

DO ADULTS PARTICIPATE IN TRAINING AND EDUCATION AT WORK?

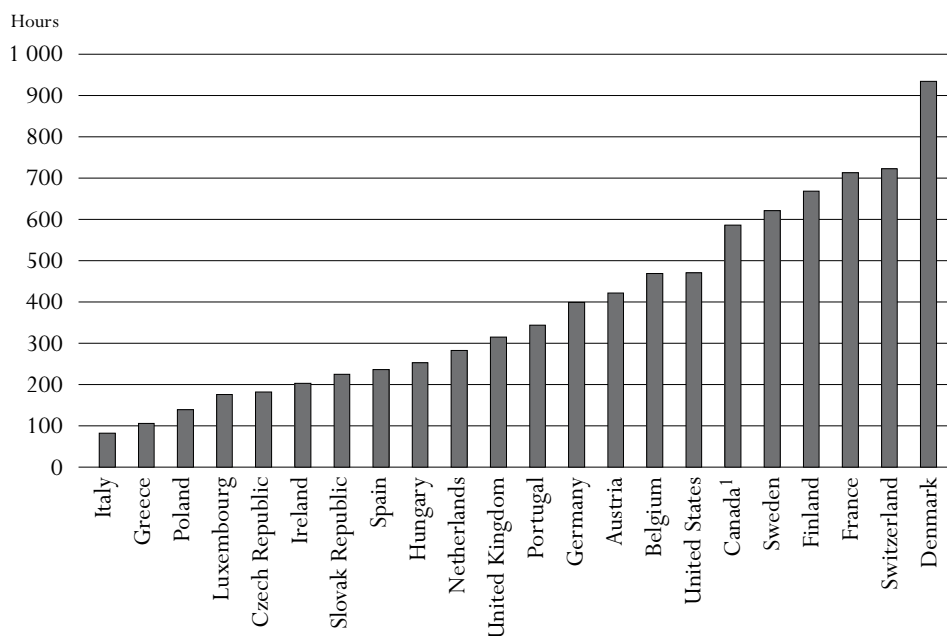
This indicator examines the participation of the adult population in non-formal job-related education and training by showing the expected number of hours in such education and training. A particular focus of this indicator is the time that a hypothetical individual (facing current conditions in terms of adult learning opportunities at different stages in life) is expected to spend in such education and training over a typical working life (a 40-year period).

Key results

Chart C5.1. Expected hours in non-formal job-related training (2003)


This chart shows the hours that people in different countries can expect to spend in non-formal job-related education and training over the course of a typical working life.

Across countries, there are major differences in the time that individuals can expect to spend in non-formal job-related education and training over a typical working life.



1. Year of reference 2002.

Countries are ranked in ascending order of the expected hours in non-formal job-related education and training.
Source: OECD, Table C5.1a. See Annex 3 for notes (www.oecd.org/edu/eqg2007).

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Other highlights of this indicator

- Adults with higher levels of educational attainment are more likely to participate in non-formal job-related continuing education and training than adults with lower educational attainment.
- Across countries, there are major differences in the number of hours that individuals can expect to spend in non-formal job-related education and training over a typical working life. At the tertiary level, this ranges from below 350 hours in Greece, Italy and the Netherlands to more than 1 000 hours in Denmark, Finland, France and Switzerland.
- In all but six countries – Finland, France, Greece, Hungary the Netherlands and Portugal – men can expect to spend more hours in non-formal job-related continuing and education and training than women.

Policy context

The ageing of the population and the skill demands in OECD economies – associated with new technologies, globalisation and organisational change – are among the key reasons why lifelong learning occupies a prominent position in today's policy foreground. Many observers also hold that changes in workplace organisation are leading to shifts in the demand for different types of skills, underpinning the importance of continuing education and training.

Evidence and explanations

Variation across countries in participation rates

There is substantial cross-country variation in participation rates in non-formal job-related continuing education and training. In the OECD, four countries – Denmark, Finland, Sweden and the United States – take the lead, with more than 35% of the population between 25 and 64 years of age having participated in some type of non-formal job-related continuing education and training over the previous 12 months. The participation rate is lower than 10% in Greece, Hungary, Italy, the Netherlands, Poland, Portugal and Spain. Between these two extremes, the incidence of participation in education and training varies greatly; for example, the figure is about 11% in the Czech Republic and Ireland, but over twice this rate in Canada and the United Kingdom (Table C5.1a).

Training leads to further training

In addition to these large variations in participation rates, a striking pattern is that adult education and training increases with one's level of initial education (Table C5.1a). In all countries, the participation rate varies significantly according to prior levels of educational attainment. In other words, all countries share inequalities in the incidence of adult learning. On average for the OECD countries surveyed, participation in adult non-formal job-related education and training is 14 percentage points higher for individuals who have attained a tertiary level of education than for persons who have only attained an upper secondary or post-secondary non-tertiary education. Similarly, participation is 10 percentage points higher for individuals who have attained an upper secondary and post-secondary non-tertiary education than for persons who have only attained education below the upper secondary level. A greater understanding of the underlying causes of this participation differential by initial education could assist with strategies for promoting lifelong learning among the less qualified.

