

Education and training

4





Introduction

Education, vocational training and more generally lifelong learning play a vital role in both an economic and social context. The opportunities which the European Union (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 acknowledged the importance of these areas by stating that 'the Community shall contribute to the development of quality education by encouraging cooperation 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 cooperation in education and training (known as ET 2020) which was adopted by the Council in May 2009. This set a number of benchmarks to be achieved by 2020:

- at least 95 % of children between the age of four and the age for starting compulsory primary education should participate in early childhood education;
- the share of low-achieving 15-year-olds with insufficient abilities 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 adults aged 25 to 64 should participate in lifelong learning.

The Bologna process put in motion a series of reforms to make European higher education more compatible, comparable, competitive and attractive for students. Its main objectives were: the introduction of a three-cycle degree system (bachelor, master and doctorate); quality assurance; and recognition of qualifications and periods of study. One of the operational goals of the process was to remove the obstacles to student mobility across Europe, and more broadly support the mobility of students, teachers and researchers.

The Bologna process set out plans to create a European higher education area and in March 2010 the Ministers of the 47 participating countries adopted the Budapest-Vienna Declaration and officially launched the European higher education area (EHEA). The next decade will be aimed at consolidating the EHEA and making it operational.

Since 2002 national authorities and social partners from 32 European countries are taking part in the Copenhagen process to help develop vocational education and training (VET) systems. In December 2010 in Bruges (Belgium) the priorities for the Copenhagen process for 2011 to 2020 were set. This established a global vision for vocational education and training to be reached by the year 2020 – see the subchapter on lifelong learning statistics.

The lifelong learning programme has been a flagship programme of the European Commission in the field of education and training since 2007, 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 exchange, 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 programme 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 Organization (UNESCO)** institute for statistics (UIS);
- the **Organisation for Economic Cooperation and Development (OECD)**;
- **Eurostat**, the statistical office of the European Union.

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 (AES)**.

4.1 School enrolment and levels of education

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 their development, but also his or her place in society, educational attainment, and employment opportunities. The quality of **education** may be linked to teaching standards, which in turn are related to the demands placed upon teachers, the training they receive and the roles they are asked to fill.

With this in mind, several **European Union (EU)** 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. This subchapter presents statistical data on relevant aspects of teaching and education in the EU, such as class sizes and enrolments.

Main statistical findings

The level of educational enrolment depends on a wide range of factors, such as the age structure of the population, legal requirements concerning the

start and end of compulsory education, and the availability of educational resources – in particular, access to specialist **tertiary education** may be limited in some of the smallest Member States.

In 2009, there were approximately 93.0 million pupils and students enrolled in educational establishments in the **EU-27**. The highest share (15.0%) of pupils and students in the EU-27 total was accounted for by Germany, where 14.0 million pupils and students attended educational establishments in 2009; this figure was 1.2 million higher than the next largest student population in the United Kingdom, and 1.7 million higher than in France (see Table 4.1.1).

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. This variation reflects, to some degree, the demographic structure of each population. However, the high proportion of pupils in primary education in Luxembourg (45.2% in 2009) reflects the relatively undeveloped tertiary education sector in this



country. At the other end of the spectrum, Greece, Slovenia, the [Baltic Member States](#), Romania and Poland all had relatively high proportions (more than one quarter) of their student populations within the tertiary education sector.

The figures above exclude [pre-primary education](#): just over nine out of ten (90.5%) four-year-olds in the EU-27 were in education in 2009 (see Figure 4.1.1). The general objectives for pre-primary education are fairly similar across countries, focusing on the development of children's independence, well-being, self-confidence, citizenship, and preparation for life and learning at school. Enrolment in pre-primary education is normally voluntary and participation rates of four-year-olds ranged from 100% in France, to less than one child in two in Ireland. The strategic framework for European cooperation in education and training adopted in May 2009 set a benchmark to be achieved by 2020 that at least 95% of children between the age of four and the age for starting compulsory primary education should participate in early childhood education.

More than three quarters (77.6%) of all 18-year-olds within the EU-27 remained within the education system in 2009. However, this ratio rose to above 90% in five Member States, while just over half of all 18-year-olds were still attending an educational establishment in the United Kingdom; the ratio was lower still in Cyprus (see Figure 4.1.2). 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 (in some countries) of making students re-take a whole year if their performance at the end of an academic year is deemed unsatisfactory.

School expectancy is an indicator that measures the number of years that a child starting school can expect to stay within the education system. A ranking of Member States based on this indicator is broadly similar to one based on the proportion of 18-year-olds remaining within the education system, as those Member States with longer school expectancy generally have a higher proportion of 18-year-olds in education. Nevertheless, Ireland had a much larger proportion of 18-year-olds in education than the average for the EU-27, but a length of

school expectancy that was in line with the EU-27 average. Greece and Portugal had the reverse situation, as they were among those Member States with the lowest proportions of 18-year-olds in education, despite longer than average school expectancy (see Figure 4.1.3).

Pupil-teacher ratios

Pupil-teacher ratios within primary education ranged from an average of less than 10 pupils per teacher in Malta, Lithuania and Denmark in 2009, to almost double that rate in France and the United Kingdom (both above 19 pupils per teacher). Between 2004 and 2009 there was a general reduction in the average number of pupils per teacher within primary education establishments in most of the Member States. The most significant of these was recorded in Malta, where the pupil-teacher ratio was halved from 19.0 (one of the highest ratios among the Member States) to 9.4 (the lowest of all Member States); at the other end of the range, the most notable increases in pupil-teacher ratios between 2004 and 2009 were recorded in Slovenia and Luxembourg (see Table 4.1.2).

In 2009 the average number of pupils per teacher was generally lower for secondary education than for primary education. Nevertheless, nine Member States recorded higher average numbers of pupils per teacher within upper secondary education than in primary education, most notably Malta, and to a somewhat lesser extent Finland, Hungary and Poland. Luxembourg and Poland recorded notably higher pupil-teacher ratios for lower secondary education than for primary education.

