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**Towards a European Statistics for Adult
Education**

Report on an ESNAL-Subproject, 31 May 2000

Deutsches Institut für Erwachsenenbildung
Januar 2004

Dieter Gnahs, Klaus Pehl, Sabine Seidel: Towards a European Statistics for Adult Education. Online im Internet:
URL: http://www.die-bonn.de/esprid/dokumente/doc-2000/gnahs00_01.pdf

Dokument aus dem Internetservice Texte online des Deutschen Instituts für Erwachsenenbildung

<http://www.die-bonn.de/publikationen/online-texte/index.asp>

Towards a European Statistics for Adult Education

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1 Summary

The project set out during its first stage in 1999 to produce an *overview of available data* on continuing education/adult education in Europe. For this purpose, it was necessary to concentrate on what is available on the Internet, focusing on an examination of the texts, tables and graphics in EURYBASE, run by the Information Network on Education in Europe (EURYDICE). The EURYBASE data were collated in a synoptic overview. The information was supplemented by data from European countries outside the European Union and from non-European countries. Specifically, *Finland* and *Switzerland* were selected for *case studies* since detailed and comprehensive population surveys are conducted regularly in these countries on continuing education issues, as they are in Germany. International sources such as *EUROSTAT*, the OECD and UNESCO provided other material.

Shortcomings were identified in the data, and a *core programme* for statistics to support lifelong learning was proposed. This is to be taken up in the second stage of the project in 2000.

The Internet addresses of all *national statistical offices* are given in an appendix.

All Internet links in this text are active when it is run in Microsoft Word 7.0 or a higher version. A PDF file and a HTML version are available.

2 Introduction

For many years the German Institute for Adult Education (Deutsches Institut für Erwachsenenbildung DIE) in Frankfurt am Main has been working on the statistics of the *Volkshochschulen* (Pehl/Reitz 1999), which account for a large part of adult education in Germany. These statistics are regarded as some of most highly developed in the field of adult education. The DIE offers an evaluation and information service. Furthermore, the DIE supports the development of statistics in other fields of adult education, especially where provision covers a wide range of content. At the same time, the DIE is involved in cooperation in European networks in many different ways. Within the ESNAL project, for example, the DIE offered to work on a study to clarify the current situation and future prospects of statistics on adult education in the European context.

The *Institut für Entwicklungs- und Strukturforschung* [Institute of Development and Structural Research] at Hanover University (IES) has been involved in the regular *Berichtssystem Weiterbildung* [Adult education Reporting System] (BMBF 1999) for many years. A representative sample of citizens are interviewed about their participation in adult education. The IES collates data and statistics compiled by the various institutions engaged in adult education. The DIE is therefore grateful that colleagues – Dr. Dieter Gnahn and Sabine Seidel from the IES – were willing to collaborate on this study. The final report will contain their contribution on case studies, guidelines, and a draft plan of work.

The activities of the European Statistical Office (EUROSTAT) in Luxembourg have until now concentrated on continuing education in enterprises. The results of a meeting with EUROSTAT about the situation and prospects of statistics on adult education outside enterprises and on vocational training will be integrated in this study.

As the national statistical offices play a key role, European aspects of the collection of overall adult education statistics have been discussed with the *Statistisches Bundesamt* [Federal Office of Statistics] in Wiesbaden. The views of that body will also form part of this study by way of example.

The intention of the study is threefold. In the first part – the central part of the study – ([6 Data and Sources](#)) we have brought together “what is already there”. These data can form the basis for the development of a statistical information service in ESNAL. The main question was

What data are available on the Internet in English?

We started from what we felt to be a reasonable assumption that the user of an information service would be seeking data in the context of a specific problem and a specific event. In general there is therefore not enough time or enough resources to do profound research work on the sources themselves or to translate results from the national languages. We assume that the data and sources available on the Internet are only a part of “what is already there”. But they are probably a valid indicator of the amount of data and the importance accorded to adult education in national contexts. We feel that on the one hand, an astonishing variety of information is already accessible by Internet and that, on the other, there are obvious gaps.

Studies of adult education statistics in Austria and Switzerland have been added to this part. We chose these countries because we would have no serious language problems, recognising that it was important to discuss the view from outside besides perceiving the national view from inside.

The second, more visionary, part discusses what statistical indicators could be helpful to accompany the progress towards learning societies and lifelong learning (UNESCO CONFINTEA 1997). This means that guidelines for European statistics on adult education are derived top-down from the targets of continuing education/adult education.

The last part is intended to offer support to all those persons in national institutes, offices and organisations who are engaged in the development of statistics on adult education. With respect to ongoing activities, a catalogue of statistical variables and a draft plan of work with a series of stages are offered. By contrast with the second part, this will add a bottom-up concept. We hope that the study will be a contribution to the strengthening of the activities and resources working towards European statistics on adult education.

Author’s comment on the English version of this intermediate report: readers whose mother tongue is English can be assured that in the final report the sections of the text originally written in German will be professionally translated.

Comment on the presentation of the text: it is written as a Microsoft Word file (Version 8.0/Office 97 and higher). Since this version allows active links to the Internet and cross-linking within the text similar to a hyper-text concept, it is recommended that the file is opened in this version. There is also a PDF version of the text. In this case links are not active. Finally, a HTML version has been added to make it possible to read parts of the text with an Internet browser (e.g. IE Explorer or Netscape Navigator)

- Word ESNAL-STAT-E.doc
- Acrobat Reader ESNAL-STAT-E.pdf
- Browser ESNAL-STAT-E.HTM.

3 Data and Sources

The aim of this central part of the study is to bring together those data and sources to which there is access. We restricted our search firstly to the Internet, and secondly to information in English. This restriction has made it possible for us to present a significant and up-to-date proportion of “what is already there” with limited resources. The compilation offers the users not only data but information on how to reach the sources (Links, URL, addresses). In the future, with the help of an information service established in ESNAL, they will be able to update their knowledge for themselves. We found that nearly all sources which already contribute to statistics on adult education provide an important part of their information in English.

What the twofold restriction (firstly, Internet – secondly, English) really means can only be judged from the case studies on Austria and Switzerland, for which we were able to use German publications not available on the Internet.

Among the Internet sources, the so-called **EURYBASE** run by the Information Network on Education in Europe (EURYDICE) plays a major role as a provider of national data. It offers under URL

- <http://www.eurydice.org/Eurybase/Files/DOSSIER.HTM>

a detailed overview of the education systems in the countries of the European Union. EURYBASE was designed by the EURYDICE Europe working group. The national working groups of EURYDICE prepare the information about their national education systems, update it annually and translate it into English if necessary. The project is promoted by the European Commission. All national presentations follow the same rough outline. In the chapter on continuing education/adult education there is a special section on statistics. It is under the responsibility of the national working groups of EURYDICE that data are presented. The selection therefore mirrors:

- the variety in the systems of continuing education/adult education in the different countries, especially the different ways of viewing the relationship between initial vocational training and continuing education,
- what data are available,
- what the national working groups of EURYDICE consider important enough to present in a compact overview.

The second most important source – it would be the only one if there were no EURYBASE – is the **national statistical offices**. In the countries of the EU they all offer websites without exception. But there are many more URLs for offices in countries outside the EU. The data presented are wide-ranging. Usually, significant core information is given in English.

The main source for international questions and comparisons in the EU is the **Statistical Office of the European Communities** (EUROSTAT, s. 3.3.1.1) in Luxembourg. Outside the European Union, especially rich sources are the international organisations OECD (s. 3.4.1.1) and UNESCO (s. 3.4.1.2).

3.1 National European Sources

3.1.1 European Union

Besides the results of our research in EURYBASE we integrated data for individual countries from their national statistical offices. The main part of our work was the integrated collation of data, which are otherwise very diffuse and difficult to get a general idea of. The results from the Internet are quoted. The links are active as long as the file is used in a Word format or in a HTML format.

3.1.1.1 EURYBASE

3.1.1.1.1 Analysis and synoptic presentation of information on continuing education statistics from Eurydice EURYBASE

The EURYBASE data on continuing education in the European Union that are available on the Internet produce the range of data shown in Overview 1. It should be mentioned for the sake of completeness that no data are available for Liechtenstein and Luxembourg.

Overview 1 Synopsis of continuing information recorded in EURYBASE

Characteristics	Country															
	A	B	DK	D	GR	F	SF	IS	IRL	I	NL	N	P	E	S	GB
A. Numerical characteristics																
Numbers of																
Enrolments	X	X	X	(X)	(X)		X	X	X	(X)	X	X	(X)	(X)	X	(X)
Hours of tuition				(X)		(X)	X									
Courses	X			(X)			X			(X)		X				
Institutions	(X)			(X)		(X)	X				X			(X)		(X)
Staffing	X			(X)	(X)	(X)					X			(X)	(X)	(X)
B. Breakdowns																
Topic areas		(X)		X			(X)	(X)			(X)	(X)			(X)	
Institutions	X	(X)					X		X			X			X	
Participants				X			X					X			X	
Staffing						(X)					X					(X)
C. Key figures																
Participation in continuing education				X			X	X								
By groups				X			X									
D. Other		EL		EV		FU			FU			DU			AN	
		DE		DE					DE			FU				
												DE				
												AN				

Legend:

- () certain fields only
 AA = average age of participants
 AN = average number enrolled on course
 DU = average duration
 DE = distance education
 EL = educational leave
 EV = evening institute
 FU = funding

The synopsis shows that

- the availability of data varies from country to country,
- data are available only for certain areas of continuing education in many countries,
- even simple numerical data (numbers of enrolments, numbers of hours of tuition, etc.) are not available in every country.

More detailed examination shows that the definitions and classifications are not consistent. The absence of definitions of continuing education, which is the term used, in the information supplied by the individual countries makes precise comparison appreciably harder; it is evident, however, that there is no common understanding of continuing education throughout the various countries of the European Union. In the United Kingdom (excluding Scotland), for example, further education is defined as full and part-time education outside the higher education sector for persons over the age of compulsory education (16 years), and it embraces vocational, academic and social education, as well as sports and leisure courses. What is recorded is participation by 16-18 year-olds. In most other countries, vocational education at this age forms part of initial education, so that this age group is generally not represented among participants in continuing education. In Finland, for example, participation in continuing education refers to the age range 18 to 64 years.

It is also very rarely that a distinction is drawn between general and vocational continuing education, e.g. in Denmark, Finland and Germany. The continuing education recorded often appears to refer only to vocational education, even though it is not explicitly described as such, and frequently only to publicly funded vocational continuing education.

The division into topic areas is equally anything but standardised. Many countries record the various levels of education by groups of institutions, even including the national language as a foreign language and courses on market economics. Only Germany divides participation, i.e. enrolments, in continuing education into individual topic areas.

Moreover, the data supplied by each country are incomplete, as the example of Germany makes very plain. Those recorded in EURYBASE represent only a fraction of the data that are available. The only way of arriving at a complete picture is by way of the Continuing Education Reporting System or the institutional statistics of the Volkshochschulen (public adult education centres), as the following Overview 2 shows. In Germany there are also other institutional statistics, such as those for Evangelical and Catholic adult education.

Overview 2

Data available from the Continuing Education Reporting System and Volkshochschule statistics, showing those included in EURYBASE

Continuing Education Reporting System	Adult Education Centre Statistics
Types of continuing education	Numbers of
- general continuing education	- enrolments
- vocational continuing education	- hours of tuition
	- courses
Participation rates	- establishments
	- staff
Volume of continuing education	Topic or subject areas
Time devoted to continued education	
Breakdown of participants	Breakdown of participants
- age	- gender
- level of formal education	- age
- level of vocational training	
- employment status	Breakdown of courses
- occupational position	Timing of courses
- gender	Courses for particular target groups
- those in employment	
- by size of enterprise	Key figures
- by sector	- average course enrolments
	- average hours of tuition per course

Continuing Education Reporting System	Adult Education Centre Statistics
Topics	Examinations/certificates
Breakdown of continuing education providers	Staffing structure
Breakdown of courses	Timing
Costs	Funding
Funding	

In short, it can be said that:

- the data given in EURYBASE are not mutually compatible,
- partial comparisons can be made between individual countries, but certainly not between all,
- the data cannot be aggregated, so that no overall figures can be reached,
- the sources of data given are not complete. This applies at least in some countries (e.g. Finland, Germany), and it can be assumed that it is true of most others, if not all.

Austria

Attendance in adult education 1995/96

For every providing institution the number of full-time staff is indicated, followed by the number of events and the number of participants

	Providing institution	Full-time staff	Events	Participants
ARGE	Arbeitsgemeinschaft der Bildungsheime Österreichs	495	6,287	413,057
BFI	Berufsförderungsinstitut	1,044	8,797	89,263
BVÖ	Büchereiverband Österreichs	757	16,871,755 lent books	1,063,784 annual readers
IKEB	Institutionen Katholischer Erwachsenenbildung	308	18,694	361,956
LFI	Ländliches Fortbildungsinstitut	27	8,915	285,844
VG-Ö	Volkswirtschaftliche Gesellschaft Österreichs	20	1,817	42,614
RÖBW	Ring Österreichischer Bildungswerke	136	45,864	2,293,966
VÖSB	Verband Österreichischer Schulungs- und Bildungshäuser	76	6,965	249,031
VÖV	Verband Österreichischer Volkshochschulen	772	51,432	1,401,308
WIFI	Wirtschaftsförderungsinstitute der Wirtschaftskammern	510	18,311	250,565

Statistical data on technical and vocational schools and colleges for working adults

School year 1995/96:

This statistics covers only those schools/courses which are expressly designed for working adults. It does not include other schools/courses, which require completed vocational education as an admission requirement.

Technical and vocational schools for working adults

	schools	classes	students
Schools and courses in the engineering sector	63 (16 = public, 47 = private)	223	5,018
Schools and courses for social occupations	12	16	377

Technical and vocational colleges for working adults

	colleges	classes	students
Colleges of engineering (including add-on courses, post-secondary courses and other courses) for working adults	28 (1 = private)	223	4,727
Colleges and various types of courses in the business administration sector	17 (2 = private)	134	2,992 (989 of them in distance learning courses)

Bibliography

[*Österreichische Schulstatistik 1997/98*](#)

Belgium - German Community

Statistics for 'Schulische Fortbildung'

(a) Number of Establishments per 'Netz'

Number of establishments in „Gemeinschaftsunterrichtswesen“, „offizielles subventioniertes Unterrichtswesen“ and „Freie subventionierte Unterrichtswesen“

Gemeinschaftsunterrichtswesen	offizielles subventioniertes Unterrichtswesen	Freie subventionierte Unterrichtswesen
3	1	1

Glossary Terms

Gemeinschaftsunterrichtswesen

GUW, Gemeinschafts-, Unterrichtswesen der Gemeinschaft

The schools of this "Unterrichtsnetz" are organized by the "Gemeinschaft" which is usually "Schulträger" at the same time.

offizielles subventioniertes Unterrichtswesen

offizielle subventionierte Unterrichtswesen, offiziellen subventionierten Unterrichtswesen, OSUW

The Municipalities are responsible for the schools organized by this "Unterrichtsnetz".

Freie subventionierte Unterrichtswesen

freie, freies, FSUW, Freie subventionierte, Freies Unterrichtswesen

The schools of this "Unterrichtsnetz" are organized by private persons, religious communities or associations etc. and the education is often based on a religious foundation.

(b) Number of Participants per 'Netz'

Number of participants in „Gemeinschaftsunterrichtswesen“ (GUW), „offizielles subventioniertes Unterrichtswesen“ (OSUW) and „Freie subventionierte Unterrichtswesen“ (FSUW)

Year	GUW	OSUW	FSUW	Total
1989-90	912	901	208	2,021
1990-91	914	863	205	1,982
1991-92	1,231	502	201	1,934
1992-93	953	523	189	1,665
1993-94	1,041	533	214	1,788
1994-95	1,004	476	184	1,664
1995-96	1,045	397	174	1,616
1996-97	1,018	352	223	1,593
1997-98	1,004	357	224	1,586

Belgium - French Community

(A) Distance Learning

Distance learning (*enseignement à distance*): number enrolled (students as taught) and number of enrolments (number of training courses applied for)

	1991	1992	1993	1994	1995	1996
students as taught	40,043	35,973	41,022	30,679	28,864	32,793
courses applied for	57,207	59,754	71,203	59,862	55,967	65,518

Distance learning: percentage of training courses chosen (expressed as %)

TRAINING COURSE	1992	1994	1995	1996
Courses for the civil service and administration	7 %	6 %	7 %	5 %
Courses leading to exams with the Boards of Examiners (jury central)	6 %	7 %	8 %	10 %
Modular courses (languages etc.)	75 %	69 %	68 %	68 %
Other training courses (computing etc.)	12 %	18 %	17 %	17 %

Assessment of the outcome

	1991	1992	1993	1994	1995	1996
Number of new enrolments	23,097	22,210	15,823	14,440	13,574	12,426
	100 %	100 %	100 %	100 %	100 %	100 %
Initial number of actual students	12,553	15,379	10,603	10,118	9,614	8,850
	54 %	69 %	67 %	70 %	71 %	71 %
Number of students at least halfway through the course	...	2,449	1,877	2,739	879	841
	...	11 %	12 %	19 %	6 %	7 %

Glossary Terms

Enseignement à distance distance learning

Distance learning, adjusted to suit the level of the individual student, is mainly intended for adults who need to fill gaps left in their education, who are faced with the necessity of retraining or are preparing for examinations set by the Boards of Examiners of the French Community leading to a certificate of secondary education. Distance learning also prepares for civil service recruitment and promotion competitions at various grades of the civil service.

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[*Annuaire statistique 1993-1994*](#)

[*Statistiques générales de l'enseignement et de la formation, Annuaire 1995-1996, Vol. I*](#)

(B) Social Advancement

Total numbers per type of school (*réseau*), school year 1995-96

Lower secondary (scheme 1)

Total	34,162
Community	11,447
Public grant aided (1), provincial	2,802
Public grant aided, municipal	10,758
Private grant aided (2)	9,155

1) [*écoles officielles*](#)

2) [*écoles libres*](#)

Lower secondary (scheme 2)

Total	15,599
Community	3,899
Public grant aided, provincial	4,185
Public grant aided, municipal	4,852
Private grant aided	2,663

Lower secondary (schemes 1 & 2)

Total	605
Community	84
Public grant aided, provincial	118
Public grant aided, municipal	261
Private grant aided	142

Upper secondary (scheme 1)

Total	41,792
Community	12,012
Public grant aided, provincial	4,914
Public grant aided, municipal	11,136
Private grant aided	13,730

Upper secondary (scheme 2)

Total	14,339
Community	3,075
Public grant aided, provincial	3,157
Public grant aided, municipal	4,681
Private grant aided	3,426

Upper secondary (schemes 1 & 2)

Total	1,061
Community	198
Public grant aided, provincial	179
Public grant aided, municipal	328
Private grant aided	356

Social advancement (*[promotion sociale](#)*) - tertiary (schemes 1 & 2)

Total	18,030
Community	3,885
Public grant aided, provincial	4,451
Public grant aided, municipal	3,721
Private grant aided	5,973

Social advancement - technical *[enseignement normal](#)* (schemes 1 & 2)

Total	2,573
Community	697
Public grant aided, provincial	823
Public grant aided, municipal	491
Private grant aided	562

In 1994/1995, 172,478 enrolments were recorded. More or less 20% of people enrolled in social advancement are job-seekers.

For information on diplomas awarded in education for social advancement, cf. [\[5.5.6.\]](#) and [\[6.5.10.\]](#) .

Glossary Terms

Réseau

réseaux

Types of schools (schools maintained by the French Community, public grant aided and private grant aided schools) Educational establishments can belong to one of the three following types of schools depending on the type of organising body it has: schools organised/maintained by the French Community, public grant aided schools and private grant aided schools (cf. [\[2.2.1.\]](#)).

Enseignement officiel

école officielle, public schools, écoles officielles, établissements officiels

School or education administered by public authorities, i.e. either organised and maintained by the French Community, or grant aided by the latter and organised by the provinces, municipalities, associations of municipalities, or by any legal person governed by public law. INSTITUTIONS

Enseignement libre

école libre, écoles libres, private grant aided schools

Private grant aided schools School or education organised by private persons, associations, religious communities etc. and grant aided by the French Community. Private grant aided schools are mainly schools whose organising bodies are based on a religious foundation (private grant aided denominational schools). However, it also includes schools which derive from latitudinarian principles or specific educational concepts (Freinet, Decroly, etc.) (private grant aided non-denominational schools). INSTITUTIONS

Enseignement de promotion sociale

établissement de promotion sociale, établissements de promotion sociale, promotion sociale, cours de promotion sociale

Education for social advancement (social advancement school) Form of part-time education to which access is open to any person that is no longer of compulsory schooling age. Education for social advancement offers an broad selection of training options, ranging from literacy courses to retraining in the most advanced technological fields (cf. [\[7.6.2.\]](#) et seq.). FORMS OF EDUCATION.

Normal

Enseignement normal, école normale, écoles normales, cours normaux, normale, normales, normaux

Former name for Teacher Training Institutes of Higher Education. These institutes provided initial teacher training for 'fondamental' education, for the first years of secondary education in the transition stream and for certain areas of secondary education in the qualification stream. Since the school year 1996/1997, these institutes are integrated into the 'Hautes Ecoles'. INSTITUTIONS

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[*Statistiques des établissements d'enseignement, des élèves et des diplômes, Annuaire 1995-96, Vol. II*](#)

(C) Literacy Courses

There are some 139 different organisations, which offer literacy courses in the French Community (46 in Brussels and 93 in the Walloon Region). These bodies are either associations, or CPAS, or neighbourhoods trustee organisations, or else social advancement schools ([établissements de promotion sociale](#)) etc.

In 1996-1997, 3,919 people attended literacy courses in the Brussels Region and 3,486 in the Walloon Region. Some 800 training officers, two thirds of who were voluntary, supervised them.

Bibliography

[*Les chiffres de l'alpha en Communauté française*](#)

(D) 'Congé-éducation payé'

Approximately 29,000 people benefited from the congé-éducation payé scheme in 1985/1986, 51,200 in 1988/1989 and 46,248 in 1990/1991, 50,774 in 1991-1992, 48,106 in 1992/1993, 39,055 in 1993/1994 and 36,050 in 1994/1995, for the entire country. A vast majority of them were men. Over 60% of the recipients were employees. 40% were under 30. Enterprises employing less than 10 workers are underrepresented. A large part of the budget is allocated to a limited number of major companies: Volkswagen, Ford, General Motors, Sabena, Philips, Volvo etc. (also cf. [\[7.2.1.\]](#)).

Glossary Terms

Congé-éducation payé

congé-éducation

Subject to certain conditions, full-time workers in the private sector may be entitled to paid educational leave, in order to improve their vocational education without giving up their salary (cf. [\[7.2.1.1.\]](#)). MISCELLANEOUS

Bibliography

[Congé-éducation payé](#)

[La politique fédérale de l'emploi, Rapport d'évaluation 1997](#)

(E) Employment-Training Agreements

Number of employment-training agreements ([conventions emploi-formation](#)) running per year

	Walloon Region	Brussels
on 07/31/1990	227	83
on 07/31/1991	262	103
on 07/31/1992	243	116
on 07/31/1993	474	215
on 06/30/1994	655	235
on 06/30/1995	910	183
on 06/30/1996	838	180
on 06/30/1997	692	294

Glossary Terms

Convention emploi-formation

conventions emploi-formation

Employment- training agreement (STR) Employment contract combined with an obligation to follow a Dual Vocational Education and Training course, made available for poorly qualified young job-seekers (cf. [\[7.6.4.2.1.\]](#)). MISCELLANEOUS

(F) Industrial Apprenticeship Contracts

The estimated number of industrial apprenticeship contracts ([contrats d'apprentissage industriel](#)) is 750 for the whole of the country, of which over 400 in the sectors of metal, mechanical and electrical construction. A little less than half are one year-contracts, the others are two year-contracts.