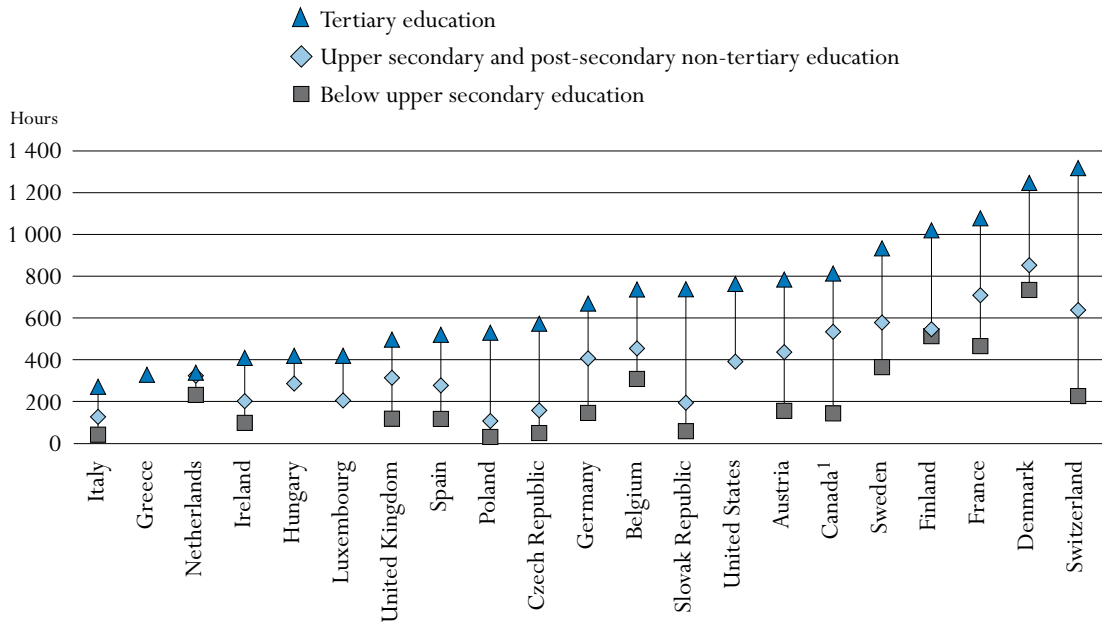
Expected hours in non-formal job-related education and training

Chart C5.2 shows major differences across countries in the number of hours that individuals of different levels of educational attainment can expect to spend in non-formal job-related education and training over a typical working life. At the tertiary level of attainment, this ranges from below 350 hours in Greece, Italy and the Netherlands to more than 1 000 hours in Denmark, Finland, France and Switzerland. In a few countries – Denmark, France and Finland – individuals with attainment below the upper secondary level can expect to spend considerably more hours in non-formal job-related continuing education and training than persons in other countries who have attained a tertiary level of education.

It is illustrative to consider these data in relation to the average annual hours of work. For instance, in Switzerland, individuals at the tertiary level of attainment can expect to register over 1 300 hours in non-formal job-related education and training over a typical working life,


Chart C5.2. Expected hours in non-formal job-related education and training by level of educational attainment (2003)

Expected number of hours in non-formal job-related education and training for 25-to-64-year-olds, by level of educational attainment



1. Year of reference 2002.

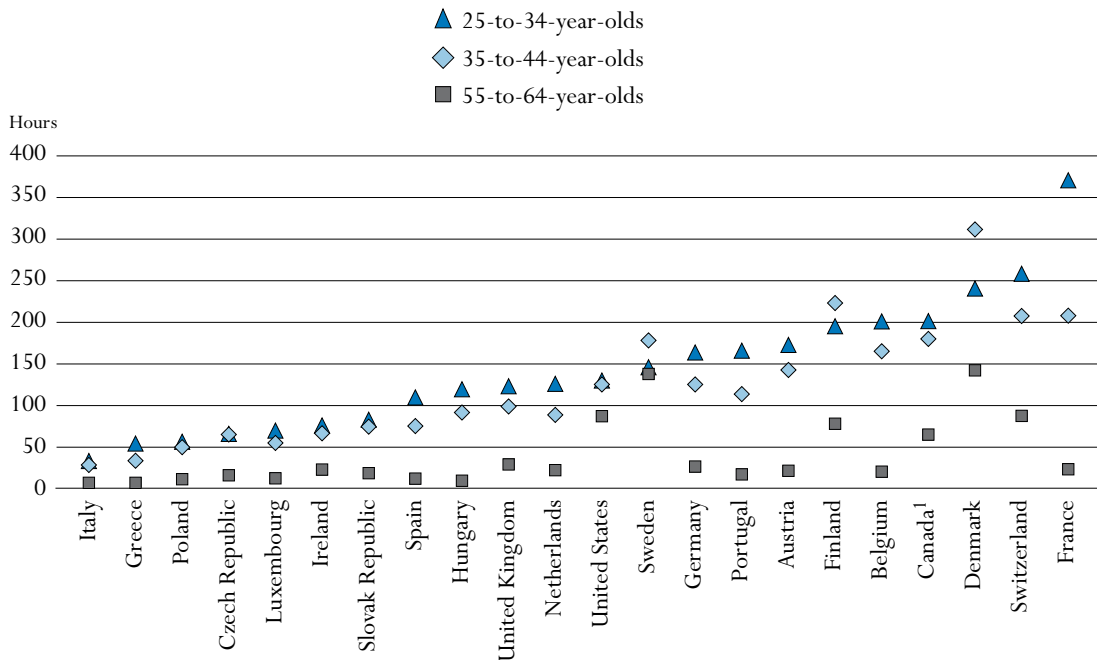
Countries are ranked in ascending order of the expected hours in non-formal job-related training at the tertiary level of education. Source: OECD, Table C5.1a. See Annex 3 for notes (www.oecd.org/edu/eqq2007).

