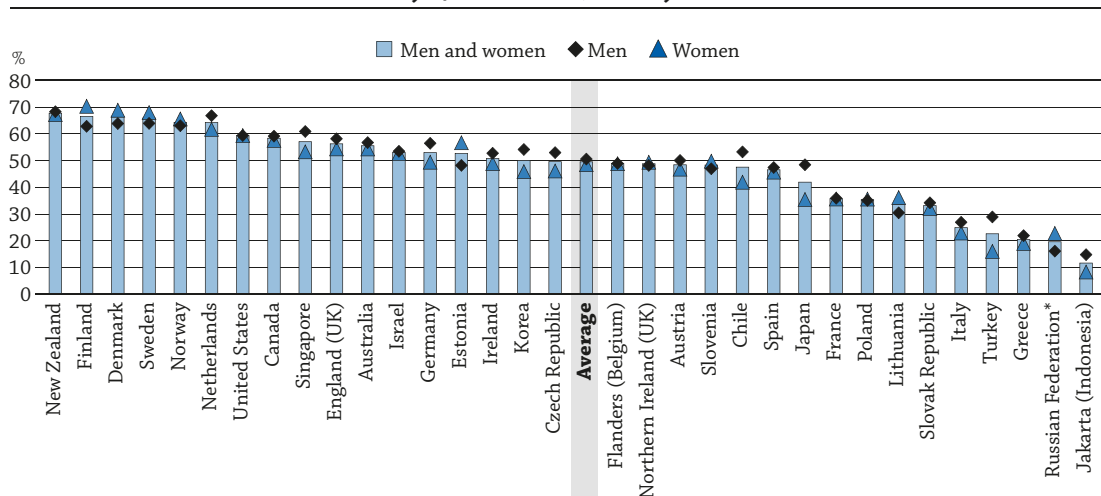


HOW MANY ADULTS PARTICIPATE IN EDUCATION AND LEARNING?

- Across OECD countries and subnational entities that participated in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), 50% of all adults participate in formal and/or non-formal education in a given year.
- In the majority of OECD countries, the participation rate in formal and/or non-formal education is about the same for women and men.
- On average across OECD countries and subnational entities, 69% of those who read most frequently in everyday life participate in formal and/or non-formal education, while the participation rate is only 27% among those who use reading skills the least frequently.

Figure C6.1. Participation in formal and/or non-formal education, by gender (2012 or 2015)
Survey of Adult Skills, 25-64 year-olds



Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Countries and subnational entities are ranked in descending order of the percentage of 25-64 year-old men and women who participate in formal and/or non-formal education.

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

StatLink <http://dx.doi.org/10.1787/888933398735>

Context

Adult learning can play an important role in helping to develop and maintain key information-processing skills, and to acquire other knowledge and skills throughout life. 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 and who have difficulty achieving high labour market outcomes (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 that individuals have the basic skills and knowledge needed to exercise their rights and responsibilities as citizens and enjoy the benefits of community life. The large variation in adult learning activities and participation among OECD countries at similar levels of economic development suggests that there are significant differences in learning cultures, learning opportunities at work and adult-education systems (Borkowsky, 2013).

■ Other findings

- Proficiency and educational attainment are both positively associated with adult learning, and seem to have a mutually reinforcing effect on participation in formal and/or non-formal education.
- On average across countries, adults with high literacy proficiency and the most frequent use of reading skills in everyday life are four times more likely to participate in formal and/or non-formal education than those with low literacy proficiency and the least frequent use of reading skills in everyday life. Similar reinforcing patterns hold for numeracy proficiency and skills and readiness to use information and communication technologies (ICT) for problem solving in relation to participation in formal and/or non-formal education.
- The Internet is by far the most important source of information for adult learning opportunities. Around three-quarters of participants in formal and/or non-formal education and training consulted the Internet to get relevant education and training information.

Analysis

Participation in formal and/or non-formal education

Across OECD countries and subnational entities that participated in the Survey of Adult Skills, 50% of all adults participate in formal and/or non-formal education in a given year. Among all participating countries, the proportion ranges from more than 60% in Denmark, Finland, the Netherlands, New Zealand, Norway and Sweden to less than 30% in Greece, Italy, Jakarta (Indonesia), the Russian Federation and Turkey (Figure C6.1).

Men and women participate in formal and/or non-formal education at about the same rate in the majority of OECD countries. However, participation is higher among women in countries such as Denmark, Estonia, Finland and Lithuania, and higher among men in countries including Chile, the Czech Republic, Germany, Indonesia (Jakarta), Japan, Korea, the Netherlands, Singapore and Turkey (Figure C6.1).

Adults with higher levels of proficiency are more likely to participate in learning activities. This makes these individuals more likely to continue to benefit from learning opportunities than those with lower proficiency levels. On average across OECD countries and subnational entities, 30% of those with low literacy proficiency (Level 1 or below) participated in formal and/or non-formal education during the 12 months prior to the survey, while 73% of adults with high literacy proficiency (Level 4 or 5) did so. A highly proficient person was thus 2.4 times more likely to participate in formal and/or non-formal education than a person with low literacy proficiency (Table C6.1 [L], available on line). This trend is also observed for proficiency in numeracy and skills and readiness to use information and communication technologies for problem solving (Tables C6.1 [N] and C6.1 [P], available on line). Proficiency levels appear to influence participation in adult education but social factors and the work environment are also considered important in explaining differences in participation in adult learning opportunities (Grotlüschen et al., 2016).

Adults with higher education are also more likely to participate in learning opportunities, regardless of their proficiency level. On average across OECD countries and subnational entities, tertiary-educated adults are 2.7 times more likely to participate in formal and/or non-formal education than adults without upper secondary education. The positive relationship between participation in formal and/or non-formal education and educational attainment is consistently observed across countries (Table C6.3, available on line).

When analysed together, proficiency levels and educational attainment seem to have a mutually reinforcing effect on participation in formal and/or non-formal education. Across OECD countries and subnational entities, some 79% of people with high levels of proficiency in literacy and tertiary education participated in formal and/or non-formal education. They were almost four times more likely to participate than people with low levels of proficiency in literacy who did not have upper secondary education. Only 20% of this group participated in formal and/or non-formal education (Table C6.3, available on line). Mutually reinforcing effects of the proficiency levels and educational attainment of respondents hold not only for literacy, but also for numeracy and problem solving in technology-rich environments (OECD, 2014).

Some countries, however, have relatively high participation rates among adults with low levels of proficiency and qualification. Participation in formal and/or non-formal education for adults with low literacy proficiency (Level 1 or below) and below upper secondary education is significantly above 25% in Denmark, the Netherlands, New Zealand, Norway and Sweden (Table C6.3, available on line).

Individuals' readiness to learn is assessed by the Survey of Adult Skills through questions on the intensity of how they relate new ideas into real life, like learning new things, relate to existing knowledge when coming across something new, get to the bottom of difficult things, figure out how different ideas fit together and look for additional information. Results are combined in an index of readiness to learn.

The participation rate in formal and/or non-formal education is higher among adults with a high index of readiness to learn. On average across OECD countries and subnational entities, the participation rate of adults who show most readiness to learn is 62%, while that of adults who are least ready to learn is 29%. This positive relationship between the index of readiness to learn and the participation in formal and/or non-formal education persists across the different literacy proficiency levels: within each literacy proficiency level, those with a higher degree of readiness to learn show a higher participation rate (Table C6.2). But even if people are ready to learn, information on adult learning is not always readily available (Box C6.1), possibly hindering access to adult learning opportunities.

