

Education at a Glance 2014: OECD Indicators

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Indicator C6

How many adults participate in education and learning?

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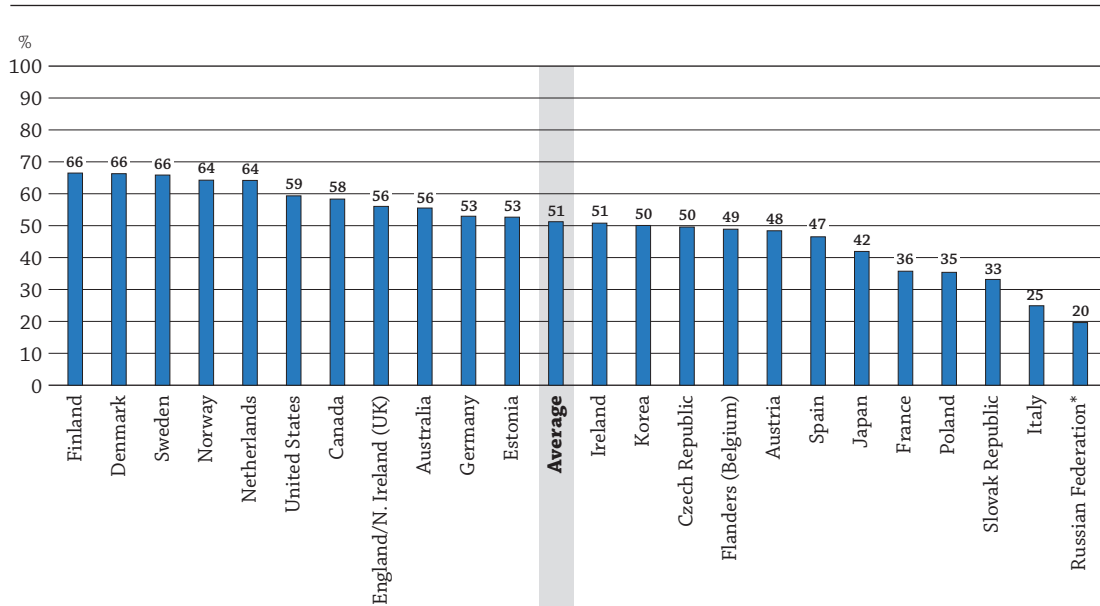
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HOW MANY ADULTS PARTICIPATE IN EDUCATION AND LEARNING?

- Across countries, more than 50% of adults participate in formal and/or non-formal education in a given year. The proportion ranges from more than two out of three people in Denmark, Finland and Sweden, to one out of three people in the Slovak Republic, one out of four people in Italy, and one out of five people in the Russian Federation.
- Participation in formal and/or non-formal education is strongly related to proficiency levels in literacy, educational attainment, age group, labour force status and parents' education.
- Overall, 25% of adults in OECD countries wanted to participate in learning activities in the 12 months prior to the Survey of Adult Skills (PIAAC), but had not begun. Some 45% of those potential participants cited the burden of work or family responsibility as the reason for not starting the activity.
- On average across countries, 10% of 25-64 year-olds participate in learning activities organised by the formal education system. The proportion ranges from 2% in Japan to 17% in Australia.


Chart C6.1. Participation in formal and/or non-formal education (2012)
25-64 year-olds



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

Countries are ranked in descending order of the percentage of 25-64 year-olds participating in formal and/or non-formal education.

Source: OECD, Table C6.4. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Context

Adult learning can play an important role in helping adults to develop and maintain key information-processing skills, and acquire other knowledge and skills, throughout life. It is crucial to provide, and ensure access to, organised learning opportunities for adults beyond initial formal education, especially for workers who need to adapt to changes throughout their careers. The relevance of continued learning opportunities now extends to workers in both high- and low-skilled occupations. In high-technology sectors, workers need to update their competencies and keep pace with rapidly changing techniques. Workers in low-technology sectors and those performing low-skilled tasks must learn to be adaptable, since they are at higher risk of losing their job, as routine tasks are increasingly performed by machines, and companies may relocate to countries with lower labour costs (OECD, 2013).

Lifelong learning can also contribute to non-economic goals, such as personal fulfilment, improved health, civic participation and social inclusion (see Indicator “What are the social outcomes of education?” in previous editions of *Education at a Glance*). The large variation in adult learning activities and participation among OECD countries at similar levels of economic development suggests that there are significant differences in learning cultures, learning opportunities at work, and adult-education structures. Results from the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), show a clear relationship between the extent of participation in organised adult learning activities and the average level of key information-processing skills in a given country.

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■ Other findings

- **Participation in formal and/or non-formal education in all countries is strongly related to proficiency levels in key skills and educational attainment.** These factors combine to create a virtuous circle for persons with high skills proficiency and educational attainment who tend to acquire yet more skills through attending adult education activities. The factors also combine to establish a vicious circle of low educational attainment, low skills proficiency, and no access to formal education to redress skills deficiencies.
- **Participation in formal and/or non-formal education is most common among younger adults (25-34 year-olds) and declines steadily among older adults (55-64 year-olds).** This pattern holds within each level of literacy proficiency. In countries with high overall participation in formal and/or non-formal education, age and literacy skills have less influence on participation in adult learning activities.
- **Adults who grew up in disadvantaged families (defined here as having two parents who have less than an upper secondary education) participate less in formal and/or non-formal adult education activities.** This is even true among those who have achieved high levels of literacy proficiency, as measured by the Survey of Adult Skills.
- In general, countries with high participation rates in formal education among adults also tend to have high adult participation rates in non-formal education. **Two out of three adults in formal education also participate in non-formal education.**

Analysis

Large differences among countries

On average across countries, 51% of 25-64 year-olds participated in at least one learning activity, in formal and/or non-formal education in the previous year. The countries surveyed fall into six groups, divided by significant differences in participation rates (Table C6.1 [L]).

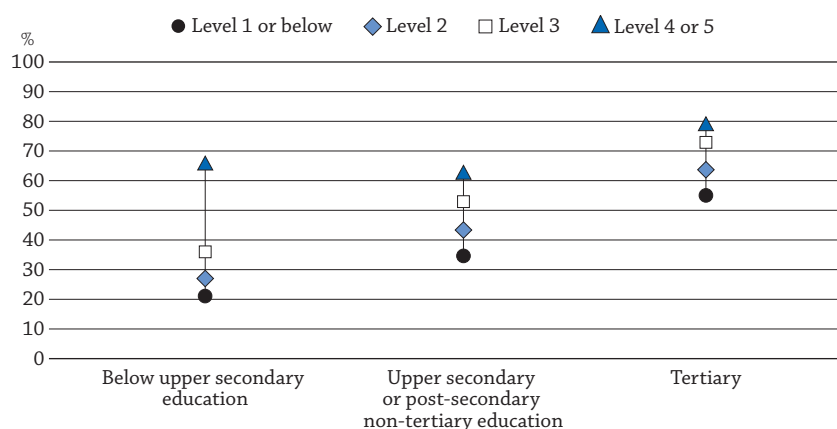
- Group 1, with participation rates above 60%, includes Denmark, Finland, the Netherlands, Norway and Sweden.
- Group 2, with participation rates between 55% and 59%, includes Australia, Canada, England/Northern Ireland (UK) and the United States.
- Group 3, with participation rates around the OECD average of 48% to 53%, includes Austria, the Czech Republic, Estonia, Flanders (Belgium), Germany, Ireland and Korea.
- Group 4 consists of two countries with participation rates between 38% and 47%: Japan and Spain.
- Group 5, with participation rates between 33% and 36%, includes France, Poland and the Slovak Republic.
- Group 6, with participation rates below 25%, consists of Italy and the Russian Federation.

Education leads to further education

The levels of skills and the educational attainment of an individual both affect adult learning. On average across countries, 30% of those with low literacy proficiency (Level 1 or below in the Survey of Adult Skills) participated in formal and/or non-formal education during the 12 months prior to the survey, while 74% of adults with high literacy proficiency (Level 4 or 5) did. A highly proficient person was thus almost 2.5 times more likely to participate in formal and/or non-formal education than a person with low literacy proficiency. Some 27% of adults without upper secondary education participated in formal and/or non-formal education, while 71% of adults with tertiary education did. Tertiary-educated adults were thus over 2.5 times more likely to participate in formal and/or non-formal education than adults without upper secondary education. The strong positive relationship between participation in formal and/or non-formal education, literacy skills and educational attainment is consistent across countries (Tables C6.1 [L] and C6.2a [L]).


Proficiency levels in literacy and educational attainment seem to have a mutually reinforcing effect on participation in formal and/or non-formal education. Some 79% of people with high levels of proficiency in literacy and with tertiary education participated in formal and/or non-formal education. They were almost four times more likely to be participants than persons with low levels of proficiency in literacy and who did not have upper secondary education.

Chart C6.2. Participation in formal and/or non-formal education, by literacy proficiency level and educational attainment (2012)
Survey of Adult Skills, 25-64 year-olds, average



Note: Adult participation in formal and/or non-formal education, by literacy proficiency level, by educational attainment and by country is available on line.

