



Education

Education, vocational training and more generally lifelong learning play a vital role in both an economic and social context. The opportunities which the EU offers its citizens for living, studying and working in other countries make a major contribution to cross-cultural understanding, personal development and the realisation of the EU's full economic potential. Each year, well over a million EU citizens of all ages benefit from EU-funded educational, vocational and citizenship-building programmes.

The Treaty establishing the European Community ⁽¹⁾ acknowledged the importance of these areas by stating that *'the Community shall contribute to the development of quality education by encouraging co-operation between Member States and, if necessary, by supporting and supplementing their action ... The Community shall implement a vocational training policy which shall support and supplement the action of the Member States'*. As such, the European Commission follows up on policy cooperation and work with the Member States, while funding programmes such as the lifelong learning programme (LLP).

Political cooperation within the EU has been strengthened through the education and training 2010 work programme which integrated previous actions in the fields of education and training. The follow-up to this programme is the strategic framework for European co-operation in education and training ⁽²⁾ which was adopted by the Council in May 2009. Benchmarks for 2010 have been set as:

- the share of low achieving 15-year-olds in reading should decrease by at least 20 %;

(1) Consolidated version of the Treaty establishing the European Community, Chapter 3, Articles 149⁽¹⁾ and 150⁽¹⁾ OJ C 352, 24.12.2002, p. 33); for more information: http://eur-lex.europa.eu/en/treaties/dat/12002E/pdf/12002E_EN.pdf.

(2) For more information: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>.



- the average rate of early school leavers should be no more than 10 %;
- 85 % of 22-year-olds should complete upper secondary education;
- the total number of graduates in mathematics, science and technology should increase by at least 15 %, while the gender imbalance in these subjects should be reduced;
- the average participation of persons aged 25 to 64 in lifelong learning should reach at least 12.5 %.

The benchmarks to be achieved by 2020 are:

- at least 95 % of children between 4 years old and the age for starting compulsory primary education should participate in early childhood education;
- the share of low-achieving 15-year-olds in reading, mathematics and science should be less than 15 %;
- the share of early leavers from education and training should be less than 10 %;
- the share of 30 to 34-year-olds with tertiary educational attainment should be at least 40 %;
- an average of at least 15 % of persons aged 25 to 64 should participate in lifelong learning.

As of 2007, the lifelong learning programme became the European Commission's flagship programme in the field of education and training, covering all learning opportunities from childhood to old age. Over the period 2007 to 2013, this programme has a budget of nearly EUR 7 000 million in order to support projects that foster interchange, cooperation and mobility between education and

training systems within the EU. It is made up of four sub-programmes that focus on the different stages of education and training, each with quantified targets:

- Comenius for schools should involve at least 3 million pupils in joint educational activities over the period of the programme;
- Erasmus for higher education should reach a total of 3 million individual participants in student mobility actions since the action began;
- Leonardo da Vinci for vocational education and training should increase placements in enterprises to 80 000 persons per year by the end of the programme;
- Grundtvig for adult education should support the mobility of 7 000 individuals involved in adult education each year by 2013.

The measurement of progress towards these objectives within the field of education policy requires a range of comparable statistics on enrolment in education and training, numbers of graduates and teachers, language learning, student and researcher mobility, educational expenditure, as well as data on educational attainment and adult learning.

Education statistics cover a range of subjects, including: expenditure, personnel, participation rates, and attainment. The standards for international statistics on education are set by three international organisations:

- the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) institute for statistics (UIS);



- the Organisation for Economic Co-operation and Development (OECD), and;
- the statistical office of the European Union (Eurostat).

The main source of data is a joint UNESCO/OECD/Eurostat (UOE) questionnaire on education statistics and this is the basis for the core components of the Eurostat database on education statistics; Eurostat also collects data on regional enrolments and foreign language learning. Data on educational attainment and adult learning are mainly provided by household surveys, in particular the EU labour force survey (LFS), which is complemented by an adult education survey ⁽³⁾, while the continuous vocational training survey (CVTS) provides information on training participation, volume and costs for enterprises.

4.1 Participation in education and educational attainment of young people

Introduction

School helps young people acquire the basic life skills and competences necessary for their personal development. The quality of a pupil's school experience affects not only personal development, but also his or her place in society, educational attainment, and employment opportunities. The quality of the education experienced by pupils is directly linked to the quality of teaching, which in turn is linked to the demands placed upon teachers, the training they receive, and the roles they are asked to fill. With this in mind, several

Member States are revising their school curricula in line with the changing needs of society and the economy, as well as reflecting on how to improve teacher training and evaluation.

Demographic trends in the last three decades reflect reductions in birth rates, that have resulted in the structure of the EU's population ageing and the proportion of those aged under 30 decreasing in the majority of Member States. These changes can have a significant impact on human and material resources required for the sound functioning of education systems – such as average class sizes or teacher recruitment strategies.

Most Europeans spend significantly longer in education than the legal minimum requirement. This reflects the choice to enrol in higher education, as well as increased enrolment in pre-primary education and wider participation in lifelong learning initiatives, such as mature (adult) students returning to education – often in order to retrain or equip themselves for a career change.

At the age of four, a high proportion of children in the EU are already enrolled in pre-primary educational institutions. The general objectives for pre-primary education are fairly similar across countries, focusing on the development of children's independence, well-being, self-confidence, and preparation for life and learning at school.

On average, compulsory education lasts nine or ten years in most of the EU: lasting longest in Hungary, the Netherlands and the United Kingdom. Compulsory primary education starts at the age of five

⁽³⁾ For more information: http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-CC-05-005/EN/KS-CC-05-005-EN.PDF.



or six in most Member States, although some Member States have a compulsory starting age of seven ⁽⁴⁾.

While national curricula include broadly the same subjects across the Member States, the amount of time allocated to each subject varies considerably. In addition, there are wide-ranging differences in the freedoms that teachers have to shape the content of their classes or follow a strict curriculum. The most significant differences between countries tend to relate to the degree of instruction given in foreign languages, information and communication technology, or religion. In contrast, all countries allocate a considerable amount of time to teach their mother tongue and mathematics.

Teaching time tends to be more evenly spread across subjects in compulsory secondary education, with more emphasis given to natural and social sciences, as well as foreign languages. Pupils from a particular country follow the same common curriculum throughout their full-time compulsory education in most Member States, although in Germany, Luxembourg, the Netherlands and Austria parents have to choose a particular type of education for their child at the end of primary school.

The Comenius programme addresses developments in education and school policy and aims to:

- improve and increase the mobility of pupils and educational staff;
- enhance and increase partnerships between schools in different Member States, with at least three million pupils taking part in joint educational activities by 2010;

- encourage language learning, innovative ICT-based content, services and better teaching techniques and practices;
- enhance the quality and European dimension of teacher training;
- improve pedagogical approaches and school management.

Member States have themselves set a number of other benchmarks for improving education. These include reading proficiency, attainment in mathematics, science and technology, early school leaving, and the completion of secondary school.

Definitions and data availability

The **international standard classification of education (ISCED)** is the basic tool for classifying education statistics, describing different levels of education, as well as fields of education and training ⁽⁵⁾. The current version, ISCED 97 distinguishes seven levels of education:

- ISCED level 0: **pre-primary education** – defined as the initial stage of organised instruction; it is school- or centre-based and is designed for children aged at least 3 years;
- ISCED level 1: **primary education** – begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years;
- ISCED level 2: **lower secondary education** – continues the basic programmes of the primary level, although teaching is typically more subject-focused; usually, the end of this level coincides with the end of compulsory education;
- ISCED level 3: **upper secondary education** – generally begins at the end of compulsory education; the entrance

⁽⁴⁾ For more information: http://eacea.ec.europa.eu/education/eurydice/documents/compulsory_education/106EN.pdf.

⁽⁵⁾ For more information: http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm.



age is typically 15 or 16 years and entrance qualifications and other minimum entry requirements are usually needed; instruction is often more subject-oriented and typical duration varies from two to five years;

- ISCED level 4: **post-secondary non-tertiary education** – straddles the boundary between upper secondary and tertiary education; typical examples are programmes designed to prepare pupils for studies at level 5 or programmes designed to prepare pupils for direct entry to the labour market;
- ISCED level 5: **tertiary education (first stage)** – entry normally requires the successful completion of level 3 or 4; includes tertiary programmes with academic orientation which are largely theoretically based and occupation orientation which are typically shorter and geared for entry into the labour market;
- ISCED level 6: **tertiary education (second stage)** – leads to an advanced research qualification (Ph.D. or doctorate).

The indicator for **four-year-olds in education** presents the percentage of four-year-olds who are enrolled in education-oriented pre-primary institutions. These institutions provide education-oriented care for young children. They must recruit staff with specialised qualifications in education. Day nurseries, playgroups and day-care centres, where the staff are not required to hold a qualification in education, are not included. The indicator for **18-year-olds** who are still in any kind of school (all ISCED levels) provides an indication of the number of young people who have not abandoned their efforts to

improve their skills through initial education and includes both those who had a regular education career without any delays, as well as those who are continuing even if they had to repeat some steps in the past. The indicator of **school expectancy** corresponds to how many years, on average, a child starting in school can expect to stay at school (calculated by adding the single-year enrolment rates for all ages).

Pupil-teacher ratios are calculated by dividing the number of full-time-equivalent pupils and students in each level of education by the number of full-time-equivalent teachers at the same level; all institutions, both public and private, are included. This ratio should not be confused with average class-size. There can be a difference between the number of hours of teaching provided by individual teachers and the number of hours of instruction prescribed for pupils; more than one teacher can be teaching in a class at the same time; or teachers for special education needs can work with small groups or on a one-to-one basis.

The indicator for the **youth education attainment level** is defined as the proportion of the population aged 20 to 24 having completed at least an upper secondary education (minimum of ISCED level 3a, 3b or 3c long). The denominator consists of the total population of the same age group, excluding non-response.

The indicator for **early school leavers** is defined as the proportion of the population aged 18 to 24 with at most a lower secondary level of education (ISCED levels 1, 2 or 3c short), who are no longer in further education or training (respondents



declared not having received any education or training in the four weeks preceding the survey). The denominator consists of the total population of the same age group, excluding non-response.

Main findings

In 2007, there were about 93.2 million pupils and students enrolled in educational establishments in the EU-27. The highest share of pupils and students in the EU-27 total was accounted for by Germany, where 14.3 million pupils and students attended educational establishments in 2007; this figure was 1.6 million higher than the next largest student population – in the United Kingdom – and 2.0 million higher than in France.

The proportion of students found in each level of education varied somewhat between the Member States, most notably for primary and lower secondary levels of education. The variation reflects, to some degree, the demographic structure of each population. The high proportion of pupils in primary education in Luxembourg (47.1 % in 2007), for example, reflects the lack of a developed tertiary education sector in this country. At the other end of the spectrum, Greece, Slovenia, the Baltic Member States, Poland, Finland and Romania all had relatively high proportions (around one quarter or more) of their student populations within the tertiary education sector.

