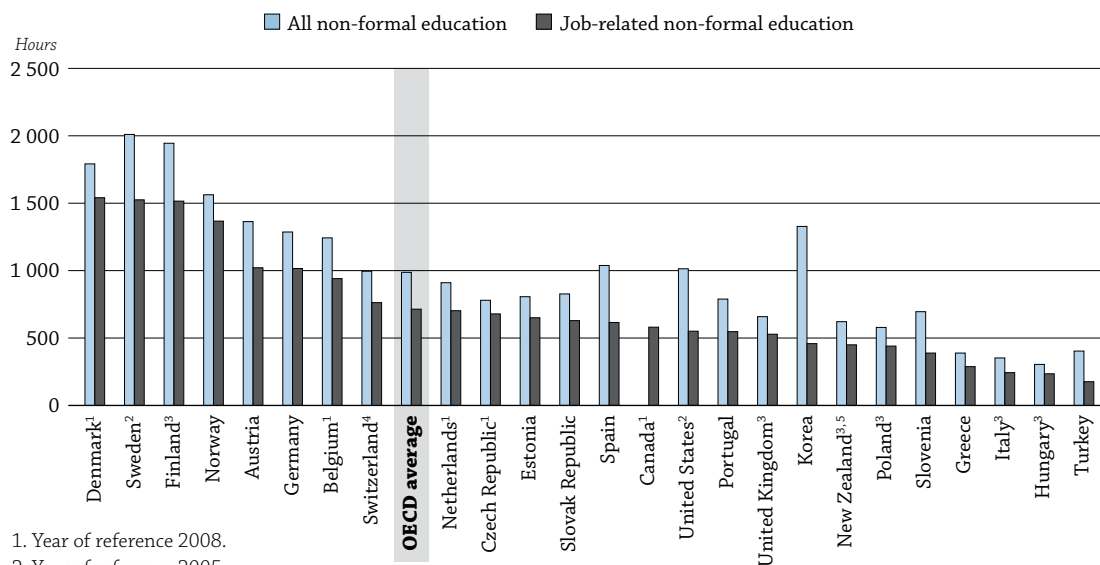


HOW MANY ADULTS PARTICIPATE IN EDUCATION AND LEARNING?

- Across the OECD, more than 40% of adults participate in formal and/or non-formal education in a given year. The proportion ranges from more than 60% in New Zealand and Sweden to less than 15% in Greece and Hungary.
- On average in the OECD area, an individual can expect to receive 988 hours of instruction in non-formal education during his or her working life, of which 715 hours are instruction in job-related non-formal education.
- Overall, 27% of adults in OECD countries have looked for information on learning possibilities in the preceding 12 months, and 87% of those seeking information found some.

Chart C5.1. Expected hours over the working life in all non-formal education and in job-related non-formal education, 2007



1. Year of reference 2008.

2. Year of reference 2005.


3. Year of reference 2006.

4. Year of reference 2009.

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

Countries are ranked in descending order of the number of expected hours in job-related non-formal education.

Source: OECD, LSO network special data collection, Adult Learning Working Group. Table C5.1a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

StatLink  <http://dx.doi.org/10.1787/888932461712>

Context

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

■ Other findings

- Adults with higher levels of educational attainment are more likely to participate in formal and non-formal education than adults with lower levels of attainment. They can also expect to receive more hours of instruction in non-formal education during their working lives. On average in OECD countries, **individuals with a tertiary education will receive three times as many hours of instruction in non-formal education as those with low levels of education.**
- Some adults use the formal education system to acquire additional skills. They tend to be young and highly educated. **Half of adults who have participated in formal education have also engaged in non-formal education activities** during the 12 months before the survey. A large number of adults are enrolled in formal education in Australia, Belgium, New Zealand, Sweden and the United Kingdom.
- **Younger individuals and persons with higher levels of education are more likely to look for information on learning activities.** Whereas the more highly educated are more likely to find information when they are looking for it, the information seems to be as accessible for older as for younger individuals.

Analysis

Investment in non-formal education

Given current opportunities for adult learning at various stages in life, the total number of hours of instruction in non-formal education an individual can expect to attend during his or her working life (i.e. between the ages of 25 and 64) indicates the level of investment in adult learning. The total investment, in all non-formal education exceeds 1 500 hours of instruction in Denmark, Finland, Norway and Sweden. It is less than 500 hours in Greece, Hungary, Italy and Turkey. The expected number of hours of instruction is strongly related to the overall participation rate in non-formal education.

As Chart C5.1 shows, in OECD countries, almost 75% of the expected instruction hours will be in job-related non-formal education. In the Czech Republic, Denmark and Norway, more than 86% of the expected hours are in job-related instruction, while in Korea, Slovenia, Spain, Turkey and the United States, at least 40% of hours of instruction in non-formal education are related to personal reasons.

To provide context for the expected hours of instruction in job-related non-formal education, Table C5.1a includes information on the annual average number of working hours of a full-time worker and the ratio of the expected hours of job-related non-formal education to these working hours. The investment in instruction time over the forty years of a working life equals one full working year in Denmark and slightly more than one working month in Turkey. The length of a working year varies across countries, too.

In Denmark, Finland, Norway and Sweden, the expected instruction hours represent almost a working year of investment. More than half a working year's investment in instruction hours is found in Austria, Belgium, Germany and the Netherlands. The lowest investment, the equivalent of less than one-third of a working year, is found in Greece, Hungary, Italy, Poland, Portugal, Slovenia, Turkey and the United Kingdom.

On average across the OECD, men can expect to receive about 10% more instruction hours in job-related non-formal education over their working lives than women. This advantage is considerable in Germany, Korea and the Netherlands, while in Finland, women can expect to receive 50% more hours of instruction in job-related non-formal education than men. In Denmark, Estonia, Greece, Hungary and the United States, women can also expect to receive more hours than men, albeit to a lesser degree.