Source: OECD, Table C6.2a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Only 21% of this latter group participated. These mutually reinforcing aspects create a virtuous cycle for adults with high proficiency and a vicious cycle for those with low proficiency. In contrast to low-skilled adults, high-skilled adults will be more likely to participate in learning activities that enhance their skills – which makes these individuals more likely to continue to benefit from learning opportunities (Chart C6.2).

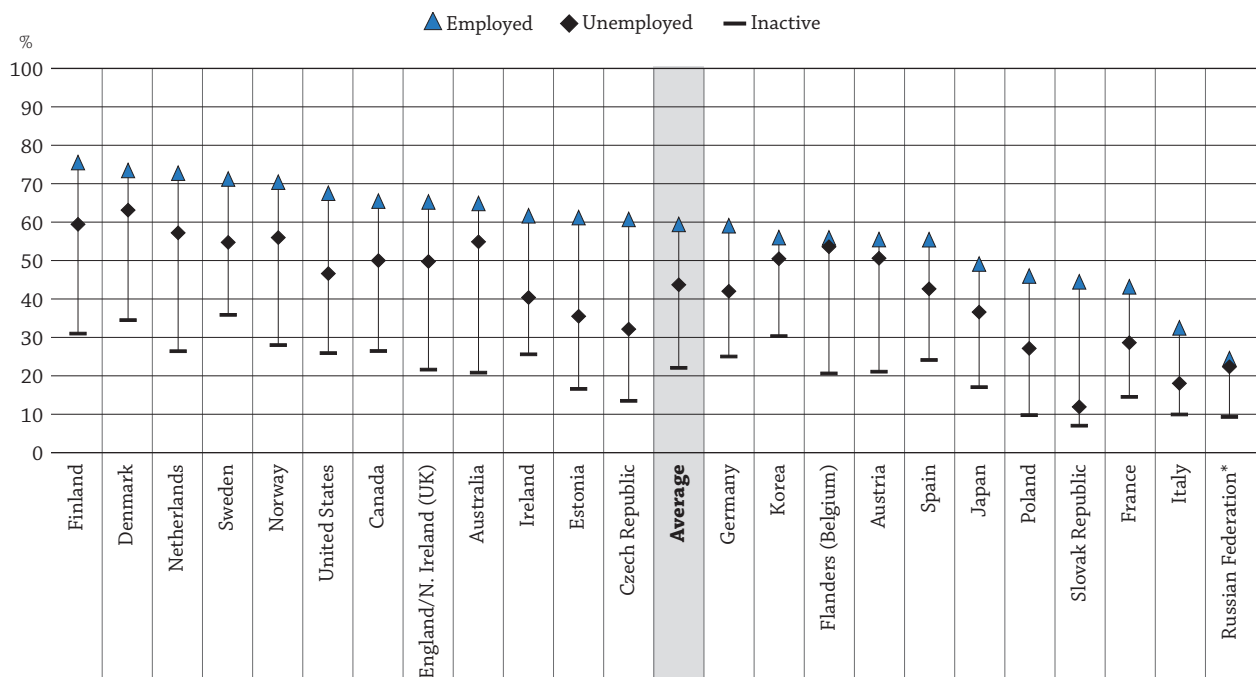
Denmark, the Netherlands, Norway and Sweden are the most successful in providing opportunities for participation in formal and/or non-formal education to those adults who scored at Level 1 or below in the Survey of Adult Skills and who have less than upper secondary education: in each of these countries, more than 30% of this group of adults participate (Table C6.2a [L]).

Differences in participation among social groups

There are considerable differences among countries in the extent of adult participation in formal education. Several factors influence the participation rate in adult learning in a similar way across the national entities surveyed. These factors include labour force status, age, parents' educational attainment and, to a lesser degree, gender.

Across OECD countries, employed adults participate more often in formal and/or non-formal education (59%) than unemployed adults (44%) and adults outside of the labour force (22%) (Chart C6.3). Among employed adults, those with high literacy proficiency (Level 4 or 5) are almost twice as likely to participate in education as those with low levels of literacy proficiency (at or below Level 1). Most countries show this pattern, while differences in participation rates related to literacy proficiency tend to be larger in countries with low participation rates overall (correlation = -0.54) (Table C6.2d [L], available on line).


Chart C6.3. Participation in formal and/or non-formal education, by labour market status (2012)
25-64 year-olds



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

Countries are ranked in descending order of the percentage of employed 25-64 year-olds participating in formal and/or non-formal education.

Source: OECD, Table C6.2d (L), available on line. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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In many countries, participation in all types of adult learning – formal, non-formal and informal – tends to decline among older persons (OECD, 2011, and OECD/Statistics Canada, 2011). On average across countries, the youngest age group (25-34 year-olds) participates most in formal and/or non-formal education (participation rate of 62%) while the oldest age group (55-64 year-olds) participates least (participation rate of 34%), on average across the

countries surveyed. The age groups between these two extremes show moderate levels of participation (56% for 35-44 year-olds, 51% for 45-54 year-olds) (Table C6.2b [L], available on line).

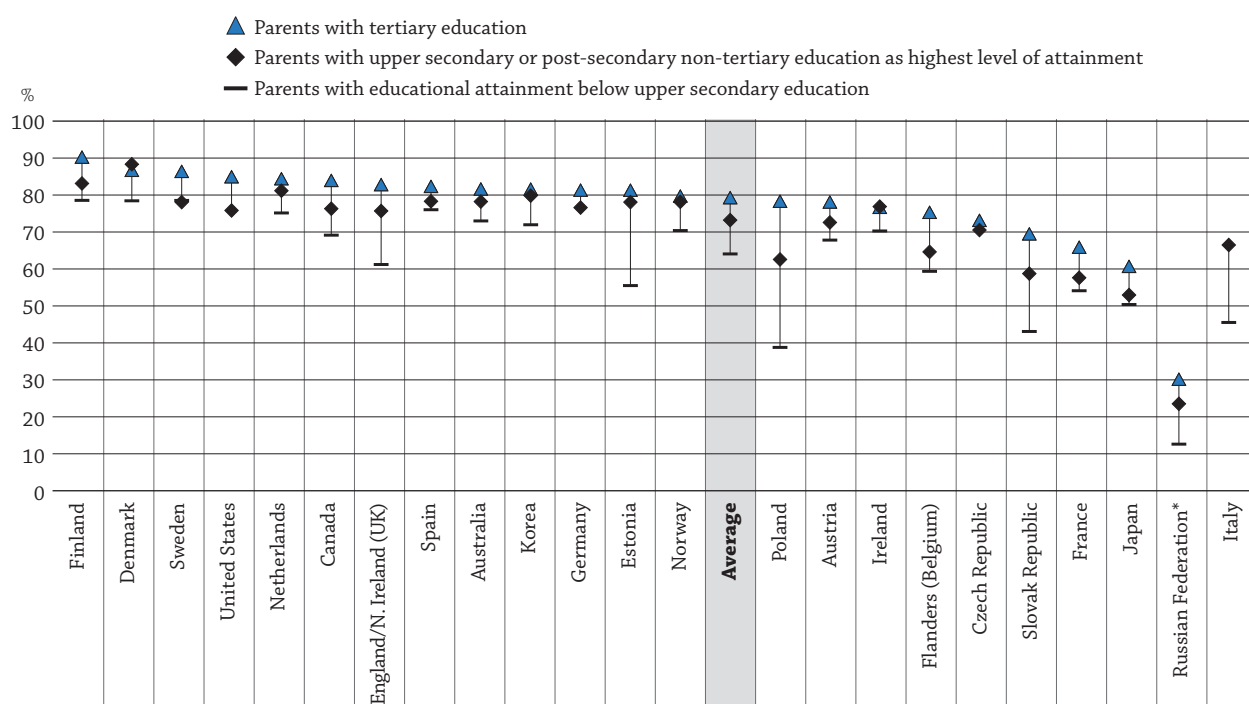
The steady decline of participation in formal and/or non-formal education by age group holds within each proficiency level in literacy, on average across countries. Thus the youngest adults with high literacy skills (proficiency Level 4 or 5) participate to the greatest extent (79%), while the oldest adults with low literacy skills (Level 1 or below) show the lowest participation (21%). Young adults who are highly skilled are thus 3.8 times more likely to participate in formal and/or non-formal education than older adults with low skills proficiency (Table C6.2b [L], available on line).

Age and proficiency in literacy seem to mutually reinforce adult learning. The relationship is found in every country surveyed, although there are some differences in the strength of this association. In the United States, for example, the difference by age group and literacy proficiency is smallest: young people with high literacy skills are 2.6 times more likely to participate in formal and/or non-formal education than are older adults with low levels of proficiency. This difference is largest in Poland, where young high-skilled people are more than nine times more likely to participate than older low-skilled adults. The higher the overall participation rate of a country, the smaller the relative advantage of these young adults; the lower the overall participation rate, the greater their relative advantage (correlation = -0.86) (Table C6.2b [L], available on line).