The figures above exclude pre-primary education – where 88.6 % of all four-year-olds in the EU-27 attended establishments in 2007. Enrolment rates in pre-primary education ranged from 100 % in France

and Sweden, to less than one child in two across Ireland and Poland.

More than three quarters (76.8 %) of all 18-year-olds within the EU-27 remained within the education system in 2007. However, this ratio rose to above 90 % in five Member States, while less than half of all 18-year-olds were still attending an educational establishment in Cyprus and the United Kingdom. These figures may reflect a number of factors, in particular the need for students to go abroad to continue their (tertiary) education, or the practise of making students re-take a whole year if their performance at the end of each academic year is deemed to be unsatisfactory.

School expectancy is a related indicator, as Member States with longer school expectancy generally have a higher proportion of 18-year-olds in education. Nevertheless, Ireland had the second highest proportion of 18-year-olds in education, but a relatively average length of school expectancy, while Denmark had the reverse situation, with a slightly above average proportion of 18-year-olds in education, and the fourth longest school expectancy.

Pupil/teacher ratios within primary education ranged from an average of less than 11 pupils per teacher in Lithuania, Greece, Hungary and Italy in 2007, to almost double that rate in France and the United Kingdom (both above 19 pupils per teacher). Between 2002 and 2007 there was a general reduction in the average number of pupils per teacher within primary education establishments in most of the Member States.



The average number of pupils per teacher was generally lower for secondary education than for primary education, with an average of less than ten pupils for every teacher in upper secondary education in Greece, Spain, Portugal, Luxembourg, Lithuania and France. Finland, the Netherlands and Romania had the highest average number of pupils per teacher (all over 15 pupils per teacher).

Data on educational attainment show that, in 2008, just over three quarters (78.5 %) of the EU-27's population aged 20 to 24 had completed at least an upper secondary level, a figure that reached 81.4 % for women. However, in 2008, 14.9 % of those aged 18 to 24 (16.9 % of men and 12.9 % of women) were early school leavers, with at most a lower secondary education.

**Table 4.1:** Pupils and students (excluding pre-primary education) ⁽¹⁾

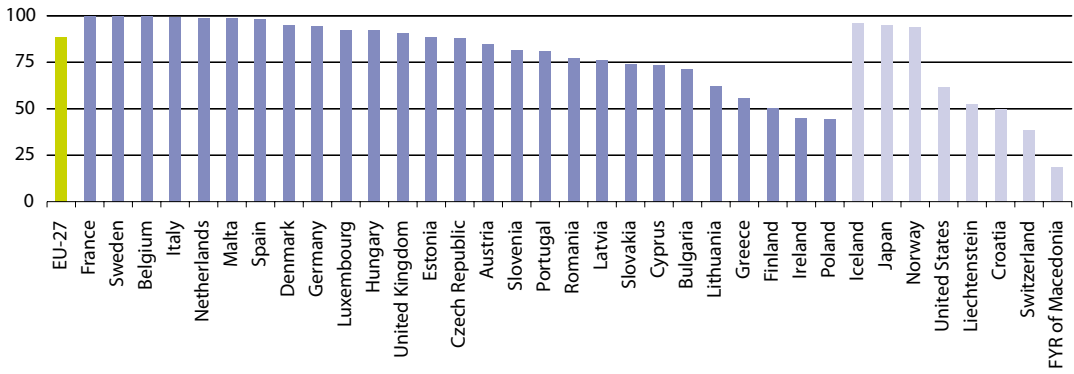
	Total (ISCED 1-6) (1 000)		Breakdown of total number of pupils and students (% of total)							
			Primary level of education (ISCED 1)		Lower secondary level of education (ISCED 2)		Upper and post-secondary non-tertiary education (ISCED 3-4)		Tertiary education (ISCED 5-6)	
			2002	2007	2002	2007	2002	2007	2002	2007
EU-27	97 266	93 247	30.2	30.4	24.6	23.9	27.5	25.3	17.6	20.3
Belgium	2 333	2 418	32.9	30.3	17.4	17.6	33.9	35.8	15.7	16.3
Bulgaria	1 275	1 175	27.4	22.8	28.1	23.9	26.5	31.3	17.9	22.0
Czech Republic	1 935	1 856	31.2	24.9	26.5	24.7	27.6	30.8	14.7	19.5
Denmark	1 046	1 155	39.7	36.0	20.3	20.9	21.3	23.0	18.7	20.1
Germany	14 511	14 251	23.2	23.2	39.2	35.9	22.2	24.3	14.9	16.0
Estonia	304	268	35.7	28.3	21.6	19.9	22.7	26.1	20.0	25.6
Ireland	992	1 054	44.9	45.1	18.0	16.5	19.3	20.3	17.8	18.1
Greece	1 975	1 964	32.7	32.5	17.7	17.6	22.7	19.2	26.8	30.7
Spain	7 461	7 556	33.4	35.7	26.3	26.0	15.8	14.7	24.6	23.5
France	11 791	12 296	32.3	33.4	27.9	26.5	21.9	22.3	17.2	17.7
Italy	9 199	9 500	30.3	30.0	19.9	18.5	29.6	30.1	20.2	21.4
Cyprus	142	146	45.0	39.6	23.1	22.2	22.0	22.9	9.8	15.2
Latvia	510	450	22.3	27.0	34.8	20.3	21.2	24.0	21.7	28.8
Lithuania	797	760	24.8	18.9	42.2	38.5	14.3	16.2	18.7	26.3
Luxembourg	72	76	47.2	47.1	22.7	24.9	26.0	28.1	4.1	:
Hungary	1 946	1 916	24.6	20.9	25.9	24.3	31.3	32.4	18.2	22.5
Malta	77	75	42.4	37.1	36.9	34.1	11.3	15.7	9.4	13.1
Netherlands	3 208	3 346	40.1	38.3	24.6	23.3	19.2	20.8	16.1	17.6
Austria	1 422	1 457	27.2	23.8	27.3	26.6	29.8	31.6	15.7	17.9
Poland	9 153	8 416	33.9	29.5	19.1	18.4	26.1	26.6	20.8	25.5
Portugal	1 964	1 881	39.2	40.2	20.4	21.2	20.2	19.1	20.2	19.5
Romania	3 939	3 839	26.1	23.9	32.8	24.0	26.3	27.8	14.8	24.2
Slovenia	407	395	21.1	24.2	23.8	18.3	30.7	28.2	24.4	29.4
Slovakia	1 109	1 079	25.6	21.4	35.3	30.3	25.3	28.1	13.7	20.2
Finland	1 179	1 251	33.4	29.2	16.3	16.2	26.3	29.9	24.1	24.7
Sweden	2 115	2 061	37.2	32.9	17.9	19.9	26.8	27.1	18.1	20.1
United Kingdom	16 407	12 607	27.6	35.0	14.2	17.6	44.5	28.6	13.7	18.7
Croatia	:	728	:	26.2	:	28.2	:	26.4	:	19.2
FYR of Macedonia	385	369	31.5	27.4	32.6	30.6	24.3	26.2	11.6	15.8
Turkey	15 389	16 687	68.6	65.0	-	-	20.5	20.3	10.9	14.7
Iceland	77	85	41.0	35.4	16.5	16.2	27.5	29.8	15.1	18.6
Liechtenstein	:	6	:	35.6	:	27.1	:	25.1	:	10.7
Norway	1 005	1 079	42.7	39.9	16.7	17.5	21.0	22.7	19.6	19.9
Switzerland	1 294	1 350	41.5	37.8	21.6	22.1	23.1	23.4	13.1	15.8
Japan	19 956	18 885	36.7	38.2	20.1	19.2	22.0	20.2	19.9	21.4
United States	64 440	67 429	38.6	36.3	19.5	19.3	17.2	18.1	24.7	26.3

(¹) Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

Source: Eurostat (tps00051 and educ_enr1t1)



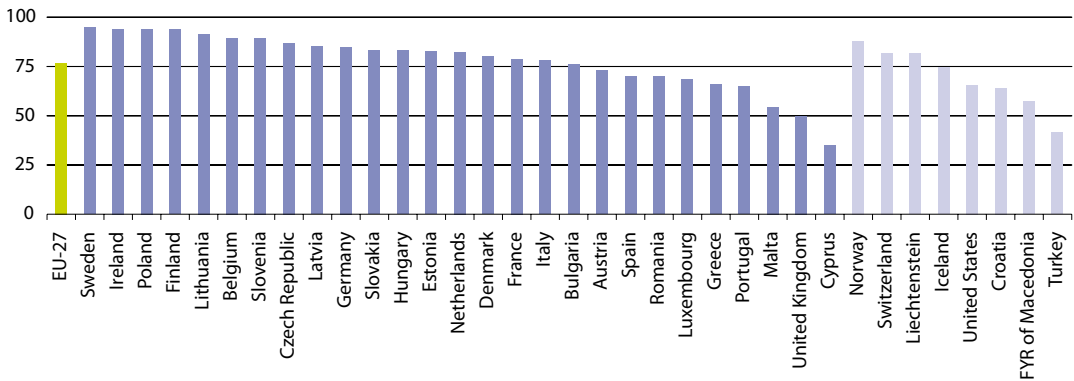
Figure 4.1: Four-year-olds in education, 2007 ⁽¹⁾
(% of all four-year-olds)



⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

Source: Eurostat (tps00053)

Figure 4.2: 18-year-olds in education, 2007 ⁽¹⁾
(% of all 18-year-olds)

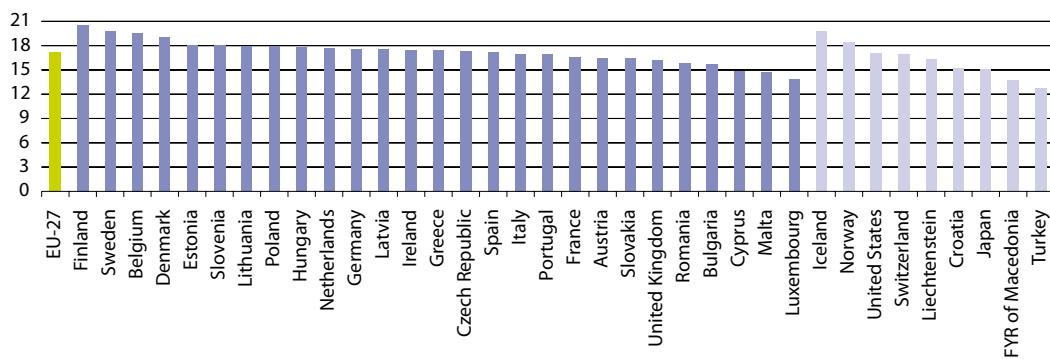


⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

Source: Eurostat (tps00060)



Figure 4.3: School expectancy, 2007 ⁽¹⁾
(years)



⁽¹⁾ School expectancy corresponds to the expected years of education over a lifetime and has been calculated adding the single-year enrolment rates for all ages.