Youth education attainment level and early leavers from education and training

Data on educational attainment show that, in 2010, close to four fifths (79.0%) of the EU-27's population aged 20 to 24 had completed at least an upper secondary level of education, a figure that reached 81.8% for women. However, 14.1% of those aged 18 to 24 (16.0% of men and 12.2% of women) were [early leavers from education and training](#), with at most a lower secondary education. The overall share of early leavers from education and training



fell by 1.7 percentage points between 2005 and 2010, down from 15.8%, with large reductions (in percentage point terms) in Portugal, Bulgaria, Luxembourg and Cyprus (see Table 4.1.3). The strategic framework for European cooperation in education and training adopted a benchmark to be achieved by 2020 that the share of early leavers from education and training should be less than 10%, a level already reached in 2010 by eight of the EU Member States.

Data sources and availability

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 Cooperation and Development (OECD)**;
- **Eurostat**, the statistical office of the European Union.

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 Eurostat's database on education statistics; Eurostat also collects data on regional enrolments. Data on educational attainment are mainly provided by household surveys, in particular the EU labour force survey (LFS).

The **international standard classification of education (ISCED)** is the basis for international education statistics, describing different levels of education, as well as fields of education and training; it was first developed in 1976 by UNESCO and revised in 1997. The current version, ISCED 97, distinguishes seven levels of education: pre-primary education (level 0); primary education (level 1); lower secondary education (level 2); upper secondary education (level 3); post-secondary non-tertiary education (level 4); tertiary education (first stage) (level 5); tertiary education (second stage) (level 6). In 2007, a review of ISCED began and at the time of writing it is expected that the revised version will be presented to UNESCO's General Conference in November 2011.

The indicator for four-year-olds in education presents the percentage of four-year-olds who are enrolled in education-oriented pre-primary institutions. Day nurseries, playgroups and day care centres, where the staff are not required to hold a qualification in education, are not included.

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; this ratio should not be confused with average class sizes.

Youth education attainment is defined as the proportion of the population aged 20 to 24 having completed at least an upper secondary education, in other words, those with a minimum education level of ISCED levels 3a, 3b or 3c long; the denominator consists of the total population of the same age group, excluding non-response.

The indicator for early leavers from education and training 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; the denominator consists of the total population of the same age group, excluding non-response.

Context

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.

Age is generally the sole criterion for admission to compulsory primary education, which starts at the age of five or six in most Member States, although



Bulgaria, the Baltic Member States, Finland and Sweden have a compulsory starting age of seven. In February 2011, the European Commission adopted a Communication titled 'Early childhood education and care: providing all our children with the best start for the world of tomorrow' (COM(2011) 66). This noted that early childhood education and care is an essential foundation for successful lifelong learning, social integration, personal development and later employability and that it is particularly beneficial for the disadvantaged and can help to lift children out of poverty and family dysfunction.

In general, compulsory education is completed at the end of lower secondary education, although in some countries it continues into upper secondary education. On average, compulsory education lasts nine or ten years in most of the EU, lasting longest in Hungary, the Netherlands and the United Kingdom.

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 [life-long learning](#) initiatives, such as mature (adult) students returning to education – often in order to retrain or equip themselves for a career change. Nevertheless around one in seven children leave school or training early and this has an impact on individuals, society and economies. In January 2011, the European Commission adopted a Communication titled 'Tackling early school leaving: a key contribution to the Europe 2020 agenda' (COM(2011) 18). This outlined the reasons why pupils decide to leave school early and gave an overview of existing and planned measures to tackle this issue across the EU.

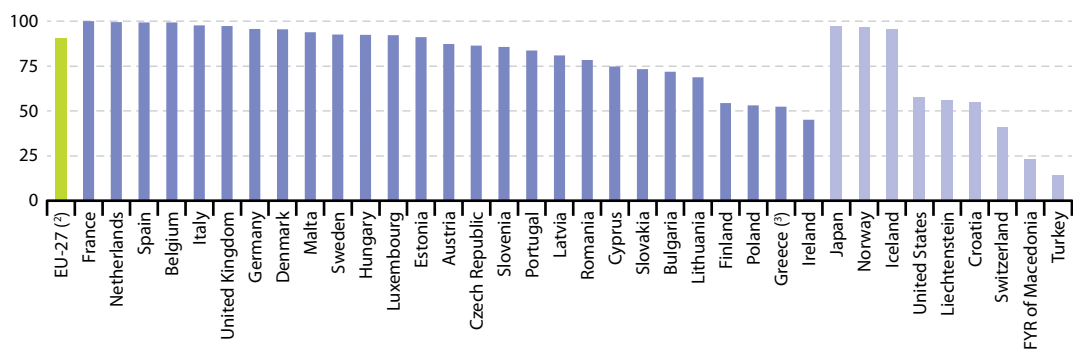
**Table 4.1.1:** Pupils and students (excluding pre-primary education), 2004 and 2009 ⁽¹⁾