There are several possible reasons for the lower participation rates among older adults. These include high inactivity among older people (see Indicator A5), low employer investment in the skills of older workers, and fewer incentives for older workers to improve their skills.

The level of parents' education can be seen as a proxy for socio-economic status (OECD, 2013). Parents' education is related to an individual's own educational attainment (see Indicator A4) and to skills proficiency (OECD, 2013). Participation in formal and/or non-formal education as an adult could help to compensate for the negative effects of disadvantage earlier in life.

Chart C6.4. Participation in formal and/or non-formal education among adults scoring at literacy proficiency Level 4/5, by parents' level of education (2012)
Survey of Adult Skills, 25-64 year-olds



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

Countries are ranked in descending order of the percentage of 25-64 year-olds participating in formal and/or non-formal education and scoring at literacy proficiency Level 4 or 5, whose parents attained tertiary education.

Source: OECD, Table C6.2e (L), available on line. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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On average across countries, 68% of adults with at least one parent who had attained tertiary education participated in formal and/or non-formal education. Some 56% of adults with at least one parent who had attained upper secondary education participated, while 40% of adults, neither of whose parents had attained upper secondary education, participated. Adults with tertiary-educated parents are 1.7 times more likely to participate in adult education than those whose parents do not have an upper secondary education (Table C6.2e [L], available on line). Chart C6.4 shows that, among those adults scoring at literacy proficiency Level 4 or 5 in the Survey of Adult Skills, 79% of those with at least one parent who had attained tertiary education participate in formal and/or non-formal education, 73% of those with at least one parent who had attained upper secondary education participate, and 64% of those with parents who do not have an upper secondary education participate.

Countries with a high overall participation rate in formal and/or non-formal education show smaller differences in participation related to parents' educational attainment (correlation = -0.74). The countries showing the weakest influence of parents' education on participation among highly skilled adults are Australia, Denmark, Ireland, Korea, the Netherlands, Norway, Spain, and Sweden; the influence is strongest in Estonia, Germany, Italy, Poland, the Russian Federation and the Slovak Republic.

Barriers to participation in learning activities

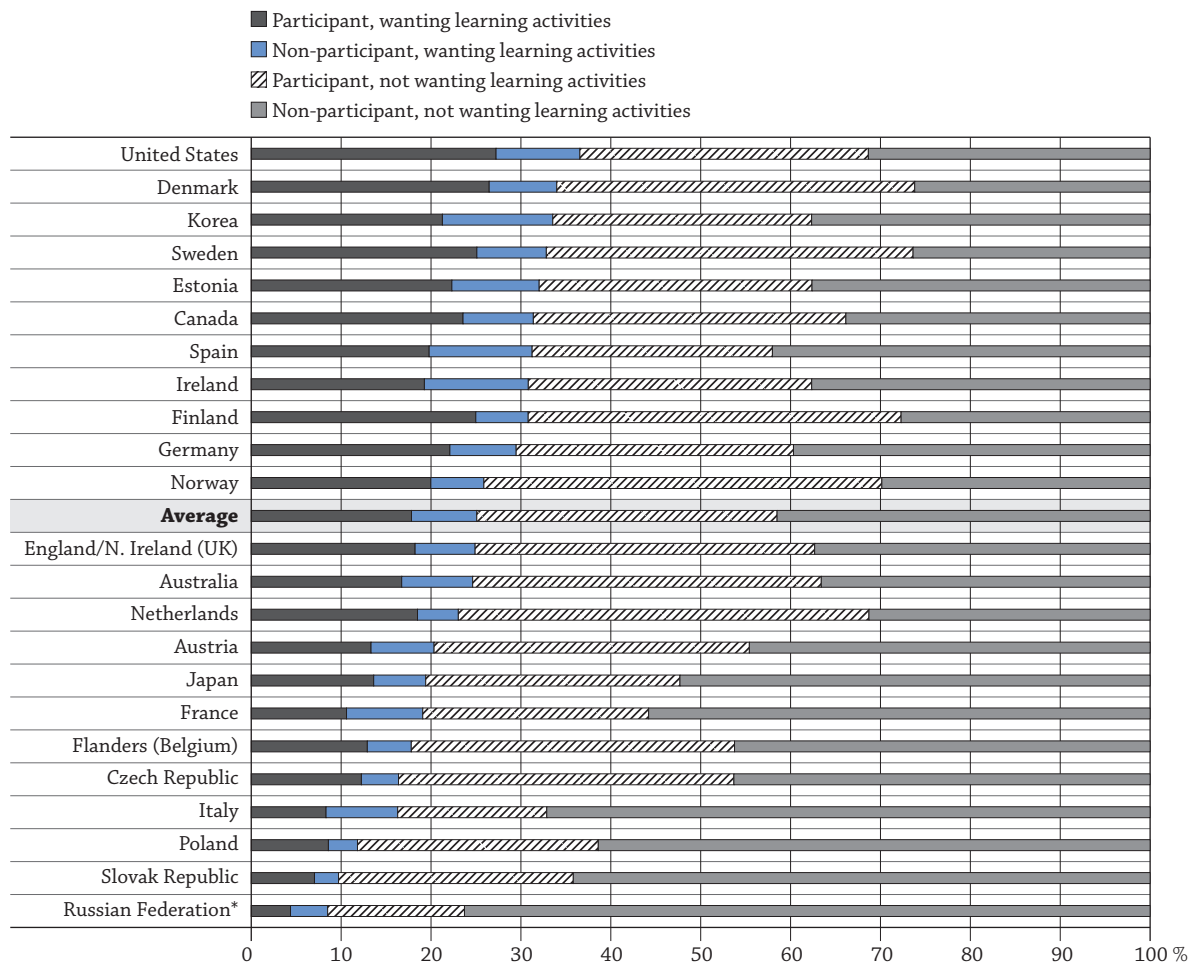
All adults (25-64 year-olds) were asked whether they had wanted to participate in (more) formal or non-formal learning activities during the previous 12 months, but did not start the activity. Chart C6.5 shows that across countries, 25% of all adults were interested in participating but were not able to do so. Three out of four of the adults interested in further participation had taken part in other formal and/or non-formal education activities during the previous 12 months (18% of all adults). Only a small minority (7%) of all adults had been interested in participating but did not do so during the previous 12 months, and could thus be considered as potential new participants. The proportion of adults who had wanted to participate in learning activities but did not ranges from more than 33% in Denmark, Korea and the United States, to less than 15% in Poland, the Russian Federation and the Slovak Republic. In all countries surveyed, more participants than non-participants wanted to take up (further) learning activities. The difference is small in France, Italy and the Russian Federation. Overall, countries with higher participation rates in formal and/or non-formal education also have larger proportions of people who want to begin learning activities (correlation = 0.76) (Table C6.4).

The people who wanted to take up a learning activity were asked to cite why they did not start the activity. Seven alternatives and the category "other" were suggested. Across OECD countries, 30% of the respondents cited the reason "I was too busy at work". A further 15% of the respondents cited the reason "I did not have time because of childcare or family responsibilities". Thus, for 45% of the respondents, the burden of work or family seemed to leave no time for (more) learning activities. Factors related to how the learning activities were organised also prevented people from taking up learning activities: "The course or programme was offered at an inconvenient time or place" (12%), "Education or training was too expensive/I could not afford it" (14%) and "I did not have the prerequisites" (3%) were cited by a total of 29% the respondents. Some 8% of respondents cited "Lack of employer's support" as the reason for not taking up a wanted learning activity, and some 4% said that "Something unexpected came up that prevented me from taking education or training" (Table C6.5).

The reason "I was too busy at work" was cited by more than 35% of the respondents in the Czech Republic, Italy, Japan, and Korea, and by less than 25% in France, Ireland and Poland. "I did not have time because of childcare or family responsibilities" was cited by 20% or more in Australia, Flanders (Belgium), Ireland, and Spain; and by 10% or less in Denmark, Estonia, Finland, France and the Slovak Republic. "The course or programme was offered at an inconvenient time or place" was cited by more than 17% of respondents in Finland, Flanders (Belgium), and Japan, and by less than 7% in the Czech Republic, France and Italy. "Education or training was too expensive/I could not afford it" was cited by 20% of respondents or more in Ireland, Poland, the Russian Federation and the United States, and by 9% of respondents or less in Finland, Flanders (Belgium), Germany, Japan and Norway (Table C6.5).

The reasons cited for non-participation also differed according to whether adults were participants in formal and/or non-formal education or non-participants. On average across countries, 34% of participants and 22% of non-participants cited the reason "I was too busy at work". In every country, participants cited the burden of work more often than non-participants. Some 21% of non-participants felt hindered by childcare and family responsibilities more often than participants (12%). "The course or programme was offered at an inconvenient time or place" was cited by 13% of participants, and 8% of non-participants. In every country surveyed, participants cited this reason more often than non-participants (Table C6.5).


Chart C6.5. Participation in formal and/or non-formal education and desired learning activities (2012)
25-64 year-olds



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

Countries are ranked in descending order of the sum of the participants, wanting learning activities and non-participants, wanting learning activities.