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the highest figure among all OECD countries (Table C5.1a). This implies that during the working life, such individuals can expect to spend the equivalent of over 83% of an average year of work in continuing education and training. Considering all levels of education, lifetime hours in non-formal job-related education and training as a percentage of average annual hours in work range from below 10% in the Czech Republic, Greece, Italy and Poland to 40% and above in Denmark, France, Sweden and Switzerland.

Expected hours in non-formal job-related education and training by age and gender


In most countries, participation in non-formal job-related learning declines with age, although the extent of the decline varies across countries (Chart C5.3). In only four countries is there an increase in expected non-formal job-related learning between the ages of 25 to 34 and 35 to 44: the Czech Republic, Denmark, Finland and Sweden. Only one country, the United States, registers an increase in the expected hours in non-formal job-related education and training between the ages of 35 to 44 and 45 to 54. In Austria, Belgium, France, Hungary and Spain, individuals in the oldest age group (55-to-64-year-olds) have substantially fewer expected hours in non-formal education and training than their younger peers. In these countries, the number of expected hours is only around one-quarter or less of those of the next youngest age group. This may be due to older adults placing less value on investment in training and also to employers

Chart C5.3. Expected hours in non-formal job-related education and training for the population, by selected age group (2003)

1. Year of reference 2002.

Countries are ranked in ascending order of the expected hours in non-formal job-related education and training of the 25-to-34 age group.

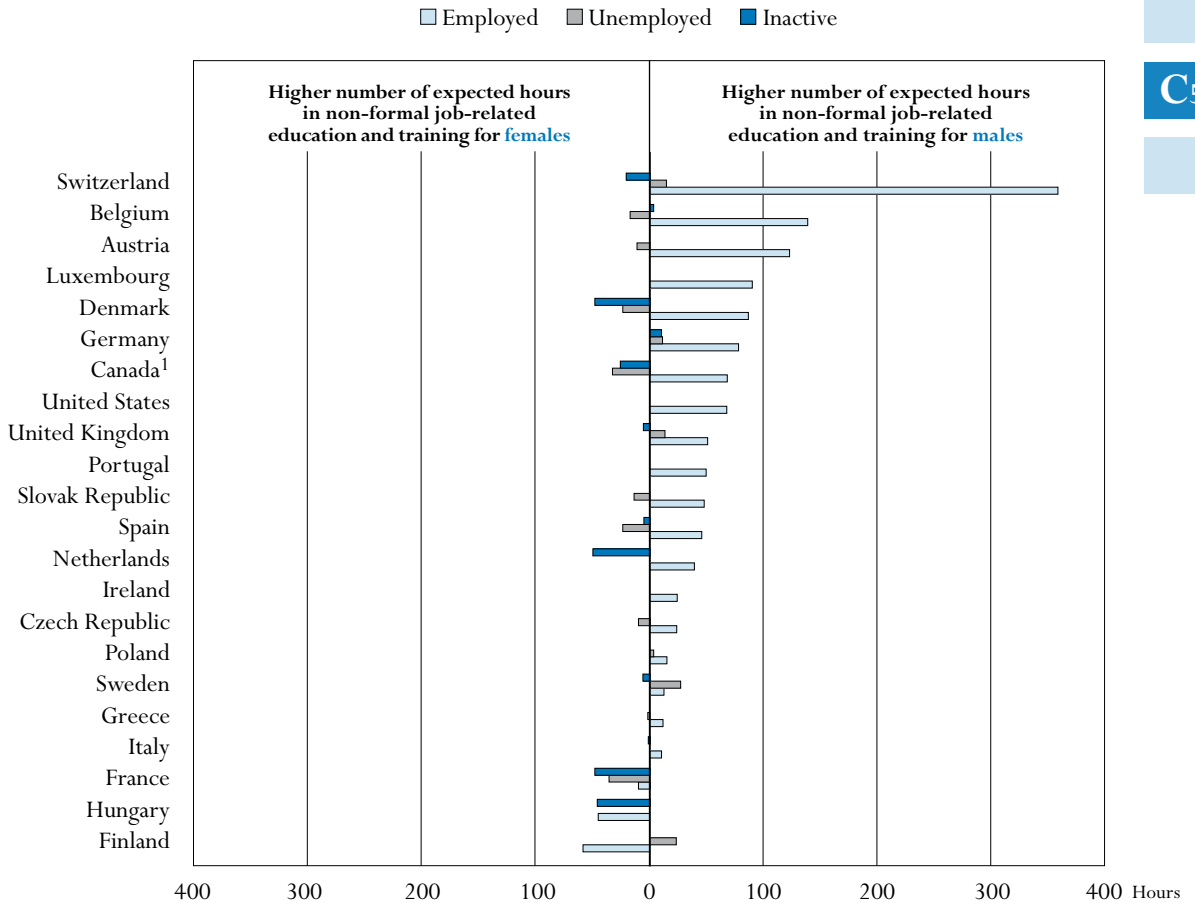
Source: OECD, Table C5.1b. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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proposing training less frequently to older workers (possibly in light of the shorter time available for capturing returns on this investment). By presenting data on how hours in training are distributed across age cohorts, Tables C5.1b and C5.1c shed light on whether the concept of lifelong learning is being put into practice in a country (both the absolute number of hours in training and their distribution should be examined in this connection). To have a complete picture of lifelong learning, additional information on labour market participation rates among older workers is informative in many respects.