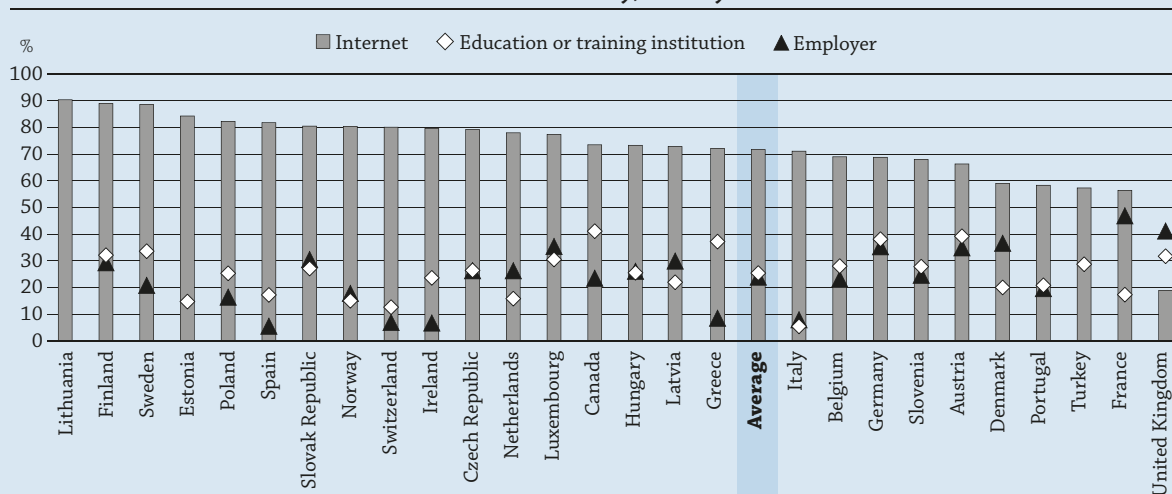
Box C6.1. Information about formal and/or non-formal education

Across OECD countries, 25% of adults have looked for information about formal and/or non-formal education possibilities. The percentage of adults looking for information differs widely between countries, ranging from less than 10% in Greece and Turkey to more than 35% in Canada, Denmark, Finland, Luxembourg and the United Kingdom. The share of adults looking for information tends to be higher in the countries where participation rates are high. But 3% of those who looked for information did not find what they were looking for (Figure C6.1 and Table C6.7, available on line).

Different means are used to disseminate information about formal and non-formal education for adults across countries, and adults may refer to more than one source at the same time. In every country except the United Kingdom, the Internet is by far the most often indicated source of information on formal and/or non-formal education (72% of participants on average across OECD countries). One-quarter of participants used educational or training institutions as a source of information across countries. These institutions are an important source of information in Austria, Canada, Germany and Greece, where about 40% of participants used them. On average, about a quarter of participants also reported that their employer was one of the sources they used. That was reported by more than 40% of participants in France and the United Kingdom. Books and mass media, such as TV, radio, newspapers or posters, are mentioned as important sources of information in countries such as the Czech Republic and the Slovak Republic (Figure C6.a and Table C6.8, available on line).

Figure C6.a. Sources of information on formal and/or non-formal education used by participants (2011)


Adult Education Survey, 25-64 year-olds



Note: Data for Canada are from a national survey.

Countries are ranked in descending order of the percentage of 25-64 year-old participants who reported that the source of information on formal and/or non-formal education they used was the Internet.

Source: OECD, Table C6.8, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933398767>

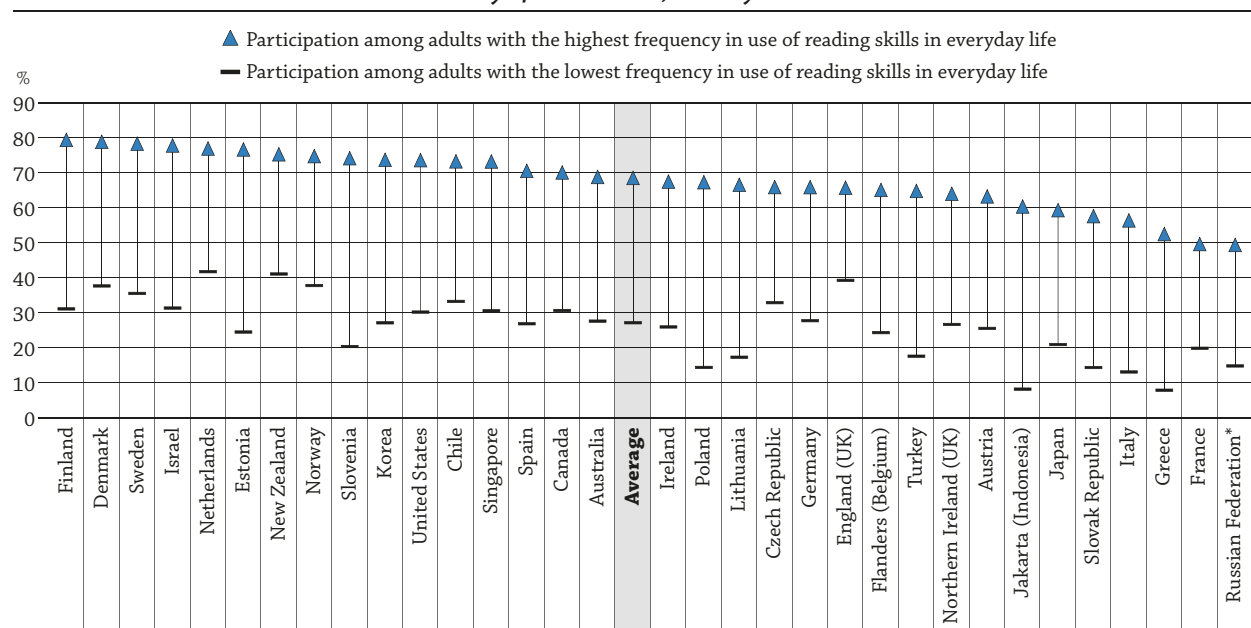
Participation as related to use of skills in everyday life

Participation in adult learning is high among those who use reading skills most frequently in everyday life, and participation in formal and/or non-formal education rises steadily with the use of reading activities (see the *Definitions* section at the end of this indicator). Across OECD countries and subnational entities, 69% of adults who use reading skills most frequently in everyday life participate in formal and/or non-formal education, while the participation rate is only 27% among those using reading skills the least frequently. This means that those with high use of reading skills in everyday life are 2.5 times more likely to participate in adult learning than those with low use of reading skills in everyday life. The gap between the two categories exists in all participating countries.

Among all participating countries, it is smallest in England (United Kingdom), the Netherlands and New Zealand, and these countries tend to provide adult learning to a large share of adults. On the other hand, the gap is largest in Greece and Jakarta (Indonesia) where the participation in adult learning tends to be low, particularly among those with low use of skills (Table C6.1 and Figures C6.1 and C6.2).

On average across OECD countries and subnational entities, adults who have high literacy proficiency and high use of reading skills in everyday life are four times more likely to participate in formal and/or non-formal education than those with low literacy proficiency and low use of reading skills. Countries with a less pronounced difference include England (United Kingdom), the Netherlands, New Zealand and Norway, while the difference is largest in countries including Poland and the Slovak Republic. Again, the gap tends to be greater in countries with a lower participation rate and smaller in countries with a higher participation rate (Table C6.1 [L], available on line).

Figure C6.2. Adult participation in formal and/or non-formal education, by frequency in use of reading skills in everyday life (2012 or 2015)
Survey of Adult Skills, 25-64 year-olds




Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

The highest frequency refers to reading daily or weekly and the lowest frequency refers to no reading, or reading rarely or less than once a month. See the *Definitions* section at the end of this indicator.

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

Countries and subnational entities are ranked in descending order of the percentage of 25-64 year-olds with the highest frequency of use of reading skills in everyday life who participate in formal and/or non-formal education.

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

StatLink  <http://dx.doi.org/10.1787/888933398749>

Similar patterns are observed in relation to the use of other information-processing skills in everyday life. The frequency in use of numeracy skills in everyday life refers to activities such as calculating costs or budgets, the use of fractions or percentages, the use of a calculator or the use of simple algebra or formulas. Across countries, participation in adult learning rises with level of numeracy proficiency and frequency of use of numeracy skills, and proficiency and skill use have a mutually reinforcing effect (Table C6.1 [N], available on line). Patterns are also similar in the use of information and communication technologies (ICT) skills in everyday life, including browsing the Internet, using e-mails, conducting e-transactions and using the computer for word processing. Across countries, skills and readiness to use ICT for problem solving and the actual use of ICT skills in everyday life singly and in combination are strongly associated with participation in formal and/or non-formal education (Table C6.1 [P], available on line).