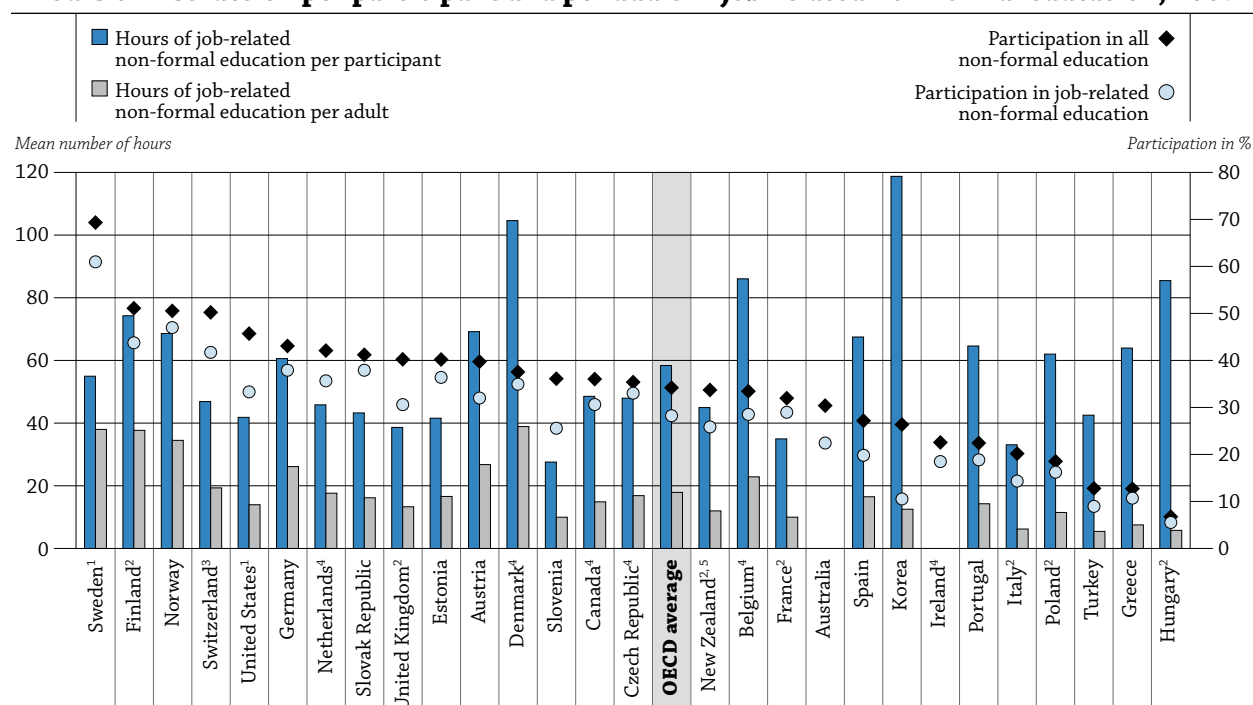
In all countries except the United Kingdom, individuals with a tertiary education can expect to receive the highest number of hours of instruction in job-related non-formal education over their working lives; individuals with low levels of education will receive the lowest number of hours of instruction in job-related non-formal education over their working lives; and those who have completed their education at the upper secondary or the post-secondary non-tertiary level will fall between the two extremes in the number of instruction hours received. On average across the OECD, individuals with tertiary education will spend three times more hours of instruction than individuals with low levels of education. Only in Canada, Finland, Germany, Norway, Sweden and the United Kingdom is the advantage for highly educated individuals reduced to double (or less) the hours of instruction, while it is more than nine times that of individuals with low levels of education in Greece, Italy, Korea, Poland, the Slovak Republic, Slovenia and Turkey.

In most OECD countries, the number of expected instruction hours in job-related non-formal education rises fairly linearly as one moves from lower to higher levels of education. On average across countries, the increase in expected hours of instruction between those with ISCED 3/4 education and those without (+1.7 times) is similar to the increase in hours of instruction between those with ISCED 5/6 education and those just below (+1.9 times). This is not true for all countries: in Belgium, Hungary, Italy, the Slovak Republic, Slovenia, Switzerland and the United States, the increase in hours of instruction between those with ISCED 3/4 education and those without is double the increase in hours of instruction between those with ISCED 5/6 education and those just below. In Korea, the increase in hours of instruction between those with ISCED 3/4 education and those without (+10 times) is much greater than the increase in hours of instruction between those with ISCED 5/6 education and those with ISCED 3/4 education (+1.4 times).

Differences in investment between countries and social groups

The time spent attending non-formal education activities represents an investment in the individual's skill development for both the employer and the individual. The hours of instruction in non-formal job-related education per participant partly reflect a balance between extensive and intensive participation (Chart C5.2). The correlation between the participation rate and average hours of instruction per participant is slightly negative. The average hours of instruction per participant range from more than 80 hours in Belgium, Denmark, Hungary and Korea, to less than 40 hours in France, Italy, Slovenia and the United Kingdom. In all countries except Canada and Denmark, unemployed participants spend more time in instruction than employed participants (Table C5.2a).

Chart C5.2. Participation rate in all and in job-related non-formal education, hours of instruction per participant and per adult in job-related non-formal education, 2007



1. Year of reference 2005.

2. Year of reference 2006.

3. Year of reference 2009.

4. Year of reference 2008.

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

Countries are ranked in descending order of the participation rate in all non-formal education.

Source: OECD, LSO network special data collection, Adult Learning Working Group. Table C5.1a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

StatLink <http://dx.doi.org/10.1787/888932461731>

The annual hours of instruction in non-formal education per adult combines the participation rate in non-formal education and the number of hours per participant. It shows the investment in each member of a certain group and can thus highlight differences and point out potential fields of expansion of investment in non-formal education. Each year, on average, OECD countries invest 25 hours of instruction in non-formal education in each 25–64 year-old; 18 of these hours are in job-related training (Chart C5.2). The investment in job-related instruction hours per adult ranges from more than 30 hours in Denmark, Finland, Norway and Sweden to less than 10 hours in Greece, Hungary, Italy and Turkey. With 10 to 15 hours invested in job-related instruction per adult, Canada, France, Korea, New Zealand, Poland, Portugal, Slovenia, the United Kingdom and the United States are below the OECD average.