Glossary Terms

Apprentissage industriel

contrats d'apprentissage industriel

Industrial apprenticeship Dual vocational education and training organised for youngsters aged 16 to 21 who have experienced learning difficulties and intend to exercise a job in industry (cf. [\[7.6.4.1.1.\]](#)). FORMS OF EDUCATION

(G) Social-Occupational Integration Agencies

In 1996,

- 2,664 trainees were registered in [EFT](#) 's in the Walloon Region.
- 2,919 in the [AFT](#) 's, training bodies and local Missions in Brussels.
- ± 10,000 in the Walloon Region's OISP.

Glossary Terms

Entreprise de Formation par le Travail

EFT, Entreprises de Formation par le Travail

Work-based Training Enterprise Accredited agency for social-occupational integration. In the Walloon Region, the Work-based Training Enterprises provide youngsters who are at odds with society with an opportunity to be in a work situation, which enables them to acquire basic occupational prerequisites (cf. [\[7.6.3.2.\]](#)).

INSTITUTIONS

Atelier de Formation par le Travail

AFT, Ateliers de Formation par le Travail

Work-based Training Workshops Accredited agency for social-occupational integration. In the Brussels Region, the work-based training workshops provide youngsters who are at odds with society with an opportunity to be in a work situation, which enables them to acquire basic occupational prerequisites (cf. [\[7.6.3.1.\]](#)).

INSTITUTIONS

Belgium - Flemish Community

Number of participants for various programmes are included.

(A) 'Onderwijs voor Sociale Promotie' (Social Advancement Education) (OSP)

Number of students in the [Onderwijs voor Sociale Promotie](#) (social advancement education) (year 1997-1998)

	Official Education	Grant-Aided Free Education	Grant-Aided Official Education	Total
Secondary				
Technical/vocational	6,957	23,526	7,805	38,288
Languages	14,822	24,931	14,256	54,009
Secondary				
Modular 1st semester	13,489	13,787	12,418	39,694
Modular 2nd semester	13,721	14,156	12,467	40,344
Higher Education	1,704	5,408	2,454	9,566
Higher Education	1,943	5,513	2,432	9,888
Modular 1st semester	1,033	2,474	1,169	4,676
Modular 2nd semester	840	2,363	1,025	4,228

Glossary Terms

Onderwijs voor Sociale Promotie

OSP

"Onderwijs voor Sociale Promotie" (Social Advancement Education) (OSP) is one of the channels of continuous education. It is organised at different levels according to the training and needs of the public. It offers: - lower secondary vocational courses, higher secondary vocational courses, and complementary secondary vocational courses; - lower secondary technical courses and higher secondary technical courses; - higher education social advancement education and short-term social advancement courses within the paramedical, social, pedagogical, technical and economic sectors. Long training courses basically consist of several years of study and can be completed by further training or specialisation.

Bibliography

[Statistisch Jaarboek van het Vlaams Onderwijs. Schooljaar 1997-1998](#)

(B) 'Afstandsonderwijs' (Distance Education)

Participation in the Afstandsonderwijs (distance education) in 1997

Courses	Participants in 1997
Lower secondary education	
With exam	1,571
Without exam	11,511
Upper secondary education	
With exam	2,084
Without exam	5,857
Skills	2,500
Mathematics for parents	339
Security and health	296
Information technology	2,519
Courses for civil servants	1,784
Memory training	1,024
Languages (with PC-support)	540
Total	30,025

Glossary Terms**Afstandsonderwijs**

The "Afstandsonderwijs" (distance education) uses printed material or ICT and is adapted to the level of the student; it is mainly intended for adults who need to make up deficiencies in their education or are obliged to retrain and for those preparing for examinations before the "Examencommissie van de Vlaamse Gemeenschap" (Examination Board of the Flemish Community) to obtain a diploma of lower secondary or higher secondary education. A student who passes either of these examinations may proceed to normal education at the secondary or higher education level.

Bibliography

[*Statistisch Jaarboek van het Vlaams Onderwijs. Schooljaar 1997-1998*](#)

(C) 'Basiseducatie' (Basic Adult Education)

Number of participants in basiseducatie (basic adult education) (year 1997-1998)

Males	%	Females	%	Total
6,006	40.6%	8,773	59.4%	17,779

Glossary Terms**Basiseducatie**

"Basiseducatie" (adult basic education) organises training programmes for low-qualified adults: basic language and arithmetic skills, social skills, citizenship, and preparation for another study or work. It may not be confused with 'basic education', which refers to mainstream or special pre-school and primary education.

Bibliography

[*Statistisch Jaarboek van het Vlaams Onderwijs. Schooljaar 1997-1998*](#)

(D) 'Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding' (Flemish Unemployment Agency) (VDAB)

Number of completed courses at the Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding (Flemish Employment Agency) (VDAB) in 1997

	Employees	Job seekers	Total
VDAB Centres			
Secondary sector	11,834	15,879	27,713
Tertiary sector	25,953	12,685	38,638
Social profit	274	3,044	3,318
'Weerwerk'	-	-	-
Jobclub	29	2,877	2,906
Enterprise Creation Centres	303	-	303
Recognised centres	990	33	1,023
Individual programmes			
enterprise	-	2,886	2,886
Technical training	-	376	376
Training/advise	3,190	-	3,190
Definition of the profile of job seekers (a.o. tests)	-	18,260	18,260
Total	42,573	56,040	98,613

Glossary Terms

VDAB

Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding

This institution has two main educational objectives: - to train the necessary qualified workers; - to provide job-seekers or people in employment with training that will enable them to find a job or remain in employment.

Different formulas are provided: a career guidance service, short vocational training courses in training centres, individual training in companies, financial assistance for collective training in companies being reorganised or converted.

Bibliography

Statistisch Jaarboek van het Vlaams Onderwijs. Schooljaar 1997-1998

(E) 'Vlaams Instituut voor Zelfstandig Ondernemen' (Flemish Institute for Self-Employment) (VIZO)

Education provided by the Vlaams Instituut voor Zelfstandig Ondernemen: courses, periods and participants in 1997-1998

Self-Employment Training			
Entrepreneur Training			
Courses in business administration	courses	periods	participants
	823	104,812	13,926
Entrepreneur Training			
Technical courses	courses	periods	participants
	1,610	205,064	19,985
Language Courses (1996-1997)			
	courses	periods	participants
	58	3,960	1,005
Extended Training			
		periods	
		23,673	
Apprenticeships			
General Training	courses	periods	participants
	520	61,372	8,064
Apprenticeships			
Vocational Training	courses	periods	participants
	826	98,084	8,865

Glossary Terms

Vlaams Instituut voor Zelfstandig Ondernemen

VIZO

The continuing training for the self-employed classes has been federalised since the 1980 institutional reforms and is now under the responsibility of the Communities. In Flanders, the training programmes have been managed since 1991 by an autonomous institution with the status of a non-profit-making association: the "Vlaams Instituut voor Zelfstandig Ondernemen" (Flemish Institute for Entrepreneurship) (VIZO). The "erkende VIZO-centra" (VIZO training centres) are recognised and subsidised by the "Vlaams Instituut voor Zelfstandig Ondernemen" (Flemish Institute for Entrepreneurship) (VIZO).

Bibliography

[*Statistisch Jaarboek van het Vlaams Onderwijs. Schooljaar 1997-1998*](#)

(F) 'Deeltijds Kunstonderwijs' (Part-time Art Education) (DKO)

Number of participants in [Deeltijds Kunstonderwijs](#) (Part-time Art Education) (DKO) on the 1st Februari 1998

	Visual Arts	Music/Dance/Word craft
Official Ed.	2,209	6,908
Grant-aid. Off. Ed	39,955	80,327
Grant-aided Free Ed.	4,069	1,873
Total	46,233	89,108
Total Part-time Art Education	135,341	

Glossary Terms

Deeltijds Kunstonderwijs

DKO

This is a type of adult education that is offered on a part-time basis (evenings, Wednesday's afternoons, weekends) by nearly 170 institutes (most of them are organised by the municipalities). These institutes are called 'academies' and are only entitled to organise programmes of Part-time Art Education. Every academy has to organise at least two successive degrees. The provided courses do not belong to the compulsory education system, so an enrolment fee has to be paid.

Bibliography

[*Statistisch Jaarboek van het Vlaams Onderwijs. Schooljaar 1997-1998*](#)

Denmark

This section will give the figure of the number of persons in adult education, the number of persons in the different types of adult education, and the average age of the participants.

Bibliography

[*Folkeoplysningen i tal*](#)

[*Tal der taler: Uddannelsesnøgletal 1996*](#)

[*Værd at vide om de videregående uddannelser*](#)

(A) Number of persons in adult education

The participants in the three types of adult education amounted to approx. 59,000 full time equivalents in 1995.

(B) Number of persons in the different types of adult education

(1995)	Full time equivalents (approx.)
General adult education:	27,000
Adult vocational training:	11,000
Open education:	21,000

(C) Age of participants

General adult education: 41 years (average in 1996/97) Adult vocational training: 34.4 years (average in 1994)
Open education: app. 50% over 30 years (1996)

Germany

Comprehensive statistics for all areas of continuing education covering all maintaining bodies are not available in Germany. Statistical data can therefore be taken only from parts of this whole sector.

For example, statistics released by the German Adult Education Association (*Deutscher Volkshochschulverband*) for the 1996 business year show that 1,010 [Volkshochschulen](#) were offering over 511,099 courses attended by around 6.4 million people. This is the equivalent of 15.1 million teaching periods of continuing education. These courses were run by some 193,300 members of teaching staff, full-time and part-time tutors and administrative staff.

The representative survey carried out every three years on behalf of the Federal Ministry of Education and Research as part of the "continuing education reporting system" (*Berichtssystem Weiterbildung*) shows that take-up of continuing education has increased greatly in recent years. Whereas 25 per cent of Germans aged between 19 and 65 attended continuing education courses in 1985, this rate had risen to 48 per cent in 1997.

The attendance rate for continuing vocational training saw the highest increase, rising from 12 per cent in 1985 to 30 per cent in 1997. Attendance of continuing general and political education courses rose from 18 per cent to 31 per cent.

According to the survey, participation in continuing education depends on the following factors in particular:

- **School-leaving qualifications:** people with an advanced standard of secondary education are much more likely to take up continuing education than those with a less advanced standard. According to the 1997 figures, 65 per cent of those with an advanced standard of secondary education took up continuing education compared with 34 per cent of those with a less advanced standard (for continuing vocational training the statistics were 41 per cent and 19 per cent respectively).
- **Vocational qualifications:** the higher their vocational qualifications the more likely people are to take up continuing education. According to the 1997 figures, 69 per cent of people with qualifications from higher education institutions attended continuing education courses as opposed to 24 per cent of those asked who held no vocational qualifications (for continuing vocational training the statistics were 48 per cent and 9 per cent respectively).
- **Occupational status:** the higher the occupational status the more likely people are to attend continuing education. In 1997 only 17 per cent of unskilled and semi-skilled workers took part in continuing vocational training as opposed to 56 per cent of executive staff.
- **Age:** Young people take up continuing education more frequently than older people. The overall attendance rate for people under the age of 35 was 54 per cent in 1997 as against 36 per cent of those aged between 50 and 64 (for continuing vocational training the statistics were 33 per cent and 20 per cent respectively).

Attendance of continuing education courses by sector and subject in 1997 (1)

Continuing education sectors/Continuing education subjects as a percentage of the population aged from 19 to 64	
Continuing vocational training	30
Retraining	2
Occupational promotion	3
In-firm training for a job	6
Adaptation to new occupational tasks	12
Other purpose	9

Continuing education sectors/Continuing education subjects as a percentage of the population aged from 19 to 64	
Continuing general and political education	31
Health	5
Law	3
Child-care	2
Personal problems	1
Languages	8
Practical knowledge	3
Science and technology	2
Leisure pursuits	3
Art, literature, religion, history or geography	2
Environmental protection/ecology	2
Sport	3
Civics	1
Other purpose	3
Resumed education or training	3
Total percentage	48

(1) Course members are recorded only once for a subject area, irrespective of the number of courses they attend.

Source: Grund- und Strukturdaten 1998/99

Volkshochschulen in 1996

Courses and enrolment by subject area	Courses		Enrolment (1)	
	Number	%	Number	%
Society, history, politics	10,077	2.2	168,889	2.6
Education, philosophy, psychology	21,694	4.2	277,280	4.3
Art	10,231	2.0	188,065	2.9
Regional studies and local history	3,171	0.6	62,030	1.0
Mathematics, natural sciences, technology	44,753	8.8	538,361	8.4
Management and commerce	32,844	6.4	391,905	6.1
Languages	150,479	29.4	1,800,266	28.0
Artistic and craft design	84,864	16.6	920,670	14.3
Home economics	26,648	5.2	301,903	4.7
Health education	115,565	22.6	1,625,596	25.3
Preparation for school-leaving certificates	3,208	0.6	50,892	0.8
Other	7,565	1.5	110,332	1.7
Total	511,099	100	6,436,191	100

(1) Multiple counts: each student is counted in accordance with the number of courses in which he enrolls.

Source: Statistisches Jahrbuch 1998

Participants in distance learning courses by subject area in 1997

Subject area	Participants (1)	
	Number	per cent
Social sciences	4,697	4.0
Educational and school issues	3,187	2.7
Humanities	4,091	3.5
Languages	9,281	7.9
Business and commerce	50,983	43.3
Mathematics, natural sciences, technology	10,967	9.3
Leisure, health and housekeeping	16,000	13.6
School qualifications and similar	6,581	5.6
Business managers, engineers and translators	12,092	10.3
Total	117,879	100.0

(1) Statistics based on about 96.5 % of all participants in distance learning courses

Source: Grund- und Strukturdaten 1998/99

Abendschulen and Kollegs in 1997

Schools	296
Students - total	45,400
at Abendhauptschulen	1,100
at Abendrealschulen	14,100
at Abendgymnasien/Kollegs	30,200
Teachers - total	3,280
at Abendhauptschulen	62
at Abendrealschulen	656
at Abendgymnasien	1,288
at Kollegs	1,274

Source: Grund- und Strukturdaten 1998/99

Glossary Terms

Volkshochschule

Volkshochschulen

Adult education establishment, usually publicly maintained, offering a wide range of continuing education courses in general and vocational subjects.

Bibliography

[*Grund- und Strukturdaten 1998/99*](#)

[*Statistisches Jahrbuch 1998 für die Bundesrepublik Deutschland*](#)

Institutions

[*Bundesministerium für Bildung und Forschung*](#)

[*Deutscher Volkshochschul-Verband*](#)

Greece

According to the statistics gathered and compiled by the Operational Research and Statistics Branch of YPEPTH, the number of evening schools (junior high schools, general senior high schools ([GL](#)), trade and technical senior high schools ([TEL](#)) and trade and technical schools (TES) and the number of students and teachers in them during the school years 1996-97 and 1997-8 are shown in tables 1 and 2 below:

Table 1 S* = State-run; P* = Private

	Junior HS		GL		TEL		TES	
School year	S*	P*	S	P	S	P	S	P
1996-97	7	59	5	45	1	22	4	16
1997-98	7	59	5	46	-	22	5	15

Table 2

	Junior HS				Senior General HS			
	Pupils		Teachers		Pupils		Teachers	
School year	S	P	S	P	S	P	S	P
1996-97	400	3,134	45	624	741	1,902	31	311
1997-98	375	2,815	46	666	713	1,769	36	301

Table 3

	TEL				TES			
	Pupils		Teachers		Pupils		Teachers	
School year	S	P	S	P	S	P	S	P
1996-97	4	1,523	6	556	602	1,282	77	284
1997-98	-	1,486	-	578	715	1,294	91	297

Glossary Terms

Geniko lykeio

Genika lykeia, GL

The main type of upper secondary education school which provides general education.

T.E.L.

Techniko Epagelmatiko Lykeio, TEL

Upper secondary, 3 years technical vocational school; under the educational reform (1997-98) this type has "absorbed" by the new type of lycee, the Eniaio Lykeio.

Institutions

[*Ministry of National Education and Religious Affairs \(YP.E.P.Th.\)*](#)

France

In 1996, 5.1 million people in activity (not counting civil servants) underwent training in metropolitan France. The 1.5% funding (strict or extended) yielded FRF 55 billion. State funding amounted to some FRF 56.1 billion, regional funding FRF 13 billion, and UNEDIC and other government funding, FRF 11.8 billion.

Bibliography

[*Repères et références statistiques sur les enseignements et la formation*](#)

(A) Statistics - Ministry of Education

Counting all types of activities, the Ministry of Education (Higher Education included) provided nearly 871,000 trainees with training in 1996, over 3 in 10 of whom were job seekers. Of these, 497,000 trained in groups of secondary schools (GRETA) and 373,000 in various higher education institutions.

The trend of student numbers shows that the proportion of trainee job-seekers is in higher proportion to those already in jobs. In the same year, the percentage of job seekers training in GRETA establishments was 40% and a little over 10% for those training in higher education institutions. The difference in professional situation of students in these courses leads to considerable disparity in funding origin. State participation in GRETA courses is 23% and that of individuals 4%. However, funding from State credit is only 8% for courses in higher education, while individual funding represents 20%.

The GRETA network federates 5,900 polyvalent or specialised training centres, spread out over 28 [*académies*](#) throughout France. These groupings of State institutions organise permanent training programmes as well as customised courses for companies, associations or other centres. In these training centres, Continuing Education Counsellors (CFC) hold individual interviews and provide guidance in the selection of a suitable training course.

GRETAs summed up in figures (1997)

Number of Continuing Education Counsellors (CFC)	1,305
Number of instructors	6,592
Administrative staff	3,422
Number of full-time teachers	13,372
Number of part-time teachers	29,443
Number of trainee/hours	75 million

In 1997, turnover was FRF 2.6 billion derived from the following sources: 21.7% from the State, 31.1% from companies, 32.7% from local authorities, 4.5% from the compulsory 1.5% paid by companies for training schemes, and from individual donors.

In 1996, the network received 497,464 trainees sponsored from the following funds: 25.9% government funds, 21.6% corporate funds, 25.6% regional authorities and 6.9% from the compulsory 1.5% paid by companies for training schemes, and from individual donors.

Glossary Terms

académie

académies

An administrative district of the French National Education system, in which the de-centralised services of the Ministry are grouped under the responsibility of a recteur. France is divided into 28 académies which roughly correspond to regional divisions.

(B) Statistics - Ministry of Employment and Solidarity

AFPA summed up in figures (1994): 89,700 people were granted interviews for the initial analysis of their application; 168,700 people were received and provided with information, 191,300 candidates were guided/assessed for a course at the AFPA. 148,580 trainees entered the AFPA training system. 68% of teaching hours corresponded to State schemes. 20% were for local state schemes, 12% for the private market, for local communities and workers on individual training leave.

Finland

Participation in adult education 1980, 1990 and 1995 according to sex (population aged 18-64)

Participants of the population	1980	%	1990	%	1995	%
Men	400,000	26.7	700,000	43.1	700,000	43.1
Women	540,000	36.6	830,000	51.7	850,000	53.0
Total	940,000	31.6	1,530,000	47.4	1,550,000	48.0

Source: Statistics Finland.

Participation in adult education in 1980, 1990 and 1995 according to education (population aged 18 - 64)

Participants of the population	1980	1990	1995
Primary or lower secondary level education	23%	31%	53%
Upper secondary level education	39%	53%	50%
Higher level education	53%	78%	75%

Source: Statistics Finland.

Adult education in vocational institutions according to type institution in 1996

Type of institution	No. of institutions	Participants	Lessons
Agricultural institutions	35	27,926	144,468
Institutions of forestry	13	10,842	88,692
Institutions of technology	30	19,729	204,534
Multi-field vocational institutions	92	40,684	620,563
Specialised vocational institutions	45	323,682	586,627
Vocational special institutions	12	3,729	86,641
Vocational adult education centres (1)	45	158,121	4,653,716
Arts and crafts institutions	30	5,545	128,360
Institutions of art and media studies	11	1,017	14,588
Commercial institutions	60	50,510	557,893
Nautical colleges	2	2,252	15,249
Health care institutions	42	26,179	416,314
Social care institutions	22	8,208	134,894
Institutions of home economics	27	5,739	75,883
Hotel and catering institutions	18	8,823	117,862
Fire, police and security institutions	3	5,422	35,379
Other vocational institutions	9	11,328	77,642
	9	11,660	111,614
Total	505	721,396	8,070,919

(1) [ammatillinen aikuiskoulutuskeskus](#)

Source: Statistics Finland.

Adult education in general educational institutions according to type institution in 1996

Type of institution	No. of institutions	Participants	Lessons total
General upper secondary schools for adults (1)	51	242,700	363,584
Folk high schools	91	124,409	659,825
Adult education centres (2)	277	1,106,973	2,052,107
Study centres (3)	11	297,846	227,766
Music institutions	91	9,894	144,189
Physical education centres	14	79,226	106,270
Summer universities	21	103,610	92,083
Total	556	1,964,658	3,645,824

(1) [aikuiskukio](#)

(2) [kansalaisopisto](#)

(3) [opintokeskus](#)

Source: Statistics Finland.

Apprenticeship training in 1997

Participants in 1997	Men	Women	Total
Initial training	12,346	14,289	26,635
Additional training	4,582	5,071	9,653
Total	16,928	19,360	36,288

Source: Statistics Finland.

Employees participating in in-service training in 1989, 1991, 1993 and 1995

Year	Employees total	Employees in in-service training	Proportion of employees %	Training days total	Training days per participant
1989	2,073,000	907,000	43.8	5,422,000	6.0
1991	1,890,000	788,000	41.7	5,358,000	6.8
1993	1,650,000	654,000	41.4	4,249,000	6.2
1995	1,709,000	773,000	45.2	5,051,000	6.6

Source: Statistics Finland.

Labour market training in adult education in 1994 and 1995

Participants	in 1994	in 1995	Change (%)
Applications	157,000	193,000	+ 22%
Applicants	119,000	134,000	+ 13%
Started	82,000	93,000	+ 14%
Completed	65,000	73,000	+ 12%
In training on average	28,000	34,000	+ 20%

Source: Ministry of Labour.

Continuing education and open university instruction [avoin yliopisto-opetus](#) in universities 1990 - 1996

	1990	1996
Continuing education, number of courses	1,811	4,201
Students	61,585	107,097
Course days (1 day = 6 classroom hours)	22,134	57,426
Open university instruction, students	38,752	74,750

Source: Ministry of Education.

Glossary Terms

Ammatillinen aikuiskoulutuskeskus

Vocational adult education centres (ammatilliset aikuiskoulutuskeskukset) are municipal or private educational institutions which arrange vocational adult education.

Aikuislukio

Upper secondary schools for adults (aikuislukio). Either separate schools for adults or separate sections for adults in normal upper secondary schools. In 'aikuislukiot' it is possible for adults to complete the comprehensive school 'peruskoulu', upper secondary school or take courses in individual subjects.

Kansalaisopisto

Adult education centres (kansalaisopistot) are maintained by municipalities. They mainly offer general education according to local education needs.

Opintokeskus

Study centres (opintokeskukset) are maintained by civic organisations, such as trade unions, political parties, cultural organisations and Christian associations. The main form of the activity is the study circles that can be set up among interested members at the work place, in the local residential area, or as a sub-section of another organisation.

Avoin yliopisto-opetus

Open university (avoin yliopisto) education is offered mainly to the adult population. Regardless of educational background, students can take parts of basic university degrees, but not the degrees themselves.

Iceland

There were approx. 2,900 people enrolled in adult education programmes at the upper secondary level in the spring of 1998 and ca. 600 in adult education at higher education level, (i.e. total 3,500). This is approximately 1.6% of the adult population between the age of 20 and 70. Statistics for other kinds of adult education are not available.

