the overall participation rate in formal and/or non-formal education by adults are also positively related (correlation = 0.75).

Chart C6.4. Annual labour costs of employer-sponsored non-formal education as a percentage of annual labour costs (2007)
Employed 25-64 year-olds, by educational attainment



1. Year of reference 2006.
2. Year of reference 2008.
3. Year of reference 2005.

Countries are ranked in descending order of the annual labour costs of persons who have attained ISCED level 5/6.

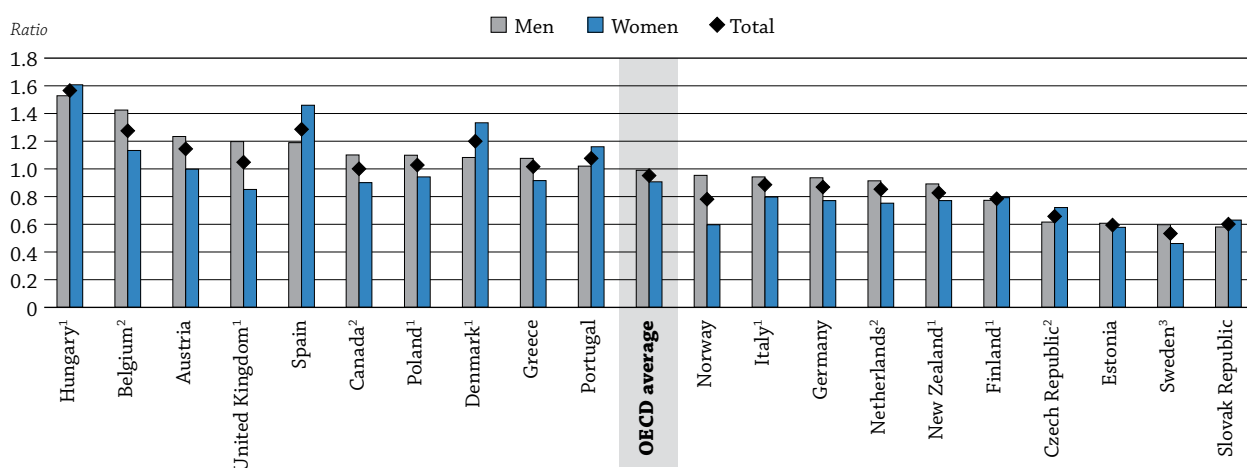
Source: OECD, Table C6.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663454>

In 2007, the annual cost of the working time devoted to employer-sponsored non-formal education per participant amounted to USD 931. This represents 2.4% of the average annual labour cost of a worker. The cost increases from USD 659 for people with a low level of educational attainment, to 866 USD for persons with a middle level of education, to USD 1 235 for workers with high levels of education (Table C6.1). Investment by employers in non-formal education for men is USD 1 087, substantially higher than the figure for women, USD 726 (Table C6.2a, available on line). In the majority of OECD countries, employers invest more in the non-formal education of each participant with a high level of education than in participants with a low level of education. Exceptions are Canada and Denmark, where more investment goes to each participant with a low level of education. The differences in investment according to the educational level of the participants are small in Estonia, Finland, the Netherlands, Norway and Sweden (Chart C6.4).

The expected total cost of working time devoted to employer-sponsored non-formal education over the working life of a person can be estimated using the synthetic cohort method. In the OECD average, the resulting estimate amounts to one year of the annual labour cost of an employed person (Table C6.3). Even though the estimated amount in USD increases with each level of educational attainment, the ratio to the annual labour cost of a worker declines, since the annual labour cost increases more. In each country, the estimated amount invested by employers in men's non-formal education is higher than the amount for women. The annual labour costs are higher for men than for women in each country (see Indicator A10 in OECD, 2010), but the estimated total number of hours in employer-sponsored non-formal education are higher for women than for men in the Czech Republic, Denmark, Finland, Hungary, Portugal and Spain. In the same countries, the ratio of the expected cost of the working time devoted to employer-sponsored non-formal education over the working life to the annual labour cost is higher for women than for men (Chart C6.5).

Chart C6.5. Ratio of expected cost of working time devoted to employer-sponsored non-formal education to annual labour cost over the working life (2007)
In equivalent USD converted using PPPs, for employed 25-64 year-olds, by gender



1. Year of reference 2006.

2. Year of reference 2008.

3. Year of reference 2005.

Countries are ranked in descending order of the ratio for men.