There are large differences behind the average instruction hours in job-related non-formal education per adult. In all countries, 55–64 year-olds receive the fewest hours of instruction, and in 18 of the 25 countries with

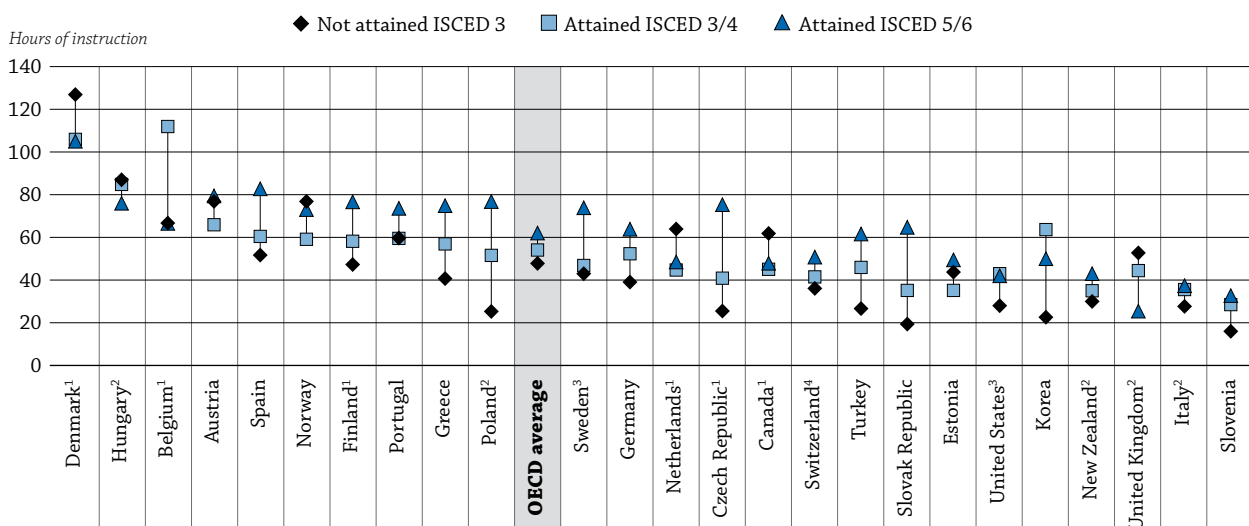
available data, men receive more hours of training than women (Table C5.2b, available on line). In 14 countries, the average number of instruction hours per adult decreases steadily as the age of the adult increases. In Finland and Greece, women receive more job-related non-formal training than men, and the instruction hours decrease steadily with age. In New Zealand, Portugal, Sweden and Switzerland, men attend more hours of instruction than women, but the younger age groups show a more or less equal number of instruction hours per adult, with only 55-64 year-olds receiving substantially fewer hours of instruction than younger individuals. In the United States, women receive more job-related instruction hours per adult than men, and the decrease in the number of hours of instruction by age group occurs between the second oldest and the oldest group. In Denmark and Estonia, women receive more job-related instruction hours per adult than men, and the youngest age group receives fewer hours than the next highest age group.

As older individuals and individuals with low levels of education tend to receive fewer instruction hours in job-related non-formal education, the investment in individuals with those characteristics is low: 4 hours of instruction per 55-64 year-old with a low level of education, compared to 36 hours of instruction per 25-34 year-old with a tertiary education (Table C5.2e, available on line).

Training leads to further training

The educational attainment an individual has achieved affects all aspects of adult learning. On average, the hours in job-related non-formal education vary according to the educational attainment of the employed participants, but not to a great extent (Chart C5.3). There are two distinct patterns: in the Czech Republic, Finland, Greece, Korea, Poland, the Slovak Republic, Spain, Sweden and Turkey, employed participants with a tertiary education spend considerably more hours in education (a difference of at least 27 hours), than participants who have not attained upper secondary education. The opposite is true in Canada, Denmark, Hungary, the Netherlands, Norway and the United Kingdom. In Belgium, participants with a tertiary education spend exactly the same time in education as participants who have not attained upper secondary education, while employed individuals with an upper secondary education receive the most hours of job-related instruction.

Chart C5.3. Hours of instruction per employed participant in job-related non-formal education, by educational attainment, 2007



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

Countries are ranked in descending order of the hours of instruction for all levels of education.

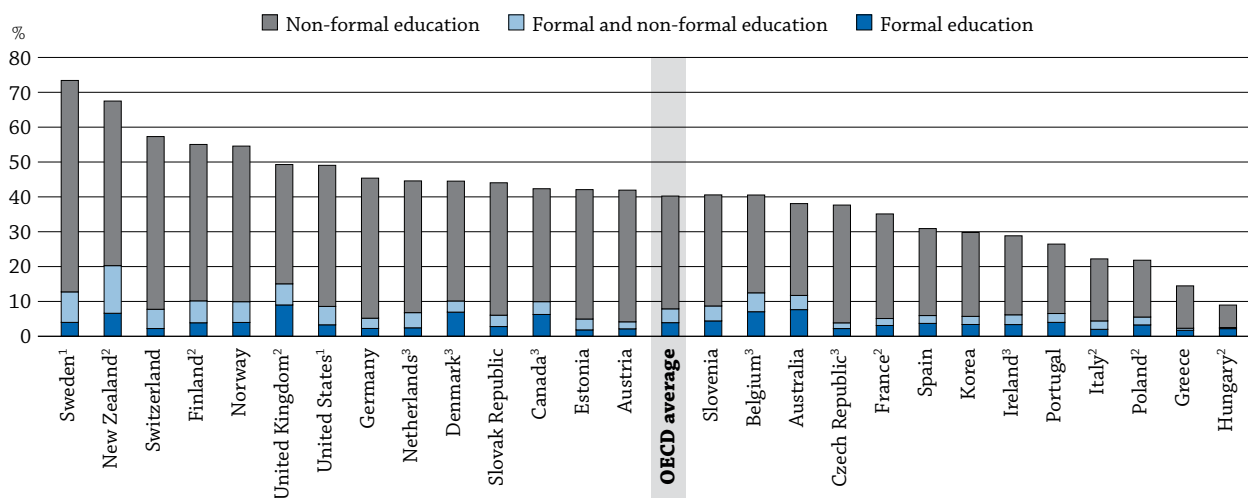
Source: OECD, LSO network special data collection, Adult Learning Working Group. Table C5.2a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

StatLink <http://dx.doi.org/10.1787/888932461750>

Participation in formal and non-formal education

In all countries, only a small minority of 25-64 year-olds attends institutions of formal education. Across OECD countries, an average of 8% of adults participates in formal education (Chart C5.4). Countries with a large number of adults enrolled in formal education institutions include Australia, Belgium, New Zealand, Sweden and the United Kingdom. On average, half of the participants in formal education also participate in non-formal education, an indication that these individuals take advantage of a variety of learning opportunities.