Ireland

[Department of Education](#) only

The latest enrolment statistics available for adult courses in second and third-level schools/colleges are:

	second and third-level schools/colleges	enrolments
i)	Vocational Sector (Community/Comprehensive Schools and VEC second and third-level colleges (part-time courses) - 992/1993 enrolment	143,611
ii)	Adults taking courses under the National Distance Education Council (1994 enrolment)	3,311
iii)	Extra-mural courses in the Higher Education Authority third-level sector (1988-89)	(see below)

The Department of Education made the following financial allocations for particular adult education programmes for 1993:

- Vocational Training Opportunity Scheme (VTOS) - estimated expenditure - 65% of expenditure recoverable from European Social Fund
- Adult Literacy and Community Education Scheme (ALCES) IR£15,300
Grants to Adult Education Organisations IR£1,572
- Special Initiatives under PESP IR250

- Special Fund to provide grants for books, examination fees, etc., for mature disadvantaged students for IR£460.

Statistics Adult Education	Year	No. of Students
Vocational and Training Opportunities Scheme (VTOS)		
Students on Training courses	1995	4,094
Youthreach	1995	1,636
Adult Education Organisations (AEOs) under VECs	1995	45
Adult Education in VECs	1995	72,381
Adult Education		
Students of VECs, Community and Comprehensive Schools - part-time (of whom women)	1993-1994	116,151 (83,734)
Part-time adults on 2nd and 3rd Level courses in RTCs and others aided by the Department of Education		6,061
Third level Mature Students (including Universities) Total		6,665
Part-time		(4,968)
Full-time		(1,697)
Daytime Students (women's' groups etc.)	1995	40,000
St. Patrick's College, Maynooth, Adult Education Department	Each Year	2,500
RTCs/NCEA Part-time students		2,700
Community Employment Schemes	1996	38,780

Funding	
Department of Education to Adult	1995
Literacy and Community Education	IR£ 1,485,000
VTOS non-pay	IR£16,731,079
Special Initiatives	IR£ 319,251
Home-school Liaison Scheme	IR£ 41,716

Additional Student Numbers 1995/1996 to 2000/01

- In September 1996 the Government sanctioned the creation of an additional 6,200 places in universities at a cost of IR£60 million to be funded jointly by the State and the Private Sector. Places were distributed in keeping with national manpower needs, current and academic potential requirements.
- UL figures exclude the projected increase of 93 in MIC
- UCD total figure includes 200 postgraduates
- In SPM, Business/Commerce disciplines are within the Arts Faculty and include Rural Development, Environmental Analysis, Cultural Tourism and Community Development.
- 'Natural' growth is the inevitable growth arising from existing student intake levels.
'Extra' growth is growth derived from an increase in intake levels.

Glossary Terms

Department of Education and Science

Department of Education

Since the new Government came into office in June 1997, the title of the Department of Education has been expanded to include Science.

Institutions

[*Department of Education and Science \(An Roinn Oideachais\)*](#)

(A) Statistics: AONTAS Membership

September 1994

Members	Number
Corporate Members Voluntary	111
Corporate Members Statutory	58
Individual Members	112
TOTAL	281

Institutions[*Aontas - The National Association of Adult Education*](#)

(B) Statistics: FAS Training and Employment Authority

	1993	1994
Adults on training schemes	27,800	30,000
Adults on employment scheme	N/A	76,000

Note: Employment Programmes are community employment projects where participants are taken from the Live Register.

Community and Employment Schemes for 1994 involved approximately 33,000 participants as compared with 22,000 in 1993.

Industry training for the unemployed and a training support scheme involved approximately 41,000 participants.

Institutions[*FAS, The Training and Employment Authority*](#)

(C) National College of Art and Design, Extra Mural Courses 1991/1992

Field of Study	1991/92 Total	1990/91 Total	1986/87 Total
Art and Design	831	791	756

Extra-Mural Courses are also provided by some of the colleges. In 1991/1992, the numbers enrolled on such courses were as follows:

University/College	enrolled
University College Dublin	5,886
University College Cork	600
University College Galway	867
Trinity College Dublin	2,071
St. Patrick's College, Maynooth	2,500
National College of Art and Design	831
University of Limerick (Plassey)	40
Dublin City University (Distance Education)	1,147

Italy**Adult Education: Number of Courses and Participants - School year 1995-96**

Type of Courses	Courses	Participants
Experimental literacy courses	412	6,032
Experimental lower secondary school courses for workers	2,352	36,948

Source: Ministry of Education.

Institutions[*ISTAT \(Istituto Nazionale di Statistica\)*](#)[*Ministero della Pubblica Istruzione*](#)

Liechtenstein

No statistics available

Luxembourg

Official statistics not available.

Netherlands

Unless otherwise stated, all statistics have been taken from Education, Culture and Science Key Statistics 1999.

Bibliography

[*Onderwijs Cultuur en Wetenschappen in kerncijfers 1999*](#)

(A) Students

	95/96	96/97	97/98
Total number of students in adult and vocational education (x 1000)	647.5	615.4	-
Vocational education	440.1	411.6	429.5
- Vocational training pathway (BOL)	271.9	268.4	269.6
- Block or day release pathway (BBL)	119.4	103.5	123.0
- Other vocational pathways	48.8	39.7	36.9
Adult education	207.4	203.8	-

Bibliography

[*Onderwijs Cultuur en Wetenschappen in kerncijfers 1999*](#)

(B) Institutions and Staff

	95/96	96/97	97/98
Total number of institutions	304	176	67
Number of staff in FTEs (x1000)	31.2	31.6	32.7
Teaching staff	21.4	22.0	22.5
Average age	43.6	44.3	45.0
% aged 50 or over	23.2	26.7	30.2

Bibliography

[*Onderwijs Cultuur en Wetenschappen in kerncijfers 1999*](#)

Norway

Number of adults participating, and level of national financial support (1997) in the different programmes as reported by the organisers are given below.

The adult education associations (22 recognised associations with over 360 member organisations):

Participants	771,531
Percentage of women	56%
National financial support	206 mill. NOK
Number of courses	64,357
Average number of participants per course	11
Average length of each course	30 hours
Percentage of courses taught by a teacher	79%

The folk high schools (79 folk high schools and 3 analogous equivalent organisations):

Participants at courses from 16,5 weeks to 33 weeks	12,259
Participants at courses shorter than 16,5 weeks	17,215
National financial support	343 mill. NOK

Distance study offered by the 16 private institutions receiving state support:

Participants completes courses	approx. 52,000
	corresponds to approx. 5,200 full time students
National financial support	36,6 mill. NOK

Courses for adults in Norwegian as a second language:

Participants	22,040
Teaching hours	556,776
National financial support	251,1 mill. NOK

Labour market courses:

Participants	39,787
Courses	2,645
National financial support	1,342 mill. NOK

Primary and lower secondary education examinations:

Hovedmål	959
Sidemål	864
Norwegian as a second language	613
Mathematics	1,492
English	1,511

Upper secondary education:

full time participants above 20 years of age	21,827
part time participants above 20 years of age	9,788.

Sources: Voksenopplæring i Norge, Nøkkeltall 1998 / Utdanning i Norge, Nøkkeltall 1998 / St.prp nr.1 (1998-99)

Glossary Terms**Hovedmål**

The language standard of first choice.

Sidemål

The language standard of second choice.

Portugal[*Ensino recorrente*](#)

Number of pupils in [*ensino básico*](#) and in [*ensino secundário*](#)

Portugal - Year: 1995/96

Ensino básico	Public	Private	Total
1st cycle	11,302	-	11,302
2nd cycle	10,583	116	10,699
3rd cycle	35,176	3,005	38,181
Total	57,061	3,121	60,182

Ensino secundário	Public	Private	Total
	11,127	750	11,877

Source: DAPP

Glossary Terms

Ensino recorrente

ensino recorrente, ensino recorrente de adultos, educação recorrente, educação recorrente de adultos, ensino básico recorrente

Special modality of school education aimed at ensuring second chance schooling to those individuals who did not attend regular education at the proper age, or who have left it at an early stage. With specific curricula, methods and assessment forms, it awards diplomas and certificates equivalent to those obtained through regular education. (Enseignement)

Ensino básico

ensino básico

Level of education that starts when the child is 6 years old and lasts for 9 years, whose programme aims at guaranteeing a general education common to all individuals and allows the pupil to pursue his studies or to join schemes oriented towards a professional life. It comprises three consecutive cycles, the first lasting for four years, the second for two years and the third for three years. It is universal, compulsory and free-of-charge. (Enseignement)

Ensino secundário

ensino secundário

Regular education level that comes after basic education. Its goal is to deepen the acquired training and to prepare students to resume their training or to enter professional life. It is organised into general courses (courses essentially aimed at the continuity of studies) and "cursos tecnológicos" (technological courses) (courses essentially aimed at professional life). Both channels extend over a period of three years and correspond to the 10th, 11th and 12th years of schooling. (Enseignement)

Spain

Table 1: number of centres, teachers, and percentage of women in adult education. school year 1995-1996

Establishments	Total	1,892
Teachers*	Total	9,127
	% female	56.63
Pupils**	Total	306,028
	% female	57.43

(*) It does not include information of Catalonia and Valencia as it is not available.

(**) It does not include information of Catalonia.

Source: Oficina de Planificación y Estadística. Ministerio de Educación y Cultura.

Bibliography

[*Estadística de la enseñanza en España 1996-97. E. Infantil/Preescolar. E. Primaria/E.G.B.. E. Secundaria y Formación Profesional y E. Artes Plásticas y Diseño.*](#)

Institutions

[*OFICINA DE PLANIFICACIÓN Y ESTADÍSTICA*](#)

Spain - Catalunya

The following tables are taken from the website of the Statistical Office of Catalunya (Institut d'Estadística de Catalunya). Because information on AE is so rare the data presented in *Spanish* is given here:

Educació d'adults

Darrera dada disponible: 1995-96

Nombre d'alumnes en els cursos de formació d'adults i taxes de variació anual.

Catalunya.

Percentatges

1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
---------	---------	---------	---------	---------	---------	---------

Nombre	19225	21444	23520	40921	44942	45101	65220
Taxa de variació anual (%)	-	10,30	8,80	42,50	8,90	0,40	44,60

Font: Institut d'Estadística de Catalunya

Nombre d'alumnes en els cursos de formació d'adults i taxes de variació anual.

Espanya.

Percentatges

	1989-90	1990-91	1991-92	1992-93	1993-94
Nombre	235603	247224	289557	298533	323213
Taxa de variació anual (%)	-	4,70	14,60	3,10	8,30

Font: Ministerio de Educación y Ciencia

Sweden

Municipal adult education [*komvux*](#)

In 1996-97 there were around 237,100 students in municipal adult education. The majority of these, 177,700, took part in upper secondary studies. 47,400 were enrolled in basic adult education and 12,000 in supplementary education. The average number of courses per student was 5.1.

The most common courses were upper secondary mathematics (113,100 participants), upper secondary English (82,400 participants), upper secondary Swedish (57,500 participants) and upper secondary computer studies, first course (54,000 participants).

Around two thirds of students were women and slightly over a quarter were of foreign origin. The basic programme had the biggest proportion of students of foreign origin, two thirds.

In 1997-98, the number of teachers (as full-time members of staff) was 7,700 and the average group size was 17 students.

National schools for adults

In 1996-97 there were 14,700 participants. Almost all of them studied at upper secondary level. Nearly two thirds of the students were women.

Swedish for immigrants [*sfi*](#)

In 1996-97 there were 41,300 participants in [*sfi*](#). Nearly half of these were refugees or asylum-seekers. The rest were other immigrants. Nearly two thirds of the pupils were women. The number of teachers (as full-time members of staff) was 1,200.

Municipal education for adults with learning disabilities [*särvux*](#)

There were 4,000 students in [*särvux*](#) in week 42 in 1997. Nearly half of these studied at special compulsory level, 1,500 at training school (for the severely mentally handicapped) and the rest at special upper secondary level.

The number of teachers (as full-time members of staff) was 200. The average number of pupils per group was 2.2 and pupils had an average of 2.2 pupil-hours per week. Nearly half of the pupils were women.

Glossary Terms

komvux

The municipal adult education consisting of basic adult education, upper secondary level adult education and supplementary education.

Svenska för invandrare

sfi, Svenskundervisning för invandrare

Svenska för invandrare (*sfi*), Swedish tuition for immigrants, aims to provide newly arrived adult immigrants with basic knowledge and proficiency in the Swedish language as well as knowledge about Swedish society.

särvux

särskola

Education for mentally handicapped adults.

Bibliography[*Beskrivande data om barnomsorg och skola 1998*](#)**United Kingdom (England, Wales and Northern Ireland)**

In 1996/7 there were 634 [further education](#) institutions in the United Kingdom. The figures do not include adult education centres maintained by local education authorities. The number of full-time equivalent teaching staff in further education institutions in the United Kingdom in 1995/96 was 83 551.

These figures include data for Scotland as well as England, Wales and Northern Ireland. Information on further education in Scotland can be found in the Scottish National Dossier.

Statistical information on further education in England may be obtained from the Further Education Funding Councils and from the DfEE Analytical Services Directorate, the Welsh Office and the Department of Education Northern Ireland (DENI).

Participation rates in education and training of 16-18 year olds in England 1996/7 (Full and part-time education in publicly funded institutions and government supported training).

Age	Participation rates
16	86.4
17	78.7
18	58.9

Age as at 31 August of the preceding year.

Glossary Terms**Further education**

further education, FE

(FE). Full- and part-time education, outside the higher education sector, for persons over compulsory school age (16 years) including vocational, academic, social, physical and recreational courses. However, the education of people over compulsory school age is not considered to be further education when it is provided in schools.

Bibliography[*Education and Training Statistics for the United Kingdom 1997*](#)**Institutions**[Department of Education Northern Ireland \(DENI\)](#)[DfEE Analytical Services Branch](#)[Welsh Office](#)**United Kingdom (Scotland)**

Accurate statistics for the whole of adult education are not available. The following figures give some indication of the numbers involved in 1996-97.

Numbers in Adult Education	1996-97
Students aged 21 and over in Vocational Further Education	142,118
Students of 21 and over in Higher Education (Full-time)	83,739
Students of 21 and over in Higher Education (Part-time)	74,510
OU students in Scotland	11,977
Adults attending schools	2,044
Adults participating in community education (in an average week)	255,800

3.1.1.2 National Statistical Offices

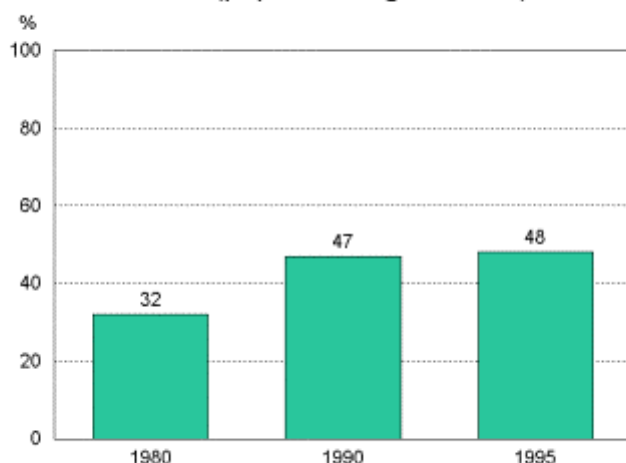
Every country has a national statistical office, and most of them are present on the Internet. Many of the offices give data for the primary, secondary and tertiary sectors. Presentation of data on continuing education/adult education is the exception. Apparently – to put it cautiously – official statistics have generally not yet identified adult education as an important field. Since most adult education does not take place in the governmental arena, official statistics usually have no legal basis for investigating it. The meagre results are quoted in this study to give some shining examples.

Nevertheless, in a supplement an overview is given of the URL and addresses (where available) of all statistical offices. It is possible that they have far more detailed data than are presented on the Internet in English. In order to find out, there should be a more detailed investigation than lies within the scope of this study.

Finland

The Statistics Finland publishes a yearly survey on AE, excerpts in its website. The following graphs are from the Adult Education Survey 1995:

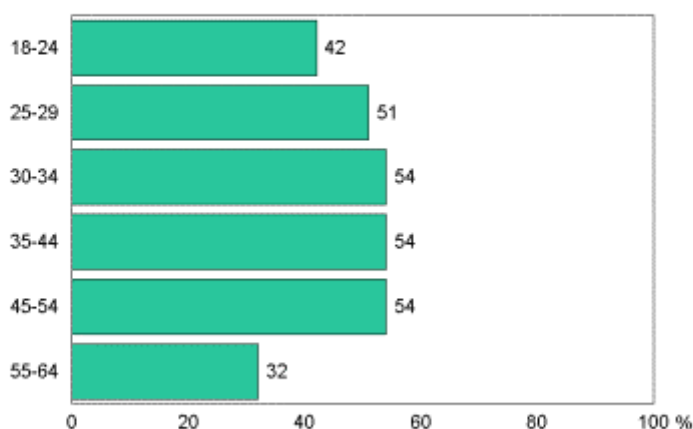
Participation in adult education and training in 1980, 1990 and 1995 (population aged 18-64)



Statistics Finland

Adult Education Survey 1995

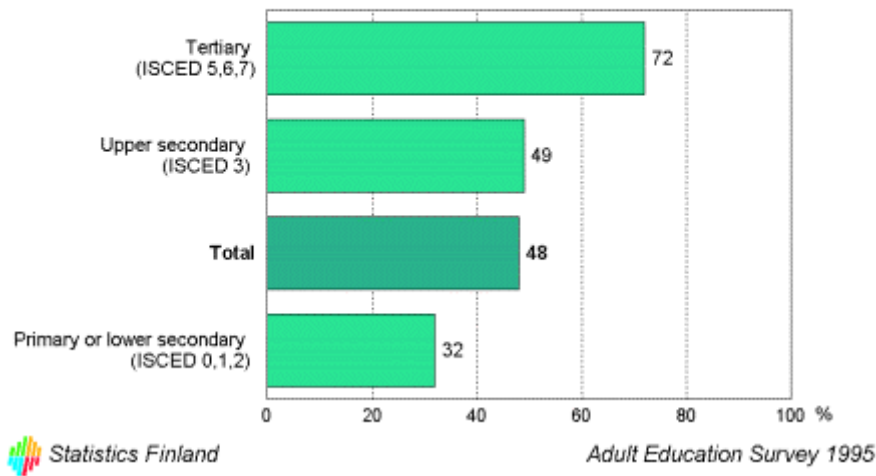
Participation in adult education and training by age in 1995 (population aged 18-64)



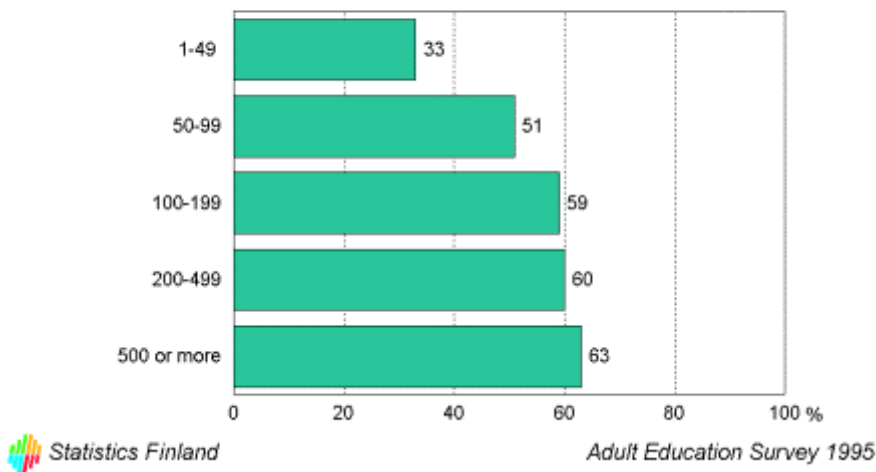
Statistics Finland

Adult Education Survey 1995

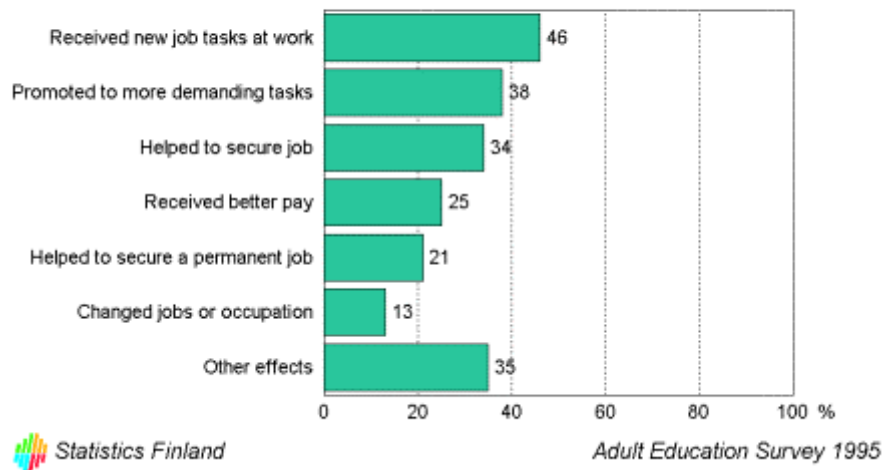
Participation in adult education and training by highest level of educational attainment in 1995 (population aged 18-64)



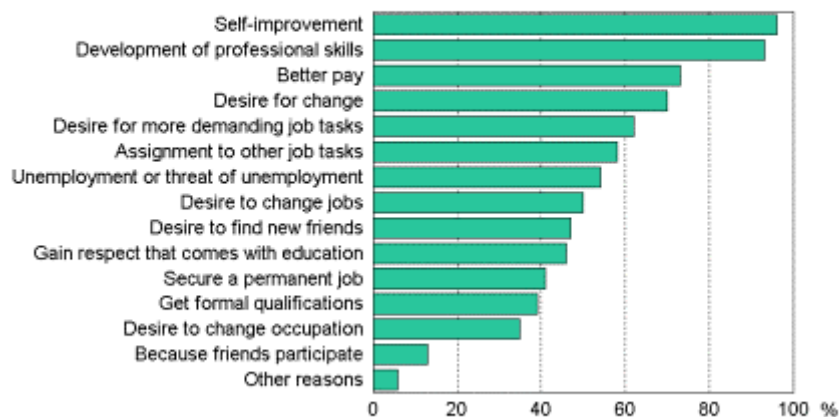
Participation in employer-sponsored training by number of employees in the firm (employees aged 18-64)



Effects of job- or occupation-related training (employees aged 18-64 taking part in training)



Main motives for participation in education and training (labour force aged 18-64)



Statistics Finland

Adult Education Survey 1995

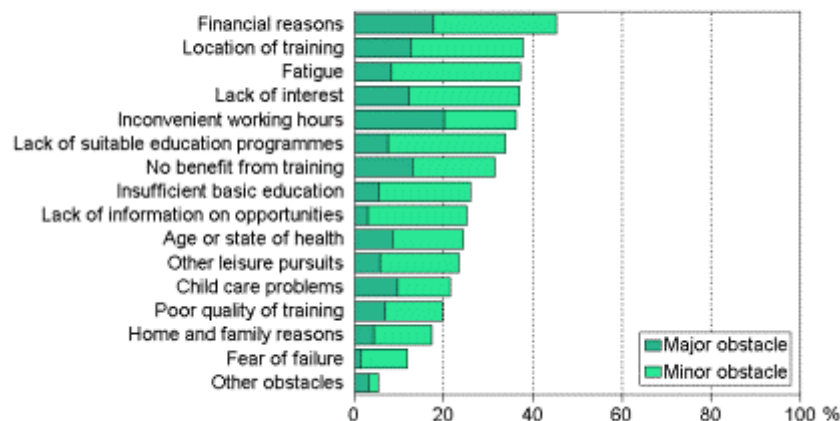
Obstacles to participation in employer-sponsored training (employees aged 18-64)



Statistics Finland

Adult Education Survey 1995

Obstacles to participation in adult education and training during out-of-work time and at own expense (population aged 18-64, excluding students and conscripts)



Statistics Finland

Adult Education Survey 1995

Netherlands

Participants adult education 1997, **Education and science**, Last update: Feb 17 1999

Adult Education	Participants 1997
Basic adult education	109,700
Junior general secondary education	15,400
Dutch as a second language	36,300
Senior general secondary education/ pre-university education	18,200
Senior vocational secondary education	21,800
Vocational colleges	43,400
University education	12,200
Open university	21,600
Apprenticeship training	120,000
Correspondence courses	186,100
Non-formal oral education	131,700
Television courses ¹⁾	53,800

1) 1996.