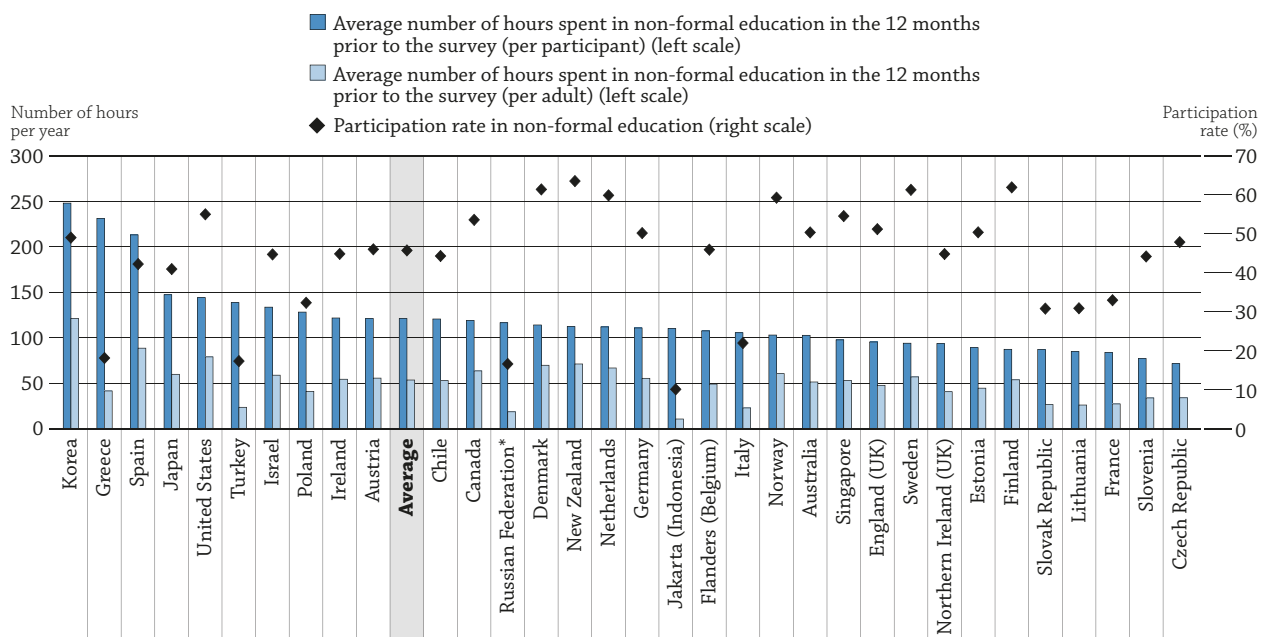
Intensity of participation

Across OECD countries and subnational entities, participants in non-formal education spent an average of 121 hours on non-formal education activities, such as courses offered through open or distance education, seminars or workshops, structured on-the-job training or private lessons, during the 12 months prior to the interview of the Survey of Adult Skills. This is quite a substantial investment. Among all participating countries and subnational entities, the average number of hours per participant is the highest in Greece, Korea and Spain and the lowest in the Czech Republic and Slovenia (Figure C6.3).

The total national investment – by individuals, public bodies and enterprises – can be measured by the number of hours per year of non-formal education per adult. This investment amounts to 54 hours per adult on average across OECD countries and varies from well over 100 hours in Korea, to less than 15 hours in Jakarta (Indonesia) among countries and subnational entities that participated in the Survey of Adult Skills (Figure C6.3).

Figure C6.3. Hours in non-formal education per participant and per adult and participation rate in non-formal education (2012 or 2015)

Survey of Adult Skills, 25-64 year-olds




Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Countries and subnational entities are ranked in descending order of the average number of hours participants spent in non-formal education in the 12 months prior to the survey.

Source: OECD. Table C6.4. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933398752>

Countries take different approaches in relation to non-formal education for adults. In Korea, for example, the total investment in non-formal education, measured by the number of hours spent per adult (referring to both participants and non-participants), is high: almost half of the adult population participates, and participants on average spend the longest hours in the OECD. Spain also has a similar approach, with intensive adult learning opportunities offered to many. In Greece, although non-formal training is provided to participants for relatively long hours, it is offered to a smaller share of adults than in many other countries, which translates into relatively short hours per adult and a smaller total investment. The beneficiaries of adult learning are also limited in Italy, Jakarta (Indonesia), the Russian Federation and Turkey, with fewer hours per adult than in other countries. Several countries, including Denmark and New Zealand, provide non-formal education to a large share of adults (about 60% or more), but offer fewer hours per participant than many other countries. The total investment in adults learning in these countries is therefore above the OECD average (Figure C6.3).

Role of employers in formal and/or non-formal education

Employers play an important role in promoting access to adult learning and providing training to their workers. As indicated earlier, employers are an important source of information for adult learning, and they are also as important as educational institutions in providing non-formal education (Box C6.2).

Among the employed, most adult learning takes the form of participation in employer-sponsored formal and/or non-formal education. Participation in employer-sponsored formal and/or non-formal education is higher among people working in highly skilled occupations than among those working in low-skilled occupations, and higher among those with higher proficiency levels in literacy, numeracy and problem solving in technology-rich environments, and higher educational attainment than among those with lower proficiency and educational attainment. It is also higher among those with full-time jobs and indefinite contracts than among workers with part-time jobs and fixed-term contracts (OECD, 2015). In order to reduce inequalities in access to and participation in adult learning, governments may need to develop incentive mechanisms to promote workplace learning, particularly among the low-educated and low-skilled.

Box C6.2. Non-formal education

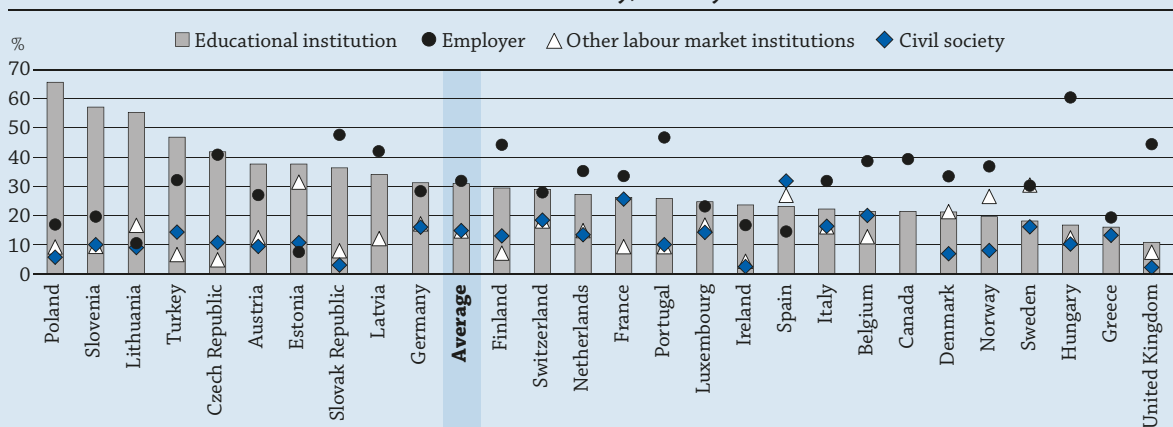
Providers of non-formal education

Adult education is provided by a wide range of providers. Across the OECD, 32% of non-formal education activities are provided by the participant's employer, 12% by a formal educational institution and 19% by a non-formal educational institution. A further 14% of non-formal education activities are provided by other institutions in the labour market, such as employers' organisations, chambers of commerce and trade unions. Civil society institutions and individuals provide 15% of the learning activities (Figure C6.b and Table C6.6, available on line).

Employers are the major providers of non-formal education in about half of the countries, providing more than 40% of the non-formal education activities in the Czech Republic, Finland, Hungary, Latvia, Portugal, the Slovak Republic and the United Kingdom. Educational institutions are the largest providers in about one-third of countries, providing more than 40% of the activities in the Czech Republic, Lithuania, Poland, Slovenia and Turkey. Other providers in the labour market play a larger role in Denmark, Estonia, Norway, Spain and Sweden than in other countries, offering more than 20% of the activities. Civil society institutions and individuals are important in non-formal education in France and Spain, providing more than 25% of the activities (Figure C6.b and Table C6.6, available on line).

Figure C6.b. Distribution of non-formal education and training activities, by provider (2011)

Adult Education Survey, 25-64 year-olds



Note: Data for Canada are from a national survey.

Countries are ranked in descending order of the share of non-formal education provided by educational institution (as reported by 25-64 year-olds who participated in such programme in the 12 months prior to the survey).

Source: OECD, Table C6.6, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398778>

...

Fields of job-related non-formal education

Job-related non-formal education is provided and pursued more often in the fields which seem to be widely applicable across industries than in other fields. The most common field of job-related non-formal education across OECD countries is “Social sciences, business and law”, accounting for almost one in four activities. The percentage of activities in this field ranges from less than 15% in Denmark and Ireland to more than 30% in Belgium, Estonia, Germany, Lithuania, Sweden and the United Kingdom. “Computer science” and “Computer use” together, which are presumably applicable across industries due to the wide and increasing use of ICT, account for 11% of the activities on average across OECD countries. The share of job-related non-formal education in these two fields combined ranges from less than 7% in Italy to 15% in Belgium, with the majority of countries close to the OECD average (11%). “Humanities and arts” and “General programmes” are also often taught. On average across countries, 12% of the learning activities are covered by these fields, with percentages in countries ranging from 8% and less in Estonia, Hungary, Ireland and Sweden to 19% and more in Denmark, Italy and Switzerland (Table C6.5, available on line).