Chart C5.4. Participation in formal and/or non-formal education, 2007



1. Year of reference 2005.

2. Year of reference 2006.

3. Year of reference 2008.

Countries are ranked in descending order of the participation rate in formal and/or non-formal education.

Source: OECD, LSO network special data collection, Adult Learning Working Group. Table C5.3a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

StatLink  <http://dx.doi.org/10.1787/888932461769>

On average, 13% of individuals with a tertiary education are enrolled in formal education compared with 3% of individuals with low levels of education (Table C5.3a). Younger adults are much more likely to attend formal studies (17% of 25-34 year-olds) than are older individuals (2% of 55-64 year-olds) (Table 5.3c, available on line). Across OECD countries, participation in formal education by 25-64 year-olds does not differ much by gender (Table C5.3b, available on line) or status in the labour force (Table C5.3d, available on line).

Seeking information and guidance

Effective information and counseling services can help to make education and training more accessible to a wider range of people, support learning at all ages, and empower citizens to manage their learning and work.

A special goal is to reach out to information- and assistance-deprived groups. The percentage of adults who have not participated in formal and/or non-formal education and have not looked for any information concerning learning possibilities within the 12 months prior to the survey measures the size of the population outside of both systems: the education and training system and the information and guidance system. On average among countries with comparable data, 52% of 25-64 year-olds had no contact with either the information or education systems, 41% participated in adult education, and 7% looked for information but did not participate. More than two-thirds of 25-64 year-olds remain outside both systems in Greece, Hungary, Italy, Poland and Portugal, while two-thirds of adults in Finland, the Netherlands, the Slovak Republic, Sweden, and the United Kingdom are included in both systems. The relationship between the participation rate in formal and/or non-formal education and the percentage of the population not seeking information about learning activities is negative (see charts and tables in OECD, 2010a).

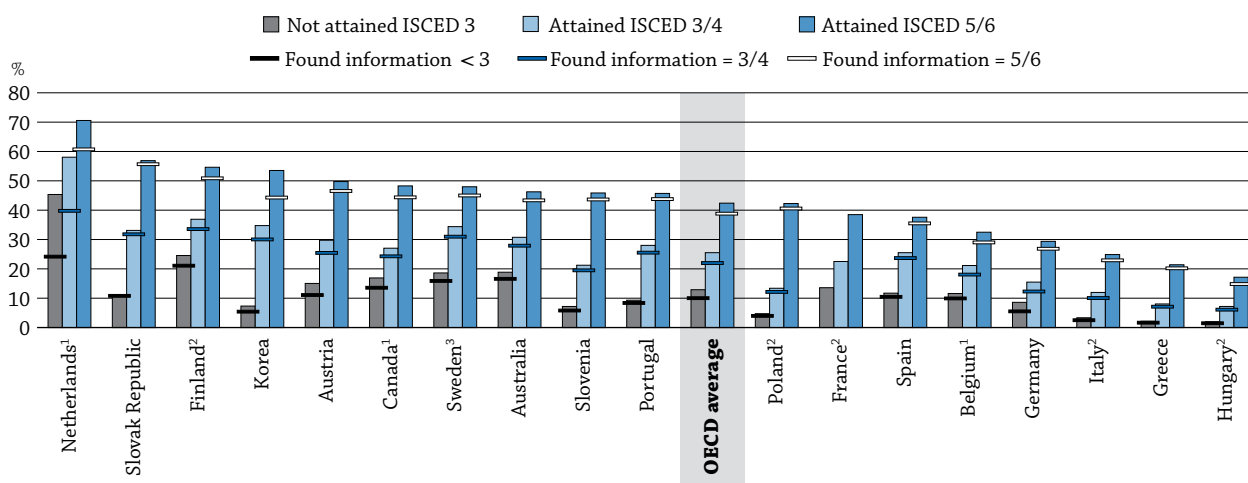
C5

In general, the results for different target groups are as expected: older individuals and those with low levels of educational attainment are more likely not to participate in these types of education and not to seek information about them, while the differences between men and women and between the employed and the general population are small in this regard.

Individuals who have looked for information were twice as likely to participate in formal and/or non-formal education as those who did not. Looking for information is an important step towards participating in adult learning. In the Netherlands, more than half the population has looked for information; in Greece, Hungary and Italy, fewer than one in ten people has (Table C5.4a). On the country level, there is a positive relationship between the rate of participation in adult learning and the rate of individuals looking for information. Independent of the extent to which they are consulted, information systems seem to be successful – except in the Netherlands. In all countries, at least 68% of those who looked for information found some; and in some countries, almost all individuals looking for information found some.

Chart C5.5 shows that individuals with a tertiary education are three times as likely to look for information as are individuals with low levels of education. The well-educated are also more likely to find information than their peers with lower levels of education. The relationships hold for all countries with available data, although they are stronger in some countries than others. Individuals with a tertiary education in Greece, Hungary, Italy, Korea and Poland are at least seven times more likely to look for information than individuals with low educational attainment; while in Australia, Belgium, Canada, Finland, France, the Netherlands and Sweden, they are less than three times as likely to look for information. In countries where these differences are large, the overall rate of looking for information tends to be lower, as does the rate of participation in adult learning.

Chart C5.5. Proportion of individuals who have looked for and found information, by educational attainment, 2007



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

Countries are ranked in descending order of the proportion of individuals who have looked for information and have attained ISCED levels 5/6.

