

## HOW MANY ADULTS PARTICIPATE IN EDUCATION AND LEARNING?

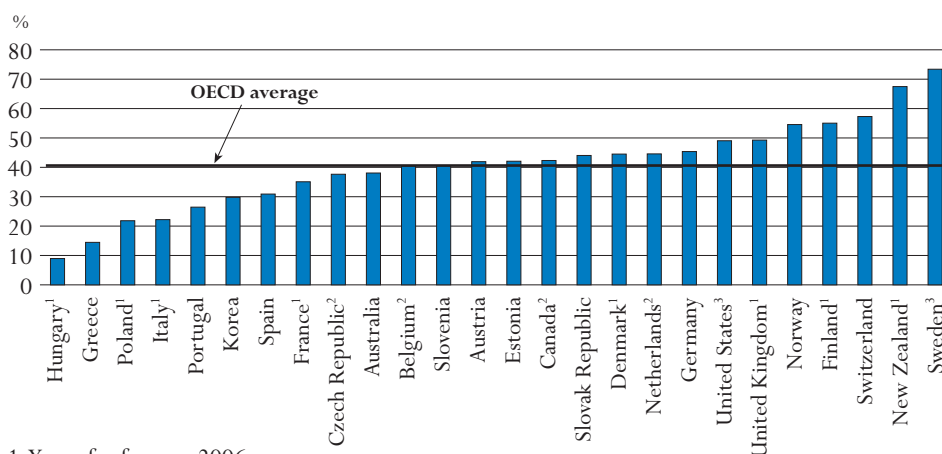
This indicator examines the participation of the 25-64 year-old population in formal and/or non-formal education and investment in non-formal education. It shows the extent to which adults seek information on learning possibilities and its relation to participation rates. Other determinants of participation in education and learning examined are previous educational attainment, age and gender, labour force status, and characteristics of the workplace.

### Key results

#### Chart A5.1. Participation in formal and/or non-formal education (2007)

*This chart shows the participation of the 25-64 year-old population in formal and/or non-formal education in 2007.*

Investment in education and training after leaving initial education is essential for upgrading labour force skills and increasing overall skill levels in the economy. Participation rates indicate how far-reaching such investment is in different countries. Across the OECD, more than 40% of the adult population participates in formal and/or non-formal education in a given year. Countries differ significantly, however. In New Zealand and Sweden, more than 60% of the population is involved in some sort of formal and/or non-formal education over the course of a year, whereas in Hungary and Greece less than 15% of the population is engaged.




1. Year of reference 2006.

2. Year of reference 2008.

3. Year of reference 2005.

Countries are ranked in ascending order of participation in education.

Source: OECD, LSO network special data collection, Adult Learning Working Group, Table A5.1a. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

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### *Other highlights of this indicator*

- Adults with higher educational attainment are more likely to participate in formal and/or non-formal education than adults with lower attainment. On average for the OECD, individuals with tertiary education have an advantage in the involvement in educational activities – they are almost three times more likely to be involved in educational activities than those with low levels of education.
- 52% of all adults have not participated in formal and/or non-formal education and have not looked for information on learning activities. More than two-thirds of the 25-64 year-old population remained outside of both the education and training system, and the information and guidance system in Greece, Hungary, Italy, Poland and Portugal, while two-thirds participated in Finland, the Netherlands, Sweden and the United Kingdom.
- 25-34 year-old individuals are almost twice as likely to participate in adult learning as older individuals (55-64 year-olds). Differences in participation rates of males and females in formal and/or non-formal education are generally small and are 5 percentage points or greater only in eight countries. In Canada, Finland, Sweden, the United States and the partner country Estonia, the participation rates of females are higher, while the difference between the genders favours males in the Czech Republic, Germany and the Netherlands.
- Workplace aspects such as industry and occupation strongly influence participation in adult learning. Across the OECD, 61% of those employed in high-skilled white collar occupations engage in adult education, the rate drops to 46% in low-skilled white collar occupations, to 34% in high-skilled blue collar occupations and then to 32% in low-skilled blue collar occupations.

## Policy context

Further investment in education and training following initial education is essential to upgrade labour force skills and increase an economy's overall skill level. One of the goals of adult education and learning is to develop the skills for the knowledge society and economy, for today's and future labour market. Globalisation and changes in technologies, employment, work organisation and demographics increase the level and range of skills and knowledge required in the workplace.

**Globalisation:** New technologies, allied with government trade policies, have broadened the international marketplace for goods and services. This has increased competition for skills among countries and their citizens, particularly in high-growth, high-technology markets.

**Technological change:** In addition to fostering globalisation generally, the development of new information technologies has hastened the growth of knowledge-based industries that rely on a highly skilled workforce. An ever-larger segment of the workforce (and the population) must be prepared to adapt to changing technologies in order to function effectively.

**Changes in employment:** Employment has shifted from agriculture and manufacturing to the services industries. Studies have shown “an increase in the application of skills within occupations” (OECD and Statistics Canada, 2000, p.8), such as communication skills, social skills and problem-solving. Continuing education and training can help prepare the current workforce, particularly older workers, to adapt to the changes in their working environment.

**Changes in the organisation of work:** In response to increased competitive pressures, firms are moving towards “flexible management” practices, which give more responsibility and autonomy to lower-level workers and thus increase their need for higher-level skills.

**Demography:** OECD countries have ageing populations and an ageing workforce. To maintain or increase the skill levels of the workforce, the “old” solution – to recruit ever better educated and skilled young people – will not suffice. Developing the skills of the existing workforce, including older workers, is indispensable.

Adult learning, as part of lifelong learning, is considered crucial for coping with 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. To this end, other policy goals for adult education include:

- encourage lifelong learning also for non-economic goals such as personal fulfilment, improved health, civic participation, social inclusion, reduced levels of crime and environmental protection;
- improve demand for, access to, and success in learning opportunities (general and workplace-based; formal, non-formal and informal) for the low-skilled and others who face barriers or are under-represented;
- support learning strategies leading to active participation of older persons in employment and in society;
- enhance investments in adult learning by both public and private sectors; and
- improve the provision of information, guidance and counselling to motivate, inspire and raise confidence to engage in learning, at all stages of life, especially for information- and assistance-deprived groups.