The fields of education that are specific to an industry are also taught across countries. The field of “Services” accounts for 17% of the activities on average across the OECD, and the share is 13% for “Health and welfare” and 6% for “Education”. Learning activities in these fields involve the acquisition of skills used in industry-specific contexts. The percentage of the three categories combined ranges from 26% in Denmark and Ireland to more than 40% in Hungary, Poland and the Slovak Republic (Table C6.5, available on line).

Definitions

Age groups: Adults refers to 25-64 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 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.

Index of use of reading skills in everyday life, use of numeracy skills in everyday life, use of ICT skills in everyday life: These indices measure the level of engagement in information-processing activities outside work, either at home or elsewhere away from work. The indices are categorised as Warm’s mean weighted likelihood estimation (WLE) and are derived from variables that are based on a Likert scale from “Never” to “Every day”. The category “Less than 20%” represents low engagement (never, rarely or less than once a month) in a low number of activities, whereas the highest category “80% or more” reflects high engagement (daily or weekly) in multiple types of activities. For more details on the Index, see page 143 of *OECD Skills Outlook 2013: First Results from the Survey of Adults Skills* (OECD, 2013).

Intensity of participation in non-formal education: The respondents were asked to estimate the total time they spent in non-formal education activities during the previous 12 months, by number of weeks, days or hours. Weeks and days were converted into hours.

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.

Literacy is the ability to understand, evaluate, use and engage with written texts to participate in society, to achieve one’s goals, and to develop one’s knowledge and potential. Literacy encompasses a range of skills from the decoding of written words and sentences to the comprehension, interpretation and evaluation of complex texts. It does not, however, involve the production of text (writing). Information on the skills of adults with low levels of proficiency is provided by an assessment of reading components that covers text vocabulary, sentence comprehension and passage fluency.

Numeracy is the ability to access, use, interpret and communicate mathematical information and ideas in order to engage in and manage the mathematical demands of a range of situations in adult life. To this end, numeracy involves managing a situation or solving a problem in a real context, by responding to mathematical content/information/ideas represented in multiple ways.

Problem solving in technology-rich environments is the ability to use digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks. The assessment focuses on the abilities to solve problems for personal, work and civic purposes by setting up appropriate goals and plans, and accessing and making use of information through computers and computer networks.

Proficiency levels for literacy and numeracy are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (Below Level 1 and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below – all scores below 226 points; Level 2 – scores from 226 points to less than 276 points; Level 3 – scores from 276 points to less than 326 points; Level 4 or 5 – scores from 326 points and higher.

Providers of non-formal education: The provider of education is defined as the enterprise/municipality/governmental authority/private person who provides the teacher, lecturer or instructor for the learning activity. The ten categories of provider are: 1) formal educational institutions; 2) non-formal educational and training institutions; 3) employers; 4) commercial institutions where education and training is not the main activity (e.g. equipment suppliers); 5) employers' organisations, chambers of commerce; 6) trade unions; 7) non-profit associations (e.g. cultural society, political party); 8) individuals (e.g. students giving private lessons); 9) non-commercial institutions where education and training is not the main activity (e.g. libraries and museums); and 10) other (Eurostat, 2013).

Readiness to learn index summarises the answers to the question of how intensely the respondents did the following things “Relate new ideas into real life”, “Like learning new things”, “Relate to existing knowledge when coming across something new”, “Get to the bottom of difficult things”, “Figure out how different ideas fit together” and “Look for additional information”.

Skills and readiness to use information and communication technologies (ICT) for problem solving in technology-rich environments are categorised into skill groups. Each group is described in terms of the characteristics of the types of tasks that can be successfully completed by adults, and the related scores in the assessment of problem solving in technology-rich environments in the Survey of Adult Skills.

- group 0 (no computer experience)
- group 1 (refused the computer-based assessment)
- group 2 (failed ICT core stage 1 or minimal problem-solving skills – scored below Level 1 in the problem solving in technology-rich environments assessment)
- group 3 (moderate ICT and problem-solving skills – scored at Level 1 in the problem solving in technology-rich environments assessment)
- group 4 (good ICT and problem-solving skills – scored at Level 2 or Level 3 in the problem solving in technology-rich environments assessment).

Use of information-processing skills in everyday life refers to the frequency of use of information-processing skills outside work; it can be at home or elsewhere outside work. **Reading** corresponds to reading documents (eight items: directions or instructions; letters, memos or e-mails; newspapers or magazines; professional journals or publications; books; manuals or reference materials; financial statements; diagrams or maps). **Numeracy** corresponds to six items (calculating costs or budgets; use of fractions or percentages; use of calculator; preparing charts, graphs or tables; simple algebra or formulas; use of advanced mathematics or statistics). **ICT skills** corresponds to using e-mail, Internet, spreadsheets, word processors, programming languages; conducting transactions on line; and participating in online discussions (conferences, chats).

Methodology

All data, except Boxes C6.1 and C6.2, are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC).

A number of skills-use variables are taken directly from questions asked in the background questionnaire of the Survey of Adult Skills. Other variables have been derived based on more than one question from the background

questionnaire. These variables have been transformed so that they have a mean of 2 and a standard deviation of 1 across the pooled sample of all participating countries, thus allowing for meaningful comparisons across countries (OECD, 2013). For more detailed information, see the *Technical Report of the Survey of Adult Skills* (OECD, forthcoming) and see Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Data for Boxes C6.1 and C6.2 are from the 2011 European Union Adult Education Survey (AES) (Eurostat, 2011). The AES is a household survey which is part of the EU Statistics on lifelong learning. People living in private households are interviewed about their participation in education and training activities (formal, non-formal and informal learning). The target population of the survey is composed of people aged 25 to 64.

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)

Readers should note that 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 Russia but rather the population of Russia 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* (OECD, forthcoming).

References

- Borkowsky, A. (2013), “Monitoring adult learning policies: A theoretical framework and indicators”, *OECD Education Working Papers*, No. 88, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5k4c0vxjlkzt-en>.
- Eurostat (2013), *Draft AES Manual, Version 9*, European Commission, Brussels, https://circabc.europa.eu/sd/a/23580311-3517-422b-9588-b365c10dc440/AES_MANUAL_2013_November.pdf.
- Eurostat (2011), *Adult Education Survey*, European Commission, Brussels, <http://ec.europa.eu/eurostat/web/microdata/adult-education-survey>.
- Grotlüschen, A. et al. (2016), “Adults with low proficiency in literacy or numeracy”, *OECD Education Working Papers*, No. 131, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5jm0v44bnmnm-x-eN>.
- OECD (forthcoming), *Technical Report of the Survey of Adult Skills, Second Edition*, OECD Publishing, Paris.
- OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.
- OECD (2014), *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2014-en>.
- OECD (2013), *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264204256-en>.

Indicator C6 Tables


StatLink  <http://dx.doi.org/10.1787/888933398691>

Table C6.1	Participation in formal and/or non-formal education, by index of use of reading skills in everyday life (2012 or 2015)
WEB Table C6.1 (L)	Participation in formal and/or non-formal education, by literacy proficiency level and index of use of reading skills in everyday life (2012 or 2015)
Table C6.1 (N)	Participation in formal and/or non-formal education, by numeracy proficiency level and index of use of numeracy skills in everyday life (2012 or 2015)
WEB Table C6.1 (P)	Participation in formal and/or non-formal education, by skills and readiness to use information and communication technologies for problem solving and index of use of ICT skills in everyday life (2012 or 2015)
Table C6.2	Participation in formal and/or non-formal education, by gender, literacy proficiency level and index of readiness to learn (2012 or 2015)

...

