

PARTICIPATION IN ADULT LEARNING

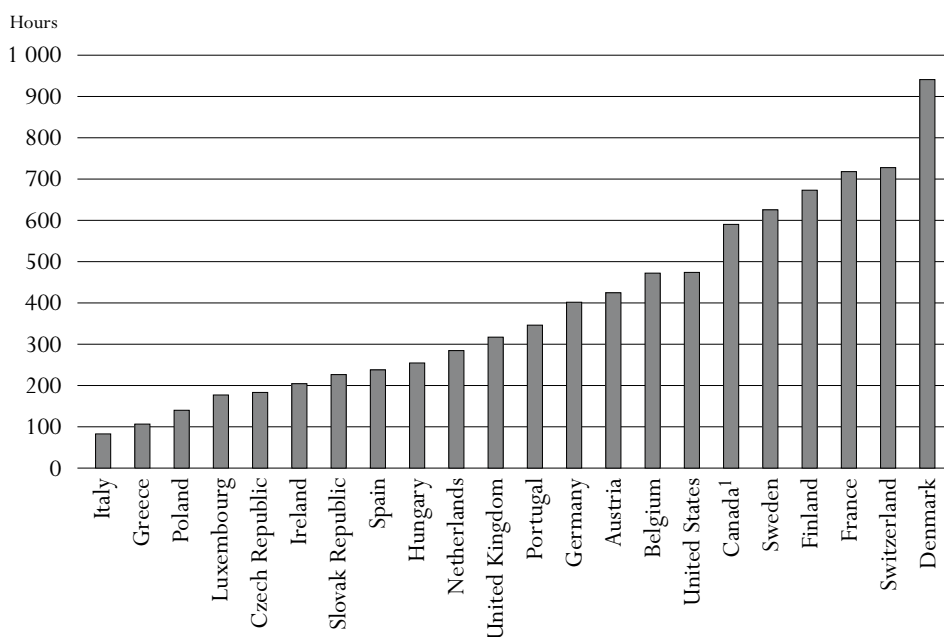
This indicator examines the participation of the adult population in non-formal job-related education and training. This year a new estimation of the expected number of hours in non-formal job-related education and training between the ages of 25 and 64 is included. This calculation refers to the time that a hypothetical individual (facing current conditions in terms of adult learning opportunities at different stages in life) is expected to give to such education and training over a typical working life (a forty 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.

There are major differences across countries 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/eaq2006).

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Other highlights of this indicator

- Adults with higher levels of educational attainment – whether upper-secondary and post-secondary non-tertiary education or tertiary-level education – are more likely to participate in non-formal job-related continuing education and training than adults with lower educational attainment.
- 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-intensity bias in labour demand 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 up 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 qualifications (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 a lower secondary education. 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.

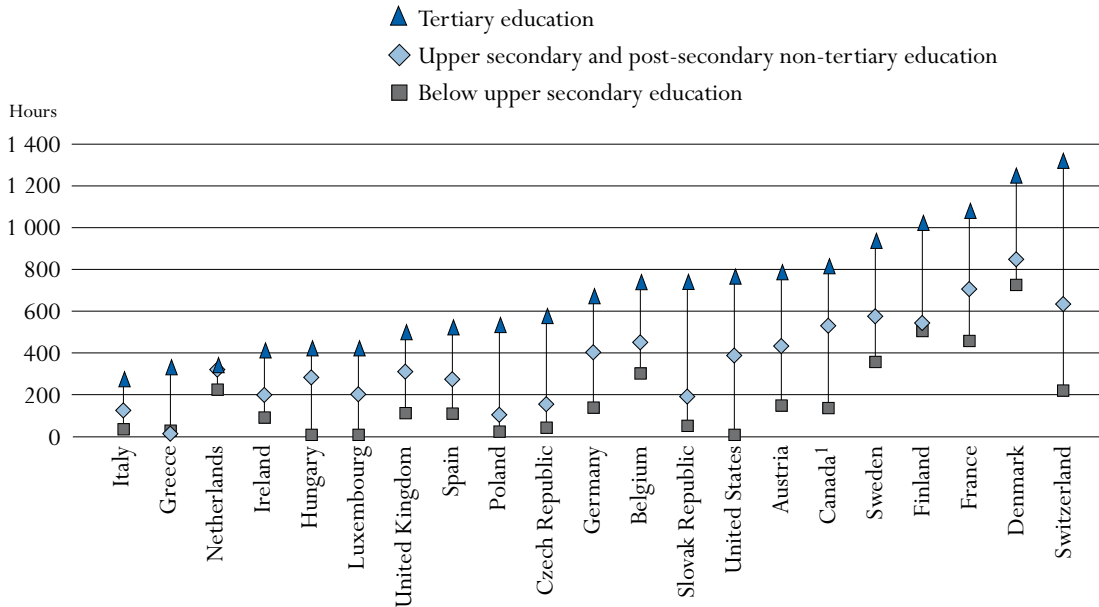
Expected hours in non-formal job-related education and training