Source: OECD, LSO network special data collection, Adult Learning Working Group. Table C5.4a. See Annex 3 for notes (www.oecd.org/edu/eag2011).
 StatLink <http://dx.doi.org/10.1787/888932461788>

Some 38% of 25-34 year-olds have looked for information on adult learning possibilities, whereas only 15% of 55-64 year-olds have. In all countries with comparable data, younger adults seek information more often than older adults: in Greece and Hungary, young people are five times more likely to look for information about education opportunities than older people, while in Australia, the Netherlands and the Slovak Republic, 25-34 year-olds are no more than two times more likely to do so. However, older people were just as successful in finding information as younger ones (Table C5.4c, available on line).

Definitions

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

Non-formal education is defined as an organised and sustained educational activity that does not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover educational programmes in adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. The EU Adult Education Survey uses an extensive list of possible non-formal education activities, including courses, private lessons and guided, on-the-job training to prompt respondents to list all of their learning activities during the previous 12 months. Some of these learning activities might be of short duration.

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

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

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

Methodology

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

To calculate **expected hours in non-formal education over the working life (25-64 year-olds)**, the fictive cohort method is used, in which the total expected hours in non-formal education (NFE) equals the sum of the hours in NFE spent by the individuals of the same age at the present time. The method assumes that the behaviour of people would remain constant over time, so that the hours of participation of older people today would reflect the future hours of participation of today’s young people. The result changes as the behaviour of people changes over time, so we would assume the figure to reflect these changes in behaviour.

Method of calculation:

Basic formula:

$$EXHR = \sum_{AGE=25}^{64} HR_PER_ADULT_PER_YEAR \text{ of age, where:}$$

EXHR = EXPECTED HOURS

Ideally, one needs information on the hours spent in non-formal education by fairly narrow age bands. In the data collection, the breakdowns are in 10-year age groups (25-34, 35-44, 45-54, and 55-64). A constant number of hours is used for each of the ten years in the age group.

The modified formula is:

$$EXHR = \sum_{AGE\ GROUP=1}^4 \frac{HOURS_TOT}{PERSONS_TOT} * 10, \text{ where:}$$

HOURS_TOT = Total hours in NFE for the age group

PERSONS_TOT = Total Persons in the age group

The data collection also included breakdowns by age group for gender and educational attainment.

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

References

OECD (2007d), *Education at a Glance 2007: OECD Indicators*, OECD, Paris.

OECD (2010h), *Education at a Glance 2010: OECD Indicators*, OECD, Paris.

C5 The following additional material relevant to this indicator is available on line:

- **Table C5.1c Participation rate, hours of instruction per participant, per adult and expected hours in all non-formal education (NFE) and in job-related NFE, by gender, 2007**
StatLink  <http://dx.doi.org/10.1787/888932464809>
- **Table C5.1d Participation rate and expected hours in all non-formal education, by educational attainment, 2007**
StatLink  <http://dx.doi.org/10.1787/888932464828>
- **Table C5.2b. Hours of instruction per participant and per adult in all non-formal education (NFE) and in job-related NFE, by gender and age group, 2007**
StatLink  <http://dx.doi.org/10.1787/888932464866>
- **Table C5.2c. Hours of instruction per participant and per adult in all non-formal education (NFE) and in job-related NFE, by gender and educational attainment, 2007**
StatLink  <http://dx.doi.org/10.1787/888932464885>
- **Table C5.2d. Hours of instruction per participant and per adult in all non-formal education (NFE) and in job-related NFE, by gender and labour force status, 2007**
StatLink  <http://dx.doi.org/10.1787/888932464904>
- **Table C5.2e. Hours of instruction per participant and per adult in all non-formal education (NFE) and in job-related NFE, by educational attainment and age group, 2007**
StatLink  <http://dx.doi.org/10.1787/888932464923>
- **Table C5.3b. Participation in formal and non-formal education by type of education and gender, 2007**
StatLink  <http://dx.doi.org/10.1787/888932464961>
- **Table C5.3c Participation in formal and non-formal education, by type of education and age group, 2007**
StatLink  <http://dx.doi.org/10.1787/888932464980>
- **Table C5.3d Participation in formal and non-formal education, by type of education and labour force status, 2007**
StatLink  <http://dx.doi.org/10.1787/888932464999>
- **Table C5.4b Proportion of individuals who have looked for and found information, by gender, 2007**
StatLink  <http://dx.doi.org/10.1787/888932465037>
- **Table C5.4c Proportion of individuals who have looked for and found information, by age group, 2007**
StatLink  <http://dx.doi.org/10.1787/888932465056>
- **Table C5.4d Proportion of individuals who have looked for and found information, by gender for employed persons, 2007**
StatLink  <http://dx.doi.org/10.1787/888932465075>

Table C5.1a. Participation rate, hours of instruction per participant, per adult and expected hours in all non-formal education (NFE) and in job-related NFE, annual hours actually worked, and ratio of hours in job-related NFE to hours worked, 2008

	All non-formal education				Job-related non-formal education				Average annual hours actually worked per worker (2009) (9)	Ratio of hours in job-related NFE to annual hours worked (10)
	Participation rate	Hours per participant	Hours per adult	Expected hours	Participation rate	Hours per participant	Hours per adult	Expected hours		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		
OECD										
Australia	30	m	m	m	22	m	m	m	1 713	m
Austria	40	92	35	1 365	32	69	27	1 022	1 581	0.65
Belgium ¹	33	114	30	1 244	29	86	23	942	1 550	0.61
Canada ¹	36	m	m	m	31	49	15	581	1 725	0.34
Czech Republic ¹	35	55	19	781	33	48	17	680	1 891	0.36
Denmark ¹	38	121	45	1 794	35	105	39	1 542	1 544	1.00
Estonia	40	52	21	807	36	42	17	651	1 831	0.36
Finland ²	51	95	48	1 947	44	74	38	1 517	1 672	0.91
France ²	32	35	11	m	29	35	10	m	1 558	m
Germany	43	76	33	1 288	38	61	26	1 017	1 390	0.73
Greece	13	86	10	389	11	64	8	288	2 119	0.14
Hungary ²	7	111	7	305	6	86	6	235	1 968	0.12
Ireland ¹	23	m	m	m	19	m	m	m	1 584	m
Italy ²	20	48	9	353	14	33	6	244	1 773	0.14
Korea	26	132	35	1 329	11	119	13	459	2 243	0.20
Netherlands ¹	42	59	23	911	36	46	18	703	1 378	0.51
New Zealand ^{2, 5}	34	47	16	622	26	45	12	450	1 729	0.26
Norway	51	78	39	1 564	47	69	35	1 369	1 408	0.97
Poland ²	19	82	15	579	16	62	12	441	1 966	0.22
Portugal	22	93	20	790	19	65	14	548	1 719	0.32
Slovak Republic	41	58	22	828	38	43	16	630	1 693	0.37
Slovenia	36	49	18	696	26	28	10	389	1 687	0.23
Spain	27	112	27	1 039	20	68	17	616	1 648	0.37
Sweden ³	69	73	50	2 012	61	55	38	1 527	1 611	0.95
Switzerland ⁴	50	46	25	996	42	47	19	763	1 640	0.47
Turkey	13	91	12	404	9	43	5	176	1 918	0.09
United Kingdom ²	40	48	16	659	31	39	13	529	1 646	0.32
United States ³	46	56	26	1 015	33	42	14	551	1 681	0.33
OECD average	34	76	25	988	28	58	18	715	1 710	0.44
EU21 average	34	77	24	988	29	58	19	751	1 690	0.46