Source: Eurostat (tps00052)



Table 4.2: Pupil/teacher ratio in primary, lower and upper secondary education ⁽¹⁾
(average number of pupils per teacher)

	Primary education (ISCED 1)		Lower secondary/second stage of basic education (ISCED 2)		Upper secondary education (ISCED 3)	
	2002	2007	2002	2007	2002	2007
Belgium	13.1	12.6	:	9.2	9.3	10.2
Bulgaria	16.8	16.0	12.8	12.1	11.7	11.6
Czech Republic	18.9	18.7	14.4	12.3	12.5	12.3
Denmark	10.9	11.2	:	:	14.2	:
Germany	18.9	18.3	15.7	15.2	13.6	14.3
Estonia ⁽²⁾	14.7	14.4	11.2	11.4	10.3	12.2
Ireland	19.5	17.9	14.6	:	14.6	13.2
Greece	12.5	10.1	9.3	7.7	9.3	7.3
Spain	14.6	13.6	13.7	11.7	8.3	7.7
France	19.4	19.7	13.7	14.3	10.6	9.6
Italy	10.6	10.5	9.9	9.4	10.3	10.8
Cyprus	19.4	15.9	13.0	11.2	11.7	11.1
Latvia	16.9	11.4	13.5	9.9	12.7	11.2
Lithuania	12.4	10.0	8.5	7.9	8.3	9.4
Luxembourg	11.6	11.2	9.0	:	9.0	9.0
Hungary	10.8	10.2	10.7	10.2	13.1	12.1
Malta ⁽³⁾	19.1	13.7	9.7	9.3	10.1	14.3
Netherlands	17.0	15.6	:	:	15.9	15.7
Austria	14.4	13.6	9.8	10.3	10.3	11.0
Poland	12.8	11.0	14.1	12.4	13.7	12.2
Portugal	11.0	11.8	9.3	7.9	7.5	8.4
Romania	17.7	16.9	13.3	12.2	14.4	15.3
Slovenia	12.6	15.2	13.1	9.5	13.5	13.7
Slovakia	20.1	17.9	14.0	13.9	13.3	14.1
Finland	15.8	15.0	10.6	9.9	16.0	15.9
Sweden	12.5	12.3	12.2	11.5	14.1	13.6
United Kingdom	19.9	19.4	17.6	16.7	21.6	11.2
Croatia	:	17.3	:	12.6	:	11.6
FYR of Macedonia	21.2	18.4	16.6	13.6	18.5	16.3
Turkey	27.5	26.2	:	:	17.7	16.2
Iceland	11.4	10.4	:	:	10.6	10.2
Liechtenstein	:	9.6	:	6.9	:	8.6
Norway	:	11.0	10.9	10.2	9.0	9.8
Japan	20.3	19.0	16.2	14.8	13.7	12.5
United States	15.5	14.6	15.5	14.7	15.6	15.6

⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

⁽²⁾ 2001 instead of 2002.

⁽³⁾ 2006 instead of 2007.

Source: Eurostat (tps00054 and educ_iste)

**Table 4.3:** Youth education attainment level and early school leavers ⁽¹⁾

	Youth education attainment level (%)				Early school leavers (%)			
	Total		Male	Female	Total		Male	Female
	2003	2008	2008	2008	2003	2008	2008	2008
EU-27 ⁽²⁾	76.9	78.5	75.7	81.4	16.6	14.9	16.9	12.9
Euro area	73.4	75.5	72.1	79.1	18.5	16.8	19.1	13.9
Belgium ⁽³⁾	81.2	82.2	80.5	83.9	14.3	12.0	13.4	10.6
Bulgaria	76.3	83.7	84.0	83.4	21.9	14.8	14.1	15.5
Czech Republic ⁽²⁾	92.1	91.6	91.0	92.2	6.5	5.6	5.8	5.4
Denmark ⁽⁴⁾	76.2	71.0	63.6	78.6	10.4	11.5	13.7	9.2
Germany ⁽⁵⁾	72.5	74.1	71.9	76.4	12.8	11.8	12.4	11.2
Estonia ⁽⁶⁾	81.5	82.2	76.0	88.3	12.9	14.0	19.8	8.2
Ireland ⁽²⁾	85.1	87.4	83.9	91.0	13.1	11.3	14.6	8.0
Greece ⁽²⁾	81.7	82.1	78.0	86.6	16.0	14.8	18.5	10.9
Spain ⁽⁷⁾	62.2	60.0	52.7	67.6	31.6	31.9	38.0	25.7
France ⁽⁸⁾	81.3	83.7	81.4	86.0	13.2	11.8	13.8	9.8
Italy ⁽³⁾	71.0	76.5	73.5	79.7	23.0	19.7	22.6	16.7
Cyprus ⁽²⁾	79.5	85.1	80.1	89.5	17.3	13.7	19.0	9.5
Latvia	75.4	80.0	74.3	86.0	18.0	15.5	20.2	10.7
Lithuania ^(3,9)	84.2	89.1	85.9	92.3	11.4	7.4	10.0	4.7
Luxembourg ^(6,8)	72.7	72.8	68.3	77.4	12.3	13.4	15.8	10.9
Hungary ⁽⁶⁾	84.7	83.6	81.7	85.5	12.0	11.7	12.5	10.9
Malta ⁽⁸⁾	45.1	54.2	50.5	58.3	49.9	39.0	41.7	36.1
Netherlands ⁽²⁾	75.0	76.2	71.9	80.6	14.3	11.4	14.0	8.8
Austria ⁽²⁾	84.2	84.5	84.2	84.8	9.0	10.1	10.4	9.8
Poland ⁽³⁾	90.3	91.3	89.3	93.3	6.0	5.0	6.1	3.9
Portugal ^(3,10)	47.9	54.3	47.1	61.9	41.2	35.4	41.9	28.6
Romania ⁽³⁾	75.0	78.3	77.9	78.6	22.5	15.9	15.9	16.0
Slovenia ^(2,11)	90.8	90.2	87.4	93.6	4.6	5.1	7.2	2.6
Slovakia ⁽²⁾	94.1	92.3	91.0	93.6	5.3	6.0	7.1	4.9
Finland ⁽²⁾	85.3	86.2	84.6	87.6	10.1	9.8	12.1	7.7
Sweden ^(2,5,12)	85.8	87.9	86.2	89.7	9.2	11.1	12.3	9.9
United Kingdom ⁽²⁾	78.6	78.2	76.4	80.0	12.1	17.0	18.3	15.6
Croatia ⁽¹³⁾	91.0	95.4	94.6	96.3	7.9	3.7	4.1	3.3
FYR of Macedonia	:	79.7	81.7	77.6	:	19.6	17.6	21.7
Turkey	44.2	47.8	56.4	40.9	53.0	46.6	38.5	53.7
Iceland ⁽²⁾	51.2	53.6	47.9	59.8	20.3	24.4	26.2	22.4
Norway ^(2,14)	93.7	70.0	65.4	74.7	6.3	17.0	21.0	12.9
Switzerland ⁽²⁾	77.5	82.6	81.4	83.8	9.7	7.7	7.8	7.5

⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/lfsi_edu_a_esms.htm); early school leavers: based on annual averages of quarterly data, data extracted on 20 November 2009. ⁽²⁾ Early school leavers: break in series, 2003. ⁽³⁾ Early school leavers: break in series, 2004. ⁽⁴⁾ Breaks in series, 2003 and 2007. ⁽⁵⁾ Break in series, 2005. ⁽⁶⁾ Female early school leavers: unreliable or uncertain data. ⁽⁷⁾ Early school leavers: break in series, 2005. ⁽⁸⁾ Break in series, 2003. ⁽⁹⁾ Male and female early school leavers: unreliable or uncertain data. ⁽¹⁰⁾ Provisional. ⁽¹¹⁾ Early school leavers: unreliable or uncertain data. ⁽¹²⁾ Provisional for 2008; early school leavers: break in series, 2007. ⁽¹³⁾ Early school leavers: unreliable or uncertain data for 2008. ⁽¹⁴⁾ Break in series, 2006.

Source: Eurostat (tsiir110 and tsisc060)



4.2 Foreign language learning

Introduction

Since the latest amendment in 2007, there are 23 official languages recognised within the EU, in addition to which there are regional, minority languages, and languages spoken by migrant populations. School is the main opportunity for the vast majority of people to learn these languages – as linguistic diversity is actively encouraged within schools, universities, adult education centres and the workplace.

For several decades it has been mandatory for most European children to learn at least one foreign language during their compulsory education, with the time devoted to foreign language instruction generally increasing in recent years. In 2002, the Barcelona European Council recommended that at least two foreign languages should be taught to all pupils from a very early age. This recommendation has been implemented to varying degrees, usually for compulsory secondary education, either by making it mandatory to teach a second language, or ensuring that pupils have the possibility to study a second foreign language as part of their curriculum.

In September 2008 the European Commission adopted a Communication ⁽⁶⁾ titled 'Multilingualism: an asset for Europe and a shared commitment', which was followed in November 2008 by a Council Resolution on a European strategy for multilingualism ⁽⁷⁾. The Communication addresses languages in the wider context of social cohesion and prosperity and fo-

cuses on actions to encourage and assist citizens in acquiring language skills. It explores issues such as:

- the role languages play in developing mutual understanding in a multicultural society;
- how language skills improve employability and ensure a competitive edge for European businesses;
- what to do to encourage European citizens to speak two languages in addition to their mother tongue;
- how the media and new technologies can serve as a bridge between speakers of different languages.

Definitions and data availability

Data on the **number of pupils studying foreign languages** are related to the corresponding numbers of students enrolled; mentally handicapped students enrolled in special schools are excluded.

The **average number of foreign languages learned per pupil** is collected for different ISCED levels. The data refer to all pupils, even if teaching languages does not start in the first years of instruction for the particular ISCED level considered. This indicator is defined as the sum of language students divided by the total number of students enrolled in the educational level considered. Each student studying a foreign language is counted once for each language he or she is studying, i.e. students studying more than one language are counted as many times as the number of languages studied. Irish, Luxembourgish and regional languages

⁽⁶⁾ For more information: http://ec.europa.eu/education/languages/pdf/com/2008_0566_en.pdf.

⁽⁷⁾ For more information: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:320:0001:01:EN:HTML>.



are excluded, although provision may be made for them in certain Member States. Allowing for exceptions, when one of the national languages is taught in schools where it is not the teaching language, it is not considered a foreign language.

Main findings

Within primary education, there is a clear prominence in terms of the proportion of pupils that (choose to) study English. Learning English is mandatory in several countries within secondary education institutions, and so a number of Member States have close to 100 % shares of pupils learning this language in primary education. The highest shares of primary education pupils studying English were recorded in Greece, Spain, Italy, Malta and Austria, where over nine out of every ten children were studying English. The relative importance of English as a foreign language may be further magnified because pupils tend to receive more instruction in their first foreign language than they do for any subsequent languages they (choose to) study.