## Evidence and explanations

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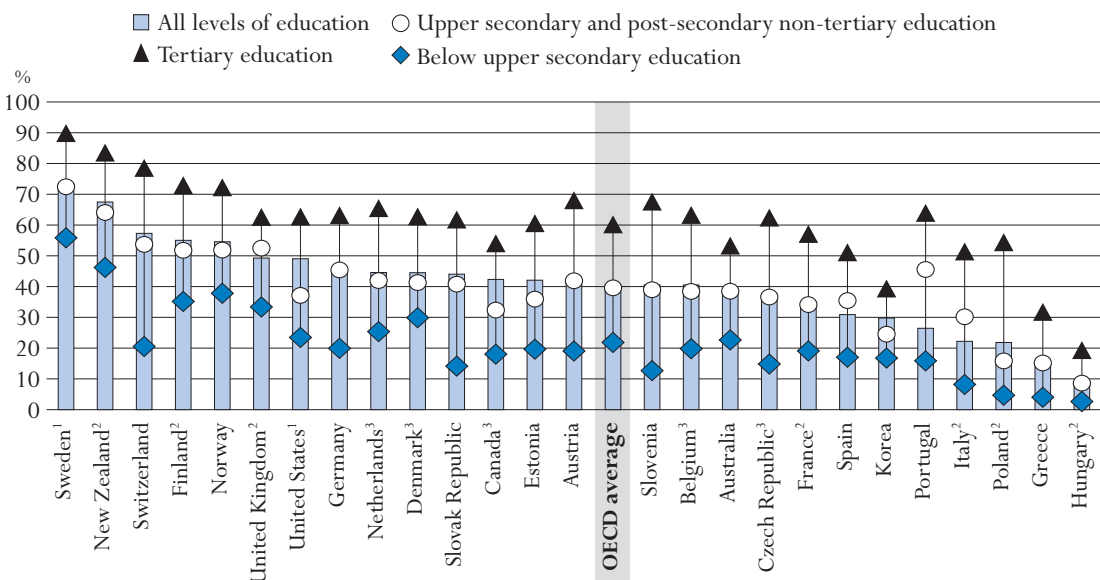
### Large country differences in adult learning

There is substantial cross-country variation in the participation of adults in formal and/or non-formal education and training. Across the OECD, more than 40% of the 25-64 year-old population participates in at least one formal and/or non-formal education activity in a given year. Two countries – New Zealand and Sweden – take the lead with more than 60% of the adult population involved in education and training; in Greece and Hungary less than 15% of the population participates. Between these two extremes, the incidence of adult education varies greatly; it is less than 25% in Italy and Poland, but up to 50% or more in Finland, Norway and Switzerland (Chart A5.1). In the case of New Zealand, their rate is significantly influenced by a large percentage of adults attending short seminars, lectures, workshops or special talks, etc.

### Training leads to further training

Despite the large differences in participation rates, a striking and common pattern is found: participation rates vary according to prior levels of educational attainment. All countries have inequalities in terms of access to adult learning. On average for the OECD countries surveyed, participation in formal and/or non-formal education is 20 percentage points higher for individuals who have attained tertiary education than for those with upper secondary or post-secondary non-tertiary education. The latter have a participation rate which is 18 percentage points higher than that of individuals who have not attained upper secondary education (Chart A5.2).

**Chart A5.2. Participation in formal and/or non-formal education, by educational attainment (2007)**



1. Year of reference 2005.

2. Year of reference 2006.

3. Year of reference 2008.

Countries are ranked in descending order of participation in formal and/or non-formal education, for all levels of education.

Source: OECD, LSO network special data collection, Adult Learning Working Group, Table A5.1b. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

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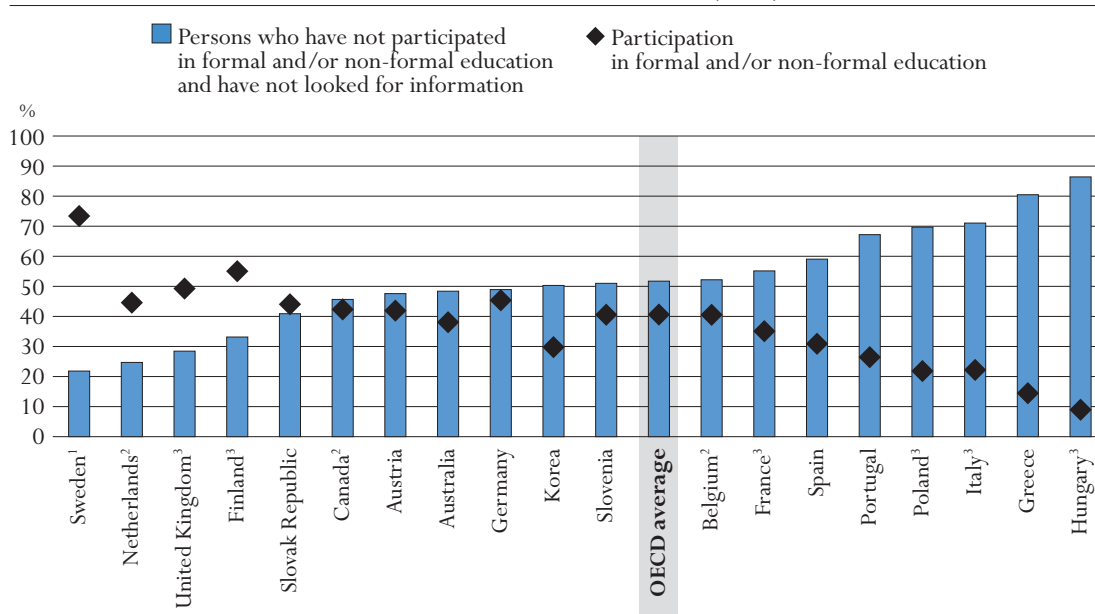
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On average for the OECD, individuals with tertiary education have an advantage in the involvement in educational activities – they are almost three times more likely to be involved in educational activities than those with low levels of education. In general, this advantage in the involvement of the highly educated shows a strong negative relationship with the overall participation rates in adult education. In most countries with high overall participation rates the advantage of the highly educated is below the OECD average, and the reverse is true for countries with low participation rates. It is important to better understand the underlying causes of these differentials in order to help to promote lifelong learning among the less qualified.