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 a lower secondary level of attainment 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

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 in the population by level of educational attainment



1. Year of reference 2002.

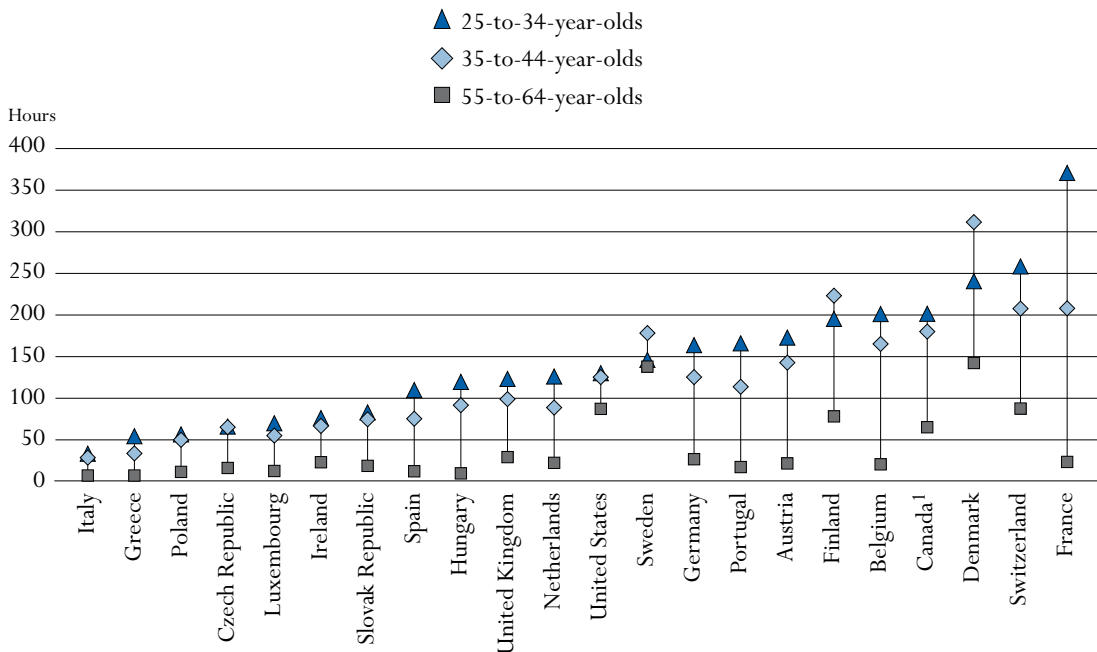
Countries are ranked in ascending order of the expected hours in non-formal job-related training at the tertiary level of education. Source: OECD. Table C5.1a. See Annex 3 for notes (www.oecd.org/edu/eag2006).

StatLink: <http://dx.doi.org/10.1787/558317523300>

1 300 hours in non-formal job-related education and training over a typical working life, 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 learning 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

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 25-34 age group.