	Total number of pupils and students (ISCED 1-6) (1 000)		(% 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)	
			2004	2009	2004	2009	2004	2009	2004	2009
EU-27	97 893	92 958	29.7	30.2	24.1	23.8	27.5	25.0	18.7	21.0
Belgium	2 333	2 436	32.0	30.0	18.1	13.7	33.4	38.8	16.5	17.5
Bulgaria	1 250	1 111	25.1	23.5	26.4	21.7	30.2	30.1	18.3	24.7
Czech Republic	1 934	1 849	27.6	24.9	26.0	21.8	29.9	30.7	16.5	22.5
Denmark	1 127	1 160	37.2	35.1	20.0	21.4	23.5	23.3	19.3	20.2
Germany	14 583	13 984	22.8	22.7	38.5	36.1	22.7	23.7	16.1	17.5
Estonia	293	250	31.4	29.4	22.6	17.8	23.5	25.5	22.4	27.4
Ireland	1 033	1 076	43.6	46.3	17.1	16.4	21.1	20.3	18.2	17.0
Greece ⁽²⁾	1 983	2 009	33.2	31.7	16.6	17.1	20.1	19.5	30.1	31.7
Spain	7 509	7 677	34.9	36.6	26.3	25.6	14.3	14.4	24.5	23.5
France	11 903	12 251	32.0	33.9	27.5	26.4	22.2	22.0	18.3	17.7
Italy	9 380	9 514	29.8	30.0	19.7	18.8	29.3	30.0	21.2	21.1
Cyprus	148	152	41.7	36.7	22.4	21.1	21.9	21.9	14.1	20.3
Latvia	502	414	18.4	27.6	33.8	17.8	22.4	24.2	25.4	30.3
Lithuania	811	719	21.0	18.0	41.2	35.8	15.3	16.9	22.5	29.3
Luxembourg	71	78	48.4	45.2	24.2	25.9	27.3	28.8	:	:
Hungary	1 988	1 825	22.5	21.4	25.0	23.8	31.2	33.1	21.2	21.8
Malta	81	75	38.3	32.9	36.4	35.1	15.6	18.2	9.7	13.8
Netherlands	3 264	3 402	39.3	37.9	24.1	22.4	19.9	21.5	16.6	18.2
Austria	1 452	1 469	25.7	22.6	27.4	25.3	30.5	31.1	16.4	21.0
Poland	9 004	8 008	31.7	28.7	18.8	17.5	26.8	27.0	22.7	26.8
Portugal	1 945	2 161	40.1	35.2	20.0	24.2	19.6	23.4	20.3	17.3
Romania	3 901	3 879	25.8	22.1	28.6	23.0	28.0	26.5	17.6	28.3
Slovenia	411	381	22.8	28.2	21.4	15.1	30.4	26.7	25.4	30.0
Slovakia	1 108	1 035	23.0	21.1	33.5	28.4	28.6	27.9	14.9	22.7
Finland	1 206	1 237	32.2	28.4	16.5	16.1	26.5	31.5	24.9	24.0
Sweden	2 123	2 028	35.4	32.8	19.2	18.9	25.2	27.5	20.2	20.8
United Kingdom	16 550	12 780	28.3	34.6	14.0	19.9	44.1	26.6	13.6	18.9
Iceland	82	87	37.8	34.3	16.9	15.7	27.4	30.7	17.9	19.4
Liechtenstein	6	6	37.3	33.8	28.6	28.1	25.3	26.2	8.8	11.9
Norway	1 052	1 081	41.1	39.5	17.3	17.5	21.3	22.7	20.3	20.3
Switzerland	1 330	1 361	40.3	37.0	22.1	21.6	22.7	24.1	14.8	17.3
Croatia	730	710	26.6	24.5	29.0	29.6	27.1	26.3	17.3	19.6
FYR of Macedonia	377	378	30.1	29.8	31.8	27.8	25.7	25.1	12.4	17.3
Turkey	16 379	17 471	64.0	61.3	-	-	24.0	22.0	12.0	16.7
Japan	19 435	18 517	37.8	39.0	19.7	19.8	21.5	20.1	21.0	21.1
United States	66 075	68 685	37.2	35.8	19.8	18.5	17.4	17.9	25.6	27.8

⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).⁽²⁾ 2008 instead of 2009.Source: Eurostat (online data codes: [tps00051](#) and [educ_enr1tt](#))



Figure 4.1.1: Four-year-olds in education, 2009 ⁽¹⁾
(% of all four-year-olds)



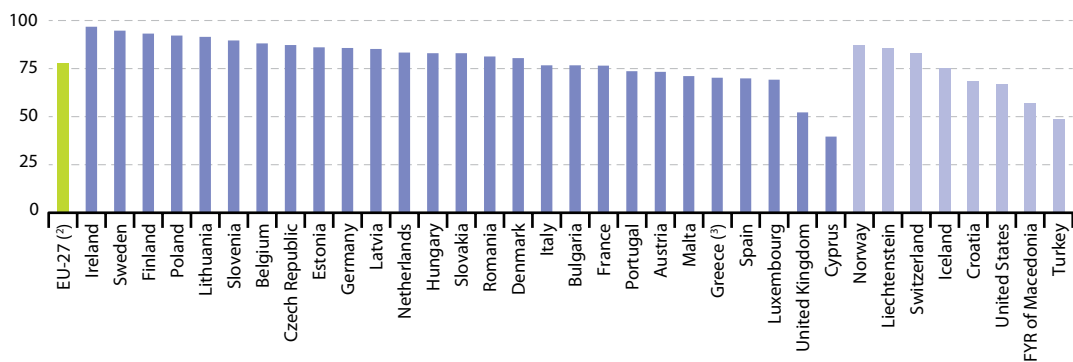
⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

⁽²⁾ Includes Greek data for 2008.

⁽³⁾ 2008.

Source: Eurostat (online data code: [tps00053](#))

Figure 4.1.2: 18-year-olds in education, 2009 ⁽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).

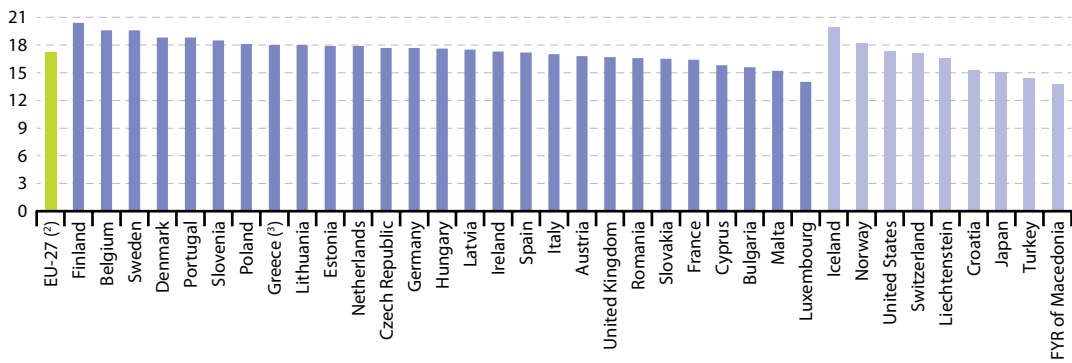
⁽²⁾ Includes Greek data for 2008.

⁽³⁾ 2008.

Source: Eurostat (online data code: [tps00060](#))



Figure 4.1.3: School expectancy, 2009⁽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.

(2) Includes Greek data for 2008.

(3) 2008.