### The need to reach further

To increase participation in adult learning, effective information, guidance and counselling services can help create accessible learning environments, support learning at all ages and in a range of settings, and empower citizens to manage their learning and work. A special goal is to reach out to information- and assistance-deprived groups. Chart A5.3 shows the percentage of adults who have not participated in formal and/or non-formal education and have not sought information concerning learning possibilities within the last 12 months. The indicator attempts to measure the size of the population outside of both the education and training system, and the information and guidance system.

**Chart A5.3. Persons who have not participated in formal/non-formal education and have not looked for information, and participation in formal and/or non-formal education (2007)**



1. Year of reference 2005.

2. Year of reference 2008.

3. Year of reference 2006.

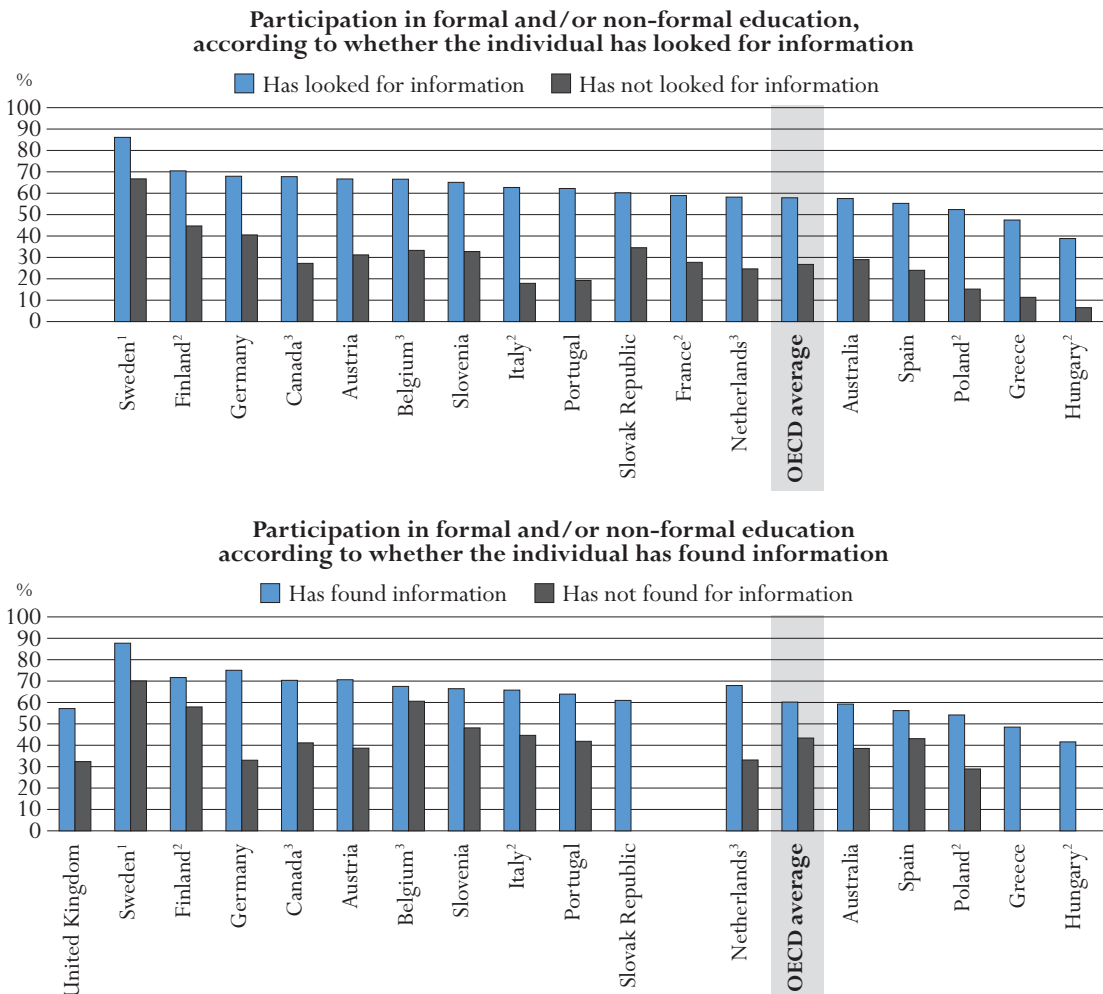
Countries are ranked in ascending order of non-participation in formal and/or non-formal education.

Source: OECD, LSO network special data collection, Adult Learning Working Group. Table A5.2. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

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On average in the countries providing data, 52% of the 25-64 year-old population had no contact with either system, 41% participated in adult education and 7% looked for information but did not participate. Countries vary markedly on all three measures. More than two-thirds of the 25-64 year-old population remained outside the systems in Greece, Hungary, Italy, Poland and Portugal, while two-thirds participated in Finland, the Netherlands, Sweden and the United Kingdom. The relationship between the rate of participation in formal and/or non-formal education and the percentage of the population not seeking information about learning activities is negative.

**Chart A5.4. Participation in formal and/or non-formal education, according to whether individuals have looked for and found information about learning activities (2007)**




1. Year of reference 2005.

2. Year of reference 2006.

3. Year of reference 2008.

Countries are ranked by the participation rate of those who looked for information about learning activities.