1. Year of reference 2008.

2. Year of reference 2006.

3. Year of reference 2005.

4. Year of reference 2009.

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

Source: OECD, LSO network special data collection, Adult Learning working group. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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


StatLink  <http://dx.doi.org/10.1787/888932464771>

Table C5.1b. **Participation rate and expected hours in job-related non-formal education, by educational attainment, 2007**

	Participation rate				Expected hours			
	Educational attainment			Total	Educational attainment			Total
	Not attained ISCED 3	Attained ISCED 3/4	Attained ISCED 5/6		Not attained ISCED 3	Attained ISCED 3/4	Attained ISCED 5/6	
	(1)	(2)	(3)		(4)	(5)	(6)	
OECD								
Australia	14	23	30	22	m	m	m	m
Austria	13	31	57	32	635	931	1 830	1 022
Belgium ¹	11	27	47	29	416	1 089	1 166	942
Canada ¹	12	23	41	31	379	420	734	581
Czech Republic ¹	14	33	52	33	199	556	1 668	680
Denmark ¹	18	33	53	35	1 062	1 402	2 219	1 542
Estonia	15	31	54	36	315	467	1 080	651
Finland ²	26	39	62	44	1 130	1 288	2 141	1 517
France ²	15	28	47	29	m	m	m	m
Germany	14	38	55	38	594	953	1 477	1 017
Greece	3	11	24	11	54	224	744	288
Hungary ²	2	5	12	6	89	232	394	235
Ireland ¹	8	14	32	19	m	m	m	m
Italy ²	5	19	37	14	71	318	633	244
Korea	7	7	16	11	41	430	620	459
Netherlands ¹	18	34	54	36	483	615	1 025	703
New Zealand ^{2, 5}	14	23	36	26	226	324	692	450
Norway	33	45	62	47	1 055	1 193	1 865	1 369
Poland ²	3	12	41	16	77	256	1 319	441
Portugal	11	31	49	19	311	794	1 496	548
Slovak Republic	12	36	51	38	70	463	1 314	630
Slovenia	7	24	46	26	56	347	745	389
Spain	10	22	35	20	282	632	1 200	616
Sweden ³	43	61	76	61	1 084	1 276	2 355	1 527
Switzerland ⁴	11	35	62	42	178	587	1 227	763
Turkey	4	15	33	9	62	246	727	176
United Kingdom ²	21	34	38	31	603	565	467	529
United States ³	9	23	46	33	128	387	759	551
OECD average	13	26	43	27	369	615	1 150	688
EU21 average	14	28	46	29	418	689	1 293	751

1. Year of reference 2008.

2. Year of reference 2006.

3. Year of reference 2005.

4. Year of reference 2009.

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

Source: OECD, LSO network special data collection, Adult Learning working group. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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


StatLink  <http://dx.doi.org/10.1787/888932464790>

Table C5.2a. [1/2] **Hours of instruction per participant and per adult, in all non-formal education (NFE) and in job-related NFE, by educational attainment and labour force status, 2007**