WEB	Table C6.3	Participation in formal and/or non-formal education, by literacy proficiency level and educational attainment (2012 or 2015)
	Table C6.4	Average number of hours spent in non-formal education and participation rate in non-formal education (2012 or 2015)
WEB	Table C6.5	Distribution of job-related non-formal education and training activities, by field of learning (2011)
WEB	Table C6.6	Distribution of non-formal education and training activities, by provider (2011)
WEB	Table C6.7	Looking for and finding information about formal and/or non-formal education (2011)
WEB	Table C6.8	Sources of information on formal and/or non-formal education used by participants (2011)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

Table C6.1. **Participation in formal and/or non-formal education, by index of use of reading skills in everyday life (2012 or 2015)**

Survey of Adult Skills, 25-64 year-olds

	Index of use of reading skills in everyday life										Total	
	Less than 20%		20% to less than 40%		40% to less than 60%		60% to less than 80%		80% or more			
	%	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	National entities											
Australia	28	(2.4)	44	(2.0)	52	(1.7)	63	(1.3)	69	(1.4)	56	(0.7)
Austria	26	(2.0)	40	(1.9)	49	(1.8)	58	(1.7)	63	(1.8)	48	(0.7)
Canada	31	(1.2)	48	(1.3)	62	(1.1)	65	(1.2)	70	(1.1)	58	(0.6)
Chile	33	(2.6)	45	(2.8)	60	(3.0)	68	(3.7)	73	(2.6)	48	(1.9)
Czech Republic	33	(1.8)	48	(2.4)	53	(3.1)	61	(2.2)	66	(2.9)	50	(1.2)
Denmark	38	(2.2)	59	(1.7)	68	(1.3)	74	(1.3)	79	(1.3)	66	(0.6)
Estonia	25	(1.2)	44	(1.3)	57	(1.5)	67	(1.3)	77	(1.4)	53	(0.7)
Finland	31	(2.6)	52	(1.9)	66	(1.4)	74	(1.2)	79	(1.3)	66	(0.7)
France	20	(1.0)	33	(1.0)	43	(1.4)	48	(1.6)	50	(1.8)	36	(0.6)
Germany	28	(2.5)	42	(2.3)	51	(1.8)	60	(1.8)	66	(1.4)	53	(1.1)
Greece	8	(0.9)	16	(1.4)	31	(2.8)	46	(3.0)	53	(2.4)	20	(0.8)
Ireland	26	(2.0)	43	(1.7)	53	(1.7)	59	(1.8)	68	(1.3)	51	(0.7)
Israel	31	(1.9)	47	(1.9)	59	(1.7)	70	(2.0)	78	(1.9)	53	(0.8)
Italy	13	(0.9)	29	(1.7)	35	(2.3)	47	(3.3)	56	(3.2)	25	(1.0)
Japan	21	(1.3)	39	(1.3)	46	(1.9)	56	(1.7)	59	(2.2)	42	(0.8)
Korea	27	(1.2)	51	(2.0)	57	(1.7)	63	(1.9)	74	(1.7)	50	(0.8)
Netherlands	42	(2.4)	55	(1.8)	66	(1.4)	70	(1.3)	77	(1.5)	64	(0.6)
New Zealand	41	(3.7)	55	(2.5)	63	(2.1)	70	(1.7)	75	(1.2)	68	(0.8)
Norway	38	(3.7)	46	(2.3)	63	(1.8)	67	(1.3)	75	(1.2)	64	(0.7)
Poland	14	(1.0)	30	(1.8)	46	(1.8)	58	(2.1)	67	(2.2)	35	(0.8)
Slovak Republic	14	(1.0)	28	(1.8)	41	(1.8)	51	(2.0)	58	(2.2)	33	(0.8)
Slovenia	20	(1.5)	36	(1.6)	52	(1.6)	59	(1.7)	74	(1.5)	48	(0.8)
Spain	27	(1.1)	39	(1.6)	55	(2.2)	66	(1.8)	71	(1.8)	47	(0.7)
Sweden	36	(3.0)	53	(2.2)	67	(1.6)	76	(1.6)	78	(2.1)	66	(0.8)
Turkey	18	(1.3)	36	(2.0)	45	(3.2)	46	(4.3)	65	(3.8)	23	(0.8)
United States	30	(3.1)	47	(2.3)	58	(1.9)	62	(1.8)	74	(1.6)	59	(1.1)
	Subnational entities											
Flanders (Belgium)	24	(1.7)	45	(1.7)	56	(1.6)	60	(1.8)	65	(2.1)	49	(0.8)
England (UK)	39	(3.1)	47	(2.1)	57	(1.5)	60	(1.6)	66	(1.7)	56	(0.9)
Northern Ireland (UK)	27	(2.1)	42	(2.3)	54	(2.3)	60	(2.6)	64	(2.2)	49	(0.9)
Average	27	(0.4)	43	(0.4)	54	(0.4)	61	(0.4)	69	(0.4)	50	(0.2)
Partners												
Jakarta (Indonesia)	8	(0.7)	20	(2.2)	38	(4.1)	43	(5.5)	60	(5.6)	12	(0.6)
Lithuania	17	(1.2)	39	(1.6)	52	(2.8)	66	(3.1)	67	(4.0)	34	(0.8)
Russian Federation*	15	(1.9)	19	(1.9)	25	(3.5)	33	(3.1)	49	(6.2)	20	(1.6)
Singapore	31	(1.6)	50	(1.9)	65	(1.5)	71	(1.7)	73	(1.5)	57	(0.7)

Notes: Participation in formal and/or non-formal education refers to participation in the 12 months prior to the survey. The index is categorised as Warm's mean weighted likelihood estimation (WLE). It is derived from variables that are based on a Likert scale from "Never" to "Every day". The categories should therefore be interpreted based on the frequency of the activity, with "Less than 20%" being the least frequent and "80% or more" being the most frequent. For more details on the index, see page 143 of the *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills* (<http://dx.doi.org/10.1787/9789264204256-en>).

Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for note (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/10.1787/888933398707>

Table C6.2. [1/4] **Participation in formal and/or non-formal education, by gender, literacy proficiency level and index of readiness to learn (2012 or 2015)**

Survey of Adult Skills, 25-64 year-olds

	Literacy proficiency level	Men and women										Total	
		Index of readiness to learn											
		Less than 20%		20% to less than 40%		40% to less than 60%		60% to less than 80%		80% or more		%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	National entities												
	Australia	Level 0/1	20 (3.2)	34 (5.7)	33 (6.3)	37 (7.2)	30 (5.9)	28 (2.3)					
		Level 2	29 (2.9)	42 (3.2)	47 (4.4)	57 (3.9)	54 (4.7)	45 (1.8)					
		Level 3	42 (4.0)	59 (2.8)	63 (2.9)	69 (2.7)	68 (2.9)	63 (1.3)					
		Level 4/5	62 (11.2)	74 (4.6)	79 (3.8)	79 (3.9)	80 (3.1)	78 (2.0)					
		Total	31 (1.3)	52 (1.6)	58 (1.6)	66 (1.7)	65 (1.6)	56 (0.7)					
	Austria	Level 0/1	15 (3.1)	25 (4.7)	36 (5.4)	36 (6.7)	48 (7.7)	27 (2.6)					
		Level 2	25 (2.8)	39 (3.3)	45 (3.5)	52 (4.2)	53 (3.2)	41 (1.5)					
		Level 3	41 (4.3)	56 (3.4)	59 (3.2)	67 (3.3)	66 (2.7)	60 (1.5)					
		Level 4/5	c	c	69 (6.2)	71 (7.7)	77 (5.2)	74 (3.3)					
		Total	27 (1.6)	44 (1.6)	52 (1.9)	60 (1.9)	62 (1.7)	48 (0.7)					
	Canada	Level 0/1	25 (2.7)	35 (3.3)	32 (3.7)	37 (3.3)	43 (3.3)	34 (1.6)					
		Level 2	35 (3.1)	49 (2.6)	50 (2.5)	54 (2.4)	59 (2.1)	51 (1.1)					
		Level 3	46 (4.0)	64 (2.9)	68 (2.1)	70 (1.9)	72 (1.6)	68 (1.0)					
		Level 4/5	60 (13.6)	75 (5.2)	78 (3.4)	80 (3.3)	83 (1.9)	80 (1.5)					
		Total	34 (1.6)	54 (1.5)	58 (1.2)	63 (1.1)	67 (1.0)	58 (0.6)					
	Chile	Level 0/1	19 (2.5)	32 (3.0)	33 (2.9)	43 (4.5)	48 (3.6)	36 (1.8)					
		Level 2	31 (8.5)	49 (7.7)	46 (4.9)	61 (5.3)	67 (4.8)	58 (3.2)					
		Level 3	c	c	65 (17.3)	70 (9.4)	72 (6.9)	74 (4.0)					
		Level 4/5	c	c	c	c	c	85 (9.5)					
		Total	21 (2.1)	39 (2.4)	40 (2.4)	53 (3.4)	61 (2.1)	48 (1.9)					
	Czech Republic	Level 0/1	23 (5.1)	29 (6.6)	36 (10.1)	49 (11.8)	39 (10.1)	32 (4.0)					
		Level 2	35 (4.4)	43 (4.5)	44 (5.4)	46 (5.4)	58 (4.9)	44 (2.1)					
		Level 3	43 (5.3)	53 (4.3)	54 (4.3)	63 (4.8)	64 (4.3)	56 (2.1)					
		Level 4/5	53 (14.2)	63 (14.2)	72 (8.8)	78 (7.8)	76 (7.2)	71 (4.3)					
		Total	36 (2.2)	46 (2.5)	50 (2.7)	57 (2.8)	62 (2.7)	50 (1.2)					
	Denmark	Level 0/1	25 (3.2)	40 (4.3)	43 (4.5)	58 (4.3)	52 (4.5)	42 (1.8)					
		Level 2	35 (4.3)	57 (2.7)	65 (3.6)	67 (2.7)	68 (2.6)	61 (1.4)					
		Level 3	55 (6.2)	68 (2.9)	78 (2.6)	77 (2.2)	79 (2.0)	75 (1.2)					
		Level 4/5	c	c	81 (7.8)	89 (3.7)	86 (3.8)	86 (2.2)					
		Total	35 (1.9)	58 (1.7)	70 (1.3)	72 (1.3)	74 (1.3)	66 (0.6)					
	Estonia	Level 0/1	22 (2.7)	34 (4.9)	46 (4.3)	45 (6.6)	49 (7.6)	33 (2.3)					
		Level 2	27 (2.1)	48 (3.0)	55 (2.8)	61 (3.5)	60 (4.5)	46 (1.6)					
		Level 3	36 (2.7)	57 (2.5)	63 (2.4)	68 (2.6)	76 (3.3)	59 (1.3)					
		Level 4/5	50 (7.2)	73 (5.9)	76 (3.7)	82 (3.9)	88 (3.8)	77 (2.3)					
		Total	29 (1.2)	51 (1.3)	60 (1.4)	66 (1.5)	72 (1.9)	53 (0.7)					
	Finland	Level 0/1	26 (6.5)	36 (6.7)	33 (7.2)	36 (5.1)	56 (5.2)	38 (2.6)					
		Level 2	35 (5.9)	43 (4.6)	56 (3.6)	59 (3.0)	64 (3.0)	55 (1.7)					
		Level 3	46 (7.7)	62 (4.1)	71 (2.8)	74 (2.1)	79 (1.8)	72 (1.1)					
		Level 4/5	c	c	74 (6.1)	81 (3.3)	83 (2.2)	84 (1.3)					
		Total	36 (3.2)	53 (2.2)	66 (1.3)	69 (1.2)	76 (1.1)	66 (0.7)					
	France	Level 0/1	15 (2.2)	21 (2.7)	22 (2.7)	21 (3.2)	30 (3.5)	20 (1.2)					
		Level 2	19 (3.3)	26 (2.2)	34 (2.1)	35 (2.3)	38 (2.7)	31 (1.0)					
		Level 3	23 (4.5)	40 (3.2)	48 (2.2)	49 (2.3)	53 (2.4)	47 (1.3)					
		Level 4/5	c	c	47 (7.1)	64 (5.2)	60 (3.9)	60 (3.0)					
		Total	18 (1.3)	30 (1.3)	39 (1.1)	40 (1.1)	46 (1.4)	36 (0.6)					
	Germany	Level 0/1	21 (2.8)	27 (4.2)	37 (6.3)	46 (8.4)	35 (7.0)	29 (2.3)					
		Level 2	30 (3.4)	44 (3.3)	53 (3.8)	58 (4.6)	53 (4.9)	46 (2.0)					
		Level 3	48 (4.6)	61 (3.1)	65 (2.9)	72 (3.4)	68 (3.6)	64 (1.6)					
		Level 4/5	c	c	74 (5.5)	82 (4.0)	80 (6.1)	79 (2.6)					
		Total	31 (1.8)	49 (1.6)	61 (1.8)	66 (2.0)	60 (2.4)	53 (1.1)					