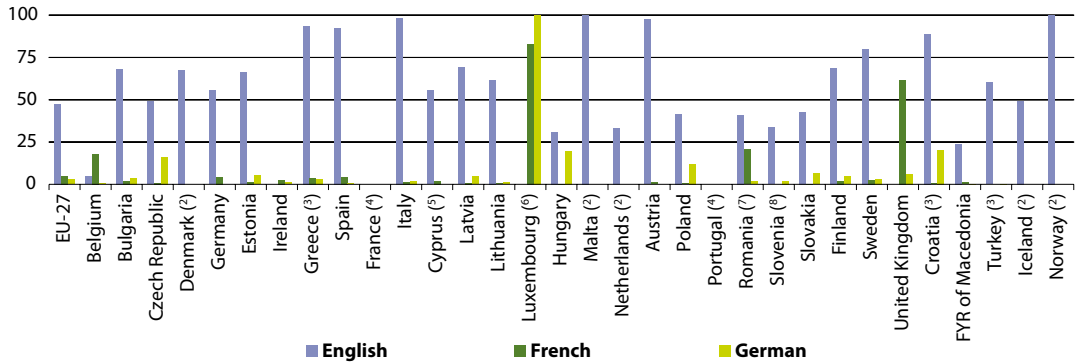
The central and eastern Member States that joined the EU since 2004 have a distinctive position in relation to language

teaching, as in the past learning Russian was compulsory for many pupils. This situation has changed rapidly and these days most pupils have more choice concerning the language(s) they wish to study, for example, in most countries there has also been a marked increase in the proportion of pupils learning English, often above 40 % of all students and in some cases over 60 %. Luxembourg is also of particular interest, insofar as there are three official languages, with most pupils receiving instruction in Luxembourgish, German and French at primary level, while English is introduced as a foreign language at secondary school.

Turning to language learning in upper secondary education, some 83.5 % of all EU-27 students at ISCED level 3 were studying English as a foreign language in 2007, compared with around one fifth studying French (21.8 %) or German (22.5 %). Luxembourg and the Netherlands stood out as the countries with the highest proportion of secondary education students (at ISCED levels 2 or 3) learning three or more languages in 2007; note this indicator includes all foreign languages, not just German, English and French.



Figure 4.4: Proportion of pupils learning foreign languages in primary education, by language, 2007 ⁽¹⁾
(%)



⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

⁽²⁾ French and German, not available.

⁽³⁾ 2006.

⁽⁴⁾ Not available.

⁽⁵⁾ German, not available.

⁽⁶⁾ English, not available.

⁽⁷⁾ German, 2006.

⁽⁸⁾ French, not available.

Source: Eurostat ([educ_ilang](#)), Unesco, OECD



Table 4.4: Foreign languages learnt per pupil in secondary education ⁽¹⁾
(%)

	Proportion of students learning 3 or more languages (at ISCED level 2 or 3)		Upper secondary education (ISCED 3)					
			Pupils learning English in general programmes		Pupils learning French in general programmes		Pupils learning German in general programmes	
	2002	2007	2002	2007	2002	2007	2002	2007
EU-27	4.7	2.8	69.7	83.5	17.7	21.8	17.7	22.5
Belgium	15.2	14.5	94.1	94.1	47.7	48.1	30.1	28.5
Bulgaria	0.7	0.5	80.8	86.2	18.7	15.0	39.3	38.5
Czech Republic	:	1.0	98.9	100.0	17.3	24.5	73.5	65.8
Denmark	:	2.3	94.2	91.8	23.6	10.7	71.8	35.6
Germany	:	:	90.9	91.0	27.1	27.4	-	-
Estonia	28.6	18.9	91.2	95.0	4.7	6.7	45.6	41.6
Ireland	0.3	0.3	-	-	65.7	59.6	18.7	18.3
Greece ⁽²⁾	:	:	95.2	94.0	10.3	8.6	2.1	2.9
Spain	0.0	0.2	95.9	95.3	27.7	27.7	1.1	1.1
France	3.4	:	99.4	99.4	-	-	30.5	21.8
Italy	3.1	2.1	85.9	95.3	27.2	20.5	8.2	7.2
Cyprus	:	:	100.0	78.5	60.4	32.2	1.0	2.4
Latvia	3.8	4.6	89.3	96.0	3.1	4.1	48.1	32.2
Lithuania	1.5	0.8	76.5	85.1	6.8	4.9	35.1	25.4
Luxembourg	60.7	61.9	96.3	96.5	96.3	96.5	96.3	96.5
Hungary	:	0.2	57.6	76.4	6.3	6.5	49.3	50.1
Malta	13.4	20.0	78.5	70.2	8.3	9.6	0.8	2.2
Netherlands ⁽³⁾	20.4	56.7	99.9	100.0	22.7	70.3	23.3	86.3
Austria	2.1	2.4	96.9	96.9	42.8	54.1	-	-
Poland	:	0.7	90.6	91.2	14.1	9.8	61.5	62.7
Portugal ⁽²⁾	:	:	:	50.7	:	15.1	:	1.6
Romania ⁽⁴⁾	:	1.1	87.8	95.9	85.1	83.0	10.7	11.6
Slovenia	2.2	3.2	98.2	98.3	9.1	10.8	83.0	76.0
Slovakia	0.1	0.7	96.0	97.9	12.4	16.0	78.2	71.2
Finland	44.4	34.6	99.7	99.3	21.9	19.3	41.5	33.2
Sweden	4.5	3.3	99.8	99.9	25.8	21.1	48.9	29.6
United Kingdom	:	:	-	-	:	32.0	:	11.7
Croatia ⁽²⁾	:	1.2	:	98.3	:	3.4	:	65.6
Turkey ⁽²⁾	:	-	:	67.3	:	0.7	:	6.5
Iceland ⁽²⁾	15.8	19.7	66.2	76.1	14.7	17.1	32.1	30.7
Norway ⁽²⁾	:	:	:	100.0	:	20.3	:	31.3

⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

⁽²⁾ 2006 instead of 2007.

⁽³⁾ Proportion of students learning 2 or more languages: break in series, 2004.

⁽⁴⁾ Pupils learning German: 2006 instead of 2007.

Source: Eurostat ([educ_thfrlan](#), [tps00057](#), [tps00058](#) and [tps00059](#)), Unesco, OECD



4.3 Educational expenditure

Introduction

Expenditure on education may help foster economic growth, enhance productivity, contribute to personal and social development, and reduce social inequalities. The proportion of total financial resources devoted to education is one of the key choices made in each country by governments, enterprises and individual students and their families.

There is an on-going debate in many Member States as to how to increase education funding and efficiency, while promoting fairness. Possible approaches include charging tuition fees, administrative/examination charges, introducing grants or income-contingent loans to stimulate enrolment rates in higher education (in particular, among the less well-off), as well as raising funds through promoting partnerships between business and higher educational establishments.

Education accounts for a significant proportion of public expenditure in all of the Member States – the most important budget item being expenditure on staff. The cost of teaching increases significantly as a child moves through the education system, with expenditure per pupil/student considerably higher in universities than primary schools. Although tertiary education costs more per head, the highest proportion of total education spending is devoted to secondary education systems, as these teach a larger proportion of the total number of pupils/students.

Definitions and data availability

Indicators on education expenditure cover schools, universities and other public and private institutions involved in delivering or supporting educational services. Expenditure on institutions is not limited to expenditure on instructional services but also includes public and private expenditure on ancillary services for students and families, where these services are provided through educational institutions. At the tertiary level, spending on research and development can also be significant and is included, to the extent that the research is performed by educational institutions.

Total public expenditure on education includes direct public funding for educational institutions and transfers to households and enterprises. In general the public sector finances education either by assuming direct responsibility for the current and capital expenses of schools (direct expenditure for educational institutions) or by providing financial support to students and their families through scholarships and public loans; furthermore, the public sector may subsidise the education or training activities of the private business sector or non-profit organisations (transfers to households and enterprises).

Expenditure on educational institutions from private sources comprises school fees; materials (such as textbooks and teaching equipment); transport to school (if organised by the school); meals (if provided by the school); boarding fees; and expenditure by employers on initial vocational training.



Public schools/institutions are defined as those which are directly or indirectly administered by a public education authority. **Private schools/institutions** are directly or indirectly administered by a non-governmental organisation (such as a church, trade union, a private business concern or another body) and are considered to be independent if they get less than 50 % of their funding from any level of government (local, regional or national). **Expenditure per pupil/student in public and private institutions** measures how much central, regional and local government, private households, religious institutions and enterprises spend per pupil/student; it includes expenditure for personnel, as well as other current and capital expenditure.

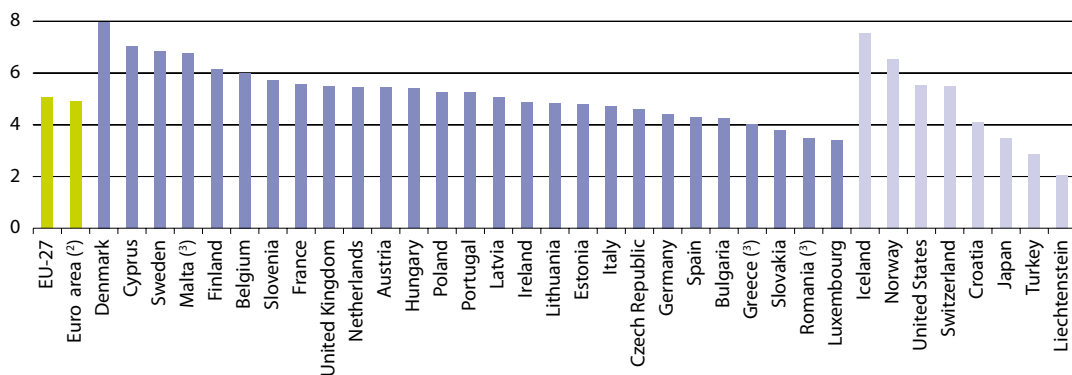
Main findings

Public expenditure on education in the EU-27 in 2006 was equivalent to 5.1 % of GDP, while the expenditure of both public and private sources of funds on educational institutions amounted to 5.7 % of GDP.

The highest public spending on education was observed in Denmark (8.0 % of GDP), while Cyprus (7.0 %), Sweden (6.9 %) and Malta (6.8 %) also recorded relatively high proportions. Most Member States reported that public expenditure on education accounted for between 4 % and 6 % of their GDP, although this share fell to below 4 % of GDP in Slovakia and Romania. It should also be noted that GDP growth can mask significant increases that have been made in terms of education spending over the last decade within some Member States. Furthermore, declining birth rates will result in reduced school age populations, which will have an effect on ratios such as the average expenditure per pupil (given that expenditure is held constant).

Annual expenditure on public and private educational institutions shows that an average of PPS 6 003 was spent per pupil/student in 2006 in the EU-27, with the average approximately ten times higher in Denmark than in Romania (2005).