Norway

Weekly Bulletin issue no. 18, 1998

Adult education - activities of educational associations, 1997:

Only two municipalities without courses organized by adult education associations

Adult education associations offered courses in 433 of Norway's 435 municipalities last year. A total, 64,300 courses were held, with altogether 711,500 participants.

The figures for 1997 show a decline in activities compared to 1996. The number of courses was down by 3,300, and there were 32,300 fewer participants. Measured in terms of the number of participants this is a decline of nearly four per cent compared to 1996.

New Statistics

Adult education - activities of educational associations, 1997.

Statistics are published annually in the Weekly Bulletin of Statistics. For more information, contact: thorstein.ouren@ssb.no, tel. +47 62 88 52 71, or vera.thrane@ssb.no, tel. +47 62 88 52 57.

Sweden

Statistics Sweden offers some tables and graphs relevant for adult education:



3.1.1.3 The case of Finland

Finnish continuing education statistics are based on one of the most highly developed data collection systems of its kind in Europe. The core element is the representative sample survey of adult education. There are also relatively complete institutional statistics.

Finland is one the pioneers of continuing education statistics and is remarkable in international comparisons for the completeness and recency of its data.

3.1.1.3.1 *Representative sample survey*¹

Purpose: The purpose of the survey is to arrive at a description of the situation of continuing education in order to provide a basis for action by politicians, researchers and continuing education decision-makers. Questions raised include, for example, the uses to which continuing education is put and the needs for continuing education.

Definitions: Adult education is defined as participation in *systematic* learning processes, the *purpose* of which is to acquire new knowledge and skills or new behaviours and values, where these learning processes are undertaken by persons acting as adults.

The definition is operationalised in consultation with the institutions where these learning processes are organised and conducted. In addition to these organised learning processes, informal learning at the workplace, at home or in public life/in the community is also captured.

The survey includes formal educational courses which are organised, based on a curriculum and given under the aegis of a continuing education provider. They must have a minimum length of six hours of tuition. Time spent on the provision of information and advice, or on marketing continuing education, is not included.

All courses followed by the population covered are recorded, and subsequently classified appropriately, variations being made where necessary to ensure comparability.

Informal education is negatively distinguished from formal. All learning activities lasting at least 20 hours and not arranged by educational institutions are regarded as self-directed.

Method: The survey is arranged as a time series, and has been carried out three times to date (1980, 1990, 1995). The next survey is planned for 2000.

It covers people aged 18 to 64 years who are living in Finland. The sample size is around 5,000 persons, who are interviewed individually using computer-based questionnaires. The list of questions is wide-ranging, embracing 112 main questions over 40 pages, many questions being heavily subdivided.

Key questions:

- participation in continuing education overall and by sociodemographic characteristics,
- uses made of continuing education,
- interest in continuing education and motivation,
- needs for continuing education,
- self-directed learning.

An important element of the presentation is comparison over time. Essentially, the last two surveys are compared (1990 and 1995).

Results: The results are presented in the form of a commentary illustrated by tables and graphs (see the publication cited above). The results available to date provide a detailed overview of Finnish continuing education.

3.1.1.3.2 *Institutional statistics*

In addition to the representative sample survey, there are detailed institutional statistics, divided into vocational and general education. As in the sample survey, the data collection is carried out by the Office of Statistics. The various types of establishment are listed with their numbers of enrolments and hours of tuition.

¹ Cf. I. Blomquist/H. Niemi/T. Runskanen: Adult Education Survey 1995. Participation in Adult Education and Training in Finland. Education 1998/8. Helsinki 1999.

3.1.2 European Countries outside the European Union

3.1.2.1 National Statistical Offices

Slovenia

The Statistical Office of the Republic of Slovenia offers in its website a [download](#) of several tables in Microsoft Excel format together with a detailed English comment. The tables relevant for AE are:

- 9 Pupils, students and adults enrolled in the first year of study in elementary schools and upper secondary schools by types of educational programmes
- 20 Education of persons in paid employment in enterprises and organizations, 1996; Education for acquiring professional education through verified educational programmes, 1996; Costs for education of persons in paid employment, 1996
- 21 Full-time and part-time teaching staff by types of institutions, sex and type of employment, 1996/97
- 22 Adult education institutes

Examples:

6. 21 Full-time and part-time teaching staff by types of institutions, sex and type of employment, 1996/97				
	Total	Full-time	Part-time	Contract
Total	33861	25957	1474	6430
Women	23046	19041	863	3142
Elementary schools	15443	14792	457	194
Women	13146	12647	351	148
Elementary schools for pupils with special educational needs	883	844	30	9
Women	780	746	27	7
Music schools	1561	850	232	479
Women	841	503	112	226
Upper secondary schools	8580	7225	502	853
Women	5229	4486	316	427
Higher education institutions	3846	2233	253	1360
Women	1080	650	57	373
Adult education institutes	3548	13	-	3535
Women	1970	9	-	1961

6.22 Adult education institutes								
	Adult education institutes	Seminars and courses					Formal education	
		number	number of participants enrolled				number of class	number of
			total	General education	Vocational education, training	Other education		
1985/86	44	5407	146119	46917	66097	33105	232	5334
1990/91	44	4430	93617	57818	35438	361	274	8066
1992/93	42	3146	50448	27053	23395	-	268	7240
1993/94	44	3355	50222	24241	25324	657	279	7591
1994/95	44	3557	52820	24076	28373	371	341	9537
1995/96	44	3025	44599	18145	26149	305	375	11641
1996/97	44	3238	45067	20370	24459	238	442	14343

Switzerland

Because information on AE is so rare the data presented in *Deutsch* is given here.

Source for the following tables: *Bundesamt für Statistik* BFS, Schweizerische Arbeitskräfteerhebung 1996;

URL http://www.statistik.admin.ch/stat_ch/ber15/dtfr15b.htm,

15 Education and Science, Part Adult Education

Besides the tables:

[Die lernende Gesellschaft, 1995/96](#)

[Beteiligungsquote an Weiterbildungskursen](#)

[Beteiligungsquote an verschiedenen Formen von Weiterbildung \(1\)](#)

[Beteiligungsquote an verschiedenen Formen von Weiterbildung \(2\)](#)

the presentation gives short texts together with figures to the following subjects

[Das bildungspolitische Umfeld](#)

[Zum Begriff "Weiterbildung"](#)

[Die Vielfalt der Lernmöglichkeiten](#)

[Wer bildet sich weiter?](#)

[Steckbrief einer typisch weiterbildungsaktiven Person](#)

[Themen der Weiterbildung](#)

[Erwachsene lernen Sprachen](#)

[Warum besuchen die meisten keinen Kurs?](#)

[Der Mythos der lernenden Gesellschaft](#)

[Methodischer Steckbrief und weiteres Vorgehen](#)

Students

	in 1000s			%age of women		
	1980/81	1990/91	1997/98	1980/81	1990/91	1997/98
Pre-education	120.3	139.8	160.6	49	49	49
Compulsory education	849.6	711.9	793.0	49	49	49
Primary	451.0	404.2	462.3	49	49	49
Lower secondary	362.3	271.6	285.2	49	49	50
Special school	36.4	36.2	45.5	39	38	38
Upper secondary	299.0	295.8	288.8	43	45	46
Schools of general education	74.8	74.5	81.2	53	55	56
Vocational training	224.2	221.3	193.5	39	42	41
Higher education	85.3	137.5	151.0	30	35	40
Universities	61.4	85.9	93.4	32	39	43
Higher vocat. schools ¹	...	15.3	16.8	...	14	21
Others	...	36.2	40.9	...	33	40
Unclassified levels	-	6.7	6.8	-	51	49
Total	1,234.1	1,291.8	1,400.2	46	46	47

¹ incl. vocational universities

Die lernende Gesellschaft, 1995/96

Schulstufe	Lernende		
	Total	Männer	Frauen
Vorschule	158 201	81 242	76 959
Obligatorische Schule	777 050	398 627	378 423
Sekundarstufe II	280 195	151 546	128 649
- Maturitätsschulen	61 833	30 243	31 590
- Andere allgemeinbildende Schulen	16 376	4 837	11 539
- Schulen für Unterrichtsberufe	9 330	1 839	7 491
- Berufsausbildung	188 510	111 772	76 738
- Berufsmaturität	960	762	198
- Anlehre	3 186	2 093	1 093
Schulstufe	Lernende		
	Total	Männer	Frauen
Tertiärstufe	148 024	92 279	55 745
- ausseruniversitär	59 781	40 933	18 848
- universitär	88 243	51 346	36 897
Nicht auf Stufen aufteilbare Schulen	6 261	3 091	3 170
TOTAL	1 369 731	726 785	642 946
Teilnehmende an Weiterbildungskursen	1 850 000	950 000	900 000
- aus beruflichen Gründen	1 250 000	750 000	500 000

Beteiligungsquote der 20- bis 74jährigen Wohnbevölkerung an Weiterbildungskursen nach sozio-demographischen Merkmalen und Orientierung, 1996

Sozio-demograpische Merkmale	Insgesamt		Orientierung			
	Quote in %	Vertrauensintervall	Beruflich		Allgemein	
			Quote in %	Vertrauensintervall	Quote in %	Vertrauensintervall
Beteiligungsquote	37,4	+/- 1,0	24,9	+/- 0,9	15,4	+/- 0,7
nach Geschlecht						
- Männer	38,5	+/- 1,3	30,8	+/- 1,4	9,7	+/- 0,8
- Frauen	36,3	+/- 1,6	19,1	+/- 1,2	21,0	+/- 1,2

Sozio-demograpische Merkmale	Insgesamt		Orientierung			
	Quote in %	Vertrauensintervall	Beruflich		Allgemein	
			Quote in %	Vertrauensintervall	Quote in %	Vertrauensintervall
nach Alter						
- 20- bis 24Jährige	40,7	+/- 3,8	24,7	+/- 3,7	20,7	+/- 3,2
- 25- bis 34Jährige	42,4	+/- 2,1	30,2	+/- 2,0	16,1	+/- 1,1
- 35- bis 44Jährige	45,1	+/- 2,4	32,5	+/- 2,1	16,5	+/- 1,7
- 45- bis 54Jährige	42,1	+/- 2,3	30,3	+/- 2,1	14,9	+/- 1,6
- 55- bis 64Jährige	28,8	+/- 2,0	16,7	+/- 1,8	13,3	+/- 1,7
- 65- bis 74Jährige	12,6	+/- 1,8	0,9	+/- 0,4	11,7	+/- 1,8

Sozio-demograpische Merkmale	Insgesamt		Orientierung			
	Quote in %	Vertrauensintervall	Beruflich		Allgemein	
			Quote in %	Vertrauensintervall	Quote in %	Vertrauensintervall
nach Bildungsstand						
- Obligatorische Schule	18,7	+/- 1,8	8,4	+/- 1,4	11,1	+/- 1,6
- Sekundarstufe II	39,3	+/- 1,3	25,2	+/- 1,2	17,5	+/- 1,0
- Tertiärstufe	52,7	+/- 2,6	42,7	+/- 2,7	14,1	+/- 1,5
nach Arbeitsmarktstatus						
- Erwerbstätige	43,3	+/- 1,1	32,7	+/- 1,1	14,5	+/- 0,7
- Erwerbslose	29,6	+/- 6,2	19,9	+/- 5,7	11,0	+/- 3,4
- Nichterwerbspersonen	21,3	+/- 2,0	3,0	+/- 0,8	18,7	+/- 1,8

Sozio-demograpische Merkmale	Insgesamt		Orientierung			
	Quote in %	Vertrauensintervall	Beruflich		Allgemein	
			Quote in %	Vertrauensintervall	Quote in %	Vertrauensintervall
nach Sprachregion						
- Deutschschweiz	39,8	+/- 1,2	27,2	+/- 1,0	15,9	+/- 0,7
- Französische Schweiz	31,8	+/- 1,9	20,1	+/- 1,8	13,9	+/- 1,4
- Tessin	30,3	+/- 5,0	15,2	+/- 4,0	15,9	+/- 4,0
nach Heimat						
- Ausland	30,5	+/- 3,2	20,2	+/- 2,7	11,7	+/- 2,2
- Schweiz	39,1	+/- 1,0	26,1	+/- 0,9	16,4	+/- 0,7

Lesebeispiel (Beteiligungsquote:37,4%; Vertrauensintervall: + oder - 1)

Mit 95%iger Wahrscheinlichkeit liegt der Wert der Quote in der Gesamtbevölkerung zwischen 36,4% und 38,4%

Beteiligungsquote der 20- bis 74jährigen Wohnbevölkerung an verschiedenen Formen von Weiterbildung nach sozio-demographischen Merkmalen, 1996 (Teil 1)

Sozio-demographische Merkmale		Andere Formen von Weiterbildung					
		Fachliteratur		Vorträge/Tagungen		Computergestützte Lernprogramme	
		Quote in Vertrauensintervall		Quote in Vertrauensintervall		Quote in Vertrauensintervall	
		%		%		%	
Beteiligungsquote		31,3	+/- 1,0	19,6	+/- 0,8	7,8	+/- 0,5
nach Geschlecht							
-	Männer	38,4	+/- 1,7	23,1	+/- 1,3	11,0	+/- 0,9
-	Frauen	24,4	+/- 1,3	16,3	+/- 1,0	4,7	+/- 0,7

Sozio-demographische Merkmale		Andere Formen von Weiterbildung					
		Fachliteratur		Vorträge/Tagungen		Computergestützte Lernprogramme	
		Quote in Vertrauensintervall		Quote in Vertrauensintervall		Quote in Vertrauensintervall	
		%		%		%	
nach Alter							
-	20- bis 24Jährige	27,0	+/- 4,0	12,9	+/- 3,0	7,4	+/-1,9
-	25- bis 34Jährige	36,0	+/- 2,1	20,1	+/- 1,6	9,1	+/- 1,3
-	35- bis 44Jährige	38,4	+/- 2,0	24,9	+/- 1,8	10,1	+/- 1,0
-	45- bis 54Jährige	33,3	+/- 2,3	23,9	+/- 1,7	8,8	+/- 1,1
-	55- bis 64Jährige	26,0	+/- 2,2	16,9	+/- 2,0	6,1	+/- 1,1
-	65- bis 74Jährige	15,1	+/- 1,6	9,9	+/- 1,3	1,4	+/- 0,5

Sozio-demographische Merkmale		Andere Formen von Weiterbildung					
		Fachliteratur		Vorträge/Tagungen		Computergestützte Lernprogramme	
		Quote in Vertrauensintervall		Quote in Vertrauensintervall		Quote in Vertrauensintervall	
		%		%		%	
nach Bildungsstand							
Obligatorische Schule		9,9	+/- 1,3	6,4	+/- 1,0	1,9	+/- 0,6
Sekundarstufe II		29,5	+/- 1,2	16,7	+/- 0,7	7,4	+/- 0,7
Tertiärstufe		61,3	+/- 2,6	43,6	+/- 2,6	15,4	+/- 1,7
nach Arbeitsmarkstatus							
-	Erwerbstätige	36,7	+/- 1,2	23,1	+/- 1,0	9,4	+/- 0,7
-	Erwerbslose	20,0	+/- 6,1	9,4	+/- 7,1	8,2	+/- 5,5
-	Nichterwerbspersonen	17,1	+/- 1,4	10,9	+/- 1,1	3,0	+/- 0,7

Sozio-demographische Merkmale		Andere Formen von Weiterbildung					
		Fachliteratur		Vorträge/Tagungen		Computergestützte Lernprogramme	
		Quote in Vertrauensintervall		Quote in Vertrauensintervall		Quote in Vertrauensintervall	
		%		%		%	
nach Sprachregion							
-	Deutschschweiz	36,5	+/- 1,2	22,5	+/- 0,9	9,1	+/- 0,6
-	Französische Schweiz	20,6	+/- 1,8	14,0	+/- 1,5	4,9	+/- 1,0
-	Tessin	7,8	+/- 2,7	5,3	+/- 2,3	2,6	+/- 1,2
nach Heimat							
-	Ausland	23,6	+/- 2,9	14,2	+/- 2,4	7,1	+/- 1,8
-	Schweiz	33,2	+/- 1,0	21,0	+/- 0,7	7,9	+/- 0,5

Lesebeispiel (Beteiligungsquote:31,3%; Vertrauensintervall: + oder - 1)

Mit 95%iger Wahrscheinlichkeit liegt der Wert der Quote in der Gesamtbevölkerung zwischen 30,3% und 32,3%

Beteiligungsquote der 20- bis 74jährigen Wohnbevölkerung an verschiedenen Formen von Weiterbildung nach sozio-demographischen Merkmalen, 1996 (Teil 2)

Sozio-demographische Merkmale

		Andere Formen von Weiterbildung Bildungssendungen im Tonband oder Videokassetten Radio oder Fernsehen			
		Quote in %	Vertrauensintervalle	Quote in %	Vertrauensintervall
Beteiligungsquote		5,6	+/- 0,4	5,2	+/- 0,6
nach Geschlecht					
-	Männer	5,0	+/- 0,6	5,4	+/- 0,8
-	Frauen	6,1	+/- 0,6	5,0	+/- 0,6

Sozio-demographische Merkmale

		Andere Formen von Weiterbildung Bildungssendungen im Tonband oder Videokassetten Radio oder Fernsehen			
		Quote in %	Vertrauensintervalle	Quote in %	Vertrauensintervall
nach Alter					
-	20- bis 24Jährige	5,7	+/- 1,7	6,3	+/- 2,4
-	25- bis 34Jährige	5,4	+/- 0,9	5,9	+/- 1,4
-	35- bis 44Jährige	5,9	+/- 1,0	5,5	+/- 1,1
-	45- bis 54Jährige	5,3	+/- 1,2	4,7	+/- 0,8
-	55- bis 64Jährige	5,4	+/- 1,2	4,3	+/- 0,9
-	65- bis 74Jährige	5,7	+/- 1,0	4,5	+/- 1,5

Sozio-demographische Merkmale

		Andere Formen von Weiterbildung Bildungssendungen im Tonband oder Videokassetten Radio oder Fernsehen			
		Quote in %	Vertrauensintervalle	Quote in %	Vertrauensintervall
nach Bildungsstand					
-	Obligatorische Schule	3,8	+/- 0,8	2,7	+/- 0,9
-	Sekundarstufe II	5,7	+/- 0,5	5,2	+/- 0,6
-	Tertiärstufe	7,2	+/- 1,6	8,2	+/- 1,3
nach Arbeitsmarkstatus					
-	Erwerbstätige	5,5	+/- 0,6	5,3	+/- 0,6
-	Erwerbslose	5,3	+/- 2,8	9,9	+/- 6,3
-	Nichterwerbspersonen	5,7	+/- 0,8	4,4	+/- 0,9

Sozio-demographische Merkmale

		Andere Formen von Weiterbildung Bildungssendungen im Tonband oder Videokassetten Radio oder Fernsehen			
		Quote in %	Vertrauensintervalle	Quote in %	Vertrauensintervall
nach Sprachregion					
-	Deutschschweiz	7,1	+/- 0,6	5,2	+/- 0,6
-	Französische Schweiz	2,1	+/- 0,7	5,5	+/- 1,3
-	Tessin	0,5	+/- 0,5	4,5	+/- 2,2
nach Heimat					
-	Ausland	3,7	+/- 1,1	6,8	+/- 2,0
-	Schweiz	6,0	+/- 0,5	4,8	+/- 0,4

Lesebeispiel (Beteiligungsquote: 5,6%; Vertrauensintervall: + oder - 0,4)

Mit 95%iger Wahrscheinlichkeit liegt der Wert der Quote in der Gesamtbevölkerung zwischen 5,2% und 6,0%

3.1.2.2 The case of Switzerland

By contrast with primary and lower and upper secondary education, Switzerland had for a long time no complete system of collecting data on the tertiary sector, and specifically on the field of continuing education. Differing definitions of continuing education, and coverage that was limited to certain sections of the field, made it difficult to gain a comprehensive picture.

The position with regard to data on continuing education was improved markedly by the microcensus survey on continuing education conducted by the Federal Office of Statistics (FOS) in 1993, and more particularly by the Swiss Labour Force Survey of 1996, which included a section on “Education, Continuing Education and Employment”, and built on the experience of the previous survey. The statistics on Swiss adult education based on a survey by the Swiss Adult Education Association give an overview of the work of continuing education providers.

3.1.2.2.1 Representative sample surveys and individual interviews

3.1.2.2.1.1 Swiss Labour Force Survey (SLFS)²

Purpose: The SLFS is intended to give an overview of existing systems, key factors and ways of working, so that some influence can be exercised on underlying factors. Like the European Union Labour Force Survey, the SLFS provides comprehensive data on the structure of the population, level of education, occupational activity and unemployment, and enables developments to be followed over time. In future this will be possible also in relation to continuing education as an integral part of the education system. The topic of continuing education will be subject to more thorough investigation in the SLFS every three years, while a shorter series of questions on continuing education behaviour will form part of the standard programme of the SLFS.

Definitions: Continuing education is intentional, targeted learning ranging from self-study with the aid of specialist literature to courses of continuing education in the form of institutionalised, organised learning. It is immaterial whether the continuing education is of a vocational or a general nature, or takes place within an enterprise. Unintentional, unconscious learning does not count as continuing education.

Regardless of the content, the purpose and the identity of the provider, continuing education means the continuation of, or a return to, organised learning which follows on from school education or initial vocational training, which may itself vary in length. Continuing education embraces vocational inservice and further training, general adult education, academic, cultural, political and leisure education, and continuing personal development.

Higher vocational training and supplementary university courses at tertiary level are not counted as part of continuing education in Switzerland. Regardless of the age of students, these are regarded as initial education.

Persons taking one or more courses of continuing education for primarily non-vocational reasons are regarded as participants in continuing education of a general nature, and those taking one or more courses of continuing education for primarily vocational reasons are regarded as participants in continuing education of a vocational nature. Persons attending a course wholly or partly during working hours or at their employer's expense, or a course arranged by an enterprise, are regarded as participants in company-sponsored courses.

Other continuing education activities which are not conducted in the form of courses are described as individual learning. This includes specialist reading, attendance at lectures and meetings, watching or listening to education programmes on television or radio, using educational programmes recorded on sound or video cassettes, and using computer-based learning programmes.

Method: The base population for the SLFS is made up of Swiss nationals and foreigners with temporary (one-year) or permanent residency permits who are aged over 14 years. The permanent residential population aged between 20 and 74 years is covered in the analyses of continuing education behaviour.

The survey is based on a representative random sample of households with a telephone connection. The interviews are computer-based and conducted by telephone after prior written notice. The person to be interviewed with each household is chosen by means of a random number.

In the 1996 SLFS, each person was asked whether he or she had attended one or more courses of continuing education between spring 1995 and spring 1996. A maximum of six courses was recorded. A list of courses was drawn up for each interviewee, setting out the topic and nature of each course. More detailed questions were asked about one course chosen at random from this list, including duration, identity of the provider, and source of funding.