Canada, Denmark, Finland, Sweden, Switzerland and the United States are notable in the extent to which they achieve relatively high expected hours in non-formal learning across age groups. Denmark and Sweden are exceptional as regards the high number of expected hours in non-formal learning in the oldest age group, with about 140 hours.


In all but three countries – France, Hungary and Finland – employed men can expect to spend more hours in non-formal job-related education and training than employed women (Chart C5.4). By far the largest gender difference is seen in Switzerland, with employed males registering almost 360 more expected hours than employed females. In all countries except Austria, Belgium and Switzerland the difference between the genders is less than one hundred hours (in favour of males).

Chart C5.4. Gender difference in expected hours in non-formal job-related education and training for 25-to-64-year-olds in the labour force (2003)

1. Year of reference 2002.

Countries are ranked in descending order of the difference between employed females and males in expected hours of non-formal job-related education and training.

Source: OECD, Table C5.1b. See Annex 3 for notes (www.oecd.org/edu/eq2007).

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Job-related education and training may also be an effective mechanism for combating unemployment, as it can permit individuals to develop skills that make them more attractive to employers. In the face of changing technologies, work practices and markets, policy-makers in many countries are promoting more general work-related training and informal learning by adults. However, employed workers accumulate many more hours of non-formal job-related education and training than unemployed workers. In all countries, employed workers register significantly higher expected hours in job-related education and training than do the unemployed (Table C5.1b). This is mainly because the time spent in unemployment is generally much shorter than the time spent in employment. Nevertheless, the time spent in non-formal job-related learning activities during the most recent year was significantly higher for the unemployed participants than for the employed participants in all countries (Table C6.3 in *Education at a Glance 2005* [OECD, 2005d]). However, significantly fewer of the unemployed than the employed participated in these activities.

Definition and methodologies

Data for non-European countries were calculated from country-specific household surveys (see Annex 3 at www.oecd.org/edu/eqq2007). Data for countries in the European statistical system come from the January 2006 version of the European Labour Force Survey *ad hoc* module “Lifelong Learning 2003”. For most European countries, data on hours in job-related activities are available for up to three most recent non-formal learning activities. Data for Canada cover up to five job-related training activities per training participant. Data for the United States cover up to four job-related training activities per training participant.

The analysis in this indicator is focused on non-formal job-related continuing education and training. *Non-formal education* is defined as any organised and sustained educational activities that cannot be considered as formal education according to ISCED and do not lead to a corresponding qualification. Non-formal education may therefore take place both within and outside educational institutions, and may cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life skills, work skills and general culture. Non-formal education programmes do not necessarily follow the educational ladder system. The term “job-related” refers to education and training activities intended mainly for work reasons as opposed to personal or social reasons. That is, the respondent takes part in the activity in order to obtain knowledge and/or learn new skills for a current or a future job, increase earnings, improve career opportunities and generally improve his or her opportunities for advancement and promotion.

The calculation of time spent in non-formal job-related learning activities by labour force status (Table C5.1C) is weighted by the time that a hypothetical person is expected to spend as “employed”, “unemployed” and “inactive” respectively. For most countries the data refer to the labour force status during a reference week, while the time spent in learning activities refers to all activities during a one-year reference period (prior to the interview), regardless of the labour force status when participating in the learning activity.

Table C5.1a.

Participation rate and expected number of hours in non-formal job-related education and training by level of educational attainment (2003)

Participation rate and expected number of hours in non-formal job-related education and training for a forty-year period for 25-to-64-year-olds in the population, by gender and educational attainment