Source: OECD, Table C6.4. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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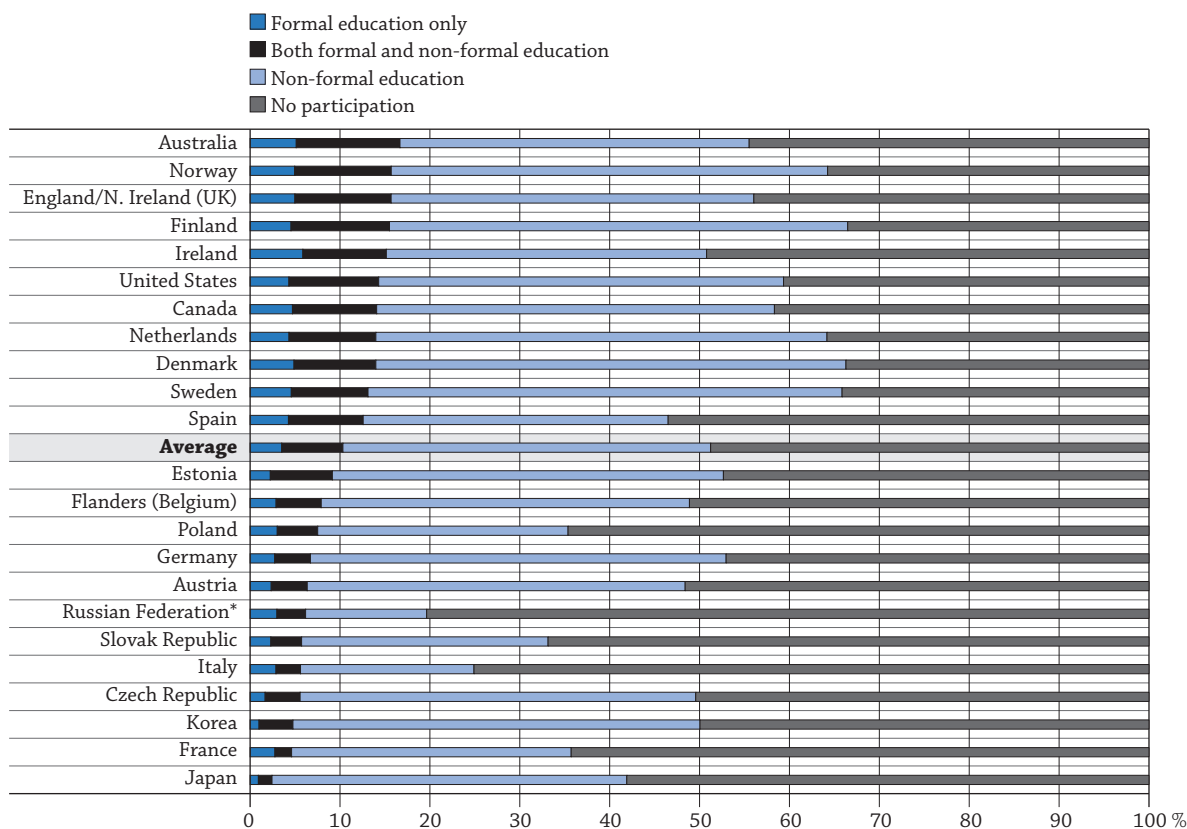
Participation in formal versus participation in non-formal education

Countries differ in the extent in which adults have access to the formal education system to meet their education and training needs. Across countries, an average of 10% of 25-64 year-olds participate in formal education. The proportions range from 17% in Australia to 2% in Japan. Canada, all Anglo-Saxon countries (i.e. Australia, England/Northern Ireland [UK], Ireland and the United States) and all Nordic countries (i.e. Denmark, Finland, Norway and Sweden) show an above-average proportion of adults attending formal institutions. Apart from these two groups, only the Netherlands and Spain show above-average participation rates. By contrast, less than 5% of adults in France, Japan and Korea participate in formal education (Table C6.3).

In general, countries with high rates of adult participation in formal education also have high rates of adult participation in non-formal education. The relationship (correlation = 0.66) is not perfect: the Czech Republic and Korea combine low participation rates in formal education with average rates of participation in non-formal education.

On average, two out of three adult participants in formal education also participate in non-formal education, an indication that these persons take advantage of a variety of learning opportunities. Chart C6.6 shows that about half of adults do not participate in any formal or non-formal education.

Chart C6.6. Participation in formal and/or non-formal education (2012)
25-64 year-olds



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

Countries are ranked in descending order of the sum of participants in formal education only and both formal and non-formal education.

Source: OECD. Table C6.3. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Definitions

Age groups: **adults** refers to 25-64 year-olds; **younger adults** refers to 25-34 year-olds; **older adults** refers to 55-64 year-olds.

Formal education and training is defined as planned 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. The providers may be public or private.

Levels of education: **below upper secondary** corresponds to ISCED levels 0, 1, 2 and 3C short programmes; **upper secondary or post-secondary non-tertiary** corresponds to ISCED levels 3A, 3B, 3C long programmes, and ISCED level 4; and **tertiary** corresponds to ISCED levels 5A, 5B and 6. See the Reader’s Guide at the beginning of the book for a presentation of all ISCED levels.

Non-formal education and training is defined as a 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 education programmes in adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. The Survey of Adult Skills uses a list of possible non-formal education activities, including open or distance learning courses, private lessons, organised sessions for on-the-job training, and workshops or seminars to prompt respondents to list all of their learning activities during the previous 12 months. Some of these learning activities might be of short duration.

Parents’ educational attainment: **below upper secondary** means that both parents have attained ISCED level 0, 1, 2 or 3C short programmes; **upper secondary or post-secondary non-tertiary** means that at least one parent

(whether mother or father) has attained ISCED level 3A, 3B, 3C long programmes, or ISCED level 4; and **tertiary** means that at least one parent (whether mother or father) has attained ISCED level 5A, 5B or 6. See the Reader's Guide at the beginning of the book for a presentation of all ISCED levels.

Methodology

All data are based on the Survey of Adult Skills (PIAAC) (2012). PIAAC is the OECD Programme for the International Assessment of Adult Competencies. See *About the Survey of Adult Skills* at the beginning of this publication and Annex 3 (www.oecd.org/edu/eag.htm) for additional information.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia but rather the population of Russia *excluding* the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills* (OECD, forthcoming).

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Tables of Indicator C6


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Table C6.1 (L) Participation in formal and/or non-formal education, by literacy proficiency level (2012)

WEB Table C6.1 (N) Participation in formal and/or non-formal education, by numeracy proficiency level (2012)

Table C6.2a (L) Participation in formal and/or non-formal education, by literacy proficiency level and educational attainment (2012)

WEB Table C6.2a (N) Participation in formal and/or non-formal education, by numeracy proficiency level and educational attainment (2012)

WEB Table C6.2b (L) Participation in formal and/or non-formal education, by literacy proficiency level and age group (2012)

WEB Table C6.2b (N) Participation in formal and/or non-formal education, by numeracy proficiency level and age group (2012)

WEB Table C6.2c (L) Participation in formal and/or non-formal education, by literacy proficiency level and gender (2102)

WEB Table C6.2c (N) Participation in formal and/or non-formal education, by numeracy proficiency level and gender (2012)

WEB Table C6.2d (L) Participation in formal and/or non-formal education, by literacy proficiency level and labour market status (2012)

WEB Table C6.2d (N) Participation in formal and/or non-formal education, by numeracy proficiency level and labour market status (2012)

WEB Table C6.2e (L) Participation in formal and/or non-formal education, by literacy proficiency level and parents' level of education (2012)

WEB Table C6.2e (N) Participation in formal and/or non-formal education, by numeracy proficiency level and parents' level of education (2012)

Table C6.3 Participation in formal and/or non-formal education, by gender (2012)

Table C6.4 Participation in formal and/or non-formal education and desired learning activities (2012)

Table C6.5 Reasons given for not engaging in more/any learning activity, by participation status in formal and/or non-formal education activities (2012)

Table C6.1 (L). **Participation in formal and/or non-formal education, by literacy proficiency level (2012)**