Source: OECD, LSO network special data collection, Adult Learning Working Group, Table A5.3. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

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Even among those who have not looked for information about learning possibilities in the 12 previous months, a sizeable 27% in the OECD countries with relevant data took part in educational activities (Chart A5.4). How is this possible? Probably the most important explanation is employer-sponsored training: workers are given training that they did not seek or choose. Another possibility is attendance at learning activities of fairly long duration, which continue without the need for further information by the participant.

Individuals who looked for information were twice as likely to participate in formal and/or non-formal education as those who did not. The relative difference is less than two times as likely to participate in Finland, Germany, the Slovak Republic and Sweden, but more than three times as likely in Greece, Hungary, Italy, Poland and Portugal (Table A5.3).

### Participation by age and gender

Differences in participation in adult learning according to the age of the participants is well established: in most countries the youngest cohort of 25-34 year-olds participates the most in formal and/or non-formal education and in all countries the oldest cohort of 55-64 year-olds participates the least (Table A5.1a). On average, the youngest individuals are twice as likely to be involved in formal and/or non-formal education as the oldest age group. This may be because older individuals place less value on acquiring new skills and because employers propose training less frequently to older workers. The pattern of the decline in and extent of participation varies. In some countries, people tend to attend regular formal education well into their thirties, thus raising the participation of the youngest cohort.

Differences in participation rates of males and females in formal and/or non-formal education are generally small and are 5 percentage points or greater only in eight countries. In Canada, Finland, Sweden, the United States and the partner country Estonia, the participation rates of females are higher, while the difference between the genders favours males in the Czech Republic, Germany and the Netherlands (Table A5.1a). In all countries with the exception of New Zealand, the difference in participation rates in favour of individuals with higher educational attainment is more pronounced among females than males (Table A5.1b).

### Participation by workplace aspects

Today's working world demands continuous development of skills and competences during working life. This translates into higher rates of participation in formal and non-formal education in the upper-tier service industries as well as in high-skilled white collar occupations, the typical locations of knowledge based workplaces. Across the OECD, 61% of those employed in high-skilled white collar occupations engage in adult education, the rate drops to 46% in low-skilled white collar occupations, to 34% in high-skilled blue collar occupations and then to 32% in low-skilled blue collar occupations (Table A5.4a).

All countries show this general pattern, except the Czech Republic and the Slovak Republic where the participation rate of workers in low-skilled blue collar occupations is significantly higher than that of workers in high-skilled blue collar occupations. Across the OECD, 58% of those employed in upper-tier service industries take part in adult education; the rate drops to 39% in lower-tier service industries and goods-producing industries, and to 35% in resource industries. However, the lowest participation rate is not found among workers in resource industries in

Canada, the Czech Republic, Finland, Germany, New Zealand, Norway, the Slovak Republic and Switzerland.

In practically every industry in all countries, the well-known pattern of higher participation in adult education of individuals with higher educational attainment is repeated, at different levels of participation, which reflect the overall participation rate of the industry and the country (see Table A5.4b, available on line). The industry, the educational attainment of the individual, and the general level of adult participation in learning all add to the likelihood of an individual developing his/her skill level. Extremely high participation is found among Swedish workers in the upper-tier service industries with tertiary education and extremely low participation among Hungarian workers in the resource industries with an educational attainment below upper secondary education.

### **Participation in job-related non-formal education**

On average, two-thirds of all participants in formal and/or non-formal education participate in job-related non-formal education. The share of job-related participants is four out of five or more in the Czech Republic, Finland, France, Germany, the Netherlands, Norway, the Slovak Republic, Sweden and the partner country Estonia (Tables A5.1a and A5.5). Less than three out of five participants engage in job-related non-formal education in Australia, Denmark, Korea, New Zealand and Switzerland. In all countries the employed have higher participation rates in job-related non-formal education than the unemployed. Only in Finland, Germany, the Netherlands, Norway and Sweden do more than 10% of individuals who are not in the labour force participate in job-related education (Table A5.5).

### **Mean hours of instruction per participant in non-formal education**

The time used for attending non-formal education activities represents an investment in the individual's skill development, generally by both the employer and the individual. The mean hours of instruction per participant in non-formal education partly reflect a balance between extensive and intensive participation (Chart A5.5). The correlation between participation rate and mean hours of instruction per participant is slightly negative. The mean hours of instruction range from more than 100 in Belgium, Denmark, Hungary, Korea and Spain to less than 50 in Canada, Italy, New Zealand, the United Kingdom and the partner country Slovenia. In all countries except Canada and Denmark, unemployed participants spend more time in instruction than employed participants (Table A5.6).