		Participation rate during one year				Expected hours in non-formal job-related education and training between the ages of 25 and 64				Average hours of work	Ratio (%) of hours in training to annual hours of work	
		Lower secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	All levels of education	Lower secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	All levels of education			
OECD countries	Austria	M+F	5	19	37	19	140	420	767	422	1550	27
		Males	7	20	34	21	157	468	722	470	m	m
		Females	4	17	40	17	131	366	834	374	m	m
	Belgium	M+F	6	15	30	16	293	437	719	469	1542	30
		Males	8	17	33	18	353	543	768	540	m	m
		Females	4	14	28	14	230	327	668	397	m	m
	Canada¹	M+F	6	20	35	25	128	517	796	586	1740	34
		Males	8	22	35	25	126	486	863	590	m	m
		Females	5	19	36	25	c	549	738	582	m	m
	Czech Republic	M+F	3	10	21	11	34	142	556	182	1986	9
		Males	6	12	20	13	28	134	562	186	m	m
		Females	2	9	22	9	39	150	553	179	m	m
	Denmark	M+F	22	36	54	39	719	836	1 230	934	1475	63
		Males	25	36	54	39	726	884	1 197	946	m	m
		Females	20	36	54	39	722	780	1 260	922	m	m
	Finland	M+F	20	32	54	36	497	530	1 003	669	1718	39
		Males	18	31	52	33	503	514	975	637	m	m
		Females	21	33	56	39	486	545	1 035	701	m	m
	France	M+F	9	19	33	19	450	692	1 061	713	1441	49
		Males	11	20	34	20	458	567	1 093	664	m	m
		Females	8	17	33	17	440	833	1 039	760	m	m
	Germany	M+F	3	10	24	12	130	390	650	398	1441	28
		Males	3	10	23	12	149	431	672	447	m	m
		Females	3	9	25	11	114	348	626	348	m	m
	Greece	M+F	n	3	11	4	c	c	312	106	1936	5
		Males	1	3	11	4	c	c	316	106	m	m
		Females	n	3	11	3	c	c	c	106	m	m
	Hungary	M+F	1	4	9	4	c	270	402	253	m	m
		Males	2	3	8	4	c	177	384	192	m	m
		Females	1	5	10	5	c	370	422	312	m	m
	Ireland	M+F	5	10	20	11	82	185	392	203	1646	12
		Males	6	12	20	11	98	c	401	209	m	m
		Females	3	9	20	10	c	190	385	197	m	m
	Italy	M+F	1	6	12	4	26	111	254	82	1591	5
		Males	2	6	13	4	31	113	264	87	m	m
		Females	1	6	12	4	21	110	244	77	m	m
	Luxembourg	M+F	3	12	27	12	c	189	402	176	1592	11
		Males	4	13	29	13	c	212	436	207	m	m
		Females	2	11	26	10	c	c	c	c	m	m
	Netherlands	M+F	5	11	13	9	216	308	322	283	1354	21
		Males	6	11	12	10	227	292	298	277	m	m
		Females	4	10	14	9	211	328	357	289	m	m
	Poland	M+F	1	7	29	9	16	90	513	139	1984	7
		Males	2	8	27	9	c	104	531	147	m	m
		Females	1	6	31	9	c	76	495	131	m	m

1. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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


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Table C5.1a. (continued)
**Participation rate and expected number of hours in non-formal job-related education and training
 by level of educational attainment (2003)**

Participation rate and expected number of hours in non-formal job-related education and training for a forty-year period
 for 25-to-64-year-olds in the population, by gender and educational attainment

		Participation rate during one year				Expected hours in non-formal job-related education and training between the ages of 25 and 64				Average hours of work	Ratio (%) of hours in training to annual hours of work	
		Lower secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	All levels of education	Lower secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	All levels of education			
OECD countries	Portugal	M+F	4	15	27	7	232	c	c	343	1678	20
		Males	4	17	27	8	159	c	c	316	m	m
		Females	3	14	27	7	302	c	c	367	m	m
	Slovak Republic	M+F	6	19	37	19	43	178	721	225	1931	12
		Males	10	21	37	22	c	190	741	240	m	m
		Females	4	16	38	16	c	165	699	212	m	m
	Spain	M+F	3	7	14	6	102	261	503	237	1800	13
		Males	4	9	14	7	116	265	503	247	m	m
		Females	2	6	14	6	87	257	506	226	m	m
Sweden	M+F	24	37	57	40	350	562	917	622	1563	40	
	Males	24	36	56	39	368	617	932	641	m	m	
	Females	23	38	58	42	324	502	911	603	m	m	
Switzerland	M+F	8	27	44	29	212	621	1 301	723	1556	46	
	Males	9	29	45	33	256	760	1 422	912	m	m	
	Females	7	26	43	26	184	514	1 085	551	m	m	
United Kingdom	M+F	7	26	46	27	103	297	480	315	1672	19	
	Males	8	26	45	28	131	323	494	344	m	m	
	Females	7	27	48	26	81	272	471	287	m	m	
United States	M+F	12	32	56	37	c	374	746	471	1822	26	
	Males	c	32	58	37	c	c	790	499	m	m	
	Females	c	34	58	39	c	351	704	446	m	m	
OECD average	M+F	7	17	31	18	210	371	669	389	1668	25	
	Males	8	18	31	19	243	393	684	405	m	m	
	Females	6	17	32	17	241	370	686	384	m	m	

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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


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Table C5.1b.
**Expected number of hours in non-formal job-related education and training
 by age group and labour force status (2003)**

*Expected number of hours in non-formal job-related education and training by gender, age group and labour force status
 for all levels of educational attainment*