	Labour force status	Not attained ISCED 3				Attained ISCED 3/4				Attained ISCED 5/6				Total				
		Hours per participant		Hours per adult		Hours per participant		Hours per adult		Hours per participant		Hours per adult		Hours per participant		Hours per adult		
		All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
OECD	Austria	Employed	85	77	18	16	84	66	38	30	99	79	65	53	88	71	40	32
		Unemployed	199	180	60	55	192	147	70	53	c	c	c	c	189	153	70	57
		Not in the labour force	115	46	11	4	79	32	15	6	64	21	28	9	81	32	15	6
		Total	107	85	19	15	87	65	34	25	97	75	61	47	92	69	35	27
	Belgium ¹	Employed	100	67	16	10	132	112	36	30	84	67	42	34	101	81	34	27
		Unemployed	155	92	14	8	354	257	71	52	261	234	82	74	274	204	44	33
		Not in the labour force	240	178	10	7	140	72	16	8	154	33	33	7	168	78	16	7
		Total	127	86	13	9	147	118	35	28	92	68	42	31	114	86	30	23
	Canada ¹	Employed	m	62	m	10	m	45	m	12	m	48	m	21	m	48	m	17
		Unemployed	m	c	m	c	m	63	m	6	m	25	m	7	m	33	m	5
		Not in the labour force	m	37	m	c	m	303	m	5	m	68	m	4	m	110	m	3
		Total	m	61	m	7	m	48	m	11	m	48	m	19	m	49	m	15
	Czech Republic ¹	Employed	26	25	7	7	45	41	19	18	88	75	57	49	54	48	25	22
		Unemployed	136	136	4	4	126	94	17	13	c	c	c	c	124	91	14	10
		Not in the labour force	101	92	1	c	53	18	3	1	81	52	12	8	61	28	3	2
		Total	30	29	4	4	46	41	16	14	88	74	50	42	55	48	19	17
	Denmark ¹	Employed	158	127	43	35	119	106	45	40	111	105	64	61	121	109	51	46
		Unemployed	203	200	14	14	77	61	20	16	c	c	c	c	88	76	17	15
		Not in the labour force	174	60	27	9	89	34	9	3	84	60	18	13	136	55	20	8
		Total	162	115	37	26	117	103	40	35	109	103	59	56	121	105	45	39
Estonia	Employed	56	44	14	11	41	35	17	14	59	49	38	32	51	43	24	20	
	Unemployed	c	c	c	c	64	41	10	6	c	c	c	c	72	34	12	6	
	Not in the labour force	47	3	2	c	76	31	6	3	50	17	12	4	60	22	6	2	
	Total	55	40	10	7	43	35	15	12	59	48	34	28	52	42	21	17	
Finland ²	Employed	65	47	28	20	71	58	37	31	94	77	70	57	81	65	48	39	
	Unemployed	137	87	35	23	201	162	65	53	156	117	59	45	170	128	53	40	
	Not in the labour force	297	163	43	24	167	130	45	35	153	104	65	44	184	126	49	34	
	Total	98	64	33	21	89	72	41	33	100	80	69	55	95	74	48	38	
France ²	Employed	m	m	m	m	m	m	m	m	m	m	m	m	29	28	12	m	
	Unemployed	m	m	m	m	m	m	m	m	m	m	m	m	111	118	32	m	
	Not in the labour force	m	m	m	m	m	m	m	m	m	m	m	m	61	82	8	m	
	Total	m	m	m	m	m	m	m	m	m	m	m	m	35	35	12	m	
Germany	Employed	48	39	12	9	63	52	32	27	75	64	50	43	66	56	34	29	
	Unemployed	206	180	27	24	156	129	45	37	109	56	42	22	153	121	40	31	
	Not in the labour force	250	184	27	20	98	54	22	12	94	48	30	15	116	69	25	15	
	Total	100	79	18	15	72	57	31	25	78	62	47	38	76	61	33	26	
Greece	Employed	58	41	3	2	75	57	11	8	85	75	24	21	79	64	12	10	
	Unemployed	98	10	2	c	173	107	19	12	173	136	35	28	168	116	18	13	
	Not in the labour force	92	24	1	c	103	3	5	0	138	34	15	4	112	16	3	c	
	Total	63	38	2	1	83	55	10	7	93	77	24	20	86	64	10	8	
Hungary ²	Employed	93	87	5	5	108	85	9	7	92	76	15	12	101	82	10	8	
	Unemployed	291	291	2	2	268	248	17	16	84	68	14	11	238	220	11	10	
	Not in the labour force	239	49	1	c	206	70	3	1	62	21	4	1	156	49	2	1	
	Total	120	91	3	2	123	94	8	6	89	72	13	10	111	86	7	6	
Italy ²	Employed	40	28	4	3	46	36	13	10	46	37	22	18	45	35	11	9	
	Unemployed	70	34	3	1	91	58	13	9	64	41	21	14	76	47	9	6	
	Not in the labour force	48	9	2	c	59	14	8	2	63	33	15	8	56	15	4	1	
	Total	42	24	3	2	49	34	12	9	48	37	21	16	48	33	9	6	
Korea	Employed	54	23	10	3	109	64	18	4	129	50	45	18	118	41	30	10	
	Unemployed	c	c	c	c	420	328	126	99	259	137	77	41	310	197	79	50	
	Not in the labour force	85	31	15	0	143	53	39	14	124	19	50	8	130	38	38	10	
	Total	67	23	11	2	141	55	29	11	136	49	48	17	132	47	35	13	
Netherlands ¹	Employed	81	64	21	16	54	45	24	20	59	48	36	30	59	49	28	23	
	Unemployed	c	c	c	c	c	c	c	c	c	c	c	c	95	79	32	27	
	Not in the labour force	75	30	8	3	43	24	8	4	54	20	20	7	55	24	10	4	
	Total	81	57	15	10	53	42	20	16	58	46	34	27	59	46	23	18	

1. Year of reference 2008.

2. Year of reference 2006.

3. Year of reference 2005.

4. Year of reference 2009.

Source: OECD, LSO network special data collection, Adult Learning working group. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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


StatLink  <http://dx.doi.org/10.1787/888932464847>

Table C5.2a. [2/2] **Hours of instruction per participant and per adult, in all non-formal education (NFE) and in job-related NFE, by educational attainment and labour force status, 2007**