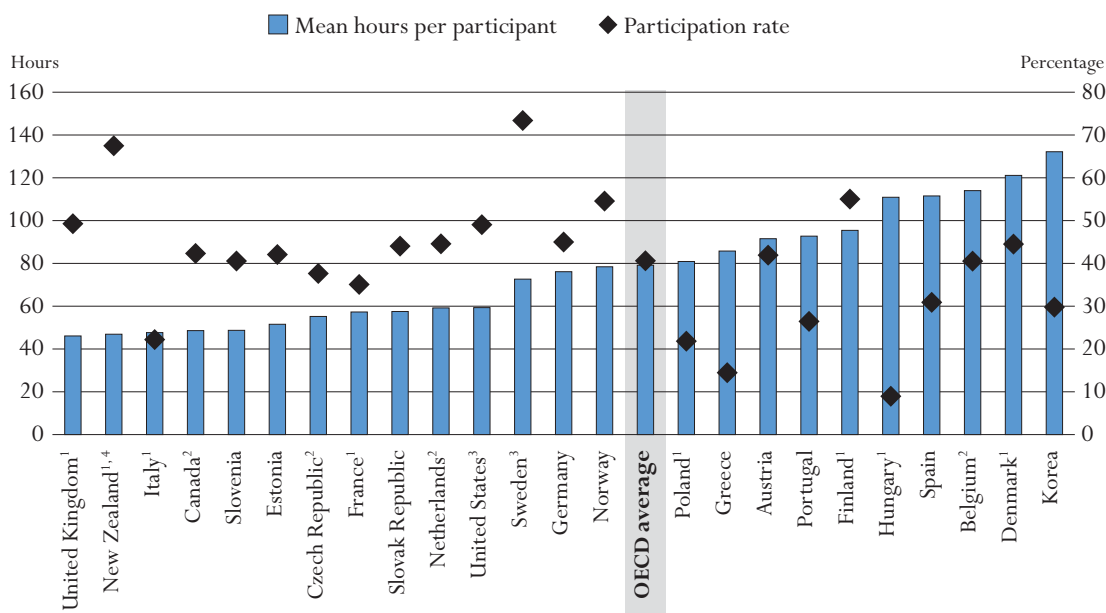
On average, the mean hours of instruction in non-formal education do not vary according to the educational attainment of the participants. The average hides two quite distinct patterns: in the Czech Republic, Greece, Korea, Poland, the Slovak Republic, Spain and Sweden and the partner country Slovenia participants with tertiary education spend on average more hours in education than participants who have not attained upper secondary education; the opposite is true for Belgium, Denmark, Germany, Hungary, the Netherlands, the United Kingdom and the United States.

Adult learning may be an effective means of combating unemployment, as individuals can develop skills that make them more attractive to employers. Given changes in technologies, work methods and markets, policy makers in many countries are promoting adult education.



Most countries have higher participation rates for the employed but longer mean hours of instruction per participant for the unemployed. This may reflect both the need for more intensive skill development among the unemployed and the fact that training for the employed competes with working time. Training for the unemployed is typically full-time training, offered through targeted programmes which can be of long duration.

**Chart A5.5. Mean hours per participant and participation in non-formal education (2007)**



1. Year of reference 2006.

2. Year of reference 2008.

3. Year of reference 2005.

4. Excluding adults who participated only in “short seminars, lectures, workshops or special talks”.

Countries are ranked in ascending order of the mean hours per participant in non-formal education.

Source: OECD, LSO network special data collection, Adult Learning Working Group. Tables A5.1a and A5.6.

See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

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## Definitions and methodologies

A special OECD data collection is the basis for this indicator. 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 surveys were carried out by 29 countries in the EU, EFTA and candidate countries between 2005 and 2008. The EU AES is a pilot exercise which proposed for the first time a common framework, including a standard questionnaire, tools and quality reporting.

The indicator focuses on participation in formal and/or non-formal education. 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

A corrigendum has been issued for this page. See: <http://www.oecd.org/dataoecd/43/33/46131885.pdf>

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 persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. The AES 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 in the previous 12 months. Some of these learning activities might be of short duration.

A person is a participant in *job-related non-formal education*, when at least one of the learning activities was attended for job-related reasons.

The *occupation of the employed* is shown as a four category grouping of the 1-digit level of the International Standard Classification of Occupations (ISCO 88):

- *High-skilled white collar occupations* (codes 1+2+3) include legislators, senior officials and managers, professionals and technicians, and associate professionals.
- *Low-skilled white collar occupations* (4 + 5) include clerks and service workers and shop, and market sales workers.
- *High-skilled blue collar occupations* (6 + 7) include skilled agricultural and fishery workers, and craft and related trades workers.
- *Low-skilled blue collar occupations* (8 + 9) include plant and machine operators and assemblers, and elementary occupations.

The economic activity of the workplace of the employed, called industry, is a four-category grouping of the 2-digit level of the International Standard Industrial Classification (ISIC):

- *Upper-tier services* (first two digits 40-41 or 60-85): the category includes transport and communication, finance, research and development, education, health and social work and other industries.
- *Lower-tier services* (first two digits 50-55, 90-97 or 99): the category includes wholesale and retail trades, hotels and restaurants, recreational, cultural and sporting activities, private households and other industries.
- *Goods-producing industries* (first two digits 15-37 or 45): the category includes manufacture and construction.
- *Resource industries* (first two digits 01-14): the category includes agriculture and mining.

### Further references

OECD and Statistics Canada (2000), *Literacy in the Information Age: Final Report of the International Adult Literacy Survey*, OECD Publishing.

Table A5.1a.  
**Participation in formal and/or non-formal education, by gender and age (2007)**  
*Participation rate of the 25-64 year-old population*