		Expected hours in non-formal job-related education and training between the ages of 25 and 64								
		Age group				Labour force status				
		25-34	35-44	45-54	55-64	Employed	Unemployed	Inactive	Total	
OECD countries	Austria	M+F	169	141	92	20	373	20	29	422
		Males	187	154	101	28	434	13	n	470
		Females	150	127	83	14	312	25	26	374
	Belgium	M+F	197	163	89	20	378	53	37	469
		Males	208	202	100	29	447	30	34	540
		Females	185	123	79	11	308	47	30	397
	Canada ¹	M+F	197	178	148	64	497	51	38	586
		Males	210	161	146	73	531	34	25	590
		Females	184	195	149	55	463	67	51	582
	Czech Republic	M+F	62	63	42	15	170	8	4	182
		Males	65	61	39	21	182	2	n	186
		Females	59	65	45	11	158	12	7	179
	Denmark	M+F	236	309	248	141	745	94	95	934
		Males	248	314	233	152	787	82	66	946
		Females	224	305	262	130	701	106	115	922
	Finland	M+F	191	221	180	77	528	85	55	669
		Males	199	200	167	72	499	93	n	637
		Females	182	243	193	83	557	70	68	701
	France	M+F	366	206	118	23	493	102	117	713
		Males	355	181	105	23	488	83	93	664
		Females	377	230	131	22	499	119	141	760
	Germany	M+F	159	123	91	26	263	92	44	398
		Males	188	134	93	32	301	97	50	447
		Females	129	111	89	19	223	86	39	348
	Greece	M+F	50	32	18	6	92	6	4	106
		Males	49	28	20	9	96	5	n	106
		Females	51	35	16	4	85	7	4	106
Hungary	M+F	115	89	40	9	171	10	63	253	
	Males	93	59	32	9	148	n	30	192	
	Females	138	119	47	9	194	17	76	312	
Ireland	M+F	72	64	44	22	181	n	11	203	
	Males	71	68	45	25	194	n	n	209	
	Females	73	61	44	19	170	n	9	197	
Italy	M+F	29	26	20	6	73	3	4	82	
	Males	30	28	21	8	78	3	3	87	
	Females	28	25	19	5	68	3	5	77	
Luxembourg	M+F	66	53	46	12	162	n	n	176	
	Males	79	64	45	19	205	n	n	207	
	Females	53	41	47	c	115	n	n	141	
Netherlands	M+F	122	87	53	21	231	10	41	283	
	Males	125	78	59	15	250	n	10	277	
	Females	118	95	47	28	211	5	61	289	
Poland	M+F	52	48	29	10	127	9	2	139	
	Males	57	47	29	15	135	10	n	147	
	Females	47	48	29	7	120	7	n	131	

1. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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


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Table C5.1b. (continued)
**Expected number of hours in non-formal job-related education and training
 by age group and labour force status (2003)**

Expected number of hours in non-formal job-related education and training by gender, age group and labour force status
 for all levels of educational attainment

		Expected hours in non-formal job-related education and training between the ages of 25 and 64								
		Age group				Labour force status				
		25-34	35-44	45-54	55-64	Employed	Unemployed	Inactive	Total	
OECD countries	Portugal	M+F	162	111	54	16	260	n	23	343
		Males	168	91	41	16	286	n	n	316
		Females	156	130	65	16	237	n	n	367
	Slovak Republic	M+F	79	72	56	18	207	13	n	225
		Males	81	75	57	28	232	2	n	240
		Females	77	70	55	10	184	16	n	212
	Spain	M+F	105	73	47	11	177	37	20	237
		Males	107	76	48	16	200	25	17	247
		Females	103	70	46	7	154	49	22	226
	Sweden	M+F	142	176	167	137	580	29	12	622
		Males	151	196	155	139	586	39	4	641
		Females	133	156	179	135	574	12	11	603
	Switzerland	M+F	254	205	177	87	637	47	39	723
		Males	328	262	203	119	825	50	24	912
		Females	187	152	153	58	467	36	44	551
	United Kingdom	M+F	119	97	71	28	269	14	33	315
		Males	131	104	74	35	294	20	29	344
		Females	107	90	68	22	244	7	35	287
	United States	M+F	126	123	136	86	428	n	n	471
		Males	135	126	137	102	463	n	n	499
		Females	118	121	135	72	396	n	n	446
	OECD average	M+F	139	121	89	39	320	38	35	389
		Males	148	123	89	45	348	37	32	405
		Females	131	119	90	35	293	38	44	373

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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Table C5.1c.

Expected number of hours in non-formal job-related education and training, by level of educational attainment (2003)
Expected number of hours in non-formal job-related education and training, by age group and labour force status