Source: OECD, Table C6.3. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932663473>

Definitions

Formal education is defined as education provided in the system of schools, colleges, universities and other formal educational institutions, and which normally constitutes a continuous “ladder” of full-time education for children and young people.

Non-formal education is defined as an organised and sustained educational activity that does not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover educational programmes in adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. The EU Adult Education Survey uses an extensive list of possible non-formal education activities, including courses, private lessons and guided on-the-job training 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.

Low levels of education attained refers to individuals not having attained ISCED level 3.

Middle levels of education attained refers to individuals having attained ISCED levels 3 and/or 4.

High levels of education attained refers to individuals having attained ISCED levels 5 and/or 6.

Methodology

Data for non-European countries were calculated from country-specific household surveys (see Annex 3). Data for countries in the European Statistical System come from the pilot EU Adult Education Survey (AES). The EU AES was conducted by 29 countries in the EU, EFTA and candidate countries between 2005 and 2008. The EU AES is a pilot exercise using a common framework, including a standard questionnaire, tools and quality reporting.

Indicator C6 shows three tables with information on the costs of working time devoted to employer-sponsored non-formal education (NFE) in equivalent USD using the PPP (purchasing power parity) conversion factor for local currencies. A first step in these calculations is the calculation of the hourly cost of working time. Indicator A10 in OECD, 2010 gives the annual labour cost for persons of a given educational attainment level and gender/age group in equivalent USD using the average exchange rate (2007-09) as the conversion factor. The hourly labour cost is calculated using the information on the average hours worked in a country published as part of the OECD labour statistics and also published as part of Indicator C5 in OECD, 2011. The hourly labour cost in equivalent USD using the average exchange rate (2007-09) as the conversion factor is converted into equivalent USD using PPP as the conversion factor. The two conversion factors are published in OECD, 2011, in Tables X2.1 and X2.2.

The formula is:

$$\text{HOUR_LAB_COST_PPP} = \text{ANN_LAB_COST_AXR} / \text{ANN_HOURS} * \text{AV_EX_07_09/PPP_09}$$

Where:

HOUR_LAB_COST_PPP: Hourly labour cost in equivalent USD using the ppp conversion factor

ANN_LAB_COST_AXR: Annual labour cost using the average exchange rate as conversion factor (see Indicator A10 in *Education at a Glance 2010*: Table A10.1)

ANN_HOURS: average hours worked per country (for full-time employment) (see Indicator C5 in OECD, 2011, Table C5.1a)

AV_EX_07_09: average exchange rate local currency to USD 2007-2009 (OECD, 2011, Table X2.1)

PPP_09: purchasing power parity for local currency to USD (*Education at a Glance 2011*: Table X2.2)

The annual cost of employer-sponsored NFE per participant is calculated as the average number of hours in employer-sponsored NFE multiplied with the hourly cost of the labour.

The estimate of the expected cost of employer-sponsored NFE over a working life is based on the fictive cohort method. The method results in an estimate of the total number of hours devoted to employer-sponsored NFE, which is then multiplied with the hourly labour cost. (A more detailed description of the method can be found in the section *Methodology* for Indicator C5 in OECD, 2011.)

The statistical data for Israel are supplied by and 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.

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The following additional material relevant to this indicator is available on line:










- **Table C6.2a. Annual labour cost of employer-sponsored non-formal education by gender and educational attainment (2007)**
StatLink  <http://dx.doi.org/10.1787/888932667615>
- **Table C6.2b. Annual labour cost of employer-sponsored non-formal education by age group and educational attainment (2007)**
StatLink  <http://dx.doi.org/10.1787/888932667634>
- **Table C6.4b. Participation in non-formal education and purpose of non-formal education, by age group (2007)**
StatLink  <http://dx.doi.org/10.1787/888932667691>
- **Table C6.5. Participation in formal and non-formal education, by age group (2007)**
StatLink  <http://dx.doi.org/10.1787/888932667710>
- **Table C6.6. Participation in formal and/or non-formal education, by gender and age group (2007)**
StatLink  <http://dx.doi.org/10.1787/888932667729>
- **Table C6.7. Participation in formal and/or non-formal education, by educational attainment and age group (2007)**
StatLink  <http://dx.doi.org/10.1787/888932667748>
- **Table C6.8. Mean number of hours per participant and per adult, by purpose of non-formal education, gender and age group (2007)**
StatLink  <http://dx.doi.org/10.1787/888932667767>
- **Table C6.9. Adults who have not participated in formal/non-formal education and have not looked for information, by age group (2007)**
StatLink  <http://dx.doi.org/10.1787/888932667786>
- **Table C6.10. Rate of persons who have looked for and found information about formal/non-formal education, by age group (2007)**
StatLink  <http://dx.doi.org/10.1787/888932667805>