		Males					Females					Total				
		25-34	35-44	45-54	55-64	25-64	25-34	35-44	45-54	55-64	25-64	25-34	35-44	45-54	55-64	25-64
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD countries	Australia	48	41	38	c	39	43	39	39	26	37	46	40	39	25	38
	Austria	51	49	44	26	44	43	47	41	24	40	47	48	43	25	42
	Belgium <sup>1</sup>	55	49	40	24	41	58	48	33	23	40	56	49	36	23	41
	Canada <sup>1</sup>	50	47	38	27	41	50	48	46	28	44	50	47	42	28	42
	Czech Republic <sup>1</sup>	50	49	42	26	42	38	41	40	17	34	44	45	41	22	38
	Denmark <sup>2</sup>	58	51	40	28	44	57	49	50	29	45	57	50	45	29	45
	Finland <sup>2</sup>	64	53	49	31	49	68	68	65	45	61	66	61	57	38	55
	France <sup>2</sup>	51	40	35	15	36	46	38	31	17	34	48	39	33	16	35
	Germany	59	54	48	30	48	48	47	45	27	42	53	51	47	28	45
	Greece	22	15	13	5	14	24	15	13	c	15	23	15	13	5	14
	Hungary <sup>2</sup>	15	9	6	3	8	17	12	8	2	10	16	11	7	2	9
	Italy <sup>2</sup>	29	24	23	13	22	32	24	21	11	22	30	24	22	12	22
	Korea	40	27	22	23	29	32	32	31	25	31	36	29	27	24	30
	Netherlands <sup>1</sup>	64	47	46	33	48	55	42	44	24	42	60	45	45	29	45
	New Zealand <sup>2</sup>	72	70	73	59	69	66	67	70	58	66	69	69	72	59	67
	Norway	68	55	49	42	53	62	61	58	41	56	65	58	53	41	55
	Poland <sup>2</sup>	33	25	15	7	21	35	27	18	6	22	34	26	16	7	22
	Portugal	39	29	23	13	27	41	29	21	9	26	40	29	22	11	26
	Slovak Republic	54	49	45	27	45	48	53	46	21	43	51	51	45	24	44
	Spain	39	34	27	17	31	41	33	28	17	31	40	34	27	17	31
	Sweden <sup>3</sup>	80	76	70	58	71	82	82	78	64	76	81	79	74	61	73
	Switzerland	66	64	59	47	60	61	56	58	44	55	64	60	59	45	57
	United Kingdom <sup>2</sup>	61	48	46	33	47	56	55	52	41	51	59	51	49	37	49
	United States <sup>3</sup>	55	46	42	33	45	57	52	54	47	53	56	49	48	40	49
	OECD average	51	44	39	27	41	48	44	41	28	41	50	44	40	27	41
	EU19 average	48	41	36	23	38	46	42	37	24	37	47	41	37	23	37
Partner countries	Estonia	50	42	27	24	37	55	54	46	30	47	53	48	37	27	42
	Slovenia	47	46	36	20	38	58	49	40	24	43	52	48	38	22	41

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 A5.1b.  
**Participation in formal and/or non-formal education, by gender and educational attainment (2007)**  
 Participation rate of the 25–64 year-old population

		Males				Females				Males and females			
		Below upper secondary education	Upper secondary and post-secondary non- tertiary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary and post-secondary non- tertiary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary and post-secondary non- tertiary education	Tertiary education	All levels of education
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)		
OECD countries	Australia	c	38	55	39	22	39	52	37	23	38	53	38
	Austria	20	43	65	44	19	41	73	40	19	42	68	42
	Belgium <sup>1</sup>	21	39	64	41	18	37	63	40	20	38	63	41
	Canada <sup>1</sup>	25	35	54	44	17	37	60	50	22	36	57	47
	Czech Republic <sup>1</sup>	23	40	62	42	9	33	63	34	15	37	62	38
	Denmark <sup>1</sup>	32	40	62	44	28	43	63	45	30	41	63	45
	Finland <sup>2</sup>	33	47	68	49	38	58	76	61	35	52	73	55
	France <sup>2</sup>	21	35	58	36	17	33	56	34	19	34	57	35
	Germany	21	47	64	48	19	44	63	42	20	45	63	45
	Greece	5	15	29	14	3	15	34	15	4	15	32	14
	Hungary <sup>2</sup>	c	8	18	8	2	10	21	10	3	9	19	9
	Italy <sup>2</sup>	9	29	50	22	7	31	53	22	8	30	51	22
	Korea	15	23	36	29	18	26	43	31	17	25	39	30
	Netherlands <sup>1</sup>	34	42	63	48	19	42	69	42	25	42	65	45
	New Zealand <sup>2</sup>	46	68	84	69	46	59	83	66	46	64	84	67
	Norway	41	51	69	53	35	53	75	56	38	52	72	55
	Poland <sup>2</sup>	5	17	51	21	4	15	57	22	5	16	54	22
	Portugal	17	49	64	27	14	42	64	26	16	46	64	26
	Slovak Republic	c	42	59	45	c	39	65	43	14	41	62	44
	Spain	18	35	50	31	16	36	53	31	17	35	51	31
	Sweden <sup>3</sup>	53	71	88	71	58	74	92	76	56	72	90	73
	Switzerland	21	53	78	60	20	55	79	55	21	54	79	57
United Kingdom <sup>2</sup>	35	47	58	47	32	60	67	51	33	53	63	49	
United States <sup>3</sup>	24	33	58	45	23	41	67	53	23	37	63	49	
	OECD average	25	40	59	41	21	40	62	41	22	40	60	41
	EU19 average	23	38	57	38	19	38	61	37	20	38	59	37
Partner countries	Estonia	21	34	54	37	17	38	64	47	20	36	61	42
	Slovenia	16	36	62	38	10	43	72	43	13	39	68	41

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 A5.2.

**Adults who have not participated in formal/non-formal education and have not looked for information, by gender, age group, educational attainment and labour force status (employed) (2007)**

*Percentage of the 25-64 year-old population*

		Gender		Age group				Educational attainment			Labour force status	
		Males	Females	25-34	35-44	45-54	55-64	Below upper secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	Employed	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)		
OECD countries	Australia	49	48	38	45	49	65	67	48	30	43	48
	Austria	46	49	39	41	48	67	72	47	22	41	48
	Belgium <sup>1</sup>	51	53	34	44	57	72	74	53	30	44	52
	Canada <sup>1</sup>	47	44	33	39	49	64	73	56	33	41	46
	Finland <sup>2</sup>	40	26	19	26	34	53	52	35	17	28	33
	France <sup>2</sup>	54	56	38	51	58	79	73	56	31	48	55
	Germany	46	51	39	43	49	67	74	49	31	43	49
	Greece	81	80	69	80	82	93	94	80	58	76	80
	Hungary <sup>2</sup>	88	85	76	84	88	96	96	87	71	82	86
	Italy <sup>2</sup>	71	71	61	69	72	83	86	62	41	66	71
	Korea	50	50	36	46	62	68	79	56	35	51	50
	Netherlands <sup>1</sup>	23	27	13	24	26	35	33	26	15	21	25
	Poland <sup>2</sup>	71	69	53	65	77	89	91	76	33	61	70
	Portugal	68	67	49	65	73	86	79	45	25	62	67
	Slovak Republic	40	42	32	34	40	63	77	44	21	32	41
	Spain	59	59	48	55	64	77	75	52	36	54	59
	Sweden <sup>3</sup>	24	19	13	16	22	36	39	22	8	17	22
	United Kingdom <sup>2</sup>	29	28	17	26	29	42	44	23	17	24	28
	OECD average	52	51	39	47	54	69	71	51	31	46	52
	EU19 average	51	47	39	43	49	61	69	48	30	46	47
Partner country	Slovenia	53	48	35	43	56	74	82	53	21	43	51

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.