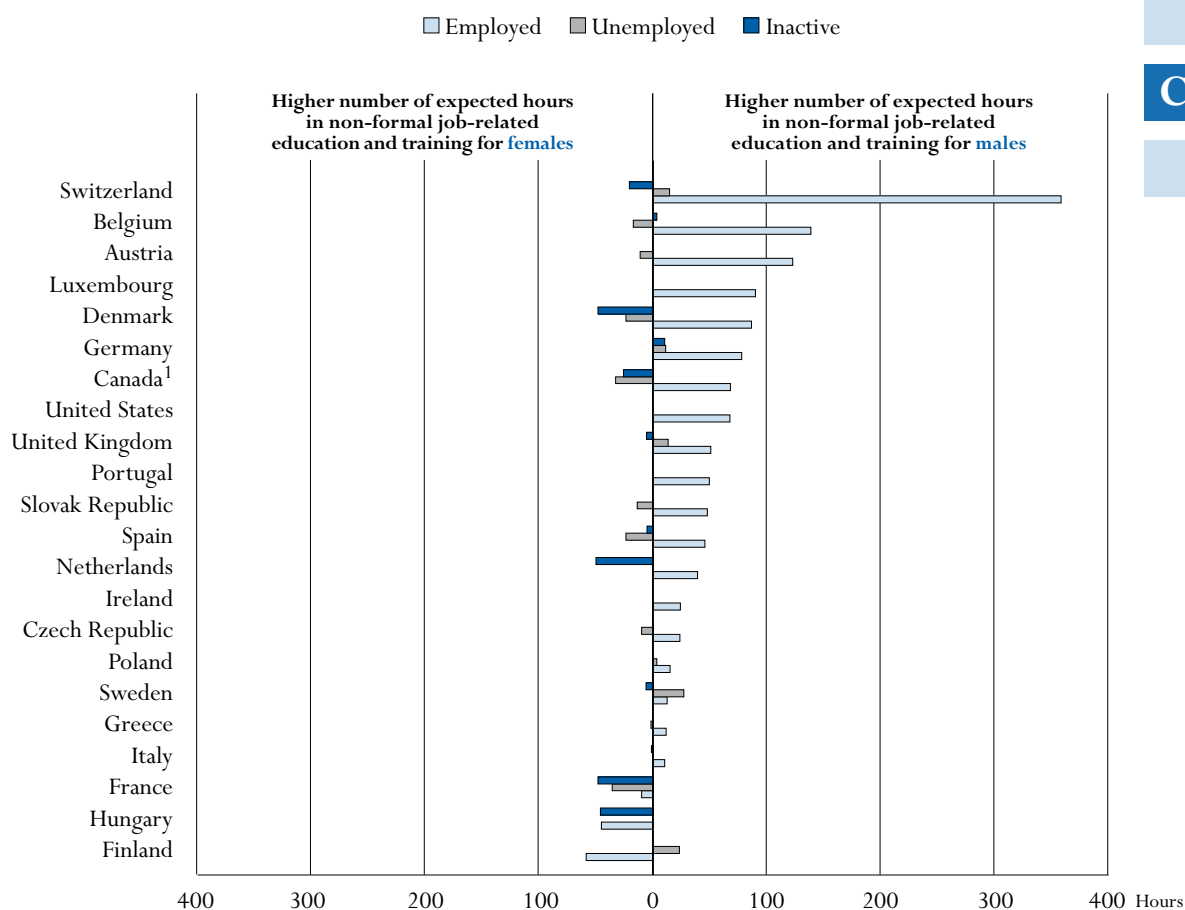
Source: OECD, Table C5.1b. See Annex 3 for notes (www.oecd.org/edu/eq2006).

StatLink: <http://dx.doi.org/10.1787/558317523300>

older adults placing less value on investment in training and also to employers 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, as the more even the distribution of training hours across age groups, the greater the uptake of lifelong learning (both the absolute number of hours in training and their distribution should also be examined in this connection).

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/eq2006).

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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. However, the time spent in non-formal job-related learning activities during the most recent year was significantly higher for the unemployed than for the employed in all countries (Table C6.3 in *Education at a Glance 2005*, OECD, 2005d).

Definition and methodologies

Data for non-European countries were calculated from country-specific household surveys (see Annex 3 at www.oecd.org/edu/eaq2006). 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, and may have a differing duration. The term “job-related” refers to education and training activities intended mainly for professional 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 (percentage) 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		
Austria	M+F	5	19	37	19	140	420	767	422	1 550	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	1 542	30
	Males	8	17	33	18	353	543	768	540	m	m
	Females	4	14	28	14	230	327	668	397	m	m
Canada ¹	M+F	6	20	35	25	128	517	796	586	1 740	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	1 986	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	1 475	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	1 718	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	1 441	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	1 441	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	1 936	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	1 646	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	1 591	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	1 592	11
	Males	4	13	29	13	c	212	436	207	m	m
	Females	2	11	26	10	c	c	c	c	m	m

1. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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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 (percentage) 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		
Netherlands	M+F	5	11	13	9	216	308	322	283	1 354	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	1 984	7
	Males	2	8	27	9	c	104	531	147	m	m
	Females	1	6	31	9	c	76	495	131	m	m
Portugal	M+F	4	15	27	7	232	c	c	343	1 678	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	1 931	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	1 800	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	1 563	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	1 556	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	1 672	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	1 822	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	1 668	25
	Males	8	18	31	19	243	393	684	405	m	m
	Females	6	17	32	17	241	370	686	384	m	m

1. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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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
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/eag2006).

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

StatLink: <http://dx.doi.org/10.1787/558317523300>

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
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

1. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

StatLink: <http://dx.doi.org/10.1787/558317523300>

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	
<i>Level of education</i>		25-34	35-44	45-54	55-64	Employed	Unemployed	Inactive	Total
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

1. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

StatLink: <http://dx.doi.org/10.1787/558317523300>

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							
		Age group				Labour force status			
		25-34	35-44	45-54	55-64	Employed	Unemployed	Inactive	Total
	<i>Level of education</i>								
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
Portugal	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

1. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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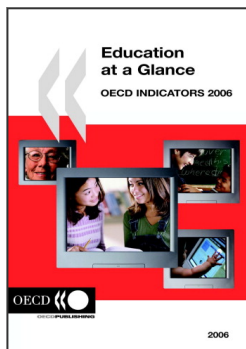
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