Figure 4.5: Public expenditure on education, 2006 ⁽¹⁾
(% of GDP)



⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/tsiir010_esms.htm).

⁽²⁾ EA-15 instead of EA-16.

⁽³⁾ 2005.

Source: Eurostat (tsiir010)

**Table 4.5:** Expenditure on educational institutions ⁽¹⁾

	Public expenditure (% of GDP)		Private expenditure (% of GDP)		Expenditure on public and private educational institu- tions per pupil/student (PPS for full-time equivalents)	
	2001	2006	2001	2006	2001	2006
EU-27	4.99	5.05	0.60	0.67	5 081	6 003
Euro area ⁽²⁾	4.98	4.89	0.60	0.55	5 665	6 459
Belgium	6.00	6.00	0.44	0.34	6 322	7 013
Bulgaria	3.78	4.24	0.70	0.65	1 326	2 139
Czech Republic	4.09	4.61	0.40	0.56	2 787	4 442
Denmark	8.44	7.98	0.27	0.59	7 306	14 308
Germany	4.49	4.41	0.96	0.71	5 815	6 481
Estonia	5.28	4.80	:	0.34	:	3 217
Ireland	4.27	4.86	0.34	0.28	4 637	6 740
Greece ⁽³⁾	3.50	4.00	0.21	0.25	3 238	4 485
Spain	4.23	4.28	0.57	0.52	4 527	6 141
France	5.94	5.58	0.56	0.54	5 931	6 510
Italy	4.86	4.73	0.31	0.38	6 385	6 465
Cyprus	5.93	7.02	1.24	1.21	4 953	7 101
Latvia	5.64	5.07	0.75	0.66	1 995	3 126
Lithuania	5.89	4.84	:	0.46	1 860	2 761
Luxembourg	3.74	3.41	:	:	:	:
Hungary	5.01	5.41	0.55	0.54	:	4 008
Malta ⁽⁴⁾	4.46	6.76	0.85	0.38	3 307	5 914
Netherlands	5.06	5.46	0.84	0.88	6 266	7 477
Austria	5.79	5.44	0.32	0.59	7 002	8 583
Poland	5.42	5.25	:	0.54	2 184	3 062
Portugal	5.61	5.25	0.08	0.44	4 037	5 007
Romania ⁽³⁾	3.25	3.48	0.21	0.40	:	1 438
Slovenia	5.89	5.72	0.82	0.78	4 648	6 323
Slovakia	4.00	3.79	0.11	0.62	1 846	2 940
Finland	6.04	6.14	0.12	0.15	5 286	6 389
Sweden	7.12	6.85	0.20	0.17	6 096	7 411
United Kingdom	4.57	5.48	0.82	1.44	5 152	7 937
Croatia	:	4.11	:	0.38	:	:
Turkey	2.71	2.86	0.03	:	:	:
Iceland	6.24	7.55	0.53	0.81	6 713	7 966
Liechtenstein	:	2.06	:	:	:	7 677
Norway	7.18	6.55	0.25	:	8 153	9 290
Switzerland	5.42	5.50	0.67	0.56	:	:
Japan	3.63	3.47	1.18	1.66	6 160	7 421
United States	5.63	5.51	2.26	2.39	9 212	11 085

⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

⁽²⁾ EA-15 instead of EA-16.

⁽³⁾ 2005 instead of 2006.

⁽⁴⁾ 2005 instead of 2006; break in series, 2005.

Source: Eurostat ([educ_figdp](#), [tps00068](#) and [tps00067](#)), Unesco, OECD



4.4 Tertiary education

Introduction

Higher education plays a central role in the development of human beings and modern societies, enhancing social, cultural and economic development, as well as active citizenship and ethical values. The EU has around 18 million tertiary education students and approximately 1.3 million tertiary education staff; some European universities are among the most respected in the world.

The European Commission has published a modernisation agenda for universities as part of the revised Lisbon Strategy for growth and jobs. The main fields for reform were identified as:

- **curricular reform:** a three-cycle system (bachelor-master-doctorate), competence based learning, flexible learning paths, recognition, mobility;
- **governance reform:** university autonomy, strategic partnerships, including with enterprises, quality assurance;
- **funding reform:** diversified sources of university income better linked to performance, promoting equity, access and efficiency, including the possible role of tuition fees, grants and loans.

Curricular reforms are also promoted through the Bologna process ⁽⁸⁾, which sets out plans to create a European higher education area by 2010, facilitating student mobility, the transparency and rec-

ognition of qualifications, while promoting a European dimension within higher education and the attractiveness of European institutions to non-Community students; this initiative has been extended to 46 European countries.

The Erasmus programme is one of the most well-known European programmes. Around 90 % of European universities take part in it and some 2 million students have already participated in exchanges since it started in 1987. Erasmus became part of the EU's lifelong learning programme in 2007 and was expanded to cover student placements in enterprises, university staff training and teaching for enterprise staff. The programme seeks to expand its mobility actions in the coming years, with a target of 3 million Erasmus students by 2012.

Some of the most recent policy initiatives in this area include efforts to develop links between universities and businesses. In April 2009, the European Commission presented a Communication titled 'A new partnership for the modernisation of universities: the EU forum for university-business dialogue' ⁽⁹⁾. The Communication includes proposals to establish a university-business forum as a European platform for dialogue, to enable and stimulate the exchange of good practice, discuss common problems, and work together on possible solutions.

⁽⁸⁾ For more information: http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html.

⁽⁹⁾ For more information: http://ec.europa.eu/education/higher-education/doc1261_en.htm.



Definitions and data availability

The international standard classification of education (ISCED) is used to define levels of education: **tertiary education** includes both programmes which are largely theoretical and designed to provide qualifications for entry to advanced research programmes and professions with high skills requirements, as well as programmes which are classified at the same level of competencies, but are more occupationally-oriented and lead to direct labour market access.

Student and teacher mobility are both seen as important tools for increasing innovation, productivity and competitiveness. Historically, it has been rare for countries to have precise details concerning the number of students that study abroad. Instead, these statistics have usually been collected by summing the numbers of students studying in receiving countries. This method has a downside: as a lack of information on the distribution of students according to their nationality is likely to lead to underestimation (for example, the number of students studying abroad may be a count of students enrolled on a certain day, whereas the actual number of foreign students could be higher, as many students stay abroad for just a few months). The number of foreign students may be defined as all students with a foreign nationality – however, this means that permanent residents with a foreign nationality are included in the numerator, even though they have not changed country for their studies. The statistics presented on student mobility are based on **actual numbers of foreign students studying in the host country** and exclude foreigners who are resident.

Main findings

There were 18.9 million students active within tertiary education in the EU-27 in 2007. Five Member States reported more than 2 million tertiary students in 2007, namely the United Kingdom, Germany, France, Poland and Italy; together with Spain these six countries accounted for just over two thirds of all EU-27 students in tertiary education. The median age of students in tertiary education ranges from 20.6 in Belgium and France to 22.7 in Latvia and the United Kingdom, with five Member States above this range, the Nordic countries of Denmark, Sweden and Finland, as well as Germany and Austria. The age of students in tertiary education can be influenced by a number of factors: whether students postpone starting tertiary education either by choice (for example, by taking a break or a gap year between secondary and tertiary education) or obligation (for example, for military service); the length of the tertiary education courses studied; the extent to which mature students return to tertiary education later in life.

Just under one quarter of the population aged 25 to 64 in the EU-27 had a tertiary education in 2008, rising to over one third in Finland, Cyprus, Estonia and Denmark. In contrast, less than 15 % of the population in this age range had a tertiary education in Slovakia, the Czech Republic, Italy, Portugal, Malta and Romania.

Around 4.1 million students graduated from tertiary education in the EU in 2007. An analysis of the number of graduates by field of education shows that 35.0 % had studied social sciences, business and law;



this share was higher than the equivalent share (33.9 %) of tertiary education students still in the process of studying within this field, suggesting that less students had started this type of study in recent years, or that drop-out rates were higher in other fields. A similar situation was observed in health and welfare fields, which made up 14.8 % of graduates from 12.6 % of the tertiary student population. The reverse situation was observed in engineering, manufacturing and construction, as well as agriculture and veterinary fields, where the proportion of graduates was lower

than corresponding shares of the current student population.

Female graduates outnumbered male graduates by a ratio of approximately three to two. This ratio reached three to one in health and welfare fields of education. Male graduates outnumbered female graduates slightly in agriculture and veterinary fields, more so in science, mathematics and computing fields, and by close to three to one in engineering, manufacturing and construction fields.

**Table 4.6:** Students in tertiary education, 2007 ⁽¹⁾

	Total number of students in tertiary education (1 000)	of which, studying (%)						
		Humanities & arts	Social sciences, business & law	Science, math. & computing	Engin., manuf. & construction	Agricul. & veterinary	Health & welfare	Services
EU-27	18 877	13.1	33.9	10.5	14.0	1.9	12.6	4.1
Belgium	394	10.9	29.5	6.5	9.5	2.5	19.4	1.9
Bulgaria	259	7.9	44.0	5.1	19.7	2.5	6.2	8.0
Czech Republic	363	8.7	28.6	8.7	14.2	3.7	11.9	4.1
Denmark	232	15.3	29.0	8.7	10.1	1.5	22.0	2.2
Germany	2 279	15.5	27.4	15.3	15.5	1.5	14.5	3.1
Estonia	69	11.4	39.8	9.9	13.1	2.4	8.3	8.1
Ireland	190	14.7	22.0	11.0	10.3	1.2	13.1	4.9
Greece	603	13.5	31.8	13.6	17.0	5.8	9.6	3.1
Spain	1 777	10.3	31.6	10.5	17.6	2.0	11.7	5.6
France	2 180	16.0	35.6	12.4	12.8	1.1	15.1	3.4
Italy	2 034	15.3	35.6	7.9	15.6	2.3	12.9	2.7
Cyprus	22	9.5	49.9	11.9	6.8	0.1	6.1	6.1
Latvia	129	7.2	53.7	5.1	10.4	1.1	6.3	5.6
Lithuania	200	7.1	42.8	5.9	18.2	2.2	8.4	3.1
Luxembourg ⁽²⁾	3	8.2	45.2	8.4	15.0	0.0	0.4	0.0
Hungary	432	8.6	40.6	6.9	11.5	2.7	8.8	9.1
Malta	10	16.2	35.4	10.3	7.9	0.1	17.6	1.9
Netherlands	583	8.5	37.5	6.5	8.1	1.2	16.9	6.2
Austria	261	15.4	36.5	12.0	12.7	1.1	7.9	1.8
Poland	2 147	10.2	40.3	9.5	12.6	2.2	6.1	5.6
Portugal	367	8.5	32.0	7.3	22.3	1.9	16.5	5.7
Romania	928	9.9	51.0	6.2	17.2	2.7	5.6	4.3
Slovenia	116	7.8	41.7	5.6	16.7	3.2	7.2	9.5
Slovakia	218	6.2	29.4	8.9	15.7	2.6	16.2	5.5
Finland	309	14.6	22.7	11.2	25.4	2.2	13.7	4.9
Sweden	414	12.5	26.3	9.4	16.1	0.9	17.7	2.0
United Kingdom	2 363	17.1	26.9	13.4	8.4	0.9	16.0	3.1
Croatia	140	9.7	41.7	7.7	15.7	3.8	7.0	10.2
FYR of Macedonia	58	11.2	38.0	9.4	14.8	3.2	9.0	4.3
Turkey	2 454	6.2	48.7	7.5	13.1	3.7	5.6	3.8
Iceland	16	14.6	38.5	7.9	7.7	0.6	12.7	1.5
Liechtenstein	1	0.7	74.3	0.0	22.9	0.0	2.1	0.0
Norway	215	11.6	32.3	8.8	7.0	0.8	19.8	4.0
Switzerland	213	12.7	37.0	10.5	13.2	1.1	11.0	3.5
Japan	4 033	15.7	29.1	2.9	15.8	2.2	12.5	5.7
United States	17 759	10.6	27.3	8.9	6.7	0.6	13.9	5.1