Source: Eurostat (online data code: [tps00052](#))



Table 4.1.2: Pupil-teacher ratio in primary, lower and upper secondary education, 2004 and 2009 ⁽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)	
	2004	2009	2004	2009	2004	2009
Belgium	12.9	12.5	10.6	8.1	9.2	10.2
Bulgaria	16.8	17.4	12.9	12.5	12.1	12.0
Czech Republic	17.9	18.4	13.5	11.5	12.6	12.2
Denmark	11.3	9.9	:	:	:	:
Germany	18.8	17.4	15.6	15.1	13.9	13.9
Estonia	:	16.2	:	15.7	:	16.8
Ireland	18.3	15.9	:	:	14.3	12.6
Greece ⁽²⁾	11.3	10.1	8.2	7.7	8.4	7.3
Spain	14.3	13.3	12.9	10.1	8.0	9.3
France	19.4	19.7	14.1	14.9	10.3	9.6
Italy	10.7	10.7	10.3	10.0	11.5	11.8
Cyprus	17.8	14.5	12.1	10.2	11.3	10.2
Latvia	14.9	11.4	12.8	8.7	12.1	11.5
Lithuania	11.0	9.7	8.7	7.6	:	:
Luxembourg	10.7	11.6	:	18.4	9.0	9.2
Hungary	10.7	10.7	10.2	10.8	12.3	12.8
Malta	19.0	9.4	10.2	6.5	10.1	15.8
Netherlands	15.9	15.8	:	:	15.8	16.1
Austria	15.1	12.6	10.4	9.6	11.0	10.2
Poland	:	10.2	:	12.9	:	12.0
Portugal	11.1	11.3	10.0	7.6	7.3	7.7
Romania	17.8	16.4	13.4	12.2	16.8	14.4
Slovenia	15.2	16.7	11.8	7.9	14.3	14.3
Slovakia	18.9	17.7	13.9	14.0	14.2	15.1
Finland	16.3	13.6	10.0	10.1	16.2	16.6
Sweden	12.1	12.1	11.9	11.3	14.0	13.2
United Kingdom	21.1	19.9	17.1	16.1	12.6	12.3
Iceland	11.4	9.9	:	:	11.1	10.9
Liechtenstein	10.3	9.2	8.1	8.5	7.9	8.1
Norway	11.9	10.7	10.5	9.9	9.6	9.4
Croatia	18.3	15.4	13.2	11.0	11.5	10.9
FYR of Macedonia	20.1	16.5	15.2	12.0	18.0	15.1
Turkey	26.5	22.9	:	:	16.9	16.9
Japan	19.6	18.6	15.3	14.5	13.2	12.2
United States	15.0	14.8	15.2	14.3	16.0	15.1

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

⁽²⁾ 2007 instead of 2009.

Source: Eurostat (online data codes: [tps00054](#) and [educ_iste](#))



Table 4.1.3: Youth education attainment level and early leavers from education and training, 2005 and 2010 ⁽¹⁾
(%)

	Youth education attainment level				Early leavers from education and training			
	Total		Male	Female	Total		Male	Female
	2005	2010	2010	2010	2005	2010	2010	2010
EU-27	77.5	79.0	76.2	81.8	15.8	14.1	16.0	12.2
Euro area	74.3	76.1	72.7	79.5	17.6	15.6	18.0	13.1
Belgium	81.8	82.5	80.3	84.7	12.9	11.9	13.8	10.0
Bulgaria	76.5	84.4	85.0	83.6	20.4	13.9	13.2	14.5
Czech Republic	91.2	91.9	91.1	92.8	6.2	4.9	4.9	4.8
Denmark ⁽²⁾	77.1	68.3	61.4	75.6	8.7	10.7	13.6	7.5
Germany ⁽³⁾	71.5	74.4	72.2	76.7	13.5	11.9	12.7	11.0
Estonia ⁽⁴⁾	82.6	83.2	76.9	89.5	13.4	11.6	15.2	9.3
Ireland	85.8	88.0	85.3	90.6	12.5	10.5	12.6	8.4
Greece	84.1	83.4	79.5	87.2	13.6	13.7	16.5	10.8
Spain ⁽⁵⁾	61.8	61.2	54.7	67.9	30.8	28.4	33.5	23.1
France	83.4	82.8	79.8	85.8	12.2	12.8	15.4	10.3
Italy	73.6	76.3	72.6	80.2	22.0	18.8	22.0	15.4
Cyprus ⁽³⁾	80.4	86.3	83.2	89.0	18.2	12.6	16.2	9.8
Latvia	79.9	79.9	74.1	85.9	14.4	13.3	17.2	9.4
Lithuania ⁽⁵⁾	87.8	86.9	84.2	89.7	8.1	8.1	9.9	6.2
Luxembourg ⁽⁶⁾	71.1	73.4	67.9	78.7	13.3	7.1	8.0	6.0
Hungary	83.4	84.0	82.0	85.9	12.5	10.5	11.5	9.5
Malta	53.7	53.3	47.0	60.8	38.9	36.9	41.0	32.4
Netherlands ⁽²⁾	75.6	77.6	73.7	81.6	13.5	10.1	12.2	7.9
Austria	85.9	85.6	84.9	86.2	9.1	8.3	8.4	8.2
Poland	91.1	91.1	88.4	93.8	5.3	5.4	7.2	3.5
Portugal	49.0	58.7	54.8	62.7	38.8	28.7	32.7	24.6
Romania	76.0	78.2	77.7	78.8	19.6	18.4	18.6	18.2
Slovenia ⁽⁷⁾	90.5	89.1	86.1	92.8	4.9	5.0	6.4	3.3
Slovakia	91.8	93.2	93.2	93.1	6.3	4.7	4.6	4.9
Finland	83.4	84.2	82.8	85.6	10.3	10.3	11.6	9.0
Sweden	87.5	85.9	84.9	86.9	10.8	9.7	10.9	8.5
United Kingdom ⁽³⁾	78.1	80.4	78.9	82.0	11.6	14.9	15.8	14.0
Iceland	50.8	53.4	51.4	55.5	24.9	22.6	26.0	19.0
Norway ⁽²⁾	96.2	71.1	66.4	75.9	4.6	17.4	21.4	13.2
Switzerland	78.3	82.3	80.5	84.3	9.7	6.6	6.1	7.0
Croatia ⁽⁷⁾	93.8	95.3	94.0	96.8	5.1	3.9	4.9	2.8
FYR of Macedonia	:	82.8	86.0	79.5	:	15.5	13.7	17.5
Turkey	:	51.1	57.2	46.0	:	43.1	37.8	47.9

⁽¹⁾ Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/lfsi_edu_a_esms.htm); early leavers from education and training: based on annual averages of quarterly data.