Characteristics: The SLFS enables statements about participation in general, vocational and company-sponsored continuing education courses, and about the use of other forms of continuing education in Switzerland, to be

² Information is based largely on: Borkowsky, Anna/Egloff, Michele/Rychen, Dominique Simone, Weiterbildung in der Schweiz – Eine Auswertung der Schweizerischen Arbeitskräfteerhebung [Continuing education in Switzerland – An analysis of the Swiss Labour Force Survey] 1996, published by the Federal Office of Statistics, Berne 1997

made by sociodemographic and socioeconomic characteristics such as gender, age, level of education, linguistic region, nationality, labour market status, level of occupation, job status, size of enterprise and sector of the economy, as well as by topic area, provider, length of course and source of funding. The SLFS also records reasons for not taking part in courses of continuing education.

3.1.2.2.1.2 Individual interviews

Individual interviews, which are generally not arranged in a representative manner, often give a more detailed insight into certain areas or individual aspects of continuing education. Three studies may be mentioned here by way of example:

- DalMaso, Graziella/ Locher, Jakob, *Weiterbildung in der Schweiz – Auswertung einer Umfrage* [Continuing education in Switzerland – Analysis of a survey], published by the Federal Office of Statistics, Berne 1989
- Hong Li Jiang/ König, Markus/ Buchmann, Marlis/ Sacchi, Stefan, *Individual and Structural Determinants of Participation in Further Education after Labour Force Entry.*, ETH Zürich, Department of Sociology 1995
- Schröder-Naef, Regula, *Warum Erwachsene (nicht) lernen – Zum Lern- und Weiterbildungsverhalten Erwachsener in der Schweiz* [Why adults (do not) learn – The continuing education behaviour of adults in Switzerland], Zürich 1997

3.1.2.2.2 Statistics for providers and institutional statistics

3.1.2.2.2.1 Statistics on Swiss adult education³

The Swiss Adult Education Association (SVEB), founded in 1951, is the umbrella organisation representing the whole field of continuing education and embracing the associations for company-based and non-company-based continuing education. The SVEB has a total of around 200 institutional members, including agencies engaged in public provision, cantonal associations of providers, associations of professionals, continuing education centres serving particular companies, groupings or occupations, university continuing education centres, “related” organisations such as women’s associations, libraries, commercial and cultural associations, and around 350 individual members.

The SVEB fosters cooperation between adult education institutions, provides services for them, and promotes coordination between providers, the federal government and the cantons. It regards the raising of public awareness of the significance of continuing education, intervention in legislative policy on education, public advocacy, and internal and external representation of its members’ interests as some of its main tasks.

Statistics on Swiss Adult Education: The Statistics on Swiss Adult Education published annually by the SVEB are based on a survey of member institutions and non-members of the SVEB on the scope of the continuing education which they arrange and their estimates of future developments.

Continuing education provided by Berufsschulen (part-time vocational schools providing the academic element of the Dual System of vocational training), and much continuing education for the unemployed, are generally not covered. Even though some SVEB members were unable to collate figures, the 1997 statistics, for example, nonetheless cover almost all major providers of continuing education.

The statistics consist of three parts:

- publicly available provision by attendance or numbers of enrolments, course hours or hours of tuition, student hours and staffing;
- internal provision made available by institutions only to their own staffs or members, by attendance, course hours, student hours and staffing;
- in order to reveal current trends and developments, further characteristics are recorded and providers’ plans and projections requested, such as subject areas and provision planned, current provision for special target groups and new or expanded provision planned for these or other target groups, sources of funding to cover course fees, and media used in distance education. Institutions are also asked for their estimates of present and future demands on staff.

3.1.2.2.2.2 Statistics on continuing education schemes for the unemployed

According to information supplied by the State Secretariat for Economic Affairs (SECO), which is responsible for continuing education for the unemployed, there are so far no standard analyses of this field of continuing

³ Statistik der schweizerischen Erwachsenenbildung [Statistics on Swiss adult education] 1997, published by the Swiss Adult Education Association in association with the Federal Office of Statistics

education. The data available could be analysed in a relatively detailed fashion, but analyses of continuing education schemes for the unemployed are currently only made on request.

From next year it is planned to record numbers of participants and costs by type of course every month. A working group will also be set up to investigate the whole field of labour market schemes in depth.

3.1.2.2.3 *Future developments and analysis*

The representative sample survey on the continuing education behaviour of the population as part of the SLFS, its detailed analysis by the FOS, and the Statistics on Swiss Adult Education published by the SVEB, provide a very comprehensive and detailed picture of continuing education practice in Switzerland.

The two sets of statistics complement one another, but have only limited comparability because of differences in methodology. The aim of recording data on both providers and participants in an agreed form in future has led to collaboration between the FOS and the SVEB.

Discussions between the SVEB, the FOS and the Conference of German Swiss Vocational Education Authorities (DBK) have demonstrated that there is interest in and a need for nationwide continuing education statistics. They aim to record data on continuing education in future in accordance with new, jointly agreed criteria, and to involve both the public providers, including universities, and the whole field of work with the non-employed. SECO also plans to improve its data collection.

The convergence of all those involved in continuing education in an umbrella organisation which represents its members' interests, takes part in educational policy discussion and records statistics on the continuing education that is carried out, is evidence of the importance attached to continuing education. The cooperation between the umbrella association and various federal agencies and cantonal authorities provides the framework for a comprehensive overview of continuing education activities.

3.2 Selected Non-European Countries

USA

NCES [National Center for Educational Statistics](#)

Most important published sources are:

The Condition of Education [CONDITION98/97]

- A. [Access, Participation, and Progress](#)
- B. [Achievement, Attainment, and Curriculum](#)
- C. [Economic and Other Outcomes of Education](#)
- E. [Climate and Diversity of Educational Institutions](#)
- F. [Financial and Human Resources of Educational Institutions](#)

The Digest of Education Statistics [DIGEST97]

- Chapter 1. [All Levels of Education](#)
- Chapter 2. [Elementary and Secondary Education](#)
- Chapter 3-A. [Postsecondary Education: College and University Education](#)
- Chapter 3-B. [Postsecondary Education: Vocational and Adult](#)
- Chapter 4. [Federal Programs for Education and Related Activities](#)
- Chapter 5. [Outcomes of Education](#)
- Chapter 6. [International Comparisons of Education](#)
- Chapter 7. [Learning Resources and Technology](#)

EDUCATION INDICATORS: An International Perspective

Introduction

U.S. business leaders, policymakers, and researchers have expressed great interest in understanding how the U.S. education system compares with those of other countries. *Why is so much importance placed on international comparisons?* Simply stated, understanding others helps us to better understand ourselves. International indicators provide the United States with the opportunity to compare its performance with that of other countries, to identify similarities and differences between our system and others, and to suggest new approaches to the challenge of providing a world-class education in the United States.

While this publication provides data on many countries, the primary comparisons are among the *Group of Seven* or *G7* countries. These are seven industrialized nations with large economies: Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States. Comparisons between the United States and other G7 countries are generally more informative than comparisons with other countries, as the G7 countries are more similar to the United States in terms of size and are viewed as our major economic competitors.

Cross-country comparisons in education have focused on indicators of achievement and of finance. A prime example is the attention devoted to international comparisons of student achievement. The information that these comparisons provide about the performance of students in other countries is valuable to U.S. educators as they work toward establishing high standards for U.S. student achievement. Similarly, information about other countries' financial investment in education is of interest to U.S. policymakers.

This publication presents a wide range of indicators, including several in both of these key areas. The achievement indicators show that the performance of U.S. students is mixed; they perform well in comparison with their peers in other countries in reading and less well in geography and science. Their weakest area relative to students in other countries is mathematics. (For more information about student performance, see the section entitled *Achievement and Attainment*.) The finance indicators presented in this publication show that public financial investment in education in the United States is among the highest of the G7 countries on multiple measures. (For more information about education finance, see the section entitled *Societal Support for Education*.)

Purpose and Goals of This Publication

The purpose of this publication is to expand the discussion of education indicators in three key ways:

- Compiling a comprehensive set of indicators using information from a variety of sources;
- Presenting results that are of interest to a U.S. audience; and
- Providing the reader with background information on the education systems of both the United States and its economic competitors to aid in the interpretation of indicators.

Comprehensive set of indicators

International education indicators are available from a number of sources, but many of these sources are not readily accessible to U.S. readers; we have compiled a large collection of these indicators for use in this publication. No other U.S. publication to date provides as comprehensive a selection of international indicators related to education.

Presentation geared to the U.S. audience

Whereas publications prepared by international groups are careful not to focus on any one country, this publication presents indicators and results geared to a U.S. audience. For example, decisionmaking in education is an area of policy interest in the United States. In the United States, the local level plays a key role in education decisionmaking and includes the school level in the decisionmaking process by consulting with the school on many decisions. The presentation of the indicator on decisionmaking highlights the finding that no other country relies more heavily on local-level decisionmaking or includes consultation with those at the school level to the extent that the United States does (for details, see Indicator 20).

Background information

Countries' education systems and societies operate differently in many important ways, and awareness of these differences has a bearing on the interpretation of the indicators. The intent of this publication is to provide everyone—including policymakers, business people, researchers, and concerned citizens—with both the data and the contextual information that they need to make informed judgments about the successes and failures of the U.S. education system.

Education Indicators: An International Perspective provides readers with relevant material about the education systems and social structures of other countries, specifically designed for readers who are knowledgeable about the United States. To illustrate, in spite of the fact that there is an international system for classifying levels of education (International Standard Classification of Education [ISCED]), schools in different countries that are classified at the same ISCED level may not provide the same programs or have the same functions. In the United States, for example, nurses receive their qualifying training in posthigh school vocational training programs, nonbaccalaureate higher education programs, or baccalaureate programs. Comparable training in other countries rarely takes place in baccalaureate programs. In Austria and Germany, for instance, nurse training takes place at institutions classified as upper secondary school level (the level at which U.S. high schools are classified) in full-time nurse training schools. Upper-secondary-level apprenticeship and vocational programs in several countries, including Germany and Austria, provide the type of specialized occupational training that in the United States does not take place until after high school. Interpreting student enrollment rates at different levels of education requires an understanding of these differences. (For further information, see sidebars entitled *ISCED levels of education* and *Differences in programs offered across education levels*.)

Throughout this publication, background information is interspersed with the indicators, appearing in overviews that introduce sections of indicators and in sidebars. It is only with this background that the reader can fully understand the meaning of the indicators. In addition, a separate section at the back of the publication provides comparative descriptions of education systems, along with technical notes and other reference materials.

Structure of This Publication

This publication presents:

- 45 education indicators, grouped by topic into six sections, with critical background information incorporated into each section; and
- additional reference material at the back of the publication.

The individual indicators

With few exceptions, each indicator includes:

- one page of text, which consists of an introductory paragraph that explains the indicator's significance, followed by bulleted items that summarize key findings;
- one or more tables, which summarize the data in a tabular format; and
- one or more figures (usually line graphs, bar charts, or pie charts), which summarize the data in a graphical format.

In addition, sidebars accompany several of the indicators. The sidebars provide explanatory material to help readers better understand the context surrounding certain indicators, so that readers can interpret these indicators more accurately.

The indicators are divided into the following sections:

- *Participation and Student Flows,*
- *Achievement and Attainment,*
- *Education and Labor Market Destinations,*
- *Education Institutions,*
- *Contextual Factors,* and
- *Societal Support for Education.*

Each section begins with an overview, which summarizes key results and introduces selected information from the sidebars and from the reference sections at the back of the publication.

Introduction

Reference material

At the back of the publication, four separate sections provide additional information:

- *Matrices of Comparative Information on Countries' Education Systems.* Four matrices (that is, text tables) provide a comparative description of the education systems of the G7 countries. The matrices cover the following topics:
 - Curriculum standards,
 - Entrance and exit examinations,
 - Teacher training and certification requirements, and
 - Structure and governance of education systems.
- *Supplemental Notes and Tables.* Notes provide an explanation of technical or data-related issues. In some instances, tables also provide additional details on a topic. Individuals who are interested in using these data for research or policy purposes should pay special attention to this section.
- *Sources of Data.* Brief descriptions provide key information about each data source.
- *Glossary.* Definitions explain terms that may be unfamiliar to the reader.

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3.3 European International Sources

3.3.1.1 EUROSTAT – European Statistical Office

3.3.1.1.1 *Functions and aims of EUROSTAT in the field of education*

EUROSTAT, the Statistical Office of the European Union, is working on a comprehensive overview of the data and statistics available in the field of continuing and adult education, largely from the countries of the European Union, but also from other European countries and worldwide. The aim is to take specific measures to fill in any gaps in data and to achieve comparability of data. The work of EUROSTAT rests fundamentally on decisions as to what data are indispensable in Europe, and what additional data are desirable, in order to meet growing occupational and social demands in a united Europe at political level, and to provide a basis for policy decisions.

There is extensive cooperation both with the national statistical offices and their collaborators, such as national institutes of education, and with organisations operating worldwide, such as the Organisation for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The differences in school education, initial training and continuing education systems in the Member States of the European Union reflect the different ways in which their education systems have developed historically, and hinder the international comparability of statistics. EUROSTAT is working towards standardisation of definitions and indicators, regular data collection and individual interviews in the field of Education and Training Statistics, improvements in the database and as much comparability of statistics as possible.

3.3.1.1.2 *Projects initiated, supported or proposed by EUROSTAT to improve the database on adult and continuing education*

3.3.1.1.2.1 **Labour Force Survey (LFS)**

The Labour Force Survey of the European Union is an official household survey carried out annually in all Member States of the European Union. It provides comprehensive data on the structure of the population, employment and unemployment which are comparable between the various countries in the European Union. In Germany, the survey is carried out at the same time as the microcensus.

The Labour Force Survey also contains questions on the highest level of education and training qualifications obtained, and on participation in vocational continuing education over the previous four weeks and over the previous year. From the 1999 survey, there are more searching questions also about participation in general continuing education. The same definitions are used in all Member States, based largely on the recommendations of the International Labour Office (ILO).

The Labour Force Survey is regularly expanded by the addition of ad hoc modules that change every year. In 2000, for example, it will ask questions at the behest of the Education and Training Statistics division of EUROSTAT about “the transition from education to work”.

3.3.1.1.2.2 **Continuing Vocational Training Survey II (CVTS-II)**

Following the survey of company-based continuing education held in enterprises, CVTS-I, which was carried out in the then twelve Member States of the European Union under the Action Programme to promote vocational education in the European Community (FORCE), a second Europe-wide survey, CVTS-II, is being planned under the aegis of the Education and Training division of EUROSTAT, in close cooperation with the national statistical offices.

Twenty-six states will probably take part in this survey, which will cover states in Eastern Europe as well as the Member States of the European Union. A working group on methodology, in which five countries are represented, has analysed the experience and results of the first CVTS survey, and prepared the second. The methodological quality of the questionnaire has been improved, and its scope somewhat reduced. At the same time, attention has been paid to the comparability of the results with those of the first survey. The survey is to be held in 2000, and initial results are foreseen for the end of the year.

In order to ensure that the results are comparable, the questionnaires and the data collection process will be the same in all countries in CVTS-II. Only limited departures from the common approach will be permitted. Face-to-face interviews will be conducted in enterprises, in addition to the written survey. The topics covered in the blocks of questions will be: structural data about the enterprise, training policy, professionalisation of continuing education in the enterprise, company-based continuing education in the form of courses, seminars and instructional events, data on participants, time allotted, topic areas, costs, evaluation and trends in company-based continuing education, together with questions to enterprises which do not provide continuing education.

3.3.1.1.2.3 UOE Survey

The UOE Data Survey (UNESCO, OECD and EUROSTAT) is an instrument which these three organisations use each year at an international level to collect comparable data from governmental sources on the most important aspects of education systems. A wide range of data on schools and higher education is collected by sector of education, together with sociodemographic information. In order to make it possible to compare educational data between countries, the ISCED classification system (International Standard Classification of Education) is used. Adult education is covered by these data, where it is conducted within the conventional school and higher education system.

3.3.1.1.2.4 Europe-wide survey of participants in continuing education

In order to obtain a comprehensive overview of participation in continuing education, and to ensure the comparability of data between the individual states, it would appear wise to carry out a comprehensive survey of participants at regular intervals in the Member States of the European Union, and in future Member States, along the lines of the Finnish national Adult Education Survey or the German Continuing Education Reporting System. In the case of Germany, this is a representative sample survey of the continuing education behaviour of Germans and foreigners aged between 19 and 64 years of age. Information is recorded about participation in general and vocational continuing education, time devoted to continuing education, participants' characteristics, motivational and background factors, the breakdown of providers and activities, to mention but some of the items. Questions are raised about specific issues of current concern through an additional module. The results are complemented by information drawn from the statistics of providers, official figures and individual interviews.

3.3.1.1.3 *The transverse theme of learning throughout life (Task Force Lifelong Learning)*

Since the theme of lifelong learning will play a significant role in future, especially in continuing/adult education, it is a key issue for the European Union. This topic falls within the remit of Directorate General V of the European Commission. In order to capture statistics on the large field of unorganised learning, a working group has been set up to develop indicators and suitable methods of data collection. EUROSTAT plays a key role in this group.

3.4 Non-European International Sources

3.4.1.1 OECD

The Centre for Educational Research and Innovation (CERI) URL <http://www.oecd.org/els/edu/ceri/index.htm> carries out studies and promotes an international dialogue about education across OECD countries. As part of the Organisation for Economic Co-operation and Development, based in Paris, it is a focal point for information and discussion on trends in education systems throughout the industrialised world.

The OECD announces its most important collection of statistical data [Education at a Glance - OECD Indicators 1998](#) in the internet:

"Governments are seeking effective policies for enhancing economic productivity through education, employing incentives to promote the efficiency of the administration of schooling and searching for additional resources to meet increasing demands for education. For all involved in this process it is vital to have indicators that can provide an insight into the comparative function of education systems - focusing on the human and financial resources invested and on the returns.

Education at a Glance is unique pulling together, in one place, internationally comparative indicators on education. But it does more than simply present the figures, it also provides valuable background information to accompany the tables and charts, and represents the consensus of professional thinking on how to measure the current state of education internationally. Thirty-six indicators are presented including 14 new indicators."

Here is the introducing chapter:

The 1998 Education Indicators

Education at a Glance - OECD Education Indicators 1998

Following a presentation of key comparisons and trends, the 36 indicators are displayed in six chapters:

- [Chapter A](#) presents indicators on the demographic, social and economic context in which education systems operate.
- [Chapter B](#) deals with the financial and human resources that countries invest in education, comparing:
 1. the resources that countries invest in education, relative to national wealth, the number of students and the size of the public purse;
 2. the ways in which education systems are financed and
 3. the sources from which the funds originate and the deployment of resources across different functional categories.
- [Chapter C](#) presents indicators on access to education, participation, progression and completion. Trends in enrolments in the various levels of education and types of educational institutions are shown to indicate how the supply and demand of educational resources have evolved in different countries.
- [Chapter D](#) presents a broad picture of the labour force participation of young people 15 to 29 years of age, both while in education and following the completion of initial education.
- [Chapter E](#) deals with the learning environment and the various ways in which school systems are organised. It shows data on teacher compensation, demographics of the teaching force, the statutory time that teachers are required to teach and students required to be in a classroom, subject emphasis in the curriculum, how decision-making authority is distributed across levels of government and the use of computers in schools.
- Finally, [Chapter F](#) presents indicators on the individual, social and labour market outcomes of education.

One unique aspect of this year's edition is that, through the [World Education Indicators](#) programme (WEI), which OECD co-ordinates in co-operation with UNESCO, a wide range of non-Member countries have contributed to *Education at a Glance*, extending the coverage of some of the indicators to now almost two-thirds of the world population.

The publication *Education Policy Analysis*, which complements *Education at a Glance*, takes up selected themes of key importance for governments and analyses the implications for educational policy:

- Chapter 1 in *Education Policy Analysis* provides information on country priorities for lifelong learning.
- Chapter 2 provides a review of research and country experiences that aim at identifying new roles for teachers.
- Chapter 3 provides information on the importance of different structures and pathways in education.
- Chapter 4 explains how private resources are being brought into tertiary education.

Key Comparisons and Trends

The complete Key Comparisons and Trends including the charts are [available online](http://www.oecd.org/els/pdfs/Education/EAGKey1030.pdf). URL <http://www.oecd.org/els/pdfs/Education/EAGKey1030.pdf>

Education at a Glance - OECD Education Indicators 1998

The OECD's 1998 education indicators chart a wide range of educational and related developments of interest to policymakers, educators, and researchers in Member countries. The selection of data and accompanying commentary shown pick up some of the central themes that emerge from the indicators. Full data are available in the subsequent chapters of this publication.

HIGHLIGHTS

Sources of demand for education

Demand is affected both by pressure to participate in post-compulsory education, which in turn is influenced by links between qualifications and life chances, and by the size of the population at school age.

- Men who are tertiary graduates enjoy, on average across OECD countries, six more years of employment than men who have not completed upper secondary education; for women the gap is 11 years (Chart 1).
- School-age populations have stabilised in most countries, although in a handful they continue to fall steeply (Chart 2).

The rate of educational expansion

To meet rising demand, education systems are rapidly expanding to allow more people to study longer and to higher levels.

- Between 1990 and 1996, the average time a 5 year-old can expect to spend in education rose from 15 years to 16½ years but still varies from 12 to 19 years across OECD countries (Chart 3).
- The number of students at the tertiary level has increased in all countries between 1990 and 1996; in half of OECD countries by more than a third. On average across OECD countries, 34 per cent of young people are entering universities; 22 per cent complete a first degree (Chart 5).

Resources and their deployment

With school-age populations stabilising, expanding rates of participation are feeding through into higher overall spending on education.

- Public educational spending as a percentage of GDP has been rising between 1990 and 1995 in most countries, very rapidly in Mexico, but has been falling in Italy and Turkey (Chart 8).
- Although education remains mainly publicly funded, private spending is becoming increasingly important and accounts, on average, for 9 per cent of initial educational funds. Overall, this spending appears to supplement rather than displace public expenditure (Chart 9).
- The ratio of primary students to teaching staff varies from 31 to 11 across OECD countries. Mexico has about three times as many students per teacher in primary schools than in universities; in Italy the reverse is true (Chart 11).

Outcomes

Wide variations in student achievement feed through into unequal prospects in adulthood.

- In almost a half of countries, the lowest-achieving 25 per cent of 8th-graders have mathematics scores equivalent to two or more years behind the OECD average (Chart 12). Disparities widen in the course of schooling, but much more slowly in some countries than in others (Chart 13).
- The level of education that adds most to individuals' earnings is university, whose graduates earn typically 20-100 per cent more than upper secondary graduates by mid-career (Chart 15).
- Adults who are university graduates receive, on average, up to 3.5 times as much training as upper secondary graduates, who in turn receive up to 2.5 times as much as those who only have lower secondary education. Education combines with other influences to make adult learning least common among those who need it most (Chart 17).

The most connected indicator with AE is C5 Participation in continuing education and training by adults (in bold letters). Nevertheless here is the complete list of indicators and tables. Apparently it will be helpful when establishing a subsystem for AE in the future.