		Expected hours in non-formal job-related education and training between ages of 25 and 64							Total	
		Age group				Labour force status				
		25-34	35-44	45-54	55-64	Employed	Unemployed	Inactive		
OECD countries	Level of education									
	Austria	Below upper secondary (0/1/2)	58	48	29	5	110	c	c	140
	Upper secondary (3/4)	175	136	89	21	368	22	29	420	
	Tertiary (5/6)	241	250	212	64	714	c	c	767	
Belgium	Below upper secondary (0/1/2)	127	115	49	3	186	59	48	293	
	Upper secondary (3/4)	151	171	95	21	340	57	41	437	
	Tertiary (5/6)	286	205	159	69	640	43	37	719	
Canada¹	Below upper secondary (0/1/2)	m	m	m	m	m	m	m	m	
	Upper secondary (3/4)	m	m	m	m	m	m	m	m	
	Tertiary (5/6)	m	m	m	m	m	m	m	m	
Czech Republic	Below upper secondary (0/1/2)	14	7	12	1	23	c	c	34	
	Upper secondary (3/4)	47	45	38	12	129	9	4	142	
	Tertiary (5/6)	186	186	114	70	546	c	c	556	
Denmark	Below upper secondary (0/1/2)	239	243	171	65	455	c	184	719	
	Upper secondary (3/4)	205	284	199	147	685	86	65	836	
	Tertiary (5/6)	282	379	362	207	1 011	116	103	1 230	
Finland	Below upper secondary (0/1/2)	194	149	118	36	273	c	c	497	
	Upper secondary (3/4)	147	175	146	62	389	102	39	530	
	Tertiary (5/6)	247	309	277	170	889	c	51	1 003	
France	Below upper secondary (0/1/2)	245	118	75	12	247	107	96	450	
	Upper secondary (3/4)	324	227	123	18	470	106	116	692	
	Tertiary (5/6)	488	291	206	76	809	105	146	1 061	
Germany	Below upper secondary (0/1/2)	54	39	32	5	46	59	24	130	
	Upper secondary (3/4)	162	120	87	22	230	109	52	390	
	Tertiary (5/6)	243	187	153	66	522	86	42	650	
Greece	Below upper secondary (0/1/2)	11	c	c	c	12	c	c	15	
	Upper secondary (3/4)	48	26	15	c	76	10	8	94	
	Tertiary (5/6)	98	91	79	45	285	15	c	312	
Hungary	Below upper secondary (0/1/2)	45	31	11	c	56	c	c	90	
	Upper secondary (3/4)	118	99	42	11	170	21	79	270	
	Tertiary (5/6)	176	120	81	25	337	c	49	402	
Ireland	Below upper secondary (0/1/2)	29	28	18	8	66	c	c	82	
	Upper secondary (3/4)	60	56	43	27	161	c	c	185	
	Tertiary (5/6)	109	113	102	69	371	c	c	392	
Italy	Below upper secondary (0/1/2)	10	9	5	1	25	c	c	26	
	Upper secondary (3/4)	27	34	32	17	102	5	3	111	
	Tertiary (5/6)	90	72	65	28	222	12	21	254	
Luxembourg	Below upper secondary (0/1/2)	17	6	10	c	33	c	c	34	
	Upper secondary (3/4)	64	56	57	12	165	c	c	189	
	Tertiary (5/6)	128	126	98	50	396	c	c	402	
Netherlands	Below upper secondary (0/1/2)	92	73	41	11	134	c	78	216	
	Upper secondary (3/4)	131	87	55	34	254	17	37	308	
	Tertiary (5/6)	130	103	67	22	294	c		322	
Poland	Below upper secondary (0/1/2)	6	6	3	1	12	c	c	16	
	Upper secondary (3/4)	32	32	20	6	78	10	c	90	
	Tertiary (5/6)	145	169	132	68	497	10	c	513	

1. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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


StatLink  <http://dx.doi.org/10.1787/068423487063>


Table C5.1c. (continued)

Expected number of hours in non-formal job-related education and training, by level of educational attainment (2003)
Expected number of hours in non-formal job-related education and training, by age group and labour force status

		Expected hours in non-formal job-related education and training between ages of 25 and 64							Total	
		Age group				Labour force status				
		25-34	35-44	45-54	55-64	Employed	Unemployed	Inactive		
OECD countries	Portugal	Level of education								
		Below upper secondary (0/1/2)	88	92	41	10	149	c	c	232
		Upper secondary (3/4)	261	145	79	c	463	c	c	529
		Tertiary (5/6)	336	226	169	c	764	c	c	835
	Slovak Republic	Below upper secondary (0/1/2)	11	21	10	1	27	c	c	43
		Upper secondary (3/4)	61	58	44	15	159	15	c	178
		Tertiary (5/6)	217	218	185	101	703	c	c	721
	Spain	Below upper secondary (0/1/2)	48	29	19	6	73	22	7	102
		Upper secondary (3/4)	86	83	73	18	188	40	33	261
		Tertiary (5/6)	180	151	129	43	409	62	32	503
	Sweden	Below upper secondary (0/1/2)	106	73	107	64	325	c	c	350
		Upper secondary (3/4)	123	164	149	125	504	46	12	562
		Tertiary (5/6)	183	249	244	241	889	18	10	917
	Switzerland	Below upper secondary (0/1/2)	108	62	25	17	126	56	c	212
		Upper secondary (3/4)	214	175	164	68	552	35	34	621
		Tertiary (5/6)	407	352	317	225	1 171	76	54	1 301
	United Kingdom	Below upper secondary (0/1/2)	30	35	27	12	56	c	c	103
		Upper secondary (3/4)	101	93	67	35	254	16	27	297
		Tertiary (5/6)	161	140	117	62	442	10	27	480
	United States	Below upper secondary (0/1/2)	c	c	c	c	c	c	c	c
		Upper secondary (3/4)	98	107	97	72	337	c	c	374
		Tertiary (5/6)	190	186	223	148	695	c	c	746

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eqg2007).