⁽²⁾ Break in series between 2005 and 2010.

⁽³⁾ Early leavers from education and training: break in series between 2005 and 2010.

⁽⁴⁾ Male and female early leavers from education and training, unreliable or uncertain data; female early leavers from education and training, 2009.

⁽⁵⁾ Female early leavers from education and training: unreliable or uncertain data.

⁽⁶⁾ Early leavers from education and training, 2010: unreliable or uncertain data.

⁽⁷⁾ Early leavers from education and training: unreliable or uncertain data.

Source: Eurostat (online data codes: [tsiir110](#) and [tsisc060](#))



4.2 Foreign language learning

Currently there are 23 official languages recognised within the [European Union \(EU\)](#), 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 – although linguistic diversity is actively encouraged within schools, universities and adult education centres, as well as the workplace. This subchapter presents statistics in relation to language learning at primary and secondary schools in the EU Member States, EFTA and candidate countries.

Main statistical findings

Primary education

Within [primary education](#), a clear majority of pupils (choose to) study English. Indeed, learning English is mandatory in several countries within secondary education institutions, and so a number of Member States have close to 100 % of pupils learning this language already in primary education, as shown in [Figure 4.2.1](#). The highest shares of primary education pupils studying English in 2009 were recorded in Italy, Spain, Austria and Greece (2008 data), with more than nine out of every ten children studying English in each of these countries (which was also the case in Norway and Croatia). 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 European Member States that joined the EU in 2004 and 2007](#) are in a particular position with regard to language teaching, as learning Russian was compulsory for many pupils in the past. This situation has changed rapidly and these days most pupils have more choice concerning the language(s) they wish to study. In most of these countries there has been a marked increase in the proportion of pupils learning English, often above 40 % of all students and in Bulgaria, Lithuania, Poland and Estonia (2008 data) over 65 %.

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; English is introduced at secondary school.

Secondary education

Turning to language learning in upper [secondary education](#) (as shown in [Table 4.2.1](#)), some 94.6 % of all [EU-27](#) students at [ISCED](#) level 3 were studying English as a foreign language in 2009, compared with around one quarter studying German (26.5 %) or French (25.7 %).

Luxembourg and the Czech Republic stood out as the countries with the highest proportion (100 %) of secondary education students (at [ISCED](#) level 3) learning two or more languages in 2009, while there were also shares above 90 % recorded in Slovakia, Finland, Estonia (2008 data), Romania, Slovenia, Sweden and France; note this indicator includes all foreign languages, not just German, English and French.

Data sources and 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, in other words students studying more than one language are counted as many times as the number of languages studied. The educational curriculum drawn up in each country defines the languages,



which are to be considered as foreign languages in that country and this definition is applied during data collection. Regional languages are included, if they are considered as alternatives to foreign languages by the curriculum. Only foreign languages studied as compulsory subjects or as compulsory curriculum options are included. The study of languages when the subject is offered in addition to the minimum curriculum is not included. Also data on non-nationals studying their native language in special classes or those studying the language of the host country are excluded.

Context

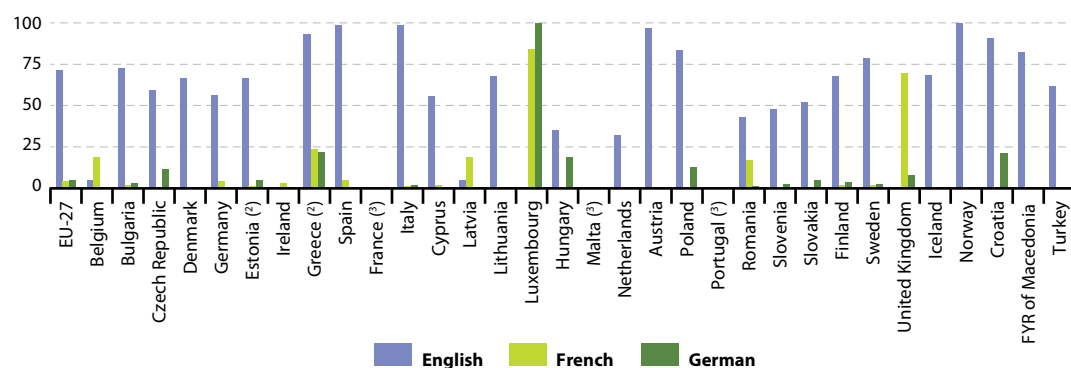
For several decades it has been mandatory for most European children to learn at least one foreign language during their compulsory education, with the time devoted to foreign language instruction generally increasing in recent years. In 2002, the Barcelona [European Council](#) recommended that at least 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 titled 'Multilingualism: an asset for Europe and a shared commitment' (COM(2008) 566 final), which was followed in November 2008 by a Council Resolution on a European strategy for multilingualism (2008/C 320/01). The Communication addressed languages in the wider context of social cohesion and prosperity and focused on actions to encourage and assist citizens in acquiring language skills. It explored 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.

Figure 4.2.1: Proportion of pupils in primary education learning foreign languages, by language, 2009 ⁽¹⁾

(%)



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

⁽²⁾ 2008.

⁽³⁾ Not available.