Table C6.1. **Total annual labour costs of employer-sponsored non-formal education and annual costs per participant (2007)***In millions equivalent USD converted using PPPs for employed 25-64 year-olds*

| | Total annual labour cost of employer-sponsored non-formal education | Percentage of GDP | Not attained ISCED 3 | | Attained ISCED 3/4 | | Attained ISCED 5/6 | | Total | |
|-----------------------------|---|-------------------|-----------------------------|----------------------------------|-----------------------------|----------------------------------|-----------------------------|----------------------------------|-----------------------------|----------------------------------|
| | | | Annual cost per participant | Percentage of annual labour cost | Annual cost per participant | Percentage of annual labour cost | Annual cost per participant | Percentage of annual labour cost | Annual cost per participant | Percentage of annual labour cost |
| | | | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| OECD | | | | | | | | | | |
| Austria | 1 568 | 0.48 | 615 | 1.9 | 1 363 | 3.0 | 1 938 | 3.0 | 1 435 | 2.9 |
| Belgium ¹ | 1 589 | 0.42 | 1 233 | 3.3 | 1 963 | 4.7 | 1 309 | 2.4 | 1 512 | 3.2 |
| Canada ¹ | 5 659 | 0.48 | 1 103 | 3.4 | 1 014 | 2.6 | 1 414 | 2.6 | 1 227 | 2.6 |
| Czech Republic ¹ | 953 | 0.39 | 206 | 1.1 | 368 | 1.4 | 1 482 | 2.7 | 519 | 1.7 |
| Denmark ² | 1 064 | 0.53 | 1 718 | 5.4 | 1 036 | 3.0 | 1 126 | 2.5 | 1 149 | 3.1 |
| Estonia | 75 | 0.26 | 373 | 2.1 | 284 | 1.5 | 365 | 1.5 | 319 | 1.5 |
| Finland ² | 779 | 0.43 | 672 | 1.9 | 661 | 1.8 | 960 | 2.0 | 794 | 1.9 |
| Germany | 15 793 | 0.54 | 868 | 2.1 | 924 | 2.1 | 1 768 | 2.5 | 1 191 | 2.2 |
| Greece | 346 | 0.11 | 348 | 1.4 | 709 | 2.3 | 1 570 | 3.3 | 917 | 2.7 |
| Hungary ² | 204 | 0.11 | 539 | 4.0 | 762 | 4.1 | 1 373 | 3.7 | 894 | 4.0 |
| Italy ² | 3 300 | 0.18 | 644 | 1.7 | 1 138 | 2.4 | 1 688 | 2.2 | 1 086 | 2.3 |
| Netherlands ¹ | 2 850 | 0.42 | 1 168 | 2.9 | 1 032 | 2.2 | 1 376 | 2.0 | 1 158 | 2.2 |
| New Zealand ² | 525 | 0.46 | 471 | 1.7 | 679 | 2.0 | 869 | 2.2 | 715 | 2.1 |
| Norway | 1 045 | 0.55 | 1 114 | 2.7 | 869 | 1.8 | 1 159 | 1.9 | 1 029 | 2.0 |
| Poland ² | 1 474 | 0.23 | 131 | 1.4 | 348 | 2.3 | 796 | 3.0 | 461 | 2.6 |
| Portugal | 710 | 0.30 | 529 | 3.0 | 805 | 2.8 | 1 404 | 2.6 | 702 | 2.8 |
| Slovak Republic | 324 | 0.26 | c | c | 257 | 1.3 | 684 | 2.0 | 344 | 1.5 |
| Spain | 3 684 | 0.27 | 804 | 3.0 | 1 082 | 3.4 | 1 405 | 3.3 | 1 111 | 3.3 |
| Sweden ³ | 1 518 | 0.44 | 635 | 1.6 | 556 | 1.3 | 712 | 1.3 | 618 | 1.3 |
| United Kingdom ² | 10 542 | 0.52 | c | c | 1 470 | 3.2 | 1 302 | 1.9 | 1 448 | 2.7 |
| OECD average | | 0.36 | 659 | 2.2 | 866 | 2.5 | 1 235 | 2.4 | 931 | 2.4 |
| EU21 average | | 0.35 | 617 | 2.2 | 868 | 2.5 | 1 251 | 2.5 | 921 | 2.5 |

1. Year of reference 2008.

2. Year of reference 2006.

3. Year of reference 2005.

Source: OECD, LSO Network special data collection, Adult Learning Working Group.