StatLink  <http://dx.doi.org/10.1787/888932310168>

Table A5.3.  
**Participation in formal and/or non-formal education,**  
**by gender, and according to whether individuals have looked for and found information (2007)**  
*Participation rate of the 25-64 year-old population*

		Males					Females					Males and females				
		Looking for information		Finding information		Total	Looking for information		Finding information		Total	Looking for information		Finding information		Total
		... has not looked	... has looked	... has found	... has not found		... has not looked	... has looked	... has found	... has not found		... has not looked	... has looked	... has found	... has not found	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD countries	Australia	31	57	59	36	39	27	58	59	41	37	29	58	59	39	38
	Austria	34	68	71	c	44	29	65	70	36	40	31	67	71	39	42
	Belgium <sup>1</sup>	35	64	65	60	41	32	69	69	62	40	33	67	68	61	41
	Canada <sup>1</sup>	28	67	69	40	41	27	69	71	42	44	27	68	70	41	42
	Finland <sup>2</sup>	41	66	67	47	49	50	74	75	66	61	45	70	72	58	55
	France <sup>2</sup>	29	60	m	m	36	26	57	m	m	34	28	59	m	m	35
	Germany	43	71	77	42	48	38	64	72	c	42	41	68	75	33	45
	Greece	11	47	49	c	14	11	48	48	c	15	11	47	48	c	14
	Hungary <sup>2</sup>	6	39	42	c	8	7	39	41	c	10	7	39	42	c	9
	Italy <sup>2</sup>	19	63	67	42	22	17	63	65	47	22	18	63	66	45	22
	Korea	1	5	c	c	3	c	4	c	c	2	1	5	5	c	2
	Netherlands <sup>1</sup>	27	60	69	36	48	22	56	67	30	42	25	58	68	33	45
	Poland <sup>2</sup>	16	50	52	29	21	15	54	56	28	22	15	52	54	29	22
	Portugal	20	64	66	c	27	18	61	62	c	26	19	62	64	42	26
	Slovak Republic	38	59	60	c	45	31	61	62	c	43	35	60	61	c	44
	Spain	25	53	54	42	31	23	57	58	44	31	24	55	56	43	31
	Sweden <sup>3</sup>	64	85	86	67	71	70	88	89	73	76	67	86	88	70	73
United Kingdom	m	m	54	34	47	m	m	60	31	51	m	m	57	32	49	
	OECD average	28	58	63	43	35	28	58	64	46	35	27	58	60	43	35
	EU19 average	21	51	57	37	27	22	52	58	40	27	21	52	54	40	27
Partner country	Slovenia	32	60	61	c	38	33	69	71	c	43	33	65	66	48	41

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/10.1787/888932310168>

Table A5.4a.

**Participation in formal and/or non-formal education, by workplace aspects  
(full-time/part-time status, occupation and industry) (2007)**

*Participation rate of the 25-64 year-old employed population*

		Full-time/ part-time status		Occupation				Industry				Total	
		Full-time	Part-time	High skilled white collar	Low skilled white collar	High skilled blue collar	Low skilled blue collar	Upper-tier services	Lower-tier services	Goods- producing industries	Resource industries		
													(1)
OECD countries	Australia	46	38	48	37	28	31	53	37	34	31	44	
	Austria	48	49	64	53	31	22	65	38	39	36	48	
	Belgium <sup>1</sup>	51	44	62	51	26	27	60	36	42	20	49	
	Canada <sup>1</sup>	48	41	60	39	35	27	56	36	34	45	47	
	Czech Republic <sup>1</sup>	48	42	63	42	34	41	61	35	41	46	48	
	Denmark <sup>2</sup>	48	65	65	50	41	32	56	44	39	32	48	
	Finland <sup>2</sup>	63	51	74	65	43	44	71	54	51	52	62	
	France <sup>2</sup>	44	36	56	39	27	29	49	35	37	23	42	
	Germany	55	46	69	49	38	34	67	43	43	51	53	
	Greece	18	20	27	21	7	8	28	14	9	7	18	
	Hungary <sup>2</sup>	12	10	20	10	6	8	18	8	8	7	12	
	Korea	29	27	m	m	m	m	m	m	m	m	29	
	Netherlands <sup>1</sup>	53	53	60	47	39	36	m	m	m	m	53	
	New Zealand <sup>2</sup>	75	64	87	65	61	49	84	64	60	63	73	
	Norway	61	59	69	58	46	39	67	55	48	50	60	
	Poland <sup>2</sup>	31	21	52	26	13	16	47	23	22	13	30	
	Portugal	32	25	55	35	14	18	48	27	22	10	32	
	Slovak Republic	56	44	64	45	42	49	64	37	52	41	54	
	Spain	36	32	53	38	24	22	51	27	28	18	36	
	Sweden <sup>3</sup>	79	79	91	78	64	58	86	74	71	64	79	
	Switzerland	64	59	80	54	44	32	74	53	48	53	63	
	United Kingdom <sup>2</sup>	59	47	64	59	43	41	63	45	49	c	57	
	United States <sup>3</sup>	55	56	m	m	m	m	m	m	m	m	55	
	OECD average		48	44	61	46	34	32	58	39	39	35	47
	EU19 average		46	42	59	44	31	30	56	36	37	30	45
Partner countries	Estonia	50	44	68	51	30	30	63	50	37	33	49	
	Slovenia	m	m	66	47	32	26	72	36	36	m	48	