Survey of Adult Skills, 25-64 year-olds

	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD										
National entities										
Australia	28	(2.3)	45	(1.8)	63	(1.3)	78	(2.0)	56	(0.7)
Austria	27	(2.6)	41	(1.5)	60	(1.5)	74	(3.3)	48	(0.7)
Canada	34	(1.6)	51	(1.1)	68	(1.0)	80	(1.5)	58	(0.6)
Czech Republic	32	(4.0)	44	(2.1)	56	(2.1)	71	(4.3)	50	(1.2)
Denmark	42	(1.8)	61	(1.4)	75	(1.2)	86	(2.2)	66	(0.6)
Estonia	33	(2.3)	46	(1.6)	59	(1.3)	77	(2.3)	53	(0.7)
Finland	38	(2.6)	55	(1.7)	72	(1.1)	84	(1.3)	66	(0.7)
France	20	(1.2)	31	(1.0)	47	(1.4)	60	(3.0)	36	(0.6)
Germany	29	(2.2)	46	(2.0)	64	(1.6)	79	(2.6)	53	(1.0)
Ireland	33	(2.3)	46	(1.3)	59	(1.5)	75	(2.9)	51	(0.7)
Italy	14	(1.5)	21	(1.4)	40	(2.3)	57	(6.1)	25	(1.0)
Japan	22	(3.5)	30	(2.0)	43	(1.3)	56	(2.0)	42	(0.8)
Korea	25	(1.9)	43	(1.4)	62	(1.5)	77	(2.9)	50	(0.8)
Netherlands	41	(3.1)	53	(1.8)	72	(1.2)	81	(1.7)	64	(0.6)
Norway	46	(2.9)	55	(1.9)	71	(1.3)	78	(2.0)	64	(0.7)
Poland	18	(2.0)	29	(1.6)	45	(1.7)	65	(3.2)	35	(0.8)
Slovak Republic	13	(2.0)	26	(1.4)	40	(1.4)	59	(3.9)	33	(0.8)
Spain	29	(1.5)	44	(1.3)	63	(1.9)	79	(3.9)	47	(0.7)
Sweden	42	(3.0)	58	(2.0)	73	(1.3)	83	(1.9)	66	(0.8)
United States	37	(2.5)	52	(2.1)	70	(1.3)	82	(2.5)	59	(1.1)
Sub-national entities										
Flanders (Belgium)	27	(1.9)	40	(1.7)	58	(1.4)	68	(2.4)	49	(0.8)
England (UK)	38	(2.6)	49	(1.8)	63	(1.7)	76	(2.4)	56	(0.9)
Northern Ireland (UK)	26	(2.5)	43	(2.2)	60	(2.1)	74	(4.2)	49	(0.9)
England/N. Ireland (UK)	38	(2.5)	48	(1.7)	63	(1.6)	76	(2.3)	56	(0.9)
Average	30	(0.5)	44	(0.4)	60	(0.3)	74	(0.6)	51	(0.2)
Partners										
Russian Federation*	32	(6.8)	38	(7.7)	26	(6.7)	4	(2.9)	15	(2.5)

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

Source: OECD, Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933119112>

Table C6.2a (L). [1/2] **Participation in formal and/or non-formal education, by literacy proficiency level and educational attainment (2012)***Survey of Adult Skills, 25-64 year-olds*

OECD	National entities	Educational attainment	Level 0/1		Level 2		Level 3		Level 4/5		Total	
			%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Australia	Below upper secondary	19	(2.9)	31	(2.6)	44	(3.3)	60	(8.9)	32	(1.5)	
	Upper secondary or post-secondary non-tertiary	31	(4.7)	45	(3.2)	56	(2.4)	67	(4.7)	51	(1.1)	
	Tertiary	59	(6.1)	66	(3.3)	77	(1.8)	84	(1.9)	76	(1.1)	
Austria	Below upper secondary	20	(3.2)	23	(2.9)	37	(5.4)	c	c	25	(1.8)	
	Upper secondary or post-secondary non-tertiary	31	(3.6)	44	(1.7)	57	(1.9)	67	(5.0)	48	(0.9)	
	Tertiary	53	(10.3)	58	(4.0)	74	(2.3)	80	(3.7)	71	(1.5)	
Canada	Below upper secondary	22	(2.0)	29	(3.0)	35	(5.0)	c	c	26	(1.3)	
	Upper secondary or post-secondary non-tertiary	33	(2.5)	47	(1.7)	59	(1.7)	71	(3.7)	50	(1.0)	
	Tertiary	50	(3.4)	61	(1.7)	75	(1.3)	82	(1.7)	70	(0.8)	
Czech Republic	Below upper secondary	14	(4.7)	18	(5.0)	27	(10.0)	c	c	19	(2.6)	
	Upper secondary or post-secondary non-tertiary	38	(5.0)	45	(2.4)	52	(2.2)	60	(8.3)	48	(1.4)	
	Tertiary	c	c	65	(6.4)	70	(3.7)	78	(4.7)	71	(2.6)	
Denmark	Below upper secondary	33	(2.8)	46	(3.5)	59	(5.4)	c	c	44	(1.9)	
	Upper secondary or post-secondary non-tertiary	45	(3.2)	60	(2.0)	68	(1.9)	83	(5.5)	62	(1.0)	
	Tertiary	64	(4.3)	77	(2.0)	83	(1.3)	88	(2.0)	82	(0.7)	
Estonia	Below upper secondary	23	(2.8)	28	(3.0)	34	(4.3)	c	c	28	(1.4)	
	Upper secondary or post-secondary non-tertiary	31	(3.1)	39	(2.0)	48	(1.8)	64	(4.2)	43	(0.9)	
	Tertiary	51	(4.4)	64	(2.3)	72	(1.6)	83	(2.5)	70	(1.0)	
Finland	Below upper secondary	24	(4.1)	34	(3.6)	44	(4.8)	c	c	34	(2.2)	
	Upper secondary or post-secondary non-tertiary	40	(3.8)	56	(2.2)	68	(1.9)	77	(3.6)	62	(1.0)	
	Tertiary	71	(6.7)	71	(2.6)	81	(1.5)	88	(1.3)	81	(0.9)	
France	Below upper secondary	15	(1.4)	18	(1.8)	26	(3.6)	c	c	17	(1.0)	
	Upper secondary or post-secondary non-tertiary	26	(2.2)	32	(1.4)	37	(1.9)	44	(6.9)	33	(1.0)	
	Tertiary	33	(5.1)	47	(2.6)	60	(1.8)	65	(3.3)	56	(1.1)	
Germany	Below upper secondary	17	(3.6)	24	(5.0)	40	(10.1)	c	c	22	(2.7)	
	Upper secondary or post-secondary non-tertiary	31	(3.1)	44	(2.6)	57	(2.5)	73	(4.3)	47	(1.4)	
	Tertiary	47	(7.2)	62	(3.4)	73	(2.1)	82	(2.8)	71	(1.3)	
Ireland	Below upper secondary	27	(2.6)	30	(2.7)	32	(5.3)	c	c	29	(1.5)	
	Upper secondary or post-secondary non-tertiary	35	(3.6)	46	(1.9)	50	(2.2)	60	(7.4)	47	(1.2)	
	Tertiary	59	(7.1)	66	(2.8)	74	(1.8)	82	(2.8)	72	(1.1)	
Italy	Below upper secondary	11	(1.8)	12	(1.8)	16	(3.9)	c	c	12	(1.2)	
	Upper secondary or post-secondary non-tertiary	19	(3.1)	26	(2.2)	40	(2.8)	46	(9.5)	31	(1.4)	
	Tertiary	36	(6.7)	51	(4.8)	65	(3.8)	70	(8.1)	59	(2.1)	
Japan	Below upper secondary	16	(4.7)	21	(4.0)	25	(4.0)	c	c	22	(2.2)	
	Upper secondary or post-secondary non-tertiary	24	(6.2)	27	(3.2)	35	(2.4)	40	(3.8)	32	(1.2)	
	Tertiary	c	c	46	(3.3)	54	(2.0)	62	(2.2)	56	(1.1)	
Korea	Below upper secondary	15	(2.0)	24	(2.5)	31	(6.1)	c	c	21	(1.3)	
	Upper secondary or post-secondary non-tertiary	32	(3.6)	39	(2.1)	51	(2.4)	62	(8.1)	43	(1.3)	
	Tertiary	65	(8.0)	62	(2.4)	73	(1.7)	82	(3.6)	71	(1.1)	
Netherlands	Below upper secondary	36	(3.4)	38	(2.7)	51	(3.3)	70	(11.2)	42	(1.3)	
	Upper secondary or post-secondary non-tertiary	50	(6.0)	59	(2.6)	70	(1.9)	70	(3.8)	65	(1.3)	
	Tertiary	63	(11.0)	75	(3.7)	82	(1.6)	86	(1.9)	82	(0.9)	
Norway	Below upper secondary	37	(4.3)	38	(3.5)	49	(3.7)	c	c	42	(1.9)	
	Upper secondary or post-secondary non-tertiary	51	(4.4)	57	(2.7)	67	(2.3)	70	(5.9)	62	(1.4)	
	Tertiary	61	(6.8)	71	(3.6)	80	(1.4)	82	(2.0)	78	(0.9)	
Poland	Below upper secondary	10	(2.9)	17	(3.6)	18	(5.9)	c	c	14	(1.9)	
	Upper secondary or post-secondary non-tertiary	17	(2.1)	23	(1.6)	30	(2.2)	39	(7.3)	24	(1.0)	
	Tertiary	53	(8.4)	60	(4.1)	68	(2.4)	75	(3.1)	67	(1.5)	
Slovak Republic	Below upper secondary	3	(1.3)	6	(1.6)	14	(3.3)	c	c	6	(0.9)	
	Upper secondary or post-secondary non-tertiary	19	(3.2)	26	(1.8)	33	(1.5)	52	(5.8)	30	(1.1)	
	Tertiary	c	c	55	(4.7)	62	(2.6)	69	(5.3)	62	(1.5)	
Spain	Below upper secondary	22	(1.4)	32	(1.7)	41	(3.4)	c	c	28	(1.0)	
	Upper secondary or post-secondary non-tertiary	43	(4.8)	46	(2.8)	54	(4.2)	72	(11.9)	49	(2.0)	
	Tertiary	56	(5.4)	65	(2.5)	75	(2.0)	82	(3.5)	71	(1.2)	
Sweden	Below upper secondary	34	(4.1)	43	(4.5)	55	(6.4)	c	c	43	(2.2)	
	Upper secondary or post-secondary non-tertiary	45	(4.6)	60	(2.9)	69	(2.2)	78	(4.3)	64	(1.1)	
	Tertiary	61	(6.6)	76	(3.6)	82	(1.9)	86	(1.9)	81	(1.1)	
United States	Below upper secondary	25	(3.0)	29	(5.7)	44	(11.9)	c	c	28	(2.2)	
	Upper secondary or post-secondary non-tertiary	40	(3.6)	48	(2.6)	58	(2.5)	68	(6.4)	50	(1.6)	
	Tertiary	63	(6.0)	71	(3.3)	80	(1.4)	85	(2.1)	79	(1.2)	