	Labour force status	Not attained ISCED 3				Attained ISCED 3/4				Attained ISCED 5/6				Total				
		Hours per participant		Hours per adult		Hours per participant		Hours per adult		Hours per participant		Hours per adult		Hours per participant		Hours per adult		
		All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	All NFE	Job-related NFE	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
OECD	New Zealand ²	Employed	33	30	8	6	38	35	12	9	44	43	22	17	40	38	15	12
	Unemployed	45	42	7	4	72	64	12	9	74	113	21	18	65	76	13	10	
	Not in the labour force	149	91	13	6	71	54	11	4	108	63	35	23	105	66	19	11	
	Total	47	42	9	6	41	37	12	8	50	50	23	18	47	45	16	12	
Norway	Employed	82	77	38	35	65	59	35	32	80	73	56	51	74	68	43	39	
	Unemployed	c	c	c	c	c	c	c	c	c	c	c	c	187	110	59	34	
	Not in the labour force	162	103	19	12	102	65	19	12	91	48	29	15	114	69	21	13	
	Total	93	79	33	28	69	61	33	29	81	72	54	48	78	69	39	35	
Poland ²	Employed	38	25	3	2	62	52	12	10	97	77	50	40	79	64	21	17	
	Unemployed	151	114	6	4	106	64	8	5	163	82	38	19	127	73	11	6	
	Not in the labour force	167	42	2	c	111	16	3	c	91	27	12	4	109	23	3	1	
	Total	68	37	3	1	66	50	9	7	98	75	45	35	82	62	15	12	
Portugal	Employed	71	60	12	10	79	60	33	25	93	74	56	44	80	64	22	18	
	Unemployed	286	123	20	8	281	187	33	22	180	108	89	54	238	124	29	15	
	Not in the labour force	285	2	8	c	164	21	29	4	62	5	11	1	197	9	10	0	
	Total	91	60	12	8	90	60	33	22	97	74	55	41	93	65	20	14	
Slovak Republic	Employed	21	19	6	6	43	35	18	15	87	65	51	38	56	44	26	21	
	Unemployed	30	2	2	0	121	33	14	4	c	c	c	c	112	40	12	4	
	Not in the labour force	70	c	1	c	58	21	3	1	86	27	15	5	68	22	5	2	
	Total	25	16	3	2	45	35	15	12	87	64	46	34	58	43	22	16	
Slovenia	Employed	21	16	3	2	41	29	16	11	49	33	33	22	44	30	19	13	
	Unemployed	19	6	2	1	116	45	27	10	56	13	24	6	85	31	19	7	
	Not in the labour force	121	6	7	c	68	7	13	1	60	4	23	2	72	6	12	1	
	Total	40	12	4	1	49	27	16	9	50	31	32	19	49	28	18	10	
Spain	Employed	80	52	14	9	103	60	31	18	108	83	45	35	100	70	29	20	
	Unemployed	158	62	20	8	193	63	45	14	186	129	59	41	177	86	33	16	
	Not in the labour force	156	27	14	2	144	42	23	6	202	56	50	14	165	37	19	4	
	Total	101	48	14	7	113	59	31	16	117	84	46	33	112	68	27	17	
Sweden ³	Employed	55	43	35	27	60	47	45	35	90	74	83	68	70	56	54	43	
	Unemployed	114	79	45	31	83	53	45	29	88	50	40	23	93	60	43	28	
	Not in the labour force	108	53	26	13	73	43	28	16	108	50	62	29	93	48	35	18	
	Total	64	46	33	24	62	47	42	32	92	71	78	60	73	55	50	38	
Switzerland ⁴	Employed	38	36	7	5	42	41	22	17	50	51	40	34	46	46	27	22	
	Unemployed	89	92	22	15	68	76	27	23	77	82	39	30	74	80	29	23	
	Not in the labour force	39	41	3	1	42	45	11	3	53	45	20	6	45	45	11	3	
	Total	43	42	7	4	42	42	21	15	50	51	38	31	46	47	25	19	
Turkey	Employed	51	27	5	3	65	46	17	12	87	62	40	28	70	46	14	9	
	Unemployed	105	55	7	4	104	58	20	11	192	154	63	50	132	87	15	10	
	Not in the labour force	165	18	7	1	137	26	18	3	172	32	27	5	158	22	9	1	
	Total	92	25	6	2	82	42	17	9	98	63	38	25	91	43	12	5	
United Kingdom ²	Employed	65	53	22	18	50	44	19	17	32	25	15	12	45	38	18	15	
	Unemployed	120	120	21	21	c	c	c	c	c	c	c	c	106	97	21	19	
	Not in the labour force	60	34	8	4	53	33	13	8	66	44	16	11	60	37	11	7	
	Total	66	52	16	13	50	43	18	15	36	28	16	12	48	39	16	13	
United States ³	Employed	50	28	12	4	58	43	24	13	56	42	35	22	56	42	29	17	
	Unemployed	115	172	30	11	74	19	11	2	61	51	33	20	80	63	25	11	
	Not in the labour force	42	30	6	1	52	48	12	3	52	35	21	4	51	38	14	3	
	Total	55	39	12	3	57	43	20	10	57	42	33	19	56	42	26	14	
OECD average	Employed	61	48	14	11	69	54	24	19	79	62	44	34	70	55	27	22	
	Unemployed	114	83	14	10	139	94	30	20	91	64	31	20	142	98	30	19	
	Not in the labour force	137	54	11	4	97	50	15	6	95	39	26	10	105	45	15	6	
	Total	77	52	13	9	76	55	23	17	82	62	42	31	76	56	25	18	
EU21 average	Employed	64	51	15	12	71	57	25	20	80	66	45	37	71	58	27	23	
	Unemployed	132	95	16	11	145	97	29	19	84	57	28	19	142	100	27	19	
	Not in the labour force	147	56	11	5	99	37	14	6	93	36	25	10	106	41	14	6	
	Total	80	54	13	9	77	58	24	18	83	65	43	34	77	58	24	19	

1. Year of reference 2008.

2. Year of reference 2006.

3. Year of reference 2005.

4. Year of reference 2009.

Source: OECD, LSO network special data collection, Adult Learning working group. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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


StatLink  <http://dx.doi.org/10.1787/888932464847>

Table C5.4a. **Proportion of individuals who have looked for and found information, by educational attainment, 2007**

	Persons who have looked for information				...of which have found information			
	Not attained ISCED 3	Attained ISCED 3/4	Attained ISCED 5/6	Total	Not attained ISCED 3	Attained ISCED 3/4	Attained ISCED 5/6	Total
OECD								
Australia	19	31	46	32	88	91	94	92
Austria	15	30	50	30	74	86	94	87
Belgium ¹	12	21	32	22	86	85	89	87
Canada ¹	17	27	48	37	80	90	92	91
Finland ²	25	37	55	40	86	91	93	91
France ²	14	23	38	24	m	m	m	m
Germany	9	15	29	18	64	79	91	83
Greece	2	8	21	9	78	88	94	91
Hungary ²	2	7	17	8	74	85	86	85
Italy ²	3	12	25	9	75	84	92	85
Korea	7	35	54	39	74	86	83	84
Netherlands ¹	45	58	71	58	53	69	86	72
Poland ²	5	13	42	18	84	91	96	93
Portugal	9	28	46	17	90	91	96	92
Slovak Republic	11	33	57	37	97	96	98	97
Slovenia	7	21	46	24	81	92	95	93
Spain	12	26	38	22	89	93	94	93
Sweden ³	19	34	48	34	85	90	94	91
United Kingdom ²	m	m	m	m	41	65	80	68
OECD average	13	26	42	27	78	86	92	87
EU21 average	13	24	41	25	77	86	92	87


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. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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

StatLink  <http://dx.doi.org/10.1787/888932465018>