Notes: Participation in formal and/or non-formal education refers to participation in the 12 months prior to the survey. Columns showing data broken down by gender are available for consultation on line (see Statlink below). The index of readiness to learn summarises the answers to the question of how intensely the respondents did the following things: "Relate new ideas into real life", "Like learning new things", "Relate to existing knowledge when coming across something new", "Get to the bottom of difficult things", "Figure out how different ideas fit together" and "Look for additional information".

Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See 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/10.1787/888933398714>

Table C6.2. [2/4] **Participation in formal and/or non-formal education, by gender, literacy proficiency level and index of readiness to learn (2012 or 2015)**

Survey of Adult Skills, 25-64 year-olds

OECD	National entities	Literacy proficiency level	Men and women										Total	
			Index of readiness to learn											
			Less than 20%		20% to less than 40%		40% to less than 60%		60% to less than 80%		80% or more		%	S.E.
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Greece	Level 0/1	6	(2.3)	10	(3.2)	23	(6.7)	10	(2.9)	21	(5.8)	13	(1.6)	
	Level 2	9	(2.4)	17	(2.9)	22	(4.3)	19	(3.1)	29	(4.0)	19	(1.3)	
	Level 3	10	(3.1)	21	(3.6)	32	(5.6)	33	(4.0)	42	(4.7)	28	(2.0)	
	Level 4/5	c	c	23	(9.1)	c	c	46	(11.3)	42	(10.8)	34	(5.0)	
	Total	8	(1.2)	17	(1.7)	26	(2.4)	22	(1.8)	32	(2.0)	20	(0.8)	
Ireland	Level 0/1	26	(3.9)	34	(4.4)	34	(5.8)	41	(5.1)	34	(5.1)	32	(2.3)	
	Level 2	32	(3.6)	43	(2.9)	49	(3.4)	57	(3.2)	47	(4.1)	46	(1.3)	
	Level 3	44	(4.7)	51	(3.4)	60	(3.0)	67	(2.8)	66	(3.2)	59	(1.5)	
	Level 4/5	c	c	67	(6.7)	73	(6.6)	76	(5.8)	82	(3.9)	75	(2.9)	
	Total	34	(1.9)	46	(1.7)	53	(1.7)	60	(1.6)	58	(1.8)	51	(0.7)	
Israel	Level 0/1	20	(2.4)	27	(3.7)	41	(3.9)	41	(4.6)	51	(5.3)	33	(1.5)	
	Level 2	29	(3.8)	47	(3.7)	52	(3.9)	56	(4.0)	62	(3.5)	51	(1.8)	
	Level 3	44	(7.2)	64	(4.6)	66	(4.5)	69	(3.7)	74	(3.4)	68	(2.0)	
	Level 4/5	c	c	c	c	81	(8.4)	80	(6.1)	88	(3.6)	81	(2.5)	
	Total	27	(1.7)	46	(1.9)	56	(2.0)	60	(2.0)	69	(1.3)	53	(0.8)	
Italy	Level 0/1	4	(1.9)	14	(4.0)	16	(3.7)	18	(3.4)	23	(4.3)	14	(1.5)	
	Level 2	7	(2.1)	19	(3.7)	17	(2.2)	26	(2.7)	30	(3.1)	21	(1.4)	
	Level 3	18	(5.1)	27	(5.2)	41	(4.0)	42	(3.8)	51	(3.8)	40	(2.3)	
	Level 4/5	c	c	c	c	57	(11.6)	57	(9.3)	66	(11.0)	57	(6.1)	
	Total	7	(1.2)	19	(2.2)	25	(1.5)	30	(1.7)	38	(2.4)	25	(1.0)	
Japan	Level 0/1	17	(4.4)	c	c	c	c	c	c	c	c	22	(3.5)	
	Level 2	25	(2.3)	36	(3.6)	44	(6.7)	55	(10.5)	45	(10.5)	30	(2.0)	
	Level 3	34	(1.8)	53	(2.8)	53	(3.4)	59	(4.8)	55	(6.0)	43	(1.3)	
	Level 4/5	47	(2.8)	61	(3.7)	60	(5.1)	65	(5.9)	68	(6.8)	56	(2.0)	
	Total	33	(1.0)	51	(1.6)	53	(2.1)	60	(3.1)	56	(3.7)	42	(0.8)	
Korea	Level 0/1	23	(2.3)	36	(6.2)	31	(10.0)	c	c	c	c	25	(1.9)	
	Level 2	37	(1.6)	50	(3.8)	61	(4.3)	58	(5.3)	62	(5.7)	43	(1.4)	
	Level 3	53	(2.0)	66	(3.0)	73	(3.3)	72	(3.8)	77	(4.0)	62	(1.5)	
	Level 4/5	67	(5.0)	80	(6.8)	80	(5.9)	90	(5.3)	80	(8.6)	77	(2.9)	
	Total	41	(1.0)	58	(2.0)	68	(2.3)	68	(2.6)	70	(2.5)	50	(0.8)	
Netherlands	Level 0/1	34	(3.8)	45	(6.7)	52	(8.1)	54	(11.1)	64	(8.6)	41	(3.1)	
	Level 2	41	(2.8)	54	(3.3)	65	(4.1)	59	(5.0)	73	(5.5)	53	(1.8)	
	Level 3	56	(2.9)	70	(2.7)	79	(2.2)	79	(2.8)	77	(3.1)	72	(1.2)	
	Level 4/5	67	(6.5)	77	(4.0)	83	(2.8)	84	(3.7)	85	(3.4)	81	(1.7)	
	Total	46	(1.4)	64	(1.5)	75	(1.4)	74	(1.7)	78	(1.7)	64	(0.6)	
New Zealand	Level 0/1	36	(4.8)	42	(5.2)	55	(6.1)	52	(6.9)	60	(7.7)	47	(2.7)	
	Level 2	49	(4.7)	56	(3.4)	63	(3.6)	65	(4.1)	69	(3.0)	61	(1.6)	
	Level 3	56	(5.3)	64	(3.6)	73	(3.1)	74	(2.8)	80	(2.1)	73	(1.4)	
	Level 4/5	c	c	75	(6.0)	84	(4.4)	81	(3.8)	83	(3.0)	81	(2.2)	
	Total	48	(2.6)	59	(1.7)	70	(1.7)	71	(1.6)	77	(1.4)	68	(0.8)	
Norway	Level 0/1	28	(6.1)	51	(6.1)	46	(6.1)	56	(6.2)	50	(8.1)	46	(2.9)	
	Level 2	39	(5.3)	52	(3.2)	55	(4.0)	64	(3.8)	61	(4.4)	55	(1.9)	
	Level 3	58	(7.0)	65	(3.0)	68	(2.9)	76	(2.3)	76	(2.2)	71	(1.3)	
	Level 4/5	c	c	74	(6.0)	78	(3.5)	81	(3.4)	80	(3.9)	78	(2.0)	
	Total	42	(3.0)	59	(1.5)	63	(1.9)	72	(1.4)	71	(1.6)	64	(0.7)	
Poland	Level 0/1	8	(1.9)	13	(3.2)	21	(4.0)	36	(5.7)	36	(6.2)	18	(2.0)	
	Level 2	16	(2.3)	22	(3.1)	33	(3.7)	37	(4.0)	45	(4.4)	29	(1.6)	
	Level 3	21	(3.9)	32	(4.2)	49	(4.1)	54	(4.1)	60	(3.4)	45	(1.7)	
	Level 4/5	c	c	53	(9.0)	60	(7.3)	68	(6.3)	79	(5.3)	65	(3.2)	
	Total	14	(1.3)	26	(1.6)	40	(1.9)	47	(1.6)	55	(2.1)	35	(0.8)	