* See note on data for the Russian Federation in the *Methodology* section.Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933119131>

Table C6.2a (L). [2/2] **Participation in formal and/or non-formal education, by literacy proficiency level and educational attainment (2012)**

Survey of Adult Skills, 25-64 year-olds

	Educational attainment	Level 0/1		Level 2		Level 3		Level 4/5		Total	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD	Sub-national entities										
	Flanders (Belgium)										
	Below upper secondary	17	(2.4)	20	(2.7)	29	(5.7)	c	c	20	(1.8)
	Upper secondary or post-secondary non-tertiary	33	(3.4)	39	(2.3)	46	(2.4)	52	(6.1)	41	(1.3)
	Tertiary	47	(7.3)	64	(3.6)	71	(1.9)	73	(2.7)	69	(1.2)
	England (UK)										
	Below upper secondary	26	(3.2)	33	(3.0)	42	(4.9)	c	c	33	(1.7)
	Upper secondary or post-secondary non-tertiary	47	(4.7)	48	(3.0)	59	(2.7)	67	(5.4)	54	(1.4)
	Tertiary	54	(7.3)	67	(3.5)	72	(2.2)	81	(2.4)	72	(1.3)
	Northern Ireland (UK)										
	Below upper secondary	17	(2.4)	25	(2.8)	31	(4.9)	c	c	23	(1.5)
	Upper secondary or post-secondary non-tertiary	39	(5.3)	48	(3.3)	55	(3.7)	68	(8.2)	51	(1.9)
	Tertiary	55	(10.0)	68	(4.1)	73	(2.7)	77	(4.4)	72	(1.5)
	England/N. Ireland (UK)										
	Below upper secondary	26	(3.0)	32	(2.8)	41	(4.7)	67	(13.5)	33	(1.6)
	Upper secondary or post-secondary non-tertiary	47	(4.6)	48	(2.9)	59	(2.6)	67	(5.3)	54	(1.4)
	Tertiary	54	(7.1)	67	(3.3)	72	(2.1)	81	(2.3)	72	(1.2)
	Average										
	Below upper secondary	21	(0.7)	27	(0.7)	36	(1.3)	66	(6.5)	27	(0.4)
	Upper secondary or post-secondary non-tertiary	35	(0.9)	43	(0.5)	53	(0.5)	63	(1.4)	47	(0.3)
	Tertiary	55	(1.6)	64	(0.7)	73	(0.4)	79	(0.7)	71	(0.3)
Partners	Russian Federation*										
	Below upper secondary	4	(4.5)	c	c	c	c	c	c	6	(3.0)
	Upper secondary or post-secondary non-tertiary	9	(3.1)	12	(3.5)	12	(3.1)	7	(4.8)	11	(2.1)
	Tertiary	24	(3.2)	22	(3.0)	26	(2.2)	29	(4.6)	24	(1.8)

* See note on data for the Russian Federation in the *Methodology* section.Source: OECD, Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

StatLink  <http://dx.doi.org/10.1787/888933119131>

Table C6.3. **Participation in formal and/or non-formal education, by gender (2012)**

25-64 year-olds

	Participated in:											
	Formal education		Non-formal education		Formal education only		Both formal and non-formal education		Non-formal education only		No participation	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	National entities											
Australia	17	(0.5)	50	(0.7)	5	(0.4)	12	(0.5)	39	(0.8)	44	(0.7)
Austria	6	(0.4)	46	(0.8)	2	(0.2)	4	(0.3)	42	(0.7)	52	(0.7)
Canada	14	(0.4)	54	(0.6)	5	(0.3)	9	(0.4)	44	(0.6)	42	(0.6)
Czech Republic	6	(0.5)	48	(1.2)	2	(0.3)	4	(0.4)	44	(1.2)	50	(1.2)
Denmark	14	(0.5)	61	(0.6)	5	(0.3)	9	(0.4)	52	(0.6)	34	(0.6)
Estonia	9	(0.4)	50	(0.7)	2	(0.2)	7	(0.3)	44	(0.7)	47	(0.7)
Finland	16	(0.5)	62	(0.7)	5	(0.3)	11	(0.4)	51	(0.7)	34	(0.7)
France	5	(0.3)	33	(0.6)	3	(0.2)	2	(0.2)	31	(0.6)	64	(0.6)
Germany	7	(0.4)	50	(1.1)	3	(0.3)	4	(0.3)	46	(1.1)	47	(1.0)
Ireland	15	(0.6)	45	(0.8)	6	(0.4)	9	(0.4)	36	(0.8)	49	(0.7)
Italy	6	(0.4)	22	(0.9)	3	(0.3)	3	(0.3)	19	(0.8)	75	(1.0)
Japan	2	(0.3)	41	(0.8)	1	(0.2)	2	(0.2)	39	(0.8)	58	(0.8)
Korea	5	(0.3)	49	(0.8)	1	(0.1)	4	(0.3)	45	(0.8)	50	(0.8)
Netherlands	14	(0.6)	60	(0.6)	4	(0.4)	10	(0.5)	50	(0.7)	36	(0.6)
Norway	16	(0.5)	59	(0.7)	5	(0.3)	11	(0.5)	49	(0.7)	36	(0.7)
Poland	8	(0.4)	32	(0.8)	3	(0.3)	4	(0.3)	28	(0.7)	65	(0.8)
Slovak Republic	6	(0.4)	31	(0.8)	2	(0.2)	3	(0.3)	27	(0.8)	67	(0.8)
Spain	13	(0.5)	42	(0.7)	4	(0.3)	8	(0.4)	34	(0.7)	53	(0.7)
Sweden	13	(0.5)	61	(0.8)	5	(0.4)	9	(0.4)	53	(0.8)	34	(0.8)
United States	14	(0.6)	55	(1.1)	4	(0.4)	10	(0.5)	45	(1.1)	41	(1.1)
Sub-national entities												
Flanders (Belgium)	8	(0.4)	46	(0.8)	3	(0.2)	5	(0.4)	41	(0.8)	51	(0.8)
England (UK)	16	(0.6)	51	(0.8)	5	(0.4)	11	(0.5)	40	(0.8)	44	(0.9)
Northern Ireland (UK)	12	(0.8)	45	(0.9)	4	(0.4)	8	(0.6)	37	(1.0)	51	(0.9)
England/N. Ireland (UK)	16	(0.6)	51	(0.8)	5	(0.4)	11	(0.5)	40	(0.8)	44	(0.9)
Average	10	(0.1)	48	(0.2)	4	(0.1)	7	(0.1)	41	(0.2)	49	(0.2)
Partners	Russian Federation*											
	6	(0.6)	17	(1.4)	3	(0.3)	3	(0.5)	13	(1.0)	80	(1.6)

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

Note: Rows showing data for men and women separately are available for consultation on line (see *StatLink* below).

Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933119150>

Table C6.4. **Participation in formal and/or non-formal education and desired learning activities (2012)**
25-64 year-olds

	Participated in formal and/or non-formal education		Learning Activities - Wanted but didn't start		Participant, wanting learning activities		Non-participant, wanting learning activities		Participant, not wanting learning activities		Non-participant, not wanting learning activities		Total
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%
	(1)=(5)+(9)	(2)	(3)=(5)+(7)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)=(5)+(7)+(9)+(11)
OECD													
National entities													
Australia	56	(0.7)	25	(0.8)	17	(0.6)	8	(0.5)	39	(0.8)	37	(0.7)	100
Austria	48	(0.7)	20	(0.6)	13	(0.5)	7	(0.4)	35	(0.7)	45	(0.7)	100
Canada	58	(0.6)	31	(0.5)	24	(0.5)	8	(0.3)	35	(0.5)	34	(0.5)	100
Czech Republic	50	(1.2)	16	(0.9)	12	(0.6)	4	(0.6)	37	(1.1)	46	(1.3)	100
Denmark	66	(0.6)	34	(0.7)	26	(0.7)	8	(0.4)	40	(0.7)	26	(0.6)	100
Estonia	53	(0.7)	32	(0.6)	22	(0.5)	10	(0.5)	30	(0.7)	38	(0.6)	100
Finland	66	(0.7)	31	(0.8)	25	(0.7)	6	(0.4)	41	(0.7)	28	(0.7)	100
France	36	(0.6)	19	(0.5)	11	(0.4)	8	(0.3)	25	(0.5)	56	(0.7)	100
Germany	53	(1.0)	29	(0.8)	22	(0.7)	7	(0.5)	31	(0.9)	40	(1.1)	100
Ireland	51	(0.7)	31	(0.8)	19	(0.6)	12	(0.5)	32	(0.7)	38	(0.8)	100
Italy	25	(1.0)	16	(0.9)	8	(0.6)	8	(0.6)	17	(0.7)	67	(1.1)	100
Japan	42	(0.8)	19	(0.7)	14	(0.6)	6	(0.3)	28	(0.6)	52	(0.8)	100
Korea	50	(0.8)	34	(0.8)	21	(0.6)	12	(0.5)	29	(0.7)	38	(0.8)	100
Netherlands	64	(0.6)	23	(0.6)	18	(0.5)	5	(0.4)	46	(0.7)	31	(0.6)	100
Norway	64	(0.7)	26	(0.8)	20	(0.6)	6	(0.4)	44	(0.8)	30	(0.7)	100
Poland	35	(0.8)	12	(0.5)	9	(0.5)	3	(0.3)	27	(0.7)	61	(0.8)	100
Slovak Republic	33	(0.8)	10	(0.5)	7	(0.4)	3	(0.2)	26	(0.8)	64	(0.8)	100
Spain	47	(0.7)	31	(0.6)	20	(0.6)	11	(0.5)	27	(0.6)	42	(0.6)	100
Sweden	66	(0.8)	33	(0.8)	25	(0.7)	8	(0.5)	41	(0.9)	26	(0.7)	100
United States	59	(1.1)	37	(1.0)	27	(0.8)	9	(0.6)	32	(0.9)	31	(1.1)	100
Sub-national entities													
Flanders (Belgium)	49	(0.8)	18	(0.6)	13	(0.5)	5	(0.4)	36	(0.7)	46	(0.8)	100
England (UK)	56	(0.9)	25	(0.9)	18	(0.8)	7	(0.4)	38	(0.8)	37	(0.9)	100
Northern Ireland (UK)	49	(0.9)	18	(0.8)	13	(0.6)	5	(0.4)	36	(1.0)	46	(0.9)	100
England/N. Ireland (UK)	56	(0.9)	25	(0.9)	18	(0.7)	7	(0.4)	38	(0.8)	37	(0.9)	100
Average	51	(0.2)	25	(0.2)	18	(0.1)	7	(0.1)	33	(0.2)	42	(0.2)	100
Partners													
Russian Federation*	20	(1.6)	8	(0.6)	4	(0.4)	4	(0.4)	15	(1.2)	76	(1.8)	100

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


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Table C6.5. [1/2] **Reasons given for not engaging in more/any learning activity, by participation status in formal and/or non-formal education activities (2012)**

25-64 year-olds

OECD	National entities	Status of participation	Reason for not starting more/any learning activities															
			I was too busy at work		The course or programme was offered at an inconvenient time or place		Education or training was too expensive/ I could not afford it		I did not have time because of childcare or family responsibilities		Lack of employer's support		Something unexpected came up that prevented me from taking education or training		I did not have the prerequisites		Other	
			%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Australia	Participant	30	(1.4)	13	(1.3)	18	(1.5)	18	(1.5)	7	(1.1)	2	(0.5)	1	(0.4)	10	(1.0)	
	Non-participant	20	(2.5)	7	(1.7)	19	(2.5)	27	(2.2)	4	(1.1)	4	(1.1)	3	(0.8)	17	(1.9)	
	Total	27	(1.2)	11	(1.0)	18	(1.5)	21	(1.3)	6	(0.9)	3	(0.5)	2	(0.3)	12	(0.9)	
Austria	Participant	38	(1.8)	16	(1.7)	13	(1.8)	13	(1.3)	3	(0.7)	6	(1.0)	1	(0.5)	10	(1.5)	
	Non-participant	29	(3.0)	11	(2.1)	8	(1.8)	19	(2.4)	1	(0.7)	9	(1.6)	2	(0.9)	20	(2.7)	
	Total	35	(1.6)	14	(1.3)	11	(1.3)	15	(1.2)	2	(0.5)	7	(0.9)	1	(0.5)	13	(1.3)	
Canada	Participant	33	(1.1)	13	(0.9)	17	(1.0)	15	(1.0)	7	(0.6)	3	(0.4)	2	(0.3)	11	(0.7)	
	Non-participant	22	(1.7)	7	(0.9)	23	(2.0)	21	(1.9)	4	(1.0)	4	(0.7)	2	(0.7)	16	(1.4)	
	Total	30	(0.9)	12	(0.7)	19	(0.9)	17	(1.0)	6	(0.5)	3	(0.4)	2	(0.3)	12	(0.6)	
Czech Republic	Participant	36	(3.7)	8	(1.9)	15	(2.2)	11	(2.4)	12	(2.7)	5	(1.1)	3	(1.2)	9	(1.7)	
	Non-participant	33	(6.6)	3	(1.7)	11	(3.0)	17	(3.8)	3	(1.3)	8	(3.0)	3	(1.3)	21	(6.0)	
	Total	36	(3.5)	7	(1.4)	14	(1.7)	13	(2.0)	10	(2.1)	6	(1.1)	3	(0.9)	12	(2.2)	
Denmark	Participant	29	(1.3)	10	(0.9)	13	(1.0)	5	(0.7)	17	(1.1)	4	(0.6)	2	(0.4)	20	(1.1)	
	Non-participant	20	(2.7)	6	(1.4)	19	(2.3)	7	(1.3)	10	(1.6)	6	(1.4)	4	(1.2)	27	(2.5)	
	Total	27	(1.2)	9	(0.8)	14	(0.9)	5	(0.6)	15	(1.0)	5	(0.5)	2	(0.4)	22	(1.0)	
Estonia	Participant	32	(1.1)	17	(1.1)	18	(1.0)	9	(0.8)	8	(0.8)	3	(0.4)	3	(0.5)	11	(0.9)	
	Non-participant	24	(1.7)	12	(1.2)	21	(1.5)	13	(1.5)	5	(1.2)	4	(0.8)	5	(1.0)	16	(1.4)	
	Total	29	(0.9)	15	(0.8)	19	(0.9)	10	(0.6)	7	(0.7)	3	(0.4)	4	(0.5)	13	(0.8)	
Finland	Participant	33	(1.6)	21	(1.2)	7	(0.8)	8	(0.7)	11	(1.0)	3	(0.4)	2	(0.5)	15	(1.2)	
	Non-participant	14	(2.1)	18	(2.4)	7	(1.8)	16	(2.3)	5	(1.5)	3	(1.1)	4	(1.2)	33	(2.6)	
	Total	29	(1.4)	21	(1.1)	7	(0.7)	9	(0.8)	10	(0.8)	3	(0.4)	3	(0.5)	18	(1.2)	
France	Participant	26	(1.7)	5	(0.7)	16	(1.3)	6	(0.9)	21	(1.3)	4	(0.7)	1	(0.4)	22	(1.3)	
	Non-participant	18	(1.8)	3	(0.7)	19	(1.7)	10	(1.3)	14	(1.5)	3	(0.6)	4	(0.9)	28	(1.9)	
	Total	23	(1.3)	4	(0.5)	17	(1.1)	8	(0.7)	18	(1.0)	4	(0.4)	3	(0.5)	24	(1.1)	
Germany	Participant	36	(1.7)	17	(1.2)	9	(0.9)	11	(1.1)	10	(1.2)	2	(0.5)	1	(0.3)	14	(1.3)	
	Non-participant	22	(2.9)	6	(1.7)	11	(2.0)	26	(2.8)	8	(1.6)	3	(1.3)	2	(0.8)	21	(2.8)	
	Total	33	(1.5)	14	(1.0)	9	(0.9)	15	(1.2)	10	(1.0)	3	(0.5)	1	(0.3)	15	(1.2)	
Ireland	Participant	26	(1.6)	10	(0.9)	23	(1.5)	17	(1.2)	6	(0.9)	3	(0.5)	2	(0.5)	13	(1.4)	
	Non-participant	14	(1.6)	8	(1.3)	19	(1.7)	24	(1.9)	3	(0.8)	6	(1.1)	3	(0.8)	23	(2.0)	
	Total	22	(1.1)	10	(0.8)	21	(1.1)	20	(1.1)	5	(0.7)	4	(0.5)	3	(0.4)	17	(1.2)	
Italy	Participant	47	(3.4)	6	(1.4)	15	(2.4)	12	(1.5)	5	(1.4)	2	(0.9)	1	(1.0)	12	(2.0)	
	Non-participant	32	(3.1)	4	(1.5)	14	(2.8)	26	(3.4)	2	(0.8)	5	(1.6)	5	(1.8)	12	(2.4)	
	Total	40	(2.3)	5	(1.0)	15	(1.6)	19	(1.8)	3	(0.8)	4	(0.8)	3	(1.0)	12	(1.4)	
Japan	Participant	42	(2.3)	25	(1.7)	8	(1.3)	15	(1.3)	1	(0.4)	1	(0.5)	4	(0.8)	5	(0.9)	
	Non-participant	30	(3.1)	16	(2.2)	7	(1.6)	27	(3.2)	n	n	1	(0.9)	5	(1.6)	14	(2.3)	
	Total	38	(1.9)	22	(1.5)	8	(1.0)	19	(1.4)	1	(0.3)	1	(0.4)	4	(0.7)	7	(0.9)	
Korea	Participant	49	(1.6)	19	(1.2)	11	(1.0)	11	(0.8)	1	(0.3)	3	(0.5)	2	(0.4)	5	(0.6)	
	Non-participant	40	(2.0)	10	(1.2)	10	(1.3)	27	(1.8)	0	(0.2)	2	(0.5)	2	(0.6)	7	(0.9)	
	Total	46	(1.3)	16	(0.9)	11	(0.9)	17	(0.8)	1	(0.2)	2	(0.4)	2	(0.4)	6	(0.5)	
Netherlands	Participant	34	(2.0)	9	(1.0)	13	(1.3)	10	(1.0)	9	(1.0)	7	(0.9)	1	(0.4)	17	(1.4)	
	Non-participant	14	(2.8)	6	(1.8)	19	(3.3)	17	(2.7)	10	(2.4)	8	(2.1)	1	(0.8)	24	(3.5)	
	Total	30	(1.7)	8	(0.9)	14	(1.3)	12	(1.0)	9	(0.9)	7	(0.9)	1	(0.4)	18	(1.4)	
Norway	Participant	36	(1.7)	10	(1.2)	8	(1.1)	10	(1.2)	13	(1.1)	5	(0.7)	2	(0.6)	15	(1.1)	
	Non-participant	19	(2.3)	8	(1.7)	13	(2.2)	16	(2.7)	8	(1.8)	11	(2.3)	3	(1.3)	22	(2.8)	
	Total	33	(1.3)	9	(1.0)	9	(0.9)	12	(1.0)	12	(0.9)	6	(0.7)	3	(0.6)	17	(1.1)	
Poland	Participant	18	(2.1)	15	(1.7)	23	(2.6)	10	(2.0)	11	(2.0)	4	(1.0)	4	(1.1)	15	(2.5)	
	Non-participant	9	(2.7)	8	(2.2)	14	(3.7)	25	(3.8)	3	(1.8)	13	(2.9)	9	(2.4)	19	(3.7)	
	Total	16	(1.7)	13	(1.5)	20	(2.2)	14	(2.1)	9	(1.5)	7	(1.2)	5	(1.1)	16	(2.3)	
Slovak Republic	Participant	35	(3.0)	9	(1.7)	13	(2.2)	6	(1.6)	18	(3.2)	3	(1.0)	1	(0.9)	14	(2.4)	
	Non-participant	27	(4.9)	6	(2.1)	16	(4.0)	20	(3.8)	5	(3.2)	6	(2.2)	6	(2.1)	15	(3.3)	
	Total	33	(2.6)	8	(1.4)	14	(1.9)	10	(1.7)	14	(2.4)	4	(1.0)	2	(0.9)	14	(2.0)	
Spain	Participant	30	(1.8)	9	(1.0)	11	(1.1)	19	(1.2)	3	(0.6)	2	(0.6)	5	(0.6)	21	(1.5)	
	Non-participant	28	(1.8)	7	(1.2)	9	(1.2)	28	(2.0)	2	(0.6)	2	(0.7)	4	(0.9)	20	(1.5)	
	Total	29	(1.3)	8	(0.8)	10	(0.9)	22	(1.0)	3	(0.4)	2	(0.4)	5	(0.5)	20	(1.0)	
Sweden	Participant	29	(1.6)	12	(1.0)	11	(1.1)	12	(1.1)	8	(0.8)	4	(0.7)	3	(0.7)	20	(1.5)	
	Non-participant	16	(2.7)	7	(1.7)	17	(2.5)	16	(2.5)	8	(1.6)	6	(1.2)	5	(1.6)	25	(3.2)	
	Total	26	(1.3)	11	(0.9)	12	(1.0)	13	(0.9)	8	(0.7)	4	(0.6)	4	(0.6)	21	(1.4)	
United States	Participant	31	(1.7)	12	(1.1)	22	(1.3)	17	(1.4)	5	(0.6)	4	(0.8)	2	(0.4)	7	(0.8)	
	Non-participant	19	(2.3)	7	(1.3)	27	(3.1)	18	(2.0)	2	(0.8)	9	(1.8)	3	(0.8)	16	(1.9)	
	Total	28	(1.5)	11	(0.9)	23	(1.3)	17	(1.1)	4	(0.5)	6	(0.8)	2	(0.3)	9	(0.9)	