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


StatLink  <http://dx.doi.org/10.1787/888932667596>

Table C6.3. **Expected cost of working time devoted to employer-sponsored non-formal education over the working life and ratio to annual labour cost (2007)***In equivalent USD converted using PPPs for employed 25-64 year-olds*

| | Not attained ISCED 3 | | Attained ISCED 3/4 | | Attained ISCED 5/6 | | Total | | Men | | Women | |
|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|
| | Total estimated cost | Ratio to annual labour cost | Total estimated cost | Ratio to annual labour cost | Total estimated cost | Ratio to annual labour cost | Total estimated cost | Ratio to annual labour cost | Total estimated cost | Ratio to annual labour cost | Total estimated cost | Ratio to annual labour cost |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) | (12) |
| OECD | | | | | | | | | | | | |
| Austria | 29 332 | 0.9 | 53 028 | 1.2 | 76 466 | 1.2 | 55 985 | 1.1 | 66 220 | 1.2 | 39 235 | 1.0 |
| Belgium ¹ | 38 334 | 1.0 | 82 359 | 2.0 | 49 381 | 0.9 | 60 619 | 1.3 | 72 149 | 1.4 | 46 656 | 1.1 |
| Canada ¹ | 44 890 | 1.4 | 39 759 | 1.0 | 54 242 | 1.0 | 47 356 | 1.0 | 59 111 | 1.1 | 33 962 | 0.9 |
| Czech Republic ¹ | 7 868 | 0.4 | 14 496 | 0.5 | 57 656 | 1.1 | 20 276 | 0.7 | 21 000 | 0.6 | 17 837 | 0.7 |
| Denmark ² | 66 229 | 2.1 | 39 103 | 1.1 | 44 492 | 1.0 | 44 098 | 1.2 | 43 374 | 1.1 | 42 685 | 1.3 |
| Estonia | 14 067 | 0.8 | 11 281 | 0.6 | 14 070 | 0.6 | 12 443 | 0.6 | 15 382 | 0.6 | 9 757 | 0.6 |
| Finland ² | 29 206 | 0.8 | 28 406 | 0.8 | 38 826 | 0.8 | 32 739 | 0.8 | 36 294 | 0.8 | 29 049 | 0.8 |
| Germany | 34 118 | 0.8 | 34 739 | 0.8 | 72 633 | 1.0 | 46 357 | 0.9 | 54 041 | 0.9 | 33 948 | 0.8 |
| Greece | 13 852 | 0.5 | 24 169 | 0.8 | 60 810 | 1.3 | 34 510 | 1.0 | 40 434 | 1.1 | 25 286 | 0.9 |
| Hungary ² | 30 954 | 2.3 | 27 994 | 1.5 | 53 487 | 1.4 | 35 235 | 1.6 | 37 127 | 1.5 | 33 343 | 1.6 |
| Italy ² | 25 700 | 0.7 | 44 812 | 0.9 | 66 451 | 0.9 | 42 708 | 0.9 | 50 122 | 0.9 | 31 527 | 0.8 |
| Netherlands ¹ | 42 421 | 1.0 | 41 773 | 0.9 | 53 911 | 0.8 | 45 824 | 0.9 | 51 674 | 0.9 | 32 897 | 0.8 |
| New Zealand ² | 19 147 | 0.7 | 28 100 | 0.8 | 33 979 | 0.9 | 28 545 | 0.8 | 33 924 | 0.9 | 22 887 | 0.8 |
| Norway | 41 038 | 1.0 | 34 809 | 0.7 | 45 377 | 0.8 | 40 208 | 0.8 | 54 740 | 1.0 | 25 316 | 0.6 |
| Poland ² | 5 608 | 0.6 | 13 490 | 0.9 | 30 968 | 1.2 | 17 885 | 1.0 | 20 788 | 1.1 | 14 500 | 0.9 |
| Portugal | 20 514 | 1.1 | 27 681 | 1.0 | 53 632 | 1.0 | 26 806 | 1.1 | 27 932 | 1.0 | 25 245 | 1.2 |
| Slovak Republic | 3 760 | 0.3 | 9 961 | 0.5 | 26 909 | 0.8 | 13 391 | 0.6 | 14 732 | 0.6 | 11 758 | 0.6 |
| Spain | 30 902 | 1.1 | 46 045 | 1.5 | 54 451 | 1.3 | 43 831 | 1.3 | 43 105 | 1.2 | 44 281 | 1.5 |
| Sweden ³ | 26 605 | 0.7 | 22 342 | 0.5 | 27 958 | 0.5 | 24 673 | 0.5 | 29 784 | 0.6 | 18 740 | 0.5 |
| United Kingdom ² | 90 036 | 2.6 | 57 252 | 1.2 | 50 687 | 0.7 | 56 095 | 1.0 | 69 723 | 1.2 | 38 788 | 0.9 |
| OECD average | 30 729 | 1.0 | 34 080 | 1.0 | 48 319 | 1.0 | 36 479 | 1.0 | 42 083 | 1.0 | 28 885 | 0.9 |
| EU21 average | 30 586 | 1.0 | 34 097 | 1.0 | 48 787 | 1.0 | 36 316 | 1.0 | 41 590 | 1.0 | 28 936 | 0.9 |