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/10.1787/888932310168>

Table A5.5.  
**Participation in job-related non-formal education, by gender and labour force status (2007)**  
*Participation rate of the 25-64 year-old population*

		Males				Females				Total			
		Employed	Unemployed	Not in the labour force	Total	Employed	Unemployed	Not in the labour force	Total	Employed	Unemployed	Not in the labour force	Total
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD countries	Australia	29	18	3	25	27	15	4	20	28	16	4	22
	Austria	41	33	7	36	41	28	6	28	41	31	6	32
	Belgium <sup>1</sup>	39	16	3	31	38	17	3	26	38	16	3	29
	Canada <sup>1</sup>	34	27	3	31	37	3	3	30	36	16	3	31
	Czech Republic <sup>1</sup>	46	6	2	38	41	11	3	28	44	9	3	33
	Denmark <sup>1</sup>	26	c	4	24	27	7	4	22	27	9	4	23
	Finland <sup>2</sup>	48	14	9	39	61	22	17	48	54	18	14	44
	France <sup>2</sup>	39	24	4	33	38	25	7	29	38	24	6	31
	Germany	50	22	14	42	46	22	8	33	48	22	10	38
	Greece	14	5	1	12	17	7	c	10	15	6	1	11
	Hungary <sup>2</sup>	8	3	c	6	9	3	c	6	8	3	c	6
	Italy <sup>2</sup>	19	7	3	16	23	8	2	13	21	7	2	14
	Korea	14	21	10	15	11	9	3	7	13	17	4	11
	Netherlands <sup>1</sup>	46	c	12	41	46	c	11	31	46	27	12	36
	New Zealand <sup>2,4</sup>	30	13	5	27	32	14	6	25	31	13	6	26
	Norway	53	23	11	47	59	c	11	47	56	24	11	47
	Poland <sup>2</sup>	22	5	1	16	27	4	1	16	24	4	1	16
	Portugal	25	4	1	20	26	7	0	17	25	5	1	19
	Slovak Republic	49	7	4	41	48	4	3	35	49	5	3	38
	Spain	26	11	3	22	27	10	2	17	26	11	2	20
Sweden <sup>3</sup>	71	30	16	62	76	32	15	60	73	31	15	61	
Switzerland	38	26	7	35	39	28	7	31	39	27	7	33	
United Kingdom <sup>2</sup>	37	19	10	31	41	17	7	30	39	18	8	31	
United States <sup>3</sup>	36	17	10	32	50	18	9	37	43	18	9	34	
	OECD average	35	16	6	30	37	14	6	27	36	16	6	28
	EU19 average	36	14	6	30	37	14	6	26	36	15	6	28
Partner countries	Estonia	39	10	3	33	50	12	7	40	44	11	6	36
	Slovenia	32	9	4	26	37	7	2	25	34	8	3	26

1. Year of reference 2008.

2. Year of reference 2006.

3. Year of reference 2005.

4. Excluding adults who participated only in “short seminars, lectures, workshops or special talks”.

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/10.1787/888932310168>



Table A5.6  
**Mean hours in non-formal education per participant,  
 by gender, educational attainment and labour force status (2007)**  
*Among the 25-64 year-old population*

	Gender		Educational attainment			Labour force status			Total	
	Males	Females	Below upper secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	Employed	Unemployed	Not in the labour force		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)			
OECD countries	Austria	91	93	107	87	97	88	189	81	92
	Belgium <sup>1</sup>	114	114	127	147	92	101	274	168	114
	Canada <sup>1</sup>	54	43	61	48	48	48	33	110	49
	Czech Republic <sup>1</sup>	50	61	30	46	88	54	124	61	55
	Denmark <sup>2</sup>	113	129	162	117	109	121	88	136	121
	Finland <sup>2</sup>	80	107	98	89	100	81	170	184	95
	France <sup>2</sup>	52	63	55	58	58	42	224	101	57
	Germany	78	74	100	72	78	66	153	116	76
	Greece	77	95	63	83	93	79	168	112	86
	Hungary <sup>2</sup>	108	114	120	123	89	101	238	156	111
	Italy <sup>2</sup>	47	48	42	49	48	45	76	56	48
	Korea	143	123	67	141	136	118	310	130	132
	Netherlands <sup>1</sup>	64	53	81	53	58	59	95	55	59
	New Zealand <sup>2,4</sup>	46	47	47	41	50	40	65	105	47
	Norway	85	71	93	69	81	74	187	114	78
	Poland <sup>2</sup>	79	83	68	64	98	78	127	109	81
	Portugal	88	98	91	90	97	80	238	197	93
	Slovak Republic	51	64	25	45	87	56	112	68	58
	Spain	96	127	101	113	117	100	177	165	112
	Sweden <sup>3</sup>	72	74	64	62	92	70	93	93	73
United Kingdom <sup>2</sup>	49	43	59	50	36	43	106	60	46	
United States <sup>3</sup>	62	58	78	59	58	58	97	58	59	
Partner countries	OECD average	77	81	79	78	82	73	152	111	79
	EU19 average	77	85	82	79	85	74	156	113	81
	Estonia	48	54	55	43	59	51	72	60	52
	Slovenia	49	48	40	49	50	44	85	72	49


1. Year of reference 2008.

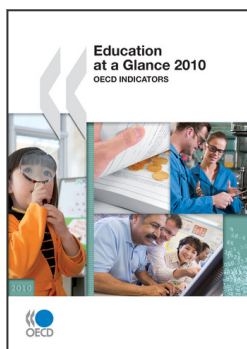
2. Year of reference 2006.

3. Year of reference 2005.

4. Excluding adults who participated only in "short seminars, lectures, workshops or special talks".

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

StatLink  <http://dx.doi.org/10.1787/888932310168>



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