Notes: Participation in formal and/or non-formal education refers to participation in the 12 months prior to the survey. Columns showing data broken down by gender are available for consultation on line (see Statlink below). The index of readiness to learn summarises the answers to the question of how intensely the respondents did the following things: "Relate new ideas into real life", "Like learning new things", "Relate to existing knowledge when coming across something new", "Get to the bottom of difficult things", "Figure out how different ideas fit together" and "Look for additional information".

Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See 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/10.1787/888933398714>

Table C6.2. [3/4] **Participation in formal and/or non-formal education, by gender, literacy proficiency level and index of readiness to learn (2012 or 2015)**

Survey of Adult Skills, 25-64 year-olds

	Literacy proficiency level	Men and women											
		Index of readiness to learn										Total	
		Less than 20%		20% to less than 40%		40% to less than 60%		60% to less than 80%		80% or more			
		%	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	National entities												
	Slovak Republic	Level 0/1	5 (1.7)	18 (6.0)	18 (6.5)	21 (6.3)	32 (8.6)	13 (2.0)					
		Level 2	14 (1.6)	26 (3.5)	27 (4.2)	33 (3.4)	26 (1.4)						
		Level 3	24 (2.8)	34 (3.7)	39 (3.1)	47 (2.5)	40 (1.4)						
		Level 4/5	46 (13.2)	48 (11.6)	58 (8.4)	59 (6.4)	59 (3.9)						
		Total	16 (1.0)	30 (2.3)	35 (2.0)	42 (1.6)	33 (0.8)						
	Slovenia	Level 0/1	18 (2.4)	27 (3.5)	39 (4.4)	39 (4.0)	30 (1.8)						
		Level 2	25 (2.8)	42 (3.0)	49 (3.4)	54 (3.2)	45 (1.6)						
		Level 3	41 (5.0)	57 (3.8)	63 (3.4)	68 (3.2)	64 (1.6)						
		Level 4/5	c c	70 (7.8)	74 (8.2)	80 (6.1)	78 (3.5)						
		Total	25 (1.8)	44 (1.7)	52 (1.7)	57 (1.5)	48 (0.8)						
	Spain	Level 0/1	18 (2.2)	26 (3.3)	26 (3.2)	34 (3.6)	29 (1.5)						
		Level 2	23 (3.5)	39 (3.1)	45 (2.8)	49 (2.8)	44 (1.3)						
		Level 3	39 (6.7)	56 (3.7)	64 (4.0)	61 (3.2)	63 (1.9)						
		Level 4/5	c c	69 (9.5)	77 (8.5)	77 (6.9)	79 (3.9)						
		Total	22 (1.6)	40 (1.7)	47 (1.6)	51 (1.7)	47 (0.7)						
	Sweden	Level 0/1	22 (5.1)	47 (6.8)	52 (6.8)	50 (6.8)	42 (3.0)						
		Level 2	34 (4.9)	55 (5.0)	65 (4.3)	63 (4.3)	58 (2.0)						
		Level 3	52 (5.6)	65 (3.2)	73 (3.1)	76 (2.9)	73 (1.3)						
		Level 4/5	c c	72 (7.5)	83 (3.7)	86 (3.4)	83 (1.9)						
		Total	37 (2.8)	60 (1.9)	70 (1.9)	72 (1.7)	66 (0.8)						
	Turkey	Level 0/1	8 (1.0)	17 (2.5)	21 (3.8)	24 (3.0)	15 (1.0)						
		Level 2	16 (2.7)	24 (3.3)	29 (3.9)	33 (3.4)	27 (1.7)						
		Level 3	17 (6.8)	25 (7.3)	38 (7.6)	42 (5.6)	38 (3.0)						
		Level 4/5	c c	c c	c c	c c	50 (13.2)						
		Total	10 (0.9)	21 (1.9)	27 (2.3)	31 (1.8)	23 (0.8)						
	United States	Level 0/1	27 (5.2)	32 (4.3)	42 (6.0)	40 (4.5)	37 (2.5)						
		Level 2	32 (3.9)	44 (4.3)	58 (4.2)	58 (4.1)	52 (2.1)						
		Level 3	42 (7.2)	58 (4.2)	70 (3.1)	71 (2.9)	70 (1.3)						
		Level 4/5	c c	69 (8.6)	82 (5.8)	79 (4.4)	82 (2.5)						
		Total	33 (2.6)	48 (1.9)	63 (2.0)	63 (1.9)	59 (1.1)						
	Subnational entities												
	Flanders (Belgium)	Level 0/1	17 (2.7)	31 (4.2)	37 (6.2)	38 (6.6)	27 (1.9)						
		Level 2	28 (2.6)	41 (3.4)	50 (4.4)	47 (4.0)	40 (1.7)						
		Level 3	39 (3.1)	59 (2.8)	65 (3.2)	64 (2.9)	58 (1.4)						
		Level 4/5	48 (9.3)	64 (5.5)	70 (4.3)	74 (5.4)	68 (2.4)						
		Total	30 (1.4)	50 (1.6)	59 (2.0)	58 (1.9)	49 (0.8)						
	England (UK)	Level 0/1	22 (3.8)	39 (5.4)	46 (5.7)	46 (7.4)	38 (2.6)						
		Level 2	33 (3.2)	45 (3.8)	53 (4.1)	56 (4.0)	48 (1.8)						
		Level 3	47 (4.9)	62 (3.3)	65 (3.4)	66 (3.3)	63 (1.7)						
		Level 4/5	65 (10.4)	71 (5.9)	78 (4.4)	74 (5.0)	76 (2.4)						
		Total	35 (1.9)	54 (1.8)	61 (1.7)	62 (1.8)	56 (0.9)						
	Northern Ireland (UK)	Level 0/1	16 (3.4)	33 (6.3)	29 (7.3)	40 (7.4)	26 (2.5)						
		Level 2	25 (3.2)	41 (4.2)	46 (4.7)	60 (5.0)	43 (2.3)						
		Level 3	35 (5.5)	56 (4.6)	63 (4.7)	69 (4.2)	60 (2.1)						
		Level 4/5	c c	73 (7.9)	71 (11.2)	73 (7.2)	74 (4.2)						
		Total	26 (1.7)	48 (2.5)	53 (2.7)	63 (2.4)	49 (0.9)						
	Average	Level 0/1	20 (0.7)	31 (0.9)	35 (1.1)	39 (1.2)	30 (0.4)						
		Level 2	28 (0.7)	41 (0.7)	48 (0.7)	52 (0.8)	44 (0.3)						
		Level 3	40 (1.0)	54 (0.9)	61 (0.7)	64 (0.7)	60 (0.3)						
		Level 4/5	m m	67 (1.5)	75 (1.3)	75 (1.1)	73 (0.8)						
		Total	29 (0.3)	45 (0.3)	53 (0.4)	58 (0.4)	50 (0.2)						

Notes: Participation in formal and/or non-formal education refers to participation in the 12 months prior to the survey. Columns showing data broken down by gender are available for consultation on line (see Statlink below). The index of readiness to learn summarises the answers to the question of how intensely the respondents did the following things: "Relate new ideas into real life", "Like learning new things", "Relate to existing knowledge when coming across something new", "Get to the bottom of difficult things", "Figure out how different ideas fit together" and "Look for additional information".

Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See 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/10.1787/888933398714>

Table C6.2. [4/4] **Participation in formal and/or non-formal education, by gender, literacy proficiency level and index of readiness to learn (2012 or 2015)**

Survey of Adult Skills, 25-64 year-olds

		Men and women												
		Index of readiness to learn										Total		
		Less than 20%		20% to less than 40%		40% to less than 60%		60% to less than 80%		80% or more				
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.			%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)			
Partners	Jakarta (Indonesia)	Level 0/1	6	(0.7)	12	(2.2)	22	(4.2)	29	(6.9)	c	c	8	(0.7)
		Level 2	13	(1.9)	27	(4.7)	32	(6.5)	38	(9.2)	c	c	19	(1.9)
		Level 3	17	(6.3)	24	(12.1)	c	c	c	c	c	c	27	(5.5)
		Level 4/5	c	c	c	c	c	c	c	c	c	c	48	(24.3)
		Total	8	(0.6)	18	(2.0)	31	(3.4)	35	(3.8)	36	(7.9)	12	(0.6)
	Lithuania	Level 0/1	12	(3.1)	18	(5.0)	26	(7.1)	22	(7.5)	22	(6.1)	17	(2.1)
		Level 2	18	(2.3)	28	(3.8)	34	(4.3)	35	(4.7)	45	(4.2)	28	(1.5)
		Level 3	26	(3.0)	36	(4.3)	45	(5.3)	52	(5.0)	66	(3.8)	44	(1.9)
		Level 4/5	45	(15.2)	55	(11.7)	59	(14.9)	68	(10.4)	67	(9.1)	59	(5.9)
		Total	19	(1.1)	31	(2.3)	39	(2.4)	43	(2.3)	52	(2.3)	34	(0.8)
	Russian Federation*	Level 0/1	11	(2.5)	25	(7.1)	c	c	32	(8.5)	25	(10.1)	16	(2.2)
		Level 2	10	(3.2)	18	(3.9)	29	(7.4)	25	(5.2)	25	(5.8)	18	(2.6)
		Level 3	12	(2.7)	22	(3.8)	27	(4.3)	27	(5.4)	31	(4.4)	21	(1.6)
		Level 4/5	13	(5.8)	19	(8.7)	20	(8.8)	31	(6.9)	35	(8.6)	23	(3.4)
		Total	11	(1.7)	20	(2.1)	25	(3.7)	27	(3.1)	29	(2.6)	20	(1.6)
Singapore	Level 0/1	23	(1.9)	45	(4.1)	47	(4.4)	53	(5.7)	49	(8.0)	32	(1.5)	
	Level 2	37	(2.7)	60	(3.4)	60	(4.2)	66	(3.5)	66	(4.7)	55	(1.6)	
	Level 3	59	(4.1)	73	(3.1)	79	(3.0)	80	(2.7)	82	(3.2)	75	(1.2)	
	Level 4/5	c	c	84	(5.0)	90	(4.5)	87	(4.5)	85	(4.3)	87	(2.5)	
	Total	33	(1.2)	62	(1.9)	68	(1.8)	73	(1.5)	74	(2.1)	57	(0.7)	

Notes: Participation in formal and/or non-formal education refers to participation in the 12 months prior to the survey. Columns showing data broken down by gender are available for consultation on line (see Statlink below). The index of readiness to learn summarises the answers to the question of how intensely the respondents did the following things: "Relate new ideas into real life", "Like learning new things", "Relate to existing knowledge when coming across something new", "Get to the bottom of difficult things", "Figure out how different ideas fit together" and "Look for additional information".

Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See 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/10.1787/888933398714>

Table C6.4. **Average number of hours spent in non-formal education and participation rate in non-formal education (2012 or 2015)***Survey of Adult Skills, 25-64 year-olds*


	Average number of hours spent in non-formal education in the 12 months prior to the survey				Participation rate in non-formal education in the 12 months prior to the survey	
	Per participant		Per adult		%	S.E.
	Mean	S.E.	Mean	S.E.		
	(1)	(2)	(3)	(4)	(5)	(6)
OECD	National entities					
Australia	103	(5.6)	52	(2.8)	50	(0.7)
Austria	121	(5.6)	56	(3.0)	46	(0.8)
Canada	119	(5.8)	64	(3.2)	54	(0.6)
Chile	121	(12.2)	53	(6.8)	44	(2.0)
Czech Republic	72	(4.9)	34	(2.3)	48	(1.2)
Denmark	114	(4.3)	70	(2.8)	61	(0.6)
Estonia	89	(3.3)	45	(1.7)	50	(0.7)
Finland	88	(4.2)	54	(2.6)	62	(0.7)
France	84	(4.6)	28	(1.6)	33	(0.6)
Germany	111	(5.4)	56	(2.9)	50	(1.1)
Greece	231	(16.9)	42	(3.6)	18	(0.8)
Ireland	122	(7.0)	55	(3.1)	45	(0.8)
Israel	134	(6.7)	59	(3.2)	45	(0.8)
Italy	106	(8.9)	23	(2.2)	22	(0.9)
Japan	147	(9.1)	60	(3.7)	41	(0.8)
Korea	248	(9.4)	121	(5.1)	49	(0.8)
Netherlands	112	(5.6)	67	(3.5)	60	(0.6)
New Zealand	113	(5.5)	71	(3.5)	64	(0.8)
Norway	103	(5.0)	61	(3.2)	59	(0.7)
Poland	128	(8.6)	41	(2.9)	32	(0.8)
Slovak Republic	87	(4.7)	27	(1.6)	31	(0.8)
Slovenia	77	(4.1)	34	(1.9)	44	(0.8)
Spain	213	(9.6)	89	(4.3)	42	(0.7)
Sweden	94	(4.6)	57	(2.9)	61	(0.8)
Turkey	139	(9.8)	24	(1.8)	17	(0.6)
United States	144	(10.5)	79	(6.4)	55	(1.1)
	Subnational entities					
Flanders (Belgium)	108	(5.2)	49	(2.5)	46	(0.8)
England (UK)	96	(6.6)	48	(3.6)	51	(0.8)
Northern Ireland (UK)	94	(7.0)	41	(3.0)	45	(0.9)
Average	121	(1.4)	54	(0.6)	46	(0.2)
Partners						
Jakarta (Indonesia)	110	(15.4)	11	(1.6)	10	(0.6)
Lithuania	85	(6.3)	26	(2.1)	31	(0.8)
Russian Federation*	117	(11.8)	19	(3.1)	17	(1.4)
Singapore	98	(4.8)	53	(2.6)	55	(0.7)

Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for note (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/10.1787/888933398729>

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/10.1787/888933398784>

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

StatLink  <http://dx.doi.org/10.1787/888933398860>


Indicator D3 How much are teachers paid?

StatLink  <http://dx.doi.org/10.1787/888933398933>


Indicator D4 How much time do teachers spend teaching?

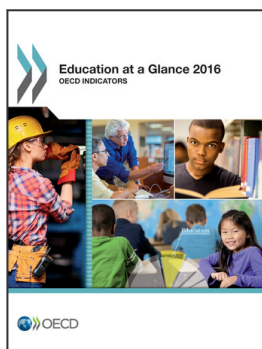
StatLink  <http://dx.doi.org/10.1787/888933399067>

Indicator D5 Who are the teachers?

StatLink  <http://dx.doi.org/10.1787/888933399143>

Indicator D6 Who are our school leaders and what do they do?

StatLink  <http://dx.doi.org/10.1787/888933399226>



From:
Education at a Glance 2016
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2016-en>

Please cite this chapter as:

OECD (2016), "Indicator C6 How Many Adults Participate in Education and Learning?", in *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2016-28-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.