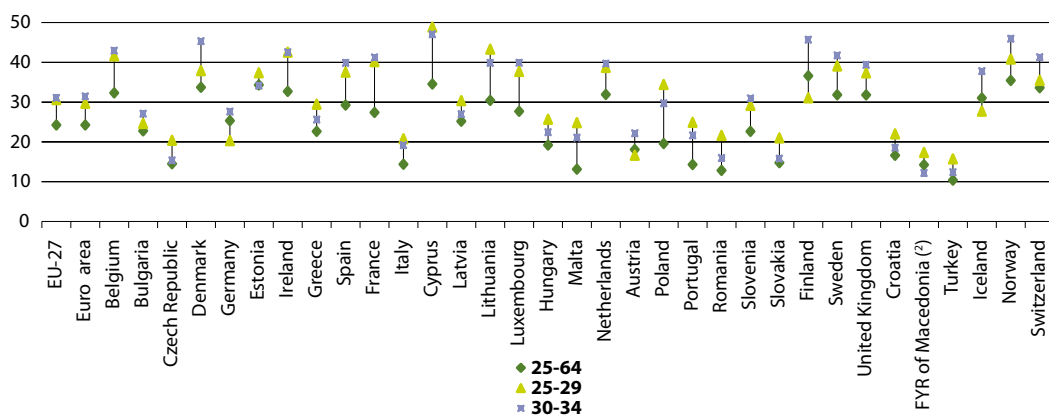
⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

⁽²⁾ 2006.

Source: Eurostat (tps00062 and educ_enr15)



Figure 4.6: Proportion of the population having a tertiary educational attainment, 2008 ⁽¹⁾ (%)

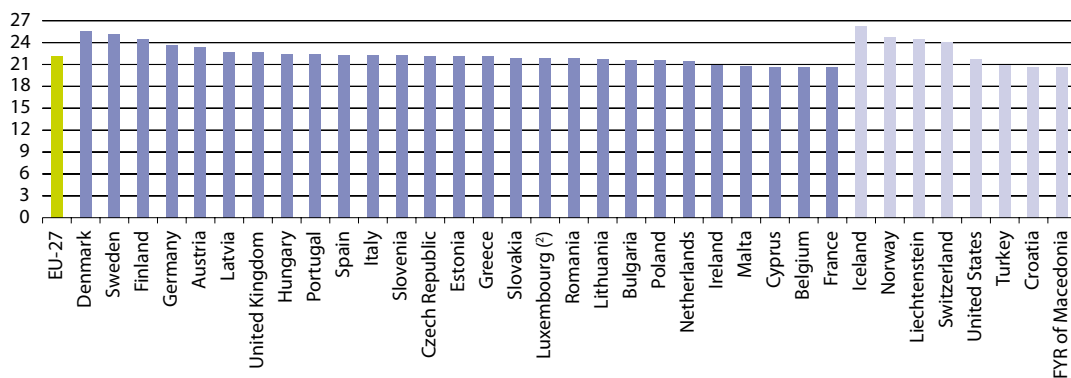


⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

⁽²⁾ 2007.

Source: Eurostat ([lfsa_pgaed](#))

Figure 4.7: Median age in tertiary education, 2007 ⁽¹⁾ (years)



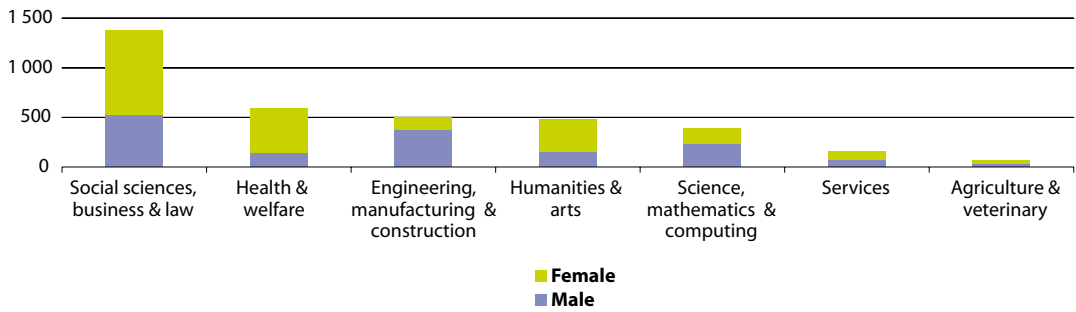
⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

⁽²⁾ 2006.

Source: Eurostat ([tps00061](#))



Figure 4.8: Graduates from tertiary education, by field of education and gender, EU-27, 2007 ⁽¹⁾
(1 000)



⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

Source: Eurostat ([educ_grad5](#))

**Table 4.7:** Graduates from tertiary education, by field of education, 2007 (1)

	Total number of graduates from tertiary education (1 000)	of which, studying (%)							
		Humanities & arts	Teaching & training	Social sciences, business & law	Science, math. & computing	Engin., manuf. & construction	Agricul. & veterinary	Health & welfare	Services
EU-27	4 101	12.1	5.9	35.0	9.7	12.6	1.7	14.8	4.0
Belgium	104	11.7	10.8	29.5	7.3	10.4	2.7	18.0	2.0
Bulgaria	49	6.9	5.4	51.4	4.1	14.8	1.8	6.2	7.8
Czech Republic	78	8.0	13.2	29.3	7.6	16.0	3.7	10.4	4.3
Denmark	51	13.4	6.2	31.9	7.3	12.6	2.2	21.7	2.9
Germany	439	16.1	3.8	24.2	12.3	13.2	1.7	18.9	3.6
Estonia	13	10.4	9.4	35.8	10.5	10.6	2.1	10.9	8.9
Ireland	59	25.2	:	28.4	15.1	8.5	0.7	12.5	2.4
Greece	60	15.6	7.5	25.5	9.3	12.2	4.2	15.9	9.8
Spain	279	8.7	11.0	27.0	9.4	16.8	1.8	14.5	7.6
France	623	10.9	0.8	40.9	11.1	15.6	1.5	14.0	4.1
Italy	402	15.4	5.8	32.7	6.7	13.9	1.8	15.1	2.5
Cyprus	4	7.6	9.1	47.7	8.6	3.7	0.2	7.5	14.1
Latvia	27	6.2	10.8	55.7	4.7	7.1	0.8	5.8	6.0
Lithuania	43	7.0	11.9	42.7	5.8	15.0	1.7	9.8	3.6
Luxembourg	:	:	:	:	:	:	:	:	:
Hungary	67	7.7	15.5	41.2	6.4	7.5	2.7	10.0	8.3
Malta	3	16.0	10.1	47.1	8.0	7.4	0.0	10.5	0.9
Netherlands	123	8.7	12.5	38.0	6.5	7.7	1.5	17.2	4.7
Austria	36	8.9	11.5	30.5	12.1	19.8	2.2	9.7	3.1
Poland	533	8.6	4.7	43.0	8.1	8.7	1.7	8.2	5.4
Portugal	83	9.9	7.2	33.0	12.4	19.6	1.8	22.3	6.8
Romania	206	11.0	0.6	49.0	5.2	14.4	2.3	11.9	3.4
Slovenia	17	5.9	8.9	49.7	4.4	12.6	2.4	7.9	8.2
Slovakia	46	5.1	12.6	28.1	8.7	14.7	3.4	18.9	6.1
Finland	43	14.7	4.8	22.7	8.8	19.9	2.1	19.3	5.5
Sweden	60	6.1	16.2	25.3	7.4	17.2	1.2	25.7	2.3
United Kingdom	651	15.9	6.9	30.3	13.2	8.4	0.9	18.3	0.8
Croatia	22	8.1	6.9	37.7	7.0	11.7	3.1	9.5	15.6
FYR of Macedonia	9	11.3	20.9	31.8	6.5	10.5	3.8	10.7	4.4
Turkey	416	6.3	15.1	40.2	8.0	13.6	4.3	6.0	5.8
Iceland	4	10.8	20.1	38.7	6.9	6.0	0.8	12.8	1.1
Liechtenstein	0	2.7	0.0	65.8	0.0	31.5	0.0	0.0	0.0
Norway	35	9.8	10.5	27.5	7.5	7.4	1.1	24.5	4.1
Switzerland	76	7.0	9.3	37.9	8.5	13.2	2.1	14.1	6.4
Japan	1 062	15.1	0.9	26.9	3.0	17.8	2.2	12.9	9.5
United States	2 704	13.1	:	38.0	8.7	7.0	1.1	14.2	6.7

(1) Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

Source: Eurostat ([educ_grad5](#))



4.5 Lifelong learning and vocational training

Introduction

The European Commission has integrated its various educational and training initiatives under a single umbrella, the lifelong learning programme (LLP). This new programme replaces previous education, vocational training and e-learning programmes, which ended in 2006.

Lifelong learning is defined as encompassing learning for personal, civic and social purposes, as well as for employment-related purposes. It can take place in a variety of environments, both inside and outside formal education and training systems. Lifelong learning implies raising investment in people and knowledge; promoting the acquisition of basic skills, including digital literacy and broadening opportunities for innovative, more flexible forms of learning. The aim is to provide people of all ages with equal and open access to high-quality learning opportunities, and to a variety of learning experiences throughout Europe.

The EC Treaty recognised the importance of vocational training in Article 150 by stating that '*Community action shall aim to ... facilitate access to vocational training ...; stimulate cooperation on training between educational or training establishments and firms*'⁽¹⁰⁾.

A European Commission Communication of November 2001 titled 'making a European area of lifelong learning a reality'⁽¹¹⁾ underlines in paragraph 1.1 that the '*Lisbon European Council confirmed lifelong learning as a basic component of the European social model*'. As such, learning is no longer given weight only in the area of education; it is also seen as a critical factor in areas such as employment and social security policy, economic performance and competitiveness.