* See note on data for the Russian Federation in the *Methodology* section.Source: OECD Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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
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Table C6.5. [2/2] **Reasons given for not engaging in more/any learning activity, by participation status in formal and/or non-formal education activities (2012)**

25-64 year-olds

	Status of participation	Reason for not starting more/any learning activities															
		I was too busy at work		The course or programme was offered at an inconvenient time or place		Education or training was too expensive/ I could not afford it		I did not have time because of childcare or family responsibilities		Lack of employer's support		Something unexpected came up that prevented me from taking education or training		I did not have the prerequisites		Other	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD	Sub-national entities																
	Flanders (Belgium)																
	Participant	37	(2.6)	19	(1.9)	5	(1.0)	16	(1.7)	7	(1.2)	3	(0.7)	1	(0.5)	12	(1.4)
	Non-participant	20	(3.1)	14	(2.5)	5	(1.7)	31	(3.2)	3	(1.3)	6	(1.5)	3	(1.2)	18	(2.8)
	Total	32	(1.8)	18	(1.5)	5	(0.8)	20	(1.4)	6	(1.0)	4	(0.7)	2	(0.5)	14	(1.4)
	England (UK)																
	Participant	34	(1.8)	10	(1.1)	19	(1.5)	12	(1.0)	10	(1.2)	3	(0.7)	1	(0.5)	10	(1.2)
	Non-participant	19	(2.7)	5	(1.2)	21	(3.0)	19	(2.2)	3	(1.2)	6	(1.6)	1	(0.7)	25	(3.0)
	Total	30	(1.6)	9	(0.9)	20	(1.4)	14	(0.9)	8	(1.0)	4	(0.7)	1	(0.4)	14	(1.1)
	Northern Ireland (UK)																
	Participant	32	(2.8)	14	(1.8)	16	(2.1)	14	(1.6)	8	(1.5)	1	(0.6)	1	(0.7)	13	(1.9)
	Non-participant	11	(2.4)	14	(2.8)	18	(3.9)	23	(2.9)	4	(1.3)	7	(2.2)	3	(1.6)	21	(3.4)
	Total	26	(2.2)	14	(1.7)	17	(1.8)	16	(1.5)	7	(1.1)	3	(0.8)	2	(0.7)	15	(1.7)
	England/N. Ireland (UK)																
	Participant	34	(1.8)	10	(1.1)	19	(1.4)	12	(1.0)	10	(1.2)	3	(0.7)	1	(0.5)	10	(1.2)
	Non-participant	19	(2.6)	6	(1.2)	21	(2.9)	19	(2.2)	3	(1.2)	6	(1.5)	1	(0.7)	25	(2.9)
	Total	30	(1.6)	9	(0.9)	19	(1.4)	14	(0.9)	8	(1.0)	4	(0.7)	1	(0.4)	14	(1.1)
	Average																
	Participant	34	(0.4)	13	(0.3)	14	(0.3)	12	(0.3)	9	(0.3)	3	(0.2)	2	(0.1)	13	(0.3)
	Non-participant	22	(0.6)	8	(0.4)	15	(0.5)	21	(0.6)	5	(0.3)	6	(0.3)	4	(0.3)	20	(0.6)
	Total	30	(0.4)	12	(0.2)	14	(0.3)	15	(0.3)	8	(0.2)	4	(0.1)	3	(0.1)	15	(0.3)
Partners	Russian Federation*																
	Participant	31	(3.2)	22	(4.5)	18	(4.4)	7	(2.3)	8	(2.5)	7	(2.3)	2	(1.2)	6	(2.0)
	Non-participant	23	(5.1)	8	(2.1)	30	(4.1)	20	(4.2)	2	(0.8)	7	(4.8)	3	(1.4)	7	(4.0)
	Total	27	(2.6)	15	(2.8)	24	(2.8)	13	(2.8)	5	(1.2)	7	(2.4)	2	(0.7)	7	(2.1)

* See note on data for the Russian Federation in the *Methodology* section.Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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