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Table E1.2	Annual statutory teachers' salaries after 15 years' experience in public institutions: index of change between 1990 and 1996 and ratio to per capita GDP (1990, 1996)

Indicator E2: Age and gender distribution of teachers

Table E2.1	Distribution of teachers in public primary and lower secondary education by age group, based on head counts (1996)
Table E2.2	Percentage of women among teaching staff in public institutions by level of education, based on head counts (1996)
Table E2.3	Percentage of women among teaching staff in public primary and lower secondary education by age group, based on head counts (1996)

Indicator E3: Teaching Time

Table E3.1	Number of teaching hours per year in public institutions by level of education (1996)
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Indicator E4: Total intended instruction time for pupils at the lower secondary level

Table E4.1a	Total intended instruction time in hours per year for students 12 to 14 years of age (1996)
Table E4.1b	Intended instruction time for mathematics and science in hours per year for students 12 to 14 years of age (1996)
Table E4.2	Intended instruction time per subject as a percentage of total intended instruction time for students 12 to 14 years of age (1996)

Indicator E5: Locus of decision making in lower secondary education

Table E5.1	Percentage of decisions taken at each level of government in public lower secondary education (1998)
Table E5.2a	Percentage of decisions taken at each level of government in public lower secondary education, by domain (1998)
Table E5.2b	Percentage of decisions taken at each level of government in public lower secondary education, by domain (1998)
Table E5.3	Percentage of decisions taken at the school level in public lower secondary education, by mode of decision-making (1998)
Table E5.4a	Percentage of decisions taken at the school level in public lower secondary education, by mode of decision-making and domain (1998)
Table E5.4b	Percentage of decisions taken at the school level in public lower secondary education, by mode of decision-making and domain (1998)

Indicator E6: Computers in schools and their use

Table E6.1	Distribution of the number of students per computer in schools where 8th-grade students are enrolled (1995)
Table E6.2	Students' reports on how often they use a computer at school, home or anywhere else, final year of secondary school (1995)

Chapter F: Student Achievement and social and labour market outcomes of education

Indicator F1: Student achievement in mathematics at 4th and 8th-grade levels

Table F1.1	Mean mathematics achievement for students in 4th and 8th grades (1995)
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Indicator F2: Change in variation in mathematics achievement as students progress from the 4th to the 8th-grade level

Table F2.1	Distribution of mathematics achievement scores, 4th grade (1995)
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Table F2.2	Distribution of mathematics achievement scores, 8th grade (1995)
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[Indicator F3](#): Variation of student achievement associated with student and school levels

Table F3.1	Decomposition of variance components in mathematics achievement of 8th-graders (1995)
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[Indicator F4](#): Socio-economic background and student achievement in 4th grade

Table F4.1	Fourth-grade students' reports on educational aids in the home - dictionary, study desk, and computer - and mathematics achievement (1995)
Table F4.2	Fourth-grade students' reports on frequency with which they speak the language of the test at home, and mathematics achievement (1995)
Table F4.3	Fourth-grade students' reports on whether or not their parents were born in the country, and mathematics achievement (1995)
Table F4.4	Fourth-grade students' reports on whether or not they were born in the country, and mathematics achievement (1995)

[Indicator F5](#): Labour force activity by level of educational attainment

Table F5.1	Labour force participation rates by level of educational attainment and gender for the population 25 to 64 and 25 to 34 years of age (1996)
Table F5.2	Labour force participation rates by level of educational attainment and gender for the population 35 to 44 and 55 to 64 years of age (1996)
Table F5.3	Unemployment rates by age, level of educational attainment and gender (1996)

[Indicator F6](#): Labour force activity of persons leaving education

Table F6.1	Unemployment rates and labour force participation rates of individuals having completed their education at various levels of attainment, by gender
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[Indicator F7](#): Earnings and educational attainment

Table F7.1	Relative earnings of 25-64 year-olds with income from employment (upper secondary education=100) by level of educational attainment and gender (1996)
Table F7.3	Mean annual earnings of women as a percentage of mean annual earnings of men 30 to 44 and 55 to 64 years of age, by level of educational attainment (1996)

[Indicator F8](#): Private, fiscal and social rates of return to education at the University tertiary level

Table F8.1	Estimates of private, fiscal and social rates of return to education at the university tertiary level, by gender (1995)
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Examples of tables

Source: OECD and Statistics Canada/ International Adult Literacy Survey URL <http://www.oecd.org/els/edu/EAG98>

Table C5.1

Percentage of 25-64 year-olds participating in education and training and average number of hours of participation in the previous year, by type of training, gender and age-group (1994-1995)

All education and training

		PARTICIPATION RATE					MEAN NUMBER OF HOURS PER PARTICIPANT					MEAN NUMBER OF HOURS PER ADULT ¹				
		AGE 25- 34	AGE 35- 44	AGE 45- 54	AGE 55- 64	ALL	AGE 25- 34	AGE 35- 44	AGE 45- 54	AGE 55- 64	ALL	AGE 25- 34	AGE 35- 44	AGE 45- 54	AGE 55- 64	ALL
AUSTRALIA	M+W	42	40	32	20	36	201	156	155	107	16 7	85	63	50	21	60
	MEN	46	40	33	20	37	201	144	150	129	16 5	93	58	49	26	61
	WOME N	38	41	32	20	34	200	169	160	84	17 0	77	69	51	17	58
BELGIUM (FLANDERS)	M+W	25	22	23	13	22	127	145	115	104 *	12 8	32	32	26	13	28
	MEN	25	25	27	14	24	141	128	120	40 *	12 5	35	31	33	6	30
	WOME N	25	20	18	12	19	112	165	109	135 *	13 0	29	33	20	16	25
CANADA	M+W	44	42	32	18	37	275	141	235	109	20 7	120	59	74	20	76
	MEN	48	38	33	18	37	241	168	195	121	19 9	116	64	65	22	74
	WOME N	39	45	30	18	36	315	119	272	96	21 6	123	54	82	18	78
IRELAND	M+W	28	25	20	9	22	299	191	196	138 *	23 3	84	48	38	12	51
	MEN	26	21	20	10	20	253	182	249	153 *	22 4	66	38	50	15	45
	WOME N	30	30	19	8	24	336	197	137	124 *	24 1	101	59	26	10	57
NETHERLANDS	M+W	46	41	32	16	36	263	160	102	77	18 2	122	65	33	12	66
	MEN	51	42	36	13	38	287	154	103	69 *	19 4	145	64	37	9	74
	WOME	42	40	29	20	34	232	167	100	81	16	97	66	29	16	58

		PARTICIPATION RATE					MEAN NUMBER OF HOURS PER PARTICIPANT					MEAN NUMBER OF HOURS PER ADULT ¹				
		AGE 25-34	AGE 35-44	AGE 45-54	AGE 55-64	ALL	AGE 25-34	AGE 35-44	AGE 45-54	AGE 55-64	ALL	AGE 25-34	AGE 35-44	AGE 45-54	AGE 55-64	ALL
	N										9					
NEW ZEALAND	M+W	53	51	45	28	46	302	192	106	119	204	159	97	48	33	95
	MEN	59	50	40	31	48	307	191	103	118	212	182	96	41	37	102
	WOMEN	47	51	49	25	45	297	192	108	121	197	139	98	53	30	89
POLAND	M+W	18	17	14	3	14	181	123	95	119 *	138	33	21	13	3	19
	MEN	20	17	16	3	15	147	152	100	55 *	136	29	26	16	1	20
	WOMEN	16	18	12	3	13	230	96	89	162 *	140	37	17	11	5	18
SWEDEN	M+W	56	61	58	38	54	M	M	M	M	M	M	M	M	M	M
	MEN	57	58	54	37	53	M	M	M	M	M	M	M	M	M	M
	WOMEN	54	64	62	40	56	M	M	M	M	M	M	M	M	M	M
SWITZERLAND	M+W	52	45	39	25	42	175	89	112	67	124	91	40	44	17	52
	MEN	55	43	39	29	44	180	95	113	66	131	99	41	44	19	57
	WOMEN	47	46	40	22	40	169	84	111	68	116	80	39	44	15	47
UNITED KINGDOM	M+W	54	54	42	23	45	161	141	88	51	127	86	76	37	12	57
	MEN	57	52	44	23	46	198	142	63	58	135	112	74	28	14	62
	WOMEN	51	55	40	24	44	121	140	113	44	118	61	77	46	10	52
UNITED STATES	M+W	46	46	44	28	42	175	117	66	50	111	80	54	29	14	47
	MEN	45	49	45	23	42	164	138	67	42	115	74	67	30	10	48
	WOMEN	46	44	43	32	42	183	95	65	56	108	84	41	28	18	46

Job-related education and training

		PARTICIPATION RATE					MEAN NUMBER OF HOURS PER PARTICIPANT					MEAN NUMBER OF HOURS PER ADULT ¹				
		AGE 25-34	AGE 35-44	AGE 45-54	AGE 55-64	ALL	AGE 25-34	AGE 35-44	AGE 45-54	AGE 55-64	ALL	AGE 25-34	AGE 35-44	AGE 45-54	AGE 55-64	ALL
AUSTRALIA	M+W	37	36	27	13	30	192	134	122	74	149	71	48	33	10	45
	MEN	43	38	31	17	34	190	136	127	82	150	82	52	39	14	52
	WOMEN	31	33	23	9	26	195	133	116	57	147	60	44	26	5	38
BELGIUM (FLANDERS)	M+W	19	14	15	5	14	122	160	113	100 *	131	23	22	17	5	18
	MEN	21	17	21	9	18	152	135	120	19 *	132	31	23	25	2	24
	WOMEN	17	10	9	2	10	86	199	98 *	203 *	128	14	20	8	5	13
CANADA	M+W	35	32	28	15	30	251	135	254	115	203	89	44	71	17	60
	MEN	44	32	32	17	33	231	144	197	116 *	189	101	47	64	20	63
	WOMEN	27	32	24	12	26	283	126	319	113 *	221	76	41	77	13	57
IRELAND	M+W	22	18	13	5	16	316	226	259	198 *	271	69	41	34	10	43
	MEN	21	18	17	7	16	228	201	301 *	202 *	234	47	35	51	13	38
	WOMEN	23	18	10	3	15	390	251	185 *	192 *	309	89	46	18	6	47
NETHERLANDS	M+W	32	29	21	6	24	307	175	101	71 *	211	99	51	21	4	51
	MEN	40	36	28	7	31	317	159	100	86 *	209	127	57	28	6	64
	WOMEN	24	23	12	5	18	288	200	103	49 *	214	69	46	13	2	37
NEW ZEALAND	M+W	44	43	40	18	38	334	188	107	115	214	146	80	43	21	82
	MEN	52	47	38	24	43	342	172	107	134	221	176	80	41	33	94
	WOMEN	37	39	43	12	35	323	204	107	82	206	118	79	46	10	72
POLAND	M+W	13	14	11	2	11	164	99	82	76 *	116	21	14	9	1	12

	MEN	15	15	13	2	12	142	110	81	51 *	11 4	21	16	10	1	14
	WOME N	10	13	10	2	9	201 *	87	82 *	90 *	11 8	20	12	8	2	11
SWITZERLAND	M+W	33	27	25	17	26	197	100	121	66	13 7	65	27	31	11	36
	MEN	39	32	27	24	32	206	97	108	65	13 9	80	31	29	16	44
	WOME N	26	22	24	12	22	182	105	133	68 *	13 5	48	23	32	8	29
UNITED KING- DOM	M+W	49	49	37	16	40	164	137	90	46	12 8	80	67	33	7	51
	MEN	54	49	40	19	43	197	140	66	59	13 6	107	69	26	11	58
	WOME N	44	49	33	14	37	125	133	118	25	11 9	55	65	39	3	44
UNITED STATES	M+W	42	42	39	24	38	169	128	65	49	11 4	71	54	26	12	43
	MEN	41	47	41	23	39	160	158	70	43	12 2	66	74	29	10	48
	WOME N	42	38	38	26	37	176	94	61	53	10 6	75	36	23	14	39

Sample size is insufficient to permit a reliable estimate (less than 30 cases for the denominator).

1. Mean number of hours per adult = Mean number of hours per participant * Participation rate /100.

Source: OECD and Statistics Canada/ International Adult Literacy Survey.

Table C5.2

Percentage of 25 to 64 year olds participating in education and training in the previous year by type of training, current primary work situation, gender and age (1994-1995)
All education and training

		25-64 YEAR-OLDS			25-44 YEAR-OLDS		
		EMPLOYED	UNEM- PLOYED	ALL	EMPLOYED	UNEM- PLOYED	ALL
AUSTRALIA	M+W	42	28	36	46	27	41
	MEN	40	28	37	45	27	43
	WOMEN	45	28	34	48	26	39
BELGIUM (FLANDERS)	M+W	27	17	22	26	17	24
	MEN	27	7	24	26	10 *	25
	WOMEN	26	22	19	26	21	23
CANADA	M+W	42	30	37	46	36	43
	MEN	41	26	37	45	30	43
	WOMEN	43	35	36	47	40	42
IRELAND	M+W	30	9	22	31	11	27

		25-64 YEAR-OLDS			25-44 YEAR-OLDS		
		EMPLOYED	UNEM- PLOYED	ALL	EMPLOYED	UNEM- PLOYED	ALL
	MEN	25	6	20	27	9	24
	WOMEN	37	17	24	38	20 *	30
NETHERLANDS	M+W	43	39	36	47	51	44
	MEN	43	33	38	47	45	46
	WOMEN	44	53	34	47	66	41
NEW ZEALAND	M+W	53	31	46	57	37	52
	MEN	51	39	48	56	48	55
	WOMEN	55	22	45	57	26	49
POLAND	M+W	21	8	14	22	8	18
	MEN	20	9	15	21	9	19
	WOMEN	22	7	13	24	7	17
SWEDEN	M+W	60	46	54	62	47	59
	MEN	57	50	53	60	56	58
	WOMEN	64	41	56	65	38	59
SWITZERLAND	M+W	46	32	42	51	41	48
	MEN	45	23	44	50	44 *	50
	WOMEN	47	41 *	40	54	39 *	47
UNITED KINGDOM	M+W	56	33	45	62	34	54
	MEN	54	33	46	58	34	54
	WOMEN	59	33	44	67	35	53
UNITED STATES	M+W	49	30	42	50	33	46
	MEN	47	13	42	50	12	47
	WOMEN	51	48	42	51	53	45

Job-related education and training

		25-64 YEAR-OLDS			25-44 YEAR-OLDS		
		EMPLOYED	UNEM- PLOYED	ALL	EMPLOYED	UNEM- PLOYED	ALL
AUSTRALIA	M+W	38	24	30	42	24	36
	MEN	38	25	34	43	25	41
	WOMEN	38	22	26	42	22	32
BELGIUM (FLANDERS)	M+W	20	9	14	19	11	16
	MEN	21	7	18	20	10 *	19
	WOMEN	18	10	10	18	11	14
CANADA	M+W	38	22	30	41	23	34
	MEN	38	22	33	41	23	38
	WOMEN	37	22	26	41	23	30

		25-64 YEAR-OLDS			25-44 YEAR-OLDS		
		EMPLOYED	UNEM- PLOYED	ALL	EMPLOYED	UNEM- PLOYED	ALL
IRELAND	M+W	24	7	16	26	9	20
	MEN	21	5	16	22	6	19
	WOMEN	29	17	15	31	20 *	21
NETHERLANDS	M+W	33	30	24	36	40	31
	MEN	35	29	31	38	40	38
	WOMEN	29	32	18	32	42	23
NEW ZEALAND	M+W	47	24	38	50	27	43
	MEN	46	33	43	50	38	49
	WOMEN	47	13	35	49	15	38
POLAND	M+W	17	2	11	17	3	13
	MEN	17	4	12	17	5	15
	WOMEN	17	1	9	18	1	12
SWITZERLAND	M+W	32	27	26	34	33	30
	MEN	33	15	32	36	26 *	36
	WOMEN	30	39 *	22	31	39 *	24
UNITED KINGDOM	M+W	52	24	40	59	27	49
	MEN	51	28	43	56	30	52
	WOMEN	53	19	37	62	24	47
UNITED STATES	M+W	46	29	38	47	30	42
	MEN	45	13	39	47	12	44
	WOMEN	47	44	37	48	49	40

Table C5.3

Percentage of 25 to 64 year olds participating in education and training and average number of hours of participation in

All education and training

[illegible]

		PARTICIPATION RATE						MEAN NUMBER OF HOURS PER PARTICIPANT					
		LESS THAN LOWE R SEC- ON- DARY EDU- CATIO N	LOWE R SEC- ON- DARY EDU- CATIO N	UPPER SECON- DARY EDU- CATIO N	NON- UNIVE RSITY TERTI- ARY EDU- CATIO N	UNIVE RSITY EDU- CATIO N	ALL	LESS THAN LOWE R SEC- ON- DARY EDU- CATIO N	LOWE R SEC- ON- DARY EDU- CATIO N	UPPER SECON- DARY EDU- CATIO N	NON- UNIVE RSITY TERTI- ARY EDU- CATIO N	UNIVE RSITY EDU- CATIO N	ALL
AUSTRALIA	M+W	9	25	35	50	60	36	118 *	153	147	190	196	167
	MEN	14	26	35	46	59	37	137 *	161	148	193	179	165
	WOME N	5	25	36	54	61	34	76 *	148	145	186	213	170
BELGIUM (FLANDERS)	M+W	4	13	23	40	47	22	135 *	114 *	157	103	120	128
	MEN	4	12	25	45	49	24	126 *	85 *	151	112	122	125
	WOME N	4	14	21	36	44	19	138 *	144 *	164	97	117	130
CANADA	M+W	16	22	31	51	59	37	161	267	177	166	255	207
	MEN	17	28	26	55	64	37	75	303	185	215	183	199
	WOME N	15	18	36	49	53	36	279 *	217	171	123	347	216
IRELAND	M+W	8	17	26	42	50	22	149	266	245	238	176	233
	MEN	8	16	26	35	46	20	119 *	289	229	139 *	167 *	224
	WOME N	8	18	27	48	55	24	178 *	242	258	286	184	241
NETHERLANDS	M+W	17	28	42	A	52	36	163	132	201	A	198	182
	MEN	16	27	45	A	53	38	168 *	124	225	A	197	194
	WOME N	17	28	40	A	52	34	159 *	138	172	A	200	169
NEW ZEALAND	M+W	9	38	49	61	69	46	453 *	189	219	160	265	204
	MEN	10	39	54	55	70	48	570 *	188	226	175	258	212
	WOME N	7 *	36	46	68	67	45	187 *	190	214	146	274	197
POLAND	M+W	3	9	21	33	37	14	56 *	165	93	153	187	138
	MEN	4	11	22	41	34	15	65 *	153	108	108 *	187	136
	WOME N	2	6	19	29	39	13	42 *	201 *	79	182	187	140
SWEDEN	M+W	29	46	56	66	70	54	M	M	M	M	M	M
	MEN	29	53	54	64	67	53	M	M	M	M	M	M
	WOME N	29	39	58	68	74	56	M	M	M	M	M	M

		PARTICIPATION RATE						MEAN NUMBER OF HOURS PER PARTICIPANT					
		LESS THAN LOWE R SEC- ON- DARY EDU- CATIO N	LOWE R SEC- ON- DARY EDU- CATIO N	UPPER SECON- DARY EDU- CATIO N	NON- UNIVE RSITY TERTI- ARY EDU- CATIO N	UNIVE RSITY EDU- CATIO N	ALL	LESS THAN LOWE R SEC- ON- DARY EDU- CATIO N	LOWE R SEC- ON- DARY EDU- CATIO N	UPPER SECON- DARY EDU- CATIO N	NON- UNIVE RSITY TERTI- ARY EDU- CATIO N	UNIVE RSITY EDU- CATIO N	ALL
	N												
SWITZERLAND	M+W	9	21	45	58	59	42	33 *	71	111	158	185	124
	MEN	10 *	17	45	55	60	44	43 *	54 *	126	147	147	132
	WOME N	8	23	45	65	56	40	29 *	75	98	183	273	116
UNITED KING- DOM	M+W	12	35	54	66	75	45	148 *	91	140	185	149	127
	MEN	11	35	52	59	72	46	195 *	106	143	211	134	135
	WOME N	14	35	57	72	80	44	111 *	80	135	168	171	118
UNITED STATES	M+W	12	15	33	55	67	42	132	125	107	118	110	111
	MEN	15	18	28	54	69	42	43 *	118 *	138	101	113	115
	WOME N	10	13	36	57	64	42	253 *	136 *	89	133	107	108

Job-related education and training

		PARTICIPATION RATE						MEAN NUMBER OF HOURS PER PARTICIPANT					
		LESS THAN LOWE R SEC- ON- DARY EDU- CATIO N	LOWE R SEC- ON- DARY EDU- CATIO N	UPPER SECON- DARY EDU- CATIO N	NON- UNIVE RSITY TERTI- ARY EDU- CATIO N	UNIVE RSITY EDU- CATIO N	ALL	LESS THAN LOWE R SEC- ON- DARY EDU- CATIO N	LOWE R SEC- ON- DARY EDU- CATIO N	UPPER SECON- DARY EDU- CATIO N	NON- UNIVE RSITY TERTI- ARY EDU- CATIO N	UNIVE RSITY EDU- CATIO N	ALL
AUSTRALIA	M+W	7	20	30	41	55	30	132 *	139	130	176	165	149
	MEN	14	24	33	42	57	34	142 *	162	133	169	152	150
	WOME	2	18	26	40	52	26	68 *	117	123	185	180	147

		PARTICIPATION RATE						MEAN NUMBER OF HOURS PER PARTICIPANT					
		LESS THAN LOWE R SEC-ON-DARY EDU-CATIO N	LOWE R SEC-ON-DARY EDU-CATIO N	UPPER SECON-DARY EDU-CATIO N	NON-UNIVE RSITY TERTI-ARY EDU-CATIO N	UNIVE RSITY EDU-CATIO N	ALL	LESS THAN LOWE R SEC-ON-DARY EDU-CATIO N	LOWE R SEC-ON-DARY EDU-CATIO N	UPPER SECON-DARY EDU-CATIO N	NON-UNIVE RSITY TERTI-ARY EDU-CATIO N	UNIVE RSITY EDU-CATIO N	ALL
	N												
BELGIUM (FLANDERS)	M+W	2	6	16	27	33	14	86 *	80 *	164	114	124	131
	MEN	4	7	19	36	36	18	126 *	71 *	163 *	114	127	132
	WOME N	1	4	12	21	28	10	9 *	93 *	165	113	118 *	128
CANADA	M+W	11	15	25	43	50	30	111	262	157	182	252	203
	MEN	15	20	23	52	61	33	77 *	292	143	221	186	189
	WOME N	7	11	27	37	38	26	193 *	210	170	140	364	221
IRELAND	M+W	5	12	19	28	40	16	176 *	297	292	319	201	271
	MEN	6	15	19	26	38	16	140 *	270	284 *	161 *	191 *	234
	WOME N	3	9	18	30	43	15	246 *	349 *	300	407 *	211	309
NETHERLANDS	M+W	8	16	27	A	40	24	187 *	156	254	A	193	211
	MEN	13	21	35	A	44	31	201 *	151	262	A	174	209
	WOME N	5	13	19	A	34	18	153 *	163	238	A	227	214
NEW ZEALAND	M+W	9	30	39	53	63	38	453 *	205	214	171	283	214
	MEN	10	34	46	52	67	43	570 *	207	236	184	267	221
	WOME N	7 *	27	34	53	58	35	187 *	203	194	157	305	206
POLAND	M+W	2	7	17	20	27	11	39 *	125	88	175	140	116
	MEN	3	9	19	26	26	12	46 *	113	111	129 *	137 *	114
	WOME N	1	4	16	17	27	9	21 *	167 *	66	210 *	142 *	118
SWITZERLAND	M+W	4	7	29	41	41	26	35 *	51 *	120	162	203	135
	MEN	8 *	9	33	41	42	32	43 *	54 *	127	148	181	139
	WOME N	3	7	26	42	40	22	28 *	50 *	111	201	256	131
UNITED KING- DOM	M+W	8	30	48	60	70	40	41 *	94	138	189	152	128