Source: Eurostat (online data code: [educ_ilang](#)), UNESCO Institute for Statistics (UIS), OECD



Table 4.2.1: Foreign languages learnt per pupil in secondary education, 2005 and 2009 ⁽¹⁾
(%)

	Proportion of students learning 2 or more languages at ISCED level 3 GEN		Upper secondary education (ISCED 3)					
			Pupils learning English in general programmes		Pupils learning French in general programmes		Pupils learning German in general programmes	
	2005	2009	2005	2009	2005	2009	2005	2009
EU-27	:	64.7	79.6	94.6	27.7	25.7	25.4	26.5
Belgium	88.7	89.3	94.4	95.0	47.8	49.3	28.4	29.3
Bulgaria	76.9	74.5	83.1	87.5	15.4	14.5	40.3	35.9
Czech Republic	100.0	100.0	98.1	100.0	22.4	24.8	72.2	60.6
Denmark	67.3	60.5	82.6	91.6	16.8	10.7	49.7	35.1
Germany	:	:	93.8	91.8	30.0	28.1	–	–
Estonia ⁽²⁾	80.9	97.7	92.6	96.2	6.1	6.9	44.1	39.2
Ireland	8.9	7.8	–	–	61.7	58.2	19.1	16.4
Greece ⁽²⁾	6.7	7.9	94.5	95.0	8.6	8.2	2.4	3.3
Spain	28.1	27.7	95.3	94.4	28.0	27.0	1.3	1.1
France	89.6	90.6	:	99.5	–	–	:	21.3
Italy	20.8	25.8	85.1	96.5	18.1	20.1	6.5	6.9
Cyprus	:	84.4	89.1	91.4	34.5	40.6	3.4	2.2
Latvia	74.1	77.3	93.7	97.2	3.6	3.9	38.8	28.8
Lithuania	55.0	47.6	80.2	90.8	5.9	3.8	28.4	18.8
Luxembourg	100.0	100.0	96.7	97.7	96.7	100.0	96.7	100.0
Hungary	:	44.9	73.0	79.4	6.0	6.6	51.4	48.7
Malta	14.0	:	65.6	:	6.6	:	1.7	:
Netherlands	100.0	77.8	100.0	100.0	69.5	64.2	86.2	69.8
Austria	76.2	68.2	96.9	98.5	54.1	42.5	–	–
Poland	:	73.6	96.3	92.2	12.1	8.7	72.5	54.4
Portugal	17.1	:	49.9	:	19.1	:	2.5	:
Romania	91.8	96.4	94.2	98.1	84.2	85.3	11.9	12.1
Slovenia	95.0	92.2	98.8	92.8	10.9	9.8	78.2	66.4
Slovakia	99.3	99.8	97.3	98.3	14.4	16.4	75.2	67.9
Finland	99.7	99.7	99.7	99.7	19.3	17.9	37.9	27.8
Sweden	92.6	91.8	100.0	99.9	24.2	20.0	34.5	27.0
United Kingdom	6.6	7.4	–	–	40.0	28.9	15.2	10.7
Iceland	67.8	63.3	77.2	73.2	16.4	13.7	32.4	25.4
Norway	:	:	:	44.8	:	12.8	:	20.3
Croatia	90.6	90.1	98.4	99.0	3.8	3.7	66.2	62.5
Turkey	:	:	:	81.8	:	1.4	:	14.8

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

⁽²⁾ 2008 instead of 2009.

Source: Eurostat (online data codes: [educ_thfrlan](#), [tps00057](#), [tps00058](#) and [tps00059](#)), Unesco Institute for Statistics (UIS), OECD



4.3 Educational expenditure

Expenditure on **education** may help foster economic growth, enhance **productivity**, contribute to people's personal and social development, and help reduce social inequalities. The proportion of total financial resources devoted to education is one of the key choices made by governments in each country of the **European Union (EU)**. In a similar vein, **enterprises**, students and their families also make decisions on the financial resources that they will set aside for education.

Main statistical findings

Public expenditure on education in the **EU-27** in 2008 was equivalent to 5.1 % of **GDP**, while the **expenditure** of both public and private sources of funds on educational institutions amounted to 5.8 % of GDP (see Table 4.3.1).

The highest public spending on education relative to GDP was observed in Denmark (7.8 % of GDP), while Cyprus (7.4 %), Sweden (6.7 %), Belgium (6.5 %), Finland (6.1 %) and Malta (6.0 %) 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 was lower in Slovakia. Between 2003 and 2008 the combined public and private expenditure on education as a share of GDP rose by 1.3 percentage points in Ireland and by 0.9 percentage points in the United Kingdom; Hungary and Slovenia recorded the largest decreases, both down 0.8 percentage points. It should be noted that changes in GDP (growth or contraction) can mask significant increases or decreases made in terms of education spending.

Declining **birth rates** in many countries 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 6 459 was spent per pupil/student in 2008 in the EU-27. This ratio was approximately three times higher in Austria (the highest average expenditure among the Member States in 2008) than in Bulgaria (the lowest average).

Data sources and availability

The standards for international statistics on education are set by three international organisations:

- the **United Nations Educational, Scientific, and Cultural Organization (UNESCO)** Institute for Statistics (UIS);
- the **Organisation for Economic Cooperation and Development (OECD)**;
- **Eurostat**, the statistical office of the European Union.

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.

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 that made 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**. Generally, the public sector funds education either by bearing directly the current and capital expenses of educational institutions (direct expenditure for educational institutions) or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private enterprises or non-profit organisations (transfers to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.

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**.

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. 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).

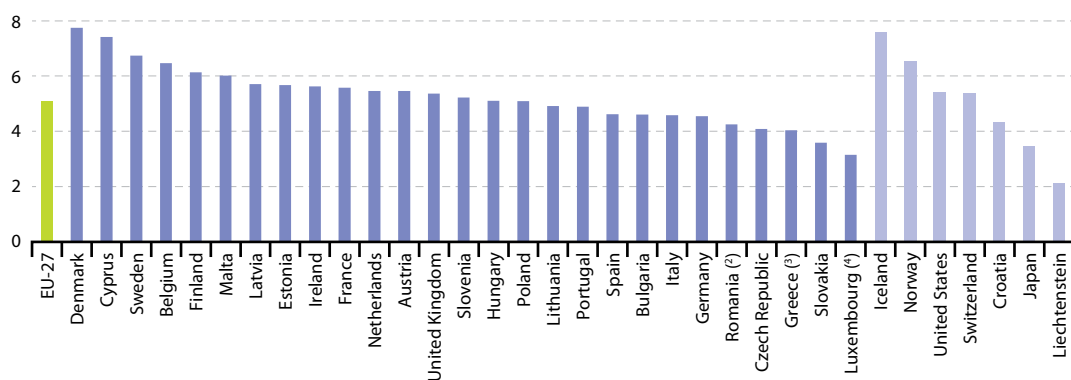
Context

Education accounts for a significant proportion of public expenditure in all of the EU 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 in **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 share of the total number of pupils/students.