The European Employment Strategy (EES)⁽¹²⁾, agreed on 22 July 2003, introduced two guidelines to tackle the need for improved skills levels through lifelong learning. These guidelines called upon the Member States to address labour shortages and skills' bottlenecks and also encouraged them to implement comprehensive lifelong learning strategies in order to equip all individuals with the skills required of a modern workforce. The guidelines stated that policies should aim to increase investment in human resources, in particular through the training of adults by enterprises. In 2005, the Lisbon Strategy was revised and employment guidelines integrated with macro-economic and micro-economic guidelines, and in 2008 these integrated guidelines were further revised.

⁽¹⁰⁾ Consolidated version of the Treaty establishing the European Community, Chapter 3, Article 150⁽²⁾ (OJ C 352, 24.12.2002, p. 33); for more information: http://eur-lex.europa.eu/en/treaties/dat/12002E/pdf/12002E_EN.pdf.

⁽¹¹⁾ 'Making a European area of lifelong learning a reality', COM(2001) 678 final of 21 November 2001; for more information: http://ec.europa.eu/education/policies/lll/life/communication/com_en.pdf.

⁽¹²⁾ For more information: http://ec.europa.eu/employment_social/employment_strategy/index_en.htm.



The Leonardo da Vinci programme in the field of vocational education and training (VET) is designed to encourage projects which give individuals the chance to improve their competences, knowledge and skills through a period spent abroad, as well as to encourage Europe-wide cooperation between training organisations.

The Grundtvig programme was launched in 2000 and now forms part of the lifelong learning programme. It aims to provide adults with ways of improving their knowledge and skills, keeping them mentally fit and potentially more employable. It not only covers learners in adult education, but also the teachers, trainers, education staff and facilities that provide these services.

Definitions and data availability

Lifelong learning encompasses all purposeful learning activity undertaken on an on-going basis with the aim of improving knowledge, skills and competence. The intention or aim to learn is the critical point that distinguishes these learning activities from non-learning activities such as cultural activities or sports activities. The information collected relates to all subjects whether they are relevant or not for the respondent's current or possible future job.

Within the domain of lifelong learning statistics, formal education corresponds to education and training in the regular system of schools, universities and colleges. Non-formal education and training includes all types of taught learning activities which are not part of a formal education programme. Note that the statistics presented do not cover infor-

mal learning, which corresponds to self-learning (through the use of printed material, computer-based learning/training, on-line Internet-based web education, visiting libraries, etc).

The target population for lifelong learning statistics refers to all persons in private households aged between 25 and 64 years old. Data are collected through the EU labour force survey. The denominator used in this subchapter consists of the total population of the same age group, excluding those who did not answer the question concerning participation in education and training.

Additional information is available from two other surveys:

- the third European survey of continuing vocational training in enterprises (CVTS3) which was implemented with 2005 as reference year in the Member States and Norway, and;
- an adult education survey (AES) which was carried out by EU, EFTA and candidate countries between 2005 and 2008.

Continuing vocational training (CVT) concerns persons employed by enterprises; the qualifying criteria are: the training must be planned in advance; the training must be organised or supported with the specific goal of learning; the training must be financed at least partly by the enterprise.

The **adult education survey** is included as part of the EU's statistics on lifelong learning. Surveys have been carried out between 2005 and 2008 as a pilot exercise with a standard questionnaire, covering participation in education and lifelong



learning activities whether formal, non-formal or informal, and included job-related activities. The survey also collects information on learning activities, self-reported skills, as well as modules on social and cultural participation. Learning includes activities with the intention to improve an individual's knowledge, skills, and competences. Intentional learning (as opposed to random learning) is defined as a deliberate search for knowledge, skills, competences, or attitudes of lasting value. Organised learning is defined as learning planned in a pattern or sequence with explicit or implicit aims.

Formal education is defined as education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitute a continuous 'ladder' of full-time education for children and young people (up to 20 or 25 years of age). **Non-formal education** is defined as any organised and sustained educational activities that do not correspond to the definition of formal education. Non-formal education may or may not take place in educational institutions and cater to persons of all ages. It may cover educational programmes to impart adult literacy, basic education for out-of-school children, life skills, work skills, and general culture.

Main findings

In 2008, the proportion of persons aged 25 to 64 receiving some form of lifelong learning in the four weeks preceding the labour force survey was 9.6 % within the EU-27; this figure was only 1.1 percentage points higher than the corresponding share for 2003. The proportion of the population who had participated in life-

long learning activities was higher among women (10.4 % in 2008) than among men (8.7 %). Sweden, Denmark, and to a lesser extent Finland and the United Kingdom stood out as they reported considerably higher proportions of their respective populations participating in lifelong learning, between one fifth and one third; in contrast, Bulgaria and Romania reported lifelong learning participation rates of less than 2 %.

In 2007, more than one third of the EU-27's population aged 25 to 64 participated in formal or non-formal education and training during the last 12 months, according to results from the first adult education survey. A large majority of these participated in non-formal education and training, while most of the education and training undertaken was job-related. Indeed, the main reason given by respondents for their participation in non-formal education and training was to do their job better/improve their career prospects (64 % of those undertaking education or training), while getting knowledge or skills relating to interesting subjects (51 %) and getting useful skills/knowledge for everyday life (30 %) were also common reasons.

Nearly two thirds of the population in the EU-27 did not participate in formal or non-formal education and training in 2007. The three most commonly cited obstacles to participation in education and training among those who wanted to participate but did not do so were family responsibilities (40.2 % of those not participating), conflict with work schedules (38.7 %) and cost (31.2 %).



Employers were the most common providers of non-formal education and training activities, providing close to two fifths of such activities. Employers provided more than two thirds of non-formal education and training in Bulgaria, and half of such activities in the United Kingdom. Among the less common providers used across the EU-27 as a whole, the importance of employers' organisations and chambers of commerce was particularly high in Hungary (32.8 %) and Slovenia (20.8 %), non-commercial institutions (such as libraries) in Finland (29.5 %) and Cyprus (15.5 %), and trade unions in Hungary (13.1 %).

As regards vocational training, the proportion of all enterprises that provided training to their employees in 2005 ranged from 21 % in Greece to 90 % in the United Kingdom, and averaged 60 % across the EU.

Combining information on the proportion of training enterprises and the intensity of continuing vocational training (the latter measured by the average number of training hours per employee) several groups of countries could be clearly distinguished. Finland, Sweden, Austria, Denmark, Luxembourg, the Czech Republic, Germany and Estonia had high proportions of training enterprises and high intensity in CVT courses; the United Kingdom, the Netherlands, France, Slovenia, Ireland, Belgium and Slovakia had high rates of training enterprises and relatively low intensity in CVT courses; Greece, Italy, Poland, Latvia, Portugal, Malta and Spain had low rates of training enterprises and relatively high intensity in CVT courses; the remaining Member States had relatively low proportions of training enterprises and low intensity in CVT courses.



Table 4.8: Lifelong learning ⁽¹⁾
(% of the population aged 25 to 64 participating in education and training)

	Total		Male		Female	
	2003	2008	2003	2008	2003	2008
EU-27	8.5	9.6	7.9	8.7	9.1	10.4
Euro area ⁽²⁾	6.5	8.5	6.4	8.1	6.6	8.8
Belgium	7.0	6.8	7.0	6.4	6.9	7.2
Bulgaria	1.3	1.4	1.1	1.3	1.4	1.5
Czech Republic	5.1	7.8	4.8	7.7	5.4	7.9
Denmark	24.2	30.2	21.0	25.0	27.4	35.5
Germany	6.0	7.9	6.4	8.0	5.6	7.8
Estonia	6.7	9.8	5.0	6.6	8.2	12.6
Ireland	5.9	10.2	5.1	8.7	6.8	11.7
Greece	2.6	2.9	2.6	2.8	2.7	3.1
Spain	4.7	10.4	4.3	9.5	5.1	11.3
France	7.1	7.2	7.0	6.9	7.2	7.5
Italy	4.5	6.3	4.2	6.1	4.8	6.6
Cyprus	7.9	8.5	7.1	8.1	8.5	8.9
Latvia	7.8	6.8	5.4	4.3	10.0	9.0
Lithuania	3.8	4.9	2.8	3.7	4.7	6.1
Luxembourg	6.5	8.5	6.8	7.6	6.1	9.5
Hungary	4.5	3.1	4.0	2.7	4.9	3.5
Malta	4.2	6.2	4.7	6.1	3.6	6.2
Netherlands	16.4	17.0	16.1	16.8	16.8	17.2
Austria	8.6	13.2	8.6	12.2	8.6	14.2
Poland	4.4	4.7	3.9	4.2	4.9	5.2
Portugal	3.2	5.3	3.0	5.0	3.4	5.6
Romania	1.1	1.5	1.1	1.3	1.2	1.6
Slovenia	13.3	13.9	12.0	12.5	14.7	15.4
Slovakia	3.7	3.3	3.5	2.6	3.9	4.0
Finland	22.4	23.1	18.6	19.3	26.2	26.9
Sweden ⁽³⁾	31.8	32.4	28.4	25.8	35.4	39.3
United Kingdom ⁽⁴⁾	27.2	19.9	23.4	16.6	31.1	23.2
Croatia	1.8	2.2	1.8	2.1	1.9	2.3
Turkey	1.2	1.8	1.7	2.1	0.7	1.6
Iceland	29.5	25.1	25.0	20.1	34.1	30.5
Norway	17.1	19.3	16.2	18.2	18.0	20.5
Switzerland ⁽³⁾	24.7	26.8	25.3	26.2	24.0	27.5

⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/lfsi_edu_a_esms.htm).

⁽²⁾ EA-15 instead of EA-16.

⁽³⁾ 2007 instead of 2008.

⁽⁴⁾ Break in series, 2007.