1. Year of reference 2008.

2. Year of reference 2006.

3. Year of reference 2005.

Source: OECD, LSO Network special data collection, Adult Learning Working Group.

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


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Table C6.4a. **Participation in non-formal education and purpose of non-formal education, for 25-34 and 55-64 year-olds (2007)**

| | Participation rate | | 25-34 year-olds | | | 55-64 year-olds | | | Ratio of participants in job-related NFE | |
|-----------------------------|--------------------|-------|--------------------|-------------------------------|-----------------------------|--------------------|-------------------------------|-----------------------------|--|---------------------|
| | 25-34 | 55-64 | Mainly job-related | Both job-related and personal | Mainly for personal reasons | Mainly job-related | Both job-related and personal | Mainly for personal reasons | 25-34 [(3)+(4)]/(1) | 55-64 [(6)+(7)]/(2) |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
| OECD | | | | | | | | | | |
| Australia | 32 | 23 | 26 | m | 5 | 14 | m | 8 | 0.80 | 0.62 |
| Austria | 40 | 25 | 26 | 6 | 7 | 13 | c | 10 | 0.80 | 0.58 |
| Belgium ¹ | 44 | 19 | 35 | 5 | 4 | 11 | c | 7 | 0.91 | 0.63 |
| Canada ¹ | 38 | 26 | 32 | m | 3 | 19 | m | 6 | 0.84 | 0.73 |
| Czech Republic ¹ | 38 | 22 | 28 | 6 | 4 | 17 | 3 | 1 | 0.90 | 0.95 |
| Denmark ² | 36 | 27 | 23 | 10 | 3 | 13 | 10 | c | 0.92 | 0.86 |
| Estonia | 48 | 27 | 41 | c | 5 | 23 | c | c | 0.90 | 0.90 |
| Finland ² | 56 | 37 | 40 | 8 | 7 | 22 | 5 | 10 | 0.86 | 0.72 |
| Germany | 47 | 27 | 36 | 5 | 5 | 18 | 2 | 6 | 0.88 | 0.76 |
| Greece | 19 | 5 | 15 | c | 2 | 4 | c | c | 0.87 | 0.75 |
| Hungary ² | 10 | 2 | 7 | c | 2 | 2 | c | c | 0.78 | 0.77 |
| Ireland ¹ | 26 | 15 | 23 | m | 3 | 8 | m | 6 | 0.89 | 0.56 |
| Italy ² | 24 | 12 | 5 | 11 | 4 | 2 | 5 | 2 | 0.67 | 0.60 |
| Korea | 27 | 24 | 8 | c | 14 | 7 | c | 16 | 0.49 | 0.33 |
| Netherlands ¹ | 52 | 28 | 39 | 8 | 5 | 16 | 4 | 8 | 0.89 | 0.70 |
| New Zealand ^{2, 3} | 31 | 28 | 24 | m | 7 | 19 | m | 9 | 0.78 | 0.68 |
| Norway | 56 | 40 | 44 | 7 | 4 | 33 | c | 4 | 0.92 | 0.90 |
| Poland ² | 26 | 7 | 20 | 2 | 4 | 6 | c | 1 | 0.83 | 0.88 |
| Portugal | 32 | 10 | 24 | 2 | 6 | 7 | c | 3 | 0.81 | 0.74 |
| Slovak Republic | 45 | 24 | 36 | 4 | 5 | 21 | c | c | 0.89 | 0.92 |
| Slovenia | 40 | 22 | 24 | 3 | 13 | 10 | c | 11 | 0.68 | 0.50 |
| Spain | 33 | 16 | 22 | 2 | 8 | 8 | c | 7 | 0.74 | 0.57 |
| Sweden ⁴ | 72 | 60 | 44 | 19 | 9 | 39 | 10 | 11 | 0.87 | 0.81 |
| Switzerland ⁵ | 52 | 41 | 39 | 6 | 7 | 26 | 5 | 10 | 0.85 | 0.74 |
| Turkey | 18 | 4 | 11 | 3 | 4 | 2 | c | 2 | 0.74 | 0.49 |
| United Kingdom ² | 44 | 32 | 22 | 14 | 5 | 14 | 6 | 8 | 0.80 | 0.61 |
| United States ⁴ | 48 | 40 | 23 | 10 | 12 | 19 | 8 | 12 | 0.70 | 0.68 |
| OECD average | 37 | 23 | 26 | 5 | 6 | 15 | 3 | 7 | 0.84 | 0.76 |
| EU21 average | 38 | 22 | 27 | 6 | 5 | 13 | 3 | 5 | 0.85 | 0.73 |