There is an ongoing debate in many EU Member States as to how to increase or maintain funding for education, improve efficiency and promote equity – a challenge that has become harder in the context of the financial and economic crisis and, in particular, increased levels of public debt. The debate is not purely about the levels and source of finance, but also concerns proposals for reforms of education policies and systems and raises questions as to the development of labour force skills for the future, for the benefit of individuals and society. Possible approaches to funding include tuition fees, administrative or examination charges, balanced by the introduction of income-contingent grants or loans to try to stimulate enrolment rates in higher education, in particular among the less well-off members of society. Another potential fundraising source is partnerships between business and higher educational establishments.

Figure 4.3.1: Public expenditure on education, 2008 ⁽¹⁾
(% of GDP)



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

⁽²⁾ 2007.

⁽³⁾ 2005.

⁽⁴⁾ Excludes tertiary education, 2007.

Source: Eurostat (online data code: [tsiir010](#))

**Table 4.3.1:** Expenditure on educational institutions, 2003 and 2008 ⁽¹⁾

	Public expenditure (% of GDP)		Private expenditure (% of GDP)		Expenditure on public & private educational institutions per pupil/student (PPS for full-time equivalents)	
	2003	2008	2003	2008	2003	2008
EU-27	5.14	5.07	0.64	0.75	5 414	6 459
Euro area (EA-15)	5.03	4.97	:	:	:	:
Belgium	6.03	6.46	0.35	0.37	6 343	7 866
Bulgaria	4.23	4.61	0.67	0.58	1 692	2 840
Czech Republic	4.51	4.08	0.37	0.57	3 354	4 520
Denmark	8.33	7.75	0.32	0.55	7 133	8 701
Germany	4.70	4.55	0.92	0.70	6 005	6 953
Estonia	5.29	5.67	:	0.30	:	4 226
Ireland ⁽²⁾	4.38	5.62	0.31	0.34	5 279	7 172
Greece	3.56	:	0.20	:	3 778	:
Spain	4.28	4.62	0.54	0.66	5 042	6 941
France	5.90	5.58	0.56	0.60	6 038	7 031
Italy	4.74	4.58	0.40	0.41	6 118	6 609
Cyprus	7.29	7.41	1.35	1.35	5 968	8 461
Latvia	5.32	5.71	0.83	0.60	2 258	4 332
Lithuania	5.16	4.91	0.46	0.52	2 183	3 622
Luxembourg ⁽³⁾	3.77	3.15	:	:	:	:
Hungary ⁽⁴⁾	5.89	5.10	0.56	0.54	:	3 995
Malta ⁽⁵⁾	4.70	6.01	1.40	0.31	4 272	6 220
Netherlands	5.42	5.46	0.94	0.92	6 881	8 069
Austria	5.57	5.46	0.31	0.50	7 604	8 836
Poland	5.35	5.09	0.66	0.74	2 524	3 781
Portugal	5.57	4.89	0.09	0.49	4 287	4 979
Romania ⁽⁶⁾	3.45	4.25	:	0.50	:	:
Slovenia	5.82	5.22	0.83	0.63	5 021	6 529
Slovakia	4.30	3.59	0.45	0.70	2 325	3 523
Finland	6.44	6.13	0.13	0.15	5 858	6 988
Sweden	7.30	6.74	0.19	0.17	6 825	8 067
United Kingdom	5.24	5.36	0.95	1.72	6 097	7 942
Iceland	7.71	7.57	0.70	0.71	6 727	8 290
Liechtenstein ⁽²⁾	2.46	2.11	:	:	5 851	7 788
Norway	7.54	6.51	0.10	0.09	8 275	10 084
Switzerland	6.00	5.37	0.62	0.56	:	:
Croatia	3.96	4.33	:	0.36	:	4 147
FYR of Macedonia	3.39	:	:	:	:	:
Turkey ⁽⁷⁾	2.96	2.86	0.04	:	:	:
Japan	3.70	3.44	1.25	1.66	6 682	7 530
United States	5.61	5.40	2.05	2.10	9 924	11 759

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

⁽²⁾ Expenditure per pupil/student, 2007 instead of 2008.

⁽³⁾ Excludes tertiary education; public expenditure, 2007 instead of 2008.

⁽⁴⁾ Private expenditure and expenditure per pupil/student, 2006 instead of 2008.

⁽⁵⁾ Private expenditure and expenditure per pupil/student, break in series.

⁽⁶⁾ 2007 instead of 2008.

⁽⁷⁾ 2006 instead of 2008.

Source: Eurostat (online data codes: [educ_figdp](#), [tps00068](#) and [tps00067](#)), UNESCO, OECD



4.4 Tertiary education

This subchapter presents statistics on **tertiary education** in the **European Union (EU)**. Tertiary education – provided by universities and other higher education institutions – is the level of education following secondary schooling. The **EU-27** has around 4 000 higher education (undergraduate and postgraduate) institutions, with around 19.5 million students. Some European universities are among the most prestigious in the world. Higher education plays an essential role in society, creating new knowledge, transferring knowledge to students and fostering innovation.

Since the introduction of the Bologna process (see the introduction for **education and training**) a major expansion in higher education systems has taken place, accompanied by significant reforms in degree structures and quality assurance systems. However, the financial and economic crisis has affected higher education in different ways, with some countries investing more and others making radical cutbacks in their education spending.

Main statistical findings

There were 19.5 million students active within tertiary education in the EU-27 in 2009 (see Table 4.4.1). Five Member States reported more than 2 million tertiary students in 2009, namely Germany, the United Kingdom, France, Poland and Italy; together with Spain these countries accounted for two thirds of all EU-27 students in tertiary education. Across the EU, one third (33.4%) of the students in tertiary education were studying social sciences, business or law, with more female than male students in this field of education, as shown in Figure 4.4.1. The second largest number of students by field of education was in engineering, manufacturing and construction-related studies which accounted for 13.6% of all students in tertiary education; male students accounted for three quarters of the students in this field.