		PARTICIPATION RATE						MEAN NUMBER OF HOURS PER PARTICIPANT					
		LESS THAN LOWE R SEC- ON- DARY EDU- CATIO N	LOWE R SEC- ON- DARY EDU- CATIO N	UPPER SECON- DARY EDU- CATIO N	NON- UNIVE RSITY TERTI- ARY EDU- CATIO N	UNIVE RSITY EDU- CATIO N	ALL	LESS THAN LOWE R SEC- ON- DARY EDU- CATIO N	LOWE R SEC- ON- DARY EDU- CATIO N	UPPER SECON- DARY EDU- CATIO N	NON- UNIVE RSITY TERTI- ARY EDU- CATIO N	UNIVE RSITY EDU- CATIO N	ALL
	MEN	7	32	49	56	68	43	24 *	112	141	215	135	136
	WOME N	9	28	46	62	72	37	55 *	78	133	169	177	119
UNITED STATES	M+W	10	12	29	49	62	38	108 *	83 *	104	121	111	114
	MEN	15	15	25	50	66	39	52 *	83 *	134	102	114	122
	WOME N	6	9	32	48	58	37	241 *	84 *	86	139	106	106

Table C5.4

Percentage of 25 to 64 year olds participating in education and training and average number of hours of previous year, by type of training, by literacy level and gender, document scale (1994-1995)

All education and training

	PARTICIPATION RATE					MEAN NUMBER OF HOURS PER PARTICIPANT				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5	ALL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5	ALL
AUSTRALIA	13	26	43	59	36	210	167	146	192	167
BELGIUM (FLANDERS)	5	15	26	39	22	177 *	87	135	134	128
CANADA	15	30	38	59	37	414	253	226	123	207
IRELAND	7	19	31	44	22	309	255	225	185	233
NETHERLANDS	17	26	41	53	36	175	160	193	182	182
NEW ZEALAND	26	38	56	69	46	309	206	183	185	204
POLAND	8	15	24	34	14	128	130	124	211	138
SWEDEN	31	42	57	62	54	M	M	M	M	M
SWITZERLAND	20	36	48	63	42	106	95	123	166	124
UNITED KING- DOM	22	35	56	71	45	119	112	130	136	127
UNITED STATES	18	34	52	63	42	108	104	132	90	111

Job-related education and training

	PARTICIPATION RATE					MEAN NUMBER OF HOURS PER PARTICIPANT				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5	ALL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5	ALL
AUSTRALIA	9	21	37	54	30	198	154	138	152	149
BELGIUM (FLANDERS)	2	10	17	28	14	214 *	78	146	130	131
CANADA	9	23	31	51	30	501	250	203	137	203
IRELAND	4	13	23	36	16	388 *	257	285	219	271
NETHERLANDS	10	16	27	37	24	155 *	203	234	185	211
NEW ZEALAND	20	32	47	57	38	303	219	194	200	214
POLAND	7	11	17	23	11	89	113	125	181 *	116
SWITZERLAND	10	21	32	44	26	107	103	140	173	137
UNITED KINGDOM	18	29	51	65	40	124	113	129	139	128
UNITED STATES	15	31	46	58	38	92	98	135	104	114

Table C5.5

Percentage of 25 to 64 year olds participating in education and training and average number of hours of previous year, by type of training, by level of earnings (1994-1995)

All education and training

	PARTICIPATION RATE					MEAN NUMBER OF HOURS PER PARTICIPANT				
	NO IN-COME / LOWEST EARNER QUIN-TILE	NEXT TO LOWEST EARNER QUIN-TILE	MID LEVEL EARNER QUIN-TILE	NEXT TO HIGHEST EARNER QUIN-TILE	HIGHEST EARNER QUIN-TILE	NO IN-COME / LOWEST EARNER QUIN-TILE	NEXT TO LOWEST EARNER QUIN-TILE	MID LEVEL EARNER QUIN-TILE	NEXT TO HIGHEST EARNER QUIN-TILE	HIGHEST EARNER QUIN-TILE
AUSTRALIA	24	34	33	48	57	248	191	115	125	159
BELGIUM (FLANDERS)	13	24	43	46	47	174	128	94	65	63 *
CANADA	25	37	37	49	49	446	157	162	115	84
IRELAND	14	16	26	33	49	371	357	151	217	137
NETHERLANDS	26	35	39	45	48	305	170	138	160	118
NEW ZEALAND	29	46	46	51	64	412	298	168	115	126
POLAND	9	14	19	27	28	200 *	144	142	111	144
SWEDEN	54	45	57	56	67	M	M	M	M	M
SWITZERLAND	29	36	43	52	52	234	151	94	115	102
UNITED KINGDOM	24	47	49	62	72	240	134	77	103	90
UNITED STATES	22	48	59	64	75	180	136	74	92	94

Job-related education and training

	PARTICIPATION RATE					MEAN NUMBER OF HOURS PER PARTICIPANT				
	NO IN-COME / LOWEST EARNER QUIN-TILE	NEXT TO LOWEST EARNER QUIN-TILE	MID LEVEL EARNER QUIN-TILE	NEXT TO HIGHEST EARNER QUIN-TILE	HIGHEST EARNER QUIN-TILE	NO IN-COME / LOWEST EARNER QUIN-TILE	NEXT TO LOWEST EARNER QUIN-TILE	MID LEVEL EARNER QUIN-TILE	NEXT TO HIGHEST EARNER QUIN-TILE	HIGHEST EARNER QUIN-TILE
AUSTRALIA	16	29	29	45	55	258	165	114	117	119
BELGIUM (FLANDERS)	5	17	34	37	34	217	140	94	65	52
CANADA	12	33	33	44	45	707	152	110	116	86
IRELAND	8	10	20	28	39	541	402 *	173	244	149
NETHERLANDS	10	24	29	34	39	485	194	160	189	121
NEW ZEALAND	16	36	42	46	59	599	343	167	119	122
POLAND	5	11	15	22	23	191 *	143 *	122	81	115
SWITZERLAND	7	23	31	35	39	581 *	204	101	114	109
UNITED KINGDOM	16	39	46	59	69	297	128	78	103	91
UNITED STATES	17	45	54	60	70	218	135	73	88	100

Table C5.6

Percentage of adult education and training courses that received at least partial funding from various sources, by gender of individual taking the course (1994-1995)

		SELF OR FAMILY	AN EMPLOYER	SELF/FAMILY AND EMPLOYER	THE GOVERNMENT	UNION OR PROFESSIONAL ORGANISATION	OTHER
AUSTRALIA	M+W	43	45	1	12	1	1
	MEN	35	54	1	12	1	1
	WOMEN	52	36	1	11	1	1
BELGIUM (FLANDERS)	M+W	37	51	3	12	3	3
	MEN	27	61	2	13	3	2
	WOMEN	49	38	3	9	3	5
CANADA	M+W	37	53	4	17	4	1
	MEN	34	59	4	13	3	2
	WOMEN	39	47	3	21	4	1
IRELAND	M+W	37	42	N	12	3	2
	MEN	23	57	N	13	4	2
	WOMEN	48	30	N	12	3	2

		SELF OR FAMILY	AN EM- PLOYER	SELF/FAM- ILY AND EM- PLOYER	THE GOVERN- MENT	UNION OR PRO- FES- SIONAL ORGANI- SATION	OTHER
NETHERLANDS	M+W	39	54	2	7	1	4
	MEN	24	70	3	7	1	3
	WOMEN	58	33	2	8	N	4
NEW ZEALAND	M+W	35	57	4	16	5	5
	MEN	29	64	4	15	5	4
	WOMEN	41	51	4	16	5	6
POLAND	M+W	29	63	4	6	1	6
	MEN	26	68	3	5	1	5
	WOMEN	33	58	4	7	N	6
SWITZERLAND	M+W	52	43	5	14	2	3
	MEN	42	53	6	13	2	1
	WOMEN	62	32	4	14	1	4
UNITED KINGDOM	M+W	16	72	1	9	2	2
	MEN	12	77	1	8	2	3
	WOMEN	20	67	N	10	2	1
UNITED STATES	M+W	27	68	3	7	2	2
	MEN	23	74	4	6	2	3
	WOMEN	30	64	2	7	1	1

Table C5.7

Percentage distribution of the location of adult education and training courses (1994-1995)

	PUBLIC SCHOOL/CO- LLEGE OR UNIVER- SITY CAM- PUS	COMMER- CIAL SCHOOL/TR- AINING CENTER	CONFER- ENCE CEN- TER OR HOTEL	WORK- PLACE	COMMU- NITY CEN- TER OR SPORTS FACILITY	HOME	ELSE- WHERE
AUSTRALIA	42	23	13	22	6	5	12
BELGIUM (FLAN- DERS)	23	23	M	21	17	1	16
CANADA	27	17	14	24	5	5	7
IRELAND	26	17	14	20	6	2	15
NEW ZEALAND	23	20	14	25	4	6	9
POLAND	14	29	7	25	2	5	18
SWITZERLAND	10	39	14	11	7	3	17

UNITED KINGDOM	22	19	11	36	2	2	8
UNITED STATES	27	15	17	33	1	2	5

Table C5.8

Percentage of adult education and training courses using various media (1994-1995)

	CLASS- ROOM IN- STRUC- TIONS, SEMINARS OR WORK- SHOPS	EDUCA- TIONAL SOFTWARE	RADIO OR TV BROAD- CASTING	AU- DIO/VIDEO CAS- SETTES, TAPES OR DISKS	READING MATERIALS	ON-THE- JOB TRAIN- ING	OTHER METHODS
AUSTRALIA	91	16	3	11	34	M	2
BELGIUM (FLAN- DERS)	79	41	17	37	85	35	25
CANADA	90	17	3	39	67	29	3
IRELAND	79	2	1	2	2	10	4
NETHERLANDS	73	22	12	32	70	21	9
NEW ZEALAND	85	19	5	36	70	43	2
POLAND	86	15	7	29	58	40	9
SWITZERLAND	88	19	5	28	56	20	26
UNITED KINGDOM	83	11	2	21	37	24	3
UNITED STATES	87	11	1	18	29	18	3

Table C5.9

Perceived barriers to participation in continuing education and training among non-participants who wanted to take training (1994-1995)

	PERCENTAGE WHO DID NOT TAKE TRAINING IN THE PAST YEAR	AMONG THOSE WHO DID NOT TAKE TRAINING, PERCENT WHO WANTED TO	PERCENTAGE OF NON-PARTICIPANTS WHO GAVE VARIOUS REASONS FOR NOT TAKING CONTINUING EDUCATION AND TRAINING THAT THEY WANTED TO TAKE										
			SITUATIONAL BARRIERS				INSTITUTIONAL BARRIERS				DISPOSITIONAL BARRIERS		OTHER
			LACK OF TIME	TOO BUSY AT WORK	FAMILY RESPONSIBILITIES	LACK OF EMPLOYER SUPPORT	COURSE NOT OFFERED	TOO EXPENSIVE /NO MONEY	LACK OF QUALIFICATIONS	INCONVENIENT TIME	LANGUAGE REASONS	HEALTH	
AUSTRALIA	64	34	43	16	7	2	2	9	21	5	1	7	9
BELGIUM	78	12	48	14	14	5	3	7	1	7	4	1	14
(FLANDERS)													
CANADA	64	23	42	9	23	4	7	25	4	9	N	4	16
IRELAND	78	14	24	10	21	2	18	24	2	7	N	4	2
NETHERLANDS	64	18	46	11	7	7	6	17	1	7	1	6	12
NEW ZEALAND	54	25	51	35	42	9	14	37	9	30	4	7	17
POLAND	86	11	37	15	18	12	19	29	3	5	N	5	15
SWEDEN	46	M	M	M	M	M	M	M	M	M	M	M	M
SWITZERLAND	58	23	42	14	14	7	17	11	1	7	1	6	15
UNITED KINGDOM	55	16	27	13	20	9	15	24	2	13	2	5	15
UNITED STATES	58	16	44	14	21	5	4	33	1	7	1	5	10

3.4.1.2 UNESCO

UNESCO publishes [UNESCO STATISTICAL YEARBOOK](#). For its website UNESCO selected [17 tables](#) from the 1998 edition, and made them available on Internet. With the exception of two tables (Selected Indicators and National Education Systems) which present informations by country, all other tables show aggregated figures for continents, major areas and groups of countries.

Especially relevant for AE is the information on adult illiteracy. All other information is very much concentrated on education in general (primary, secondary and tertiary level).

Estimated illiterate population 15 years and over: number and percentage

URL http://unesco.stat.unesco.org/Yearbook/Table2_2.htm

Continents, major areas and groups of countries	Year	Illiterate population (millions)			Percentage of illiterates		
		Total	Male	Female	Total	Male	Female
		(1)	(2)	(3)	(4)	(5)	(6)
World total	1980	877	326	551	30.5	22.8	38.1
	1985	886	326	560	27.5	20.3	34.6
	1990	885	324	561	24.7	18.1	31.3
	1995	885	320	565	22.6	16.4	28.8
Africa	1980	159	62	96	60.2	48.0	71.9
	1985	167	65	102	54.8	43.1	66.2
	1990	173	66	107	49.2	38.1	60.1
	1995	179	67	111	43.8	33.5	54.0
America	1980	48	21	27	11.6	10.2	12.9
	1985	47	21	27	10.4	9.3	11.5
	1990	45	20	25	9.1	8.2	9.9
	1995	45	20	25	8.3	7.6	8.9
Asia	1980	647	237	410	39.3	28.2	50.7
	1985	654	235	418	34.6	24.5	45.1
	1990	653	233	419	30.6	21.4	40.1
	1995	651	228	422	27.7	19.1	36.6
Europe	1980	22	6	17	4.1	2.2	5.8
	1985	17	5	12	3.0	1.8	4.1
	1990	12	4	8	2.1	1.4	2.7
	1995	9	3	6	1.5	1.2	1.8
Oceania	1980	1.3	0.5	0.8	7.9	6.0	9.8
	1985	1.2	0.5	0.8	6.8	5.1	8.5
	1990	1.2	0.4	0.7	5.9	4.5	7.4
	1995	1.1	0.4	0.7	5.2	3.9	6.5
Developing countries	1980	848	318	531	42.0	31.1	53.2
	1985	863	319	544	37.1	27.0	47.5
	1990	868	318	550	32.8	23.7	42.2
	1995	872	315	557	29.6	21.1	38.3
Sub-Saharan Africa	1980	126	50	76	59.8	48.2	70.8
	1985	132	51	81	54.4	43.3	65.1
	1990	137	53	84	48.7	38.2	58.9
	1995	141	53	87	43.2	33.4	52.7
Arab States	1980	56	21	34	59.2	45.0	73.8
	1985	60	23	37	53.6	40.1	67.8
	1990	63	24	39	48.3	35.5	61.9
	1995	65	24	41	43.4	31.6	55.8
Latin America and the Caribbean	1980	44	19	25	20.3	17.9	22.5
	1985	44	19	25	17.6	15.7	19.5
	1990	43	19	24	15.1	13.6	16.5
	1995	43	19	23	13.4	12.3	14.5
Eastern Asia and Oceania	1980	276	90	186	30.7	19.6	42.0
	1985	259	81	178	24.8	15.3	34.7
	1990	231	70	161	19.7	11.8	27.8
	1995	210	60	149	16.4	9.4	23.7
Southern Asia	1980	346	139	207	60.9	47.2	75.5
	1985	370	146	224	57.1	43.7	71.5
	1990	394	153	241	53.4	40.2	67.4
	1995	416	159	256	49.8	37.1	63.4

Continents, major areas and groups of countries	Year	Illiterate population (millions)			Percentage of illiterates		
		Total	Male	Female	Total	Male	Female
		(1)	(2)	(3)	(4)	(5)	(6)
Least developed countries	1980	138	56	82	63.5	51.7	75.1
	1985	147	59	88	59.5	48.1	70.8
	1990	157	62	95	55.2	44.1	66.3
	1995	169	66	103	51.2	40.5	61.9
Developed countries	1980	29	8	21	3.4	2.0	4.6
	1985	23	7	16	2.5	1.6	3.3
	1990	17	6	11	1.8	1.3	2.3
	1995	13	5	8	1.3	1.1	1.6

The following tables give selected indicators presented by countries:

Table on selected indicators, Part I

Excerpt for European countries and selected non-European countries; the complete tables can be found at URL http://unesco.stat.unesco.org/Yearbook/Indicator_I.html resp. http://unesco.stat.unesco.org/Yearbook/Indicator_II.html

General note

- **Adult illiteracy rates:** Number of adult illiterates (15 years and over) expressed as percentages of the population in the corresponding age-group.
- **Daily newspapers:** Estimated circulation of daily newspapers, expressed in number of copies per 1 000 inhabitants.
- **Television receivers:** Number of television receivers per 1 000 inhabitants. The indicators are based on estimates of the number of receivers in use.
- **Gross enrolment ratio:** Total enrolment in primary and secondary education, regardless of age, expressed as a percentage of the population age-group corresponding to the national regulations for these two levels of education.

Country	Adult illiteracy rates estimates for 1995			Circulation of daily Newspapers per 1,000 Inhabitants 1996	Number of television Receivers per 1,000 Inhabitants 1996	Gross enrolment ratios at first and second level 1996		
	Male/Female	Male	Female			Male/Female	Male	Female
North America								
Canada	159	714	104	104	103
United States	212	805	100	100	100
Asia								
China	18.5	10.1	27.3	...	319	97	99	95
Japan	580	684	...	...	...
Europe								
Albania	34	118	80	81	80
Andorra	58	370	...	...	...
Austria	294	518	102	103	101
Belarus	242	95	95	96
Belgium	160	463	...	...	...
Bosnia and Herzegovina	0.3	...	...	...

Country	Adult illiteracy rates estimates for 1995			Circulation of daily Newspapers per 1,000 Inhabitants 1996	Number of television Receivers per 1,000 Inhabitants 1996	Gross enrolment ratios at first and second level 1996		
	Male/Female	Male	Female			Male/Female	Male	Female
Bulgaria	253	390	84	84	83
Croatia	114	267	83	83	84
Czech Republic	256	534	100	100	101
Denmark	311	592	110	109	111
Estonia	173	408	98	97	99
Finland	455	605	108	103	113
France	218	591	109	110	108
Germany	311	564	103	103	102
Greece	238	95	95	95
Hungary	189	438	100	100	101
Iceland	535	354	101	102	100
Ireland	153	411	109	107	111
Italy	104	524	92	92	92
Latvia	246	485	88	88	88
Lithuania	92	451	90	90	91
Luxembourg	327	387	...	...	...
Malta	130	751	98	101	95
Moldova	59	281	86	85	86
Monaco	727	...	...	...
Netherlands	305	514	122	124	119
Norway	593	460	108	109	106
Poland	113	337	97	97	96
Portugal	75	336	...	...	...
Romania	231	87	87	86
Russian Federation	105	405	...	...	...
San Marino	72	358	...	...	...
Slovakia	185	486	97	95	98
Slovenia	206	364	96	96	97
Spain	99	406	114	111	118
Sweden	446	499	120	115	126
Switzerland	330	443	99	101	97
The Former Yugoslav Rep. of Macedonia	19	230	78	79	78
Ukraine	54	349	...	...	...

Country	Adult illiteracy rates estimates for 1995			Circulation of daily Newspapers per 1,000 Inhabitants 1996	Number of television Receivers per 1,000 Inhabitants 1996	Gross enrolment ratios at first and second level 1996		
	Male/Female	Male	Female			Male/Female	Male	Female
United Kingdom	332	516	125	119	131
Federal Republic of Yugoslavia	110	262	66	65	68
Oceania								
Australia	297	554	126	126	125

Table on selected indicators, PART II

Excerpt for European countries and selected non-European countries; the complete tables can be found at URL http://unesco.stat.unesco.org/Yearbook/Indicator_II.html resp. http://unesco.stat.unesco.org/Yearbook/Indicator_I.html

General note

School life expectancy: The number of years a child is expected to remain at school or university, including years spent on repetition. It is the sum of the age-specific enrolment ratios for first, second and third level education.

Net enrolment ratio (at the first level): The net enrolment ratio is calculated by using the part of enrolment which corresponds to the age group of first level of education, taking into account the duration of schooling at this level in the different national systems.

Percentage of a cohort reaching Grade 5: Percentage of children starting primary school who eventually attain Grade 5 (Grade 4 if the duration of primary education is four years). The estimate is based on the Reconstructed Cohort Method, which uses data on enrolment and repeaters for two consecutive years.

The symbol * is shown when data on repeaters are missing for the years shown and the Apparent Cohort Method was used for estimating survival. When repetition rates are relatively high and vary between grades this method may overestimate or underestimate the level of survival.

Number of students per 100 000 inhabitants: Total number of students (both national and foreign) enrolled in higher education institutions per 100 000 inhabitants.

Public education expenditure as percentage of GNP: Public expenditure on education at all levels of administration expressed as a percentage of the Gross National Product (GNP).

Country	School life expectancy: number of years 1996	Net enrolment ratio at the first level 1996			Percentage of 1995 cohort reaching grade 5	Number of 3 rd lev. Students per 100,000 inhabitants 1996	Public Expenditure on education as % of GNP 1996
	Male/Female	Male/ Female	Male	Female	Male/Female	Male/ Female	
North America							
Canada	5 997	7.0
United States	...	94	94	95	...	5 339	5.4
Asia							
China	...	100	100	100	94	473	2.3
Japan	3.6
Europe							
Albania	...	96	95	97	...	1 007	3.1
Andorra
Austria	...	100	100	100	...	2 970	5.7
Belarus	3 177	6.1
Belgium	5.7
Bosnia and Herzegovina
Bulgaria	12.2	92	93	91	...	3 103	3.3
Croatia	1 905	5.3

Country	School life expectancy: number of years 1996	Net enrolment ratio at the first level 1996			Percentage of 1995 cohort reaching grade 5	Number of 3 rd lev. Students per 100,000 inhabitants 1996	Public Expenditure on education as % of GNP 1996
		Male/Female	Male/Female	Male/Female			
Czech Republic	...	87	87	87	...	1 867	5.4
Denmark	...	97	97	97	...	3 189	8.2
Estonia	...	87	87	86	...	2 956	7.3
Finland	...	99	99	99	...	4 190	7.6
France	...	100	100	100	...	3 600	6.1
Germany	...	100	100	100	...	2 628	4.8
Greece	...	91	91	90	...	3 149	3.0
Hungary	...	97	98	97	...	1 926	4.7
Iceland	...	98	99	97	...	2 787	5.4
Ireland	...	100	100	100	...	3 618	5.8
Italy	...	98	99	98	...	3 103	4.7
Latvia	12.1	90	92	87	...	2 244	6.5
Lithuania	2 244	5.6
Luxembourg	4.1
Malta	...	100	100	100	...	...	5.2
Moldova	2 110	9.7
Monaco
Netherlands	...	99	100	99	...	3 176	5.2
Norway	...	99	99	99	...	4 164	7.5
Poland	...	95	95	94	...	1 884	5.3
Portugal	5.5
Romania	11.6	96	96	95	...	1 817	3.6
Russian Federation
San Marino
Slovakia	1 903	4.9
Slovenia	...	100	100	100	...	2 755	5.8
Spain	...	100	100	100	...	4 017	4.9
Sweden	...	100	100	100	...	2 972	8.3
Switzerland	2 066	5.3
The Former Yugoslav Rep. of Macedonia	10.3	85	86	84	...	1 415	5.6
Ukraine	2 977	7.7
United Kingdom	...	100	100	100	...	3 135	5.4

Country	School life expectancy: number of years 1996	Net enrolment ratio at the first level 1996			Percentage of 1995 cohort reaching grade 5	Number of 3 rd lev. Students per 100,000 inhabitants 1996	Public Expenditure on education as % of GNP 1996
		Male/Female	Male/Female	Male/Female			
Federal Republic of Yugoslavia	...	...	...	...	...	1 674	...
Oceania							
Australia	19.8	97	97	97	...	5 552	5.6

3.4.1.3 Others

As an example for a national presentation of international aspects in the Internet we choose the very detailed information in the USA by the

- [National Centre of Educational Statistics \(NCES\)](#)
- [International Archive of Education Data \(IAED\)](#)
- [Inter-university Consortium for Political and Social Research \(ICPSR\)](#)

NCES: International Comparison

<http://www.nces.ed.gov/internat>

"... Overview

Ten years ago, when *A Nation at Risk* highlighted both the state of American education and its essential role in our nation's prosperity, its first piece of evidence was international comparisons of mathematics and science achievement. It appeared then that U.S. students were being increasingly outperformed by students from other countries, including some that educated their students at much lower cost. This report from an independent commission appointed by the Secretary of Education suggested that, at a time when a nation's power and prosperity were more than ever before determined by the collective brain power of its citizenry, the U.S. education system seemed not to be performing as well as it could.