1. Year of reference 2008.

2. Year of reference 2006.

3. Excludes adults who participated only in "short seminars, lectures, workshops or special talks".

4. Year of reference 2005.

5. Year of reference 2009.

Source: OECD, LSO Network special data collection on adult learning activities, Adult Learning Working Group.

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


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Table C6.11. **Percentage of 55-64 year-olds and 65-74 year-olds who have participated in formal and/or non-formal education (2007)***Participation rate by educational attainment and gender*

| OECD | Age group | Not attained | Attained | Attained | Men | Women | Total |
|------------------------------|---|--------------|-----------|-----------|-----|-------|-------|
| | | ISCED 3 | ISCED 3/4 | ISCED 5/6 | | | |
| | | (1) | (2) | (3) | (4) | (5) | (6) |
| Australia ¹ | 65-74 | 6 | 9 | 30 | 9 | 14 | 11 |
| | 55-64 | 15 | 28 | 42 | 25 | 26 | 25 |
| | Relative advantage of younger age group | 2.5 | 3.0 | 1.4 | 2.9 | 1.8 | 2.2 |
| Germany | 65-74 | 4 | 14 | 25 | 13 | 14 | 13 |
| | 55-64 | 10 | 27 | 45 | 30 | 27 | 28 |
| | Relative advantage of younger age group | 2.8 | 1.9 | 1.8 | 2.4 | 1.9 | 2.1 |
| Ireland ² | 65-74 | 4 | 11 | 22 | 6 | 10 | 8 |
| | 55-64 | 9 | 17 | 35 | 15 | 16 | 16 |
| | Relative advantage of younger age group | 2.5 | 1.6 | 1.6 | 2.7 | 1.7 | 2.0 |
| Spain | 65-74 | 3 | 7 | 9 | 3 | 5 | 4 |
| | 55-64 | 11 | 26 | 40 | 17 | 17 | 17 |
| | Relative advantage of younger age group | 3.5 | 3.4 | 4.2 | 6.5 | 3.3 | 4.3 |
| United Kingdom ³ | 65-74 | 16 | 16 | 39 | 20 | 24 | 22 |
| | 55-64 | 28 | 39 | 51 | 33 | 41 | 37 |
| | Relative advantage of younger age group | 1.8 | 2.4 | 1.3 | 1.7 | 1.7 | 1.7 |
| United States ^{4,5} | 65-74 | 17 | 20 | 36 | 21 | 29 | 25 |
| | 55-64 | 13 | 31 | 56 | 33 | 47 | 40 |
| | Relative advantage of younger age group | 0.8 | 1.6 | 1.5 | 1.6 | 1.6 | 1.6 |

1. The data for 55-64 year-olds and 65-74 year-olds are from different survey sources.

2. Year of reference 2008.


3. Year of reference 2006.

4. Year of reference 2005.

5. Category "Attained ISCED 3/4" excludes persons with attainment at ISCED level 4.

Source: OECD, LSO Network special data collection on adult learning activities, Adult Learning Working Group.

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

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