Source: Eurostat (tsiem080)



Table 4.9: Reasons for participation in non-formal education and training, 2007 ⁽¹⁾ (%)

	To get knowledge/ skills relating to interesting subjects	To get knowledge/ skills useful for everyday life	To increase possibility of getting a job/ changing job	To be obliged to participate	To be less likely to lose job	Do job better/ improve career prospects	Meet new people, for fun	Obtain qualification	Start own business	Other/ no resp.
EU	51.0	30.0	17.0	22.0	13.0	64.0	15.0	16.0	4.0	5.0
Belgium	38.7	29.8	9.2	24.1	3.3	64.4	11.8	8.1	2.6	1.9
Bulgaria	38.5	40.0	20.8	22.1	22.0	77.3	9.2	34.3	1.8	1.2
Czech Republic	46.2	33.7	16.8	7.4	13.3	54.6	10.4	20.8	4.5	0.5
Denmark	:	:	:	:	:	:	:	:	:	:
Germany	45.9	14.3	15.6	25.0	20.0	68.0	10.5	11.6	3.8	5.4
Estonia	21.1	17.6	5.8	24.9	15.1	80.2	2.4	8.8	1.6	5.5
Ireland	:	:	:	:	:	:	:	:	:	:
Greece	76.7	52.4	25.5	18.1	16.0	74.8	20.6	48.6	7.9	4.3
Spain	66.6	50.8	28.4	11.8	12.7	68.4	11.8	25.0	4.8	5.0
France	:	:	:	:	:	:	:	:	:	:
Italy	43.9	20.9	10.9	13.8	2.5	47.6	13.3	13.5	2.6	3.9
Cyprus	64.3	38.2	8.7	16.9	2.1	53.6	14.7	13.3	1.6	4.4
Latvia	43.8	58.6	17.8	33.7	27.7	74.7	24.3	37.8	4.4	1.8
Lithuania	50.6	42.3	17.5	26.2	31.3	77.5	11.8	41.4	3.4	3.2
Luxembourg	:	:	:	:	:	:	:	:	:	:
Hungary	56.0	52.0	33.3	51.4	38.3	67.8	13.2	35.2	7.5	1.3
Malta	:	:	:	:	:	:	:	:	:	:
Netherlands	42.4	40.2	12.8	35.9	6.6	66.4	19.2	23.7	4.2	10.1
Austria	57.4	57.1	16.2	23.7	10.5	67.1	20.9	10.7	4.6	5.1
Poland	7.6	7.2	7.2	5.2	6.6	67.1	0.5	7.2	1.5	2.8
Portugal	80.5	81.6	31.8	12.2	16.0	69.9	23.7	47.4	6.6	6.2
Romania	:	:	:	:	:	:	:	:	:	:
Slovenia	12.5	21.2	1.7	13.1	1.0	54.4	1.8	2.3	0.3	2.5
Slovakia	34.6	30.2	23.1	66.1	26.6	63.1	8.8	19.2	4.6	1.8
Finland	62.1	41.1	16.1	35.3	14.3	69.1	30.0	13.5	3.7	9.4
Sweden	59.3	41.8	6.5	36.4	8.0	61.8	20.8	8.9	1.5	5.5
United Kingdom	82.0	44.8	18.1	57.7	2.8	55.0	9.7	33.9	9.3	86.1
Croatia	44.7	35.2	16.9	31.1	17.2	76.9	8.2	15.0	4.8	1.4
Norway	67.9	33.2	9.6	43.1	12.7	71.8	16.0	18.3	1.5	7.2

⁽¹⁾ Multiple answers allowed; Denmark, Ireland, Greece, France, Luxembourg, Malta, Romania and the United Kingdom are not included in the EU average; Bulgaria, the Czech Republic, Greece, Spain, Cyprus, Portugal, Finland and the United Kingdom did not interview participants taking part in guided on the job training; refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_aes_esms.htm).

Source: Eurostat ([trng_aes_142](#))



Table 4.10: Obstacles to participation in education and training, 2007 ⁽¹⁾
(%)

	Health or age	None within reachable distance	No time due to family	Did not have the pre-requisites	Too expensive, could not afford	Did not like idea of going back to school	Lack of employer support	Conflict with work schedule	Other/ no resp.
EU	14.8	20.8	40.2	15.6	31.2	14.9	18.4	38.7	26.8
Belgium	21.8	13.1	38.4	9.5	17.9	4.8	14.7	33.1	10.6
Bulgaria	11.5	29.7	28.8	16.3	56.7	6.2	11.6	24.1	7.7
Czech Republic	11.9	16.1	38.5	7.8	19.7	2.1	22.5	36.8	3.6
Denmark	:	:	:	:	:	:	:	:	:
Germany	12.1	24.9	33.9	24.1	43.7	11.1	32.8	36.9	13.3
Estonia	18.2	34.5	38.8	2.9	53.1	8.5	8.8	32.6	42.6
Ireland	:	:	:	:	:	:	:	:	:
Greece	10.5	19.1	48.3	7.5	33.4	9.7	9.7	43.0	19.0
Spain	5.8	8.5	41.2	7.5	13.4	2.7	4.7	32.5	27.7
France	:	:	:	:	:	:	:	:	:
Italy	19.7	16.8	49.5	19.2	26.2	16.6	15.2	44.1	12.4
Cyprus	9.3	12.0	67.9	5.2	16.2	4.8	5.2	42.1	12.3
Latvia	11.9	24.1	40.1	11.2	50.8	11.9	29.7	36.8	11.4
Lithuania	13.2	19.6	34.3	3.2	45.6	4.9	16.2	48.4	13.5
Luxembourg	:	:	:	:	:	:	:	:	:
Hungary	12.5	32.4	37.5	13.9	42.3	18.9	39.9	53.2	15.0
Malta	:	:	:	:	:	:	:	:	:
Netherlands	23.8	13.0	29.9	4.2	25.1	13.5	20.1	17.6	22.8
Austria	6.3	22.4	42.3	7.1	34.6	2.8	16.1	39.5	15.8
Poland	9.1	31.0	29.2	9.2	61.3	17.5	20.4	31.4	11.5
Portugal	6.8	34.2	34.5	11.8	22.7	4.1	20.0	26.5	18.9
Romania	:	:	:	:	:	:	:	:	:
Slovenia	15.5	30.2	37.7	7.6	48.5	7.3	22.3	55.5	8.8
Slovakia	10.8	30.9	35.5	56.5	39.3	3.0	25.2	40.7	3.7
Finland	17.1	25.6	31.0	11.6	22.2	7.2	24.0	43.7	21.4
Sweden	23.7	22.0	23.0	5.8	32.5	6.9	19.1	32.4	20.5
United Kingdom	17.0	25.9	42.5	20.8	33.8	24.1	22.6	43.9	56.5
Croatia	11.0	26.7	48.7	14.9	53.8	4.2	17.1	28.8	8.6
Norway	19.5	13.6	25.8	4.3	17.6	9.2	21.1	32.2	15.7

⁽¹⁾ Multiple answers allowed; Denmark, Ireland, France, Luxembourg, Malta and Romania are not included in the EU average; refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_aes_esms.htm).

Source: Eurostat (trng_aes_176)



Table 4.11: Providers of non-formal education and training activities, 2007 ⁽¹⁾
(%)

	Employer	Non-formal educ. & training instit.	Formal educ. instit.	Comm. instit. where educ. & training is not main activity	Employers' org., chamber of commerce	Non-comm. instit. (e.g. library)	Non-profit assoc.	Individ.	Trade union	Other/ no resp.
EU	38.4	16.4	10.3	8.9	5.0	4.5	4.3	4.3	1.4	4.0
Belgium	41.7	7.3	15.2	8.9	2.8	7.1	7.4	5.6	0.7	0.6
Bulgaria	68.8	14.1	3.1	3.1	3.0	5.8	0.7	1.1	0.2	0.2
Czech Republic	42.9	27.9	10.7	7.6	1.8	2.1	1.5	3.2	0.6	1.1
Denmark	:	:	:	:	:	:	:	:	:	:
Germany	42.4	14.7	4.8	13.8	4.8	6.2	5.3	5.8	1.1	0.5
Estonia	29.2	34.4	10.0	9.4	1.2	3.9	2.1	2.5	5.5	1.7
Ireland	:	:	:	:	:	:	:	:	:	:
Greece	36.0	12.1	14.6	13.6	3.3	5.2	3.2	1.4	2.3	4.8
Spain	19.9	26.2	9.7	5.0	6.7	4.5	5.4	2.9	4.2	11.5
France	:	:	:	:	:	:	:	:	:	:
Italy	27.6	8.5	12.9	8.0	12.9	2.2	4.4	6.3	1.3	11.3
Cyprus	27.1	19.3	5.4	10.1	1.3	15.5	7.1	12.9	0.9	0.3
Latvia	42.6	21.3	13.4	6.8	2.7	1.6	2.2	2.1	0.2	5.2
Lithuania	14.5	28.7	20.8	15.0	9.2	:	1.4	8.7	0.4	:
Luxembourg	:	:	:	:	:	:	:	:	:	:
Hungary	0.6	32.0	7.0	3.5	32.8	6.2	0.1	1.9	13.1	2.7
Malta	:	:	:	:	:	:	:	:	:	:
Netherlands	38.6	:	38.2	:	:	:	4.7	2.1	1.9	11.8
Austria	27.7	21.8	6.7	12.4	4.6	1.4	4.9	4.5	0.3	14.2
Poland	20.8	49.9	13.1	6.1	1.7	:	2.2	3.8	0.2	2.1
Portugal	40.7	20.9	9.1	8.4	2.3	4.5	5.5	1.4	1.4	5.8
Romania	:	:	:	:	:	:	:	:	:	:
Slovenia	11.8	44.6	8.7	8.0	20.8	:	3.9	1.9	0.3	:
Slovakia	40.0	28.2	17.0	7.5	2.8	:	0.7	1.8	0.1	1.1
Finland	36.0	10.1	8.8	1.1	6.7	29.5	0.8	3.0	3.0	:
Sweden	45.5	14.6	4.2	17.1	3.9	3.4	5.6	2.5	2.0	0.5
United Kingdom	50.2	8.2	11.1	:	7.0	1.8	1.9	4.3	0.1	5.4
Croatia	22.0	24.2	15.6	12.8	5.0	1.6	3.3	0.8	0.4	7.7

⁽¹⁾ Denmark, Ireland, France, Luxembourg, Malta and Romania are not included in the EU average; refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_aes_esms.htm).

Source: Eurostat (trng_aes_170)

**Table 4.12:** Continuous vocational training, 2005 ⁽¹⁾

	Training enterprises (% of all enterprises)	Cost of CVT courses (% of total labour cost)	Average time spent in CVT courses per employee (hours)	Enterprises where there was an impact of public measures on CVT plans (% of all training enterprises) ⁽²⁾
EU-27	60	2	9	36
Belgium	63	2	12	60
Bulgaria	29	1	4	32
Czech Republic	72	2	14	21
Denmark	85	3	10	33
Germany	69	1	9	18
Estonia	67	2	7	20
Ireland	67	2	12	:
Greece	21	1	3	59
Spain	47	1	9	38
France	74	2	13	56
Italy	32	1	7	38
Cyprus	51	1	7	72
Latvia	36	1	4	24
Lithuania	46	1	5	15
Luxembourg	72	2	16	22
Hungary	49	2	6	24
Malta	46	2	11	32
Netherlands	75	2	12	52
Austria	81	1	9	43
Poland	35	1	6	25
Portugal	44	1	7	54
Romania	40	1	5	8
Slovenia	73	2	14	30
Slovakia	60	2	12	21
Finland	77	2	10	25
Sweden	78	2	15	37
United Kingdom	90	1	7	45
Norway	86	1	9	5

⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_cvts3_esms.htm).

⁽²⁾ EU-27 calculated on the basis of the available country data (i.e. excluding Ireland).

Source: Eurostat (trng_cvts3_01, trng_cvts3_53, trng_cvts3_71 and trng_cvts3_29)