A few years later, in 1986, the National Governors' Association issued *A Time for Results*, a report similar in tone, in the nature of its evidence, and in its recommendations to *A Nation at Risk*. *A Time for Results* asserted even more strongly than *A Nation at Risk* that global economic competition meant that the most appropriate benchmark for education system performance were now global as well. This report by a national association of state governors was at once an assertion that education was a national concern, and that it was still primarily a state and local responsibility.

Since publication of *A Time for Results*, Americans have seen much activity on education policy at the interstices of authority between the separate branches and levels of government. The Federal government and the nation's governors joined their efforts formally at the Charlottesville, Virginia "education summit" in 1989; and the subsequently-formed National Education Goals Panel and National Council on Education Standards and Testing both included members from the Congress, the White House, the U.S. Department of Education, and the ranks of governors and state legislators. Agreement on six National Education Goals followed the Charlottesville summit. A commitment to reaching world-class education performance levels is explicitly expressed in National Education Goals 4 and 5. Goal 4 declares that U.S. students will be first in the world in science and mathematics achievement by the year 2000. Goal 5 asserts that every adult American will possess the knowledge and skills necessary to compete in a global economy. By joining efforts with the Federal government, the governors did not intend to share the management of the public schools. However, they did agree that the Federal government had an important role to play in the collection and dissemination of comparative data needed to manage the quality of American education. The U.S. Department of Education's National Center for Education Statistics (NCES) has for many years carried out such duties. Two of its efforts include The Condition of Education and the National Assessment of Educational Progress (NAEP). The Condition is an annual compendium of statistical information on American education, including trends over time, international country comparisons, and some comparisons among various groups (by sex, ethnicity, socioeconomic status, and others). The Condition contains very few state-by-state comparisons, however. Another NCES responsibility, the NAEP is a congressionally-mandated survey of the academic achievement of American students. Begun in the 1960s, the NAEP has been reporting assessment results state-by-state, on a trial basis, only since 1990. In that year, 37 states, the District of Columbia, and two territories participated in a trial state assessment program in eighth-grade mathematics. In the 1992 fourth-grade reading and mathematics and eighth-grade mathematics trial state assessments, voluntary participation increased to 41 states, the District of Columbia, and 2 territories.

At the same time that U.S. officials began looking outside our borders for education policy lessons and performance benchmark, officials in other countries were doing likewise. The Organization for Economic Cooperation and Development ([OECD](#)), which had for years published indicators on macroeconomics, trade, industry, and agriculture, began an effort in the 1980s to develop and collect social indicators, starting with health care. Turning its attention next to education, the organization launched, in 1987, the Indicators of Education Systems project (INES) under the responsibility of its Center for Educational Research and Innovation (CERI). Several international groups of experts developed conceptual frameworks, agreed on definitions, and executed pilot studies to determine the set of possible indicators that best illustrated the condition of education in the [OECD](#) countries. In 1992, the [OECD](#) published a set of indicators, employing data from the late 1980s, in *Education at a Glance* (EAG). An updated second edition of EAG is scheduled for publication in December 1993, and work on subsequent volumes is already underway.

Education in States and Nations is a logical next step and companion volume to EAG. It not only allows state-to-state and country-to-country comparisons, but state-to-country comparisons as well. For perhaps the first time, states can compare their support for education, the participation of their youth in the education system, or their educational outcomes with those of a number of industrialized countries, including some that may be quite similar in size or wealth. In other words, on a variety of measures, education in U.S. states can now be compared internationally."

International Archive of Education Data

<http://www.icpsr.umich.edu/IAED/welcome.html>

"The International Archive of Education Data (IAED) is a project sponsored by the [National Center for Education Statistics](#) (NCES), the primary federal entity for collecting and analyzing data related to education in the United States and other nations.

Over a period of several years, the Archive will acquire, process, document, and disseminate data collected by national, state or provincial, local, and private organizations, pertaining to all levels of education in countries for which data can be made available. Data will encompass the "inputs" to education (funding, personnel, teaching resources, facilities, teacher and student preparation, etc.), the variety of processes by which teaching and learning occur, and the "outputs" of education (graduation and matriculation rates, drop-out rates, test scores, job placements, life histories, life assessments, etc.). The data stored in this new Archive are intended to support a wide variety of comparative and longitudinal research through the preservation and sharing of data resources. The Archive seeks to serve the needs of academics, policymakers, and researchers in the field of education. Data from [NCES](#) will form the initial foundation of the Archive. The Archive, housed in and operated by the [Inter-university Consortium for Political and Social Research](#) (ICPSR) at the University of Michigan, will preserve all of the NCES public-use research data holdings and make these holdings, as resources permit, suitably available for research throughout the nation and the world.

Data files, documentation, and reports are downloadable from the website in public-use format. The website features an online data analysis system (DAS) that allows users to conduct analyses on selected datasets within the Archive.

Staff are eager to hear from researchers about educational data that they would like to see included in the Archive and would particularly welcome inquiries from project investigators who wish to deposit their data in the International Archive of Education Data."

[ICPSR](#)

The [Inter-university Consortium for Political and Social Research \(ICPSR\)](#), located within the [Institute for Social Research](#) at the [University of Michigan](#), is a membership-based, not-for-profit organization serving member colleges and universities in the United States and abroad. ICPSR provides access to the world's largest [archive](#) of computerized social science data. While some of this data is available only to those affiliated with member institutions, much of it is provided free of charge to the public through one or more of the topical data archives hosted by ICPSR: (among others)

- [The International Archive of Education Data](#)
- [The National Archive of Computerized Data on Aging](#)

ICPSR also provides training facilities for the [study](#) of quantitative social analysis techniques, as well as resources for social scientists using advanced computer technologies.

4 Shortcomings

From the above findings, it is obvious that European continuing education statistics are “patchy”. The statistics of the individual countries can barely be compared one with another, let alone aggregated. The following shortcomings can be identified:

- a) In most European countries, continuing education statistics are inadequate, and it is not possible to reach an overall view of the situation because the data available in the various states cannot be aggregated. Institutional statistics and figures from funding bodies do not coincide with the results of surveys. The fragmentation of continuing education statistics is not just a European but a national problem. Few countries (Finland, Germany and Switzerland) can provide complete figures.
- b) There is no clear standard definition of continuing education. It is not always distinguished from initial vocational training, schooling and higher education on the one hand, or from work and leisure on the other, so that it is difficult to compare totals.
- c) Different institutional structures have grown up historically in the various countries, and have their own peculiarities. The institutional statistics deriving from them are generally not comparable, partly because classifications of topic areas and staffing vary.
- d) The statistics available cover a considerable period, and the currency of the data provided varies widely. Any composite overview would have to allow for the “stragglers”, which would reduce the meaningfulness of the data.
- e) The level of development of continuing education statistics differs in the various countries. For reasons of comparability, any comparative or cumulative European continuing education statistics would be constrained by the “weakest link”, which might make the more advanced countries appear ineffectual and imprecise.
- f) Only a relatively small set of characteristics is recorded by all countries. In most countries, this includes numbers of participants (or students) and some classification or grouping of institutions, for example. There is also a huge range of data or characteristics recorded in only one or a handful of countries.

5 Proposal for a data collection plan, and a scheme of work

The shortcomings set out above make it clear that it will be no easy task to collate European continuing education statistics, since current circumstances and intentions differ widely.

Experience to date at national and international level suggests strongly that attempts to make improvements should not be over-ambitious. A requirement to keep complex records would make acceptance less likely, would hinder agreement and would generally lead in consequence to more confusion than illumination.

What is proposed here is therefore a plan in several stages which aims at small steps that are successful rather than at a major leap forward that would be largely impracticable.

Stage 1

The clearly very incomplete statistics on continuing education should be supplemented or, where possible, completed by surveys of those bodies with national responsibility.

Stage 2

All bodies with national responsibility should try to fill in the following two tables:

Table I	Enrolments	Hours of tuition	Courses
Continuing education with vocational purpose/content (improvement of occupational skills)			
Continuing education with general purpose/content (improvement of everyday skills)			

Table II	Gender		Age		
	Male	Female	under 25	26-50	Over 50
Participation in vocational continuing education					
Participation in general continuing education					

Stage 3

A Europe-wide scheme of data collection should be planned. To this end, an international planning group should meet with the aim of drawing up a list of questions for a representative sample survey, as is already the custom in Finland, Germany and Switzerland. These countries should be represented in the group.

Questions should cover:

- a) organised continuing education activities
- b) unorganised continuing education activities (informal, self-directed learning)

All persons over 18 years of age who are living in the relevant country should be included.

The main question should read:

Did you in year X take part in the following activities for the purpose of acquiring skills:

- attendance at a seminar or course at your place of work,
- attendance at a seminar or course at an educational institution,
- attendance at a seminar or course at an institution which provides education or training as a subsidiary activity,
- self-study through reading,
- a self-learning programme,
- educational television.

6 Literature

6.1 Countrywise

Mostly publications mentioned by the national working groups of EURYDICE in EURYBASE, ordered by country and title

Austria

Österreichische Schulstatistik 1997/98 / Bundesministerium für Unterricht und kulturelle Angelegenheiten, Österreichisches Statistisches Zentralamt.
Wien : Bundesministerium für Unterricht und kulturelle Angelegenheiten, 1998.
(Österreichische Schulstatistik ; Heft 47).

Belgium

Annuaire statistique 1993-1994 : Communauté Française de Belgique. / Ministère de l'Education, de la Recherche et de la Formation : Service des Statistiques.
Bruxelles : Ministère de l'Education, de la Recherche et de la Formation., 1995.
Congé-éducation payé : Etat de la question / Conseil de l'Education et de la Formation, Chambre de la Formation.
Bruxelles : Conseil de l'Education et de la Formation, 1996.
IN : Lectures, n° 94, 1997, 17-31.
La politique fédérale de l'emploi, Rapport d'évaluation 1997 / Ministère fédéral de l'Emploi et du Travail.
Bruxelles : Ministère fédéral de l'Emploi et du Travail, 1997.
Les chiffres de l'alpha en Communauté française / Catherine BASTYNS.
: in l'Observatoire - Revue d'action sociale de médico-sociale, n° 20, pp. 29-32.
Statistiques des établissements d'enseignement, des élèves et des diplômés, Annuaire 1995-96, Vol. II / Service des Statistiques de la Communauté française.
Bruxelles : Ministère de la Communauté française, Service général de l'Informatique et de la Statistique, 1999.
Statistiques générales de l'enseignement et de la formation, Annuaire 1995-1996, Vol. I / Service des Statistiques de la Communauté française.
Bruxelles : Ministère de la Communauté française, Service général de l'Information et de la Statistique, 1998.
Statistisch Jaarboek van het Vlaams Onderwijs. Schooljaar 1997-1998 / Ministerie van de Vlaamse Gemeenschap. Departement Onderwijs.
Brussel, 1998.

Denmark

Folkeoplysningen i tal / Undervisningsministeriet.
København : Undervisningsministeriet, 1998.
Tal der taler: Uddannelsesnøgletal 1996 / Birgitte Bovin, Niklas Marschall, Jui Young Lee.
København : Undervisningsministeriet, Datakontoret, 1996.
Værd at vide om de videregående uddannelser / Undervisningsministeriet.
København : Undervisningsministeriet, 1998.

Germany

Berichtssystem Weiterbildung VII. Erste Ergebnisse einer Repräsentativbefragung / Bundesministerium für Bildung und Forschung (BMBF) / Bonn 1999
Grund- und Strukturdaten 1998/99 / Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie.
Bonn, 1998.
Statistisches Jahrbuch 1998 für die Bundesrepublik Deutschland / Statistisches Bundesamt Wiesbaden.
Stuttgart : Metzler-Poeschel, 1998
Volkhochschul-Statistik, 37. Folge Arbeitsjahr 1998 / Pehl, Klaus; Reitz, Gerhard (bearb.) / DIE. Frankfurt am Main 1999

France

Repères et références statistiques sur les enseignements et la formation : Edition 1998 / Direction de la programmation et du développement / Ministère de l'Education nationale de la Recherche et de la Technologie.
Vanves : MENESER. DPD, 1998.

Netherlands

Onderwijs Cultuur en Wetenschappen in kerncijfers 1999 / Ministerie van Onderwijs Cultuur en Wetenschappen.
Zoetermeer : Ministerie van Onderwijs Cultuur en Wetenschappen, 1998.

Spain

Estadística de la enseñanza en España 1996-97. E. Infantil/Preescolar, E. Primaria/E.G.B., E. Secundaria y Formación Profesional y E. Artes Plásticas y Diseño. / Ministerio de Educación y Cultura.
Madrid : Centro de Publicaciones del Ministerio de Educación y Cultura, 1998.

Sweden

Beskrivande data om barnomsorg och skola 1998 /
Stockholm : Statens skolverk, 1998.
(Skolverkets rapporter ; 157).

United Kingdom

Education and Training Statistics for the United Kingdom 1997 / DfEE.
London : The Stationery Office, 1997.

6.2 International, Comparisons, special studies

Education at a Glance OECD Indicators 1998 Edition

Education at a Glance, OECD Database, 1999

Final Report - Fifth International Conference on Adult Education, Hamburg, Germany 14-18 July 1997
(CONFITEA 1997)

Report prepared by the Literacy and Adult Education Section at UNESCO Paris and UIE, Hamburg

Key Data on education in the European Union, 1997, EUROSTAT 1999

Unesco Statistical Yearbook, 1998 edition

7 Supplement

7.1 URL and Addresses of the National Statistical Office

Country	National Statistical Office	URL	engl.	comments	Address
Austria	Österreichisches Statistisches Zentralamt	http://www.oestat.gv.at/index.htm	engl.	no access to AE-data	
Bulgaria	National Statistical Institute of the Republic of Bulgaria (NSI)	http://www.acad.bg/BulRTD/insi/index.htm	engl.	no access to AE-data	National Statistical Institute, 2, "P. Volov" Str. Sofia 1504, Bulgaria, Tel.: 3592\ 818 483, 879 638, Information department Fax : 35 92\ 879 638, 441 583, 877 825
Canada	Statistics Canada	http://www.statcan.ca/start.html	Engl.	no access to AE-data	Statistics Canada Tunney's Pasture Ottawa, Ontario K1A 0T6
Croatia	Statistisches Zentralamt	http://www.dzs.hr/Eng/default2.htm	engl.	no access to AE-data	Croatian Bureau Of Statistics Ilica 3 10000 Zagreb Croatia
Commonwealth of Independent States CIS	Interstate Statistical Committee Of The Commonwealth Of Independent States	http://www.unece.org/stats/cisststat/mainpage.htm	Engl.	no access to AE-data	CISSTAT 39, Myasnitskaya Str., 103450 Moscow, Russia Tel. (7-095) 207-46-51 (7-095) 207-42-37 Fax: (7-095) 207-45-92
Czechoslovakia	Czech Statistical Office (CSO)	http://www.czso.cz/eng/angl.htm	engl. french	no statistics on AE (yearbook 1998)	Czech Statistical Office Sokolovska no. 142 Praha 8 , 186 04 Czech Republic
Denmark	Statistics Denmark		engl.	no data on AE accessible	Statistics Denmark Sejrogade 11 DK-2100 København Ø dst@dst.dk

Country	National Statistical Office	URL	engl.	comments	Address
					Tel. + 45 39 17 39 17 Monday - Thursday kl. 8.30-16.00, Friday 8.30-15.30 Fax + 45 39 17 39 99
Estonia	Statistics Office Est-land Estland Statistical Office of Estonia – Statistikaamet			no data on AE in Internet	Endla 15 15174 TALLINN Tel 372-62 59 202 Fax 372-62 59 370 stat@stat.ee
Finland	Statistics Finland			no data on AE in Internet	Statistics Finland, Työpajakatu 13, Helsinki, Finland
France	Institut National de la Statistique et des Études Économiques France (INSEE) National Institute of Statistics and Economic Studies (INSEE)	http://www.insee.fr/va/index.htm	engl.	no Data on AE	Insee (head office) 18 boulevard Adolphe-Pinard F-75675 Paris Cedex 14 Tel. +33(1)41176611 Fax : +33(1)41176666
United Kingdom	Office for National Statistics United Kingdom (ONS) Home Office Research and Statistics Directorate United Kingdom (RSD)	http://www.ons.gov.uk/ http://www.ons.gov.uk/	(engl.)	no Data on AE accessible	ONS, 1 Drummond Gate, Pimlico, London, SW1V 2QQ Tel. (+44)1329 842511
Greece	The National Statistical Service of Greece (NSSG)			no access	NSSG HEADQUARTERS 14-16 Lykourgou Str., GR - 101 66 Athens, Greece Tel.: +30-1-3289000 fax: +30-1-5233610
Hungary	Statistisches Zentralamt Ungarn (HCSO)		engl.	no data on AE accessible	Hungarian Central Statistical Office H-1024 Budapest II. Keleti Károly u. 5-7

Country	National Statistical Office	URL	engl.	comments	Address
					Po.Box: 1525 Budapest Pf. 51 Tel. +36(1) 212-57-22 Fax +36(1) 345-64-62
Ireland	Central Statistical Office of Ireland	http://www.cso.ie/	(engl.)	no data on AE accessible	<i>Central Statistics Office Skehard Rd Cork, Ireland Tel: 353-21-359000 Fax: 353-21-359090 LoCall: 1890 313414</i>
Ireland	Department of Education & Science	http://www.irlgov.ie/educ/org.htm	(engl.)	no data on AE accessible	Communications Unit Department of Education Marlborough Street Dublin 1 Tel: 8734700 ext.2162, 3143 Fax: 8786712
Iceland	Statistics Island	http://www.statice.is/	engl.	no data on AE available on internet	Statistics Iceland - Information services Skuggasund 3 IS-150 Reykjavik information@statice.is Tel. +354 560 9880 Fax +354 562 3312
Italy	Istituto Nazionale Di Statistica (ISTAT) National Institute of Statistics of Italy (ISTAT)	http://www.istat.it/	engl.	no data on AE available on internet	not found in Internet
Japan	Statistics Bureau & Statistics Center	http://www.stat.go.jp/1.htm#SSR	Engl.	no data on AE available on internet	Statistics Bureau & Statistics Center, Management and Coordination Agency Government of Japan 19-1 Wakamatsu-cho, shinjuku-ku Tokyo 162-8668 Japan Tel. 81-3-3202-1111
Latvia	Statistisches Zentrālamt Lettland (CSB)	http://www.csb.lv/	engl.	no data on AE available on internet	Central Statistical Bureau of Latvia Information, Publishing and

Country	National Statistical Office	URL	engl.	comments	Address
					Printing Department 1, Lacplesa Street Riga, LV-1301 Latvia Tel. 7331363, 7366859 Fax 371-7830137
Lithuania	Statistisches Amt Litauen (StD) <i>Statistics Lithuania</i> , central statistics office to the Government of the Republic of Lithuania	http://www.std.lt/	engl.	no data on AE available on internet	Publications: Stock Company "Statistinės informacijos rengimo centras" 31 Gedimino av., 2600 Vilnius
Luxem- bourg	Luxembourg statec	http://statec.gouvernement.lu/	engl. Dtsch.	no data on AE available on internet	Statec 6, Boulevard Royal B.P. 304 L-2013 Luxembourg Tel: (+352) 478-xxxx Fax: (+352) 46 42 89 statec.post@statec.etat.lu
Nether- lands	Statistics Netherlands		engl.	s. tables	P.O. Box 4000 2270 JM VOORBURG Tel.: +31 (0) 70 337 38 00 Fax: +31 (0) 70 387 74 29 infoserv@cbs.nl P.O. Box 4481 6401 CZ HEERLEN Tel.: +31 (0) 45 570 60 00 Fax: +31 (0) 45 572 74 40 infoserv@cbs.nl
Norway	Statistics Norway (SSB)	http://www.ssb.no/english/	engl.	s. text	Not available in Internet
Poland	Central Statistical Office of Poland (CSO/P)	http://www.stsp.gov.pl/ URL could not be retrieved			Not available in Internet
Portugal	Instituto Nacional de	http://www.ine.pt/english/por	engl.	no data on AE available on internet	Not available in Internet

Country	National Statistical Office	URL	engl.	comments	Address
	Estatística Portugal	t.html			
Sweden	Statistics Sweden (SCB) Statistiska Centralbyrån	http://www.scb.se/indexeng.htm	engl.	Education statistics a) Population, 16-74 years, by education level, sex, and age January 1, 1999 b) Education and occupation for the population of Sweden 1990	SCB Box 24 300 S-104 51 STOCKHOLM Phone: + 46 8 783 40 00 Fax: + 46 8 661 52 61 swestat@scb.se Visitors: Karlavägen 100, Stockholm
Slovenia	Statistical Office of The Republic of Slovenia	http://www.sigov.si:90/zrs/eng/index.html		s. tables	Not available in Internet
Slowakia	Statistical office of the republic of Slovakia	http://www.statistics.sk/			(heidinger@statistics.sk)
Spain	Instituto Nacional De Estadística Statistisches Amt Spanien			no data on AE/education in general available on internet	Instituto Nacional De Estadística Pº Castellana, 183 E-28071- Madrid Teléfono: 91 583 91 00 info@ine.es
Basque	Basque Statistical Office (EUSTAT) EUSTAT is an Autonomous Office of the Basque Government	http://www.eustat.es/english/index.html	engl.	no data on AE/education in general available on internet	Tel. 945 017500 Fax Nº: 945 017501 eustat@eustat.es
Catalunia	Catalan Statistics Institute Institut d'Estadística de Catalunya	http://www.idescat.es/	engl.	http://www.idescat.es/scripts/sqldequavi.dll?TC=444&V0=4&V1=4 only in Spanish	Via Laietana, 58 - 08003 Barcelona
Switzerland	Bundesamt für Statistik Schweiz Swiss Federal Statistical Office	http://www.statistik.admin.ch/eindex.htm	engl.	Data on AE online available a) engl.: Nutshell http://www.statistik.admin.ch/stat_ch/ber15/eufr15.htm b) Dtsch.: http://www.statistik.admin.ch/stat_ch/ber15/dtfr15b.htm	Neuchâtel, Switzerland

Country	National Statistical Office	URL	engl.	comments	Address
Turkey	State Institute of Statistics of Turkey State Institute Of Statistics (SIS)	http://www.die.gov.tr/ENGLISH/index.html URL unknown	engl.	Main Economic And Social Indicators 3. Education And Culture 3.1 Teachers, students and graduates of educational institutions, 1994-1995 3.2 Number of students and academic staff by educational institutions, 1994-1995 3.3 Student per school and teacher, 1994-1995 3.4 Libraries and museums, 1995 3.5 Cinema, theater, opera and ballet, 1994-1995 3.6 Schooling ratio by groups of school and sex (%), 1994-1995	(webmaster@die.gov.tr)
GUS	Interstate Statistical Committee of the Commonwealth of Independent States (CISSTAT) State Committee of the Russian Federation on Statistics	http://www.gks.ru/	engl.		Russian Statistical Agency 39 Myasnitskaya St., Moscow 103450, Russia Tel.: (095) 207-4902 Fax: (095) 207-4087
USA	National Center for Education Statistics	http://www.nces.ed.gov/	(engl.)	s. 3.1.2.2	National Center for Education Statistics 555 New Jersey Avenue NW, Washington, DC 20208-5574, USA Phone: (202) 219-1828