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

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READER'S GUIDE

Coverage of the statistics

Although a lack of data still limits the scope of the indicators in many countries, the coverage extends, in principle, to the entire national education system (within the national territory) regardless of the ownership or sponsorship of the institutions concerned and regardless of education delivery mechanisms. With one exception described below, all types of students and all age groups are meant to be included: children (including students with special needs), adults, nationals, foreigners, as well as students in open distance learning, in special education programmes or in educational programmes organised by ministries other than the Ministry of Education, provided the main aim of the programme is the educational development of the individual. However, vocational and technical training in the workplace, with the exception of combined school and work-based programmes that are explicitly deemed to be parts of the education system, is not included in the basic education expenditure and enrolment data.

Educational activities classified as “adult” or “non-regular” are covered, provided that the activities involve studies or have a subject matter content similar to “regular” education studies or that the underlying programmes lead to potential qualifications similar to corresponding regular educational programmes. Courses for adults that are primarily for general interest, personal enrichment, leisure or recreation are excluded.

Calculation of international means

For many indicators an OECD average is presented and for some an OECD total.

The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

The OECD total is calculated as a weighted mean of the data values of all OECD countries for which data are available or can be estimated. It reflects the value for a given indicator when the OECD area is considered as a whole. This approach is taken for the purpose of comparing, for example, expenditure charts for individual countries with those of the entire OECD area for which valid data are available, with this area considered as a single entity.

Note that both the OECD average and the OECD total can be significantly affected by missing data. Given the relatively small number of countries, no statistical methods are used to compensate for this. In cases where a category is not applicable (code “a”) in a country or where the data value is negligible (code “n”) for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. In cases where both the numerator and the denominator of a ratio are not applicable (code “a”) for a certain country, this country is not included in the OECD average.

For financial tables using 1995 data, both the OECD average and OECD total are calculated for countries providing both 1995 and 2004 data. This allows comparison of the OECD average and OECD total over time with no distortion due to the exclusion of certain countries in the different years.

For many indicators an EU19 average is also presented. It is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated. These 19 countries are Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom.

■ Classification of levels of education

The classification of the levels of education is based on the revised International Standard Classification of Education (ISCED-97). The biggest change between the revised ISCED and the former ISCED (ISCED-76) is the introduction of a multi-dimensional classification framework, allowing for the alignment of the educational content of programmes using multiple classification criteria. ISCED is an instrument for compiling statistics on education internationally and distinguishes among six levels of education. The glossary available at www.oecd.org/edu/eag2007 describes in detail the ISCED levels of education, and Annex 1 shows corresponding typical graduation ages of the main educational programmes by ISCED level.

■ Symbols for missing data

Six symbols are employed in the tables and charts to denote missing data:

- a* Data is not applicable because the category does not apply.
- c* There are too few observations to provide reliable estimates (*i.e.* there are fewer than 3% of students for this cell or too few schools for valid inferences). However, these statistics were included in the calculation of cross-country averages.
- m* Data is not available.
- n* Magnitude is either negligible or zero.
- w* Data has been withdrawn at the request of the country concerned.
- x* Data included in another category or column of the table (*e.g.* *x*(2) means that data are included in column 2 of the table).
- ~ Average is not comparable with other levels of education.

■ Further resources

The website www.oecd.org/edu/eag2007 provides a rich source of information on the methods employed for the calculation of the indicators, the interpretation of the indicators in the respective national contexts and the data sources involved. The website also provides access to the data underlying the indicators as well as to a comprehensive glossary for technical terms used in this publication.

Any post-production changes to this publication are listed at www.oecd.org/edu/eag2007.

The website www.pisa.oecd.org provides information on the OECD Programme for International Student Assessment (PISA), on which many of the indicators in this publication draw.

Education at a Glance uses the OECD's StatLinks service. Below each table and chart in *Education at a Glance 2007* is a url which leads to a corresponding Excel workbook containing the underlying data for the indicator. These urls are stable and will remain unchanged over time. In addition, readers of the *Education at a Glance* e-book will be able to click directly on these links and the workbook will open in a separate window.

Codes used for territorial entities

These codes are used in certain charts. Country or territorial entity names are used in the text. Note that in the text the Flemish Community of Belgium is referred to as "Belgium (Fl.," and the French Community of Belgium as "Belgium (Fr.)."

AUS Australia	ITA Italy
AUT Austria	JPN Japan
BEL Belgium	KOR Korea
BFL Belgium (Flemish Community)	LUX Luxembourg
BFR Belgium (French Community)	MEX Mexico
BRA Brazil	NLD Netherlands
CAN Canada	NZL New Zealand
CHL Chile	NOR Norway
CZE Czech Republic	POL Poland
DNK Denmark	PRT Portugal
ENG England	RUS Russian Federation
EST Estonia	SCO Scotland
FIN Finland	SVK Slovak Republic
FRA France	SVN Slovenia
DEU Germany	ESP Spain
GRC Greece	SWE Sweden
HUN Hungary	CHE Switzerland
ISL Iceland	TUR Turkey
IRL Ireland	UKM United Kingdom
ISR Israel	USA United States

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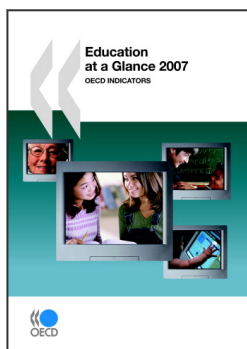
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