In 2009, the median age of students in tertiary education ranged from 20.2 in Ireland to 22.4 in Spain, with the Nordic countries of Denmark, Sweden and

Finland, as well as Austria and Germany above this range (see Figure 4.4.2). The median 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.

The strategic framework for European cooperation in education and training that was adopted in May 2009 set a number of benchmarks, including one for tertiary education, namely that by 2020 the proportion of 30 to 34-year-olds with tertiary educational attainment should be at least 40%. Just over one third (33.6%) of the population aged 30 to 34 in the EU-27 had a tertiary education in 2010, rising to over one third (37.2%) among women, and falling to 30.0% among men. In Ireland, Finland, Denmark, Sweden, Lithuania and Belgium the proportion of 30 to 34-year-old women with tertiary educational attainment was already 50% or more in 2010 (see Figure 4.4.3); this was also the case in Norway. In contrast, less than 20% of men in this age range had a tertiary education in the Czech Republic, Slovakia, Portugal, Romania, Italy and Malta.

Around 4.3 million students graduated from tertiary education establishments in the EU in 2009. An analysis of the number of graduates by field of education shows that 35.4% had studied social sciences, business and law; this share was higher than the equivalent share (33.4%) 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 for health and welfare, which made up 15.4% of graduates from 13.4% of the tertiary student population, as well as in the smaller fields of services and agricultural and veterinary studies. The reverse situation was observed for the other fields of education shown in Figures 4.4.1 and 4.4.4, most notably for engineering, manufacturing and



construction-related studies, as well as science, mathematics and computing.

Within the EU, female graduates outnumbered male graduates by a ratio of approximately three to two; this ratio reached three to one for health and welfare fields of education (see Figure 4.4.4). 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-related fields.

Data sources and availability

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 Cooperation and Development (OECD);
- Eurostat, the statistical office of the European Union.

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.

The international standard classification of education (ISCED) is used to define levels of education: tertiary education includes both programmes which are largely theoretically based 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.

ISCED also classifies the fields of education, with 25 fields of education in all at the 2-digit level, which can be further refined at a 3-digit level. At the highest 1-digit level the following nine broad groups of fields of education are distinguished: general programmes; education; humanities and arts; social sciences, business and law; science; engineering,

manufacturing and construction; agriculture; health and welfare; services.

ISCED was first developed in 1976 by UNESCO and revised in 1997. In 2007 a further review of ISCED began: at the time of writing it is expected that the revised version will be presented to UNESCO's General Conference in November 2011. Among other changes, the revised ISCED proposes four levels of tertiary education compared with two categories in the current version. A major reason behind this proposed change was to reflect better the structure of Bachelor's degrees, Master's degrees and Doctorates.

Context

While the Bologna process put in motion a series of reforms to make European higher education more compatible, comparable, competitive and attractive for students, it is only one strand of a broader effort concerning higher education. The modernisation agenda of universities is supported through the implementation of the 7th EU framework programme for research and the competitiveness and innovation programme. Furthermore, to establish synergies between the Bologna process and the Copenhagen process (for enhanced European cooperation in vocational education and training), the European Commission and EU Member States have established a European qualifications framework for lifelong learning (EQF) – see the subchapter on [lifelong learning statistics](#).

In March 2008, the European institute of innovation and technology was established. Its aim is to bring together higher education, research and innovation through the creation of 'knowledge and innovation communities', while it should contribute towards Europe's capacity for innovation.

The integrated economic and employment guidelines were revised most recently as part of the Europe 2020 strategy for smart, sustainable and inclusive growth. Guideline 9 concerns improving the performance of education and training systems at all levels and increasing participation in tertiary education.



The [Erasmus programme](#) is one of the most well-known European programmes. Around 4000 higher education institutions take part in it and some 2.3 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'. The Communication included 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.

Table 4.4.1: Students in tertiary education, 2009 ⁽¹⁾

	Total number of students in tertiary education (1 000)	of which, studying (%)						
		Humanities & arts	Social sciences, business & law	Science, mathematics & computing	Engineering, manufacturing & construction	Agriculture & veterinary	Health & welfare	Services
EU-27 ⁽²⁾	19470	11.9	33.4	9.7	13.6	1.6	13.4	3.8
Belgium	425	10.4	29.7	5.9	10.0	2.7	19.7	1.5
Bulgaria	274	7.7	44.1	4.9	19.6	2.3	6.7	8.0
Czech Republic	417	8.8	32.7	10.8	14.7	3.7	10.2	5.1
Denmark	235	14.6	31.2	8.7	9.6	1.4	21.6	2.1
Germany ⁽³⁾	2439	14.0	26.3	14.3	15.4	1.4	18.3	2.8
Estonia	68	12.3	39.6	9.5	13.3	2.2	8.3	7.8
Ireland	183	16.0	27.4	12.9	12.6	1.4	15.6	5.0
Greece ⁽⁴⁾	638	14.0	31.4	13.6	17.0	5.8	9.2	3.6
Spain	1801	10.4	31.8	10.4	17.5	1.8	12.5	4.9
France	2173	14.7	36.5	12.5	12.9	1.1	15.9	3.4
Italy ⁽⁵⁾	2012	15.0	34.8	7.7	15.4	2.2	13.2	2.8
Cyprus	31	10.3	51.5	8.8	8.8	0.2	6.7	5.9
Latvia	125	7.5	52.9	4.9	11.3	1.0	7.2	6.1
Lithuania	211	7.1	46.0	5.2	18.0	2.0	8.5	3.0
Luxembourg	:	:	:	:	:	:	:	:
Hungary	398	9.7	41.0	7.0	13.2	2.4	9.1	9.9
Malta	10	17.4	33.0	7.4	8.8	0.3	20.8	1.3
Netherlands	619	8.3	37.7	6.1	8.4	1.1	17.1	6.3
Austria	308	13.7	36.6	11.2	14.7	1.2	8.9	2.5
Poland	2150	9.5	40.8	8.4	13.0	2.0	7.2	6.3
Portugal	373	8.6	32.0	7.3	22.2	1.9	16.7	6.3
Romania	1098	7.8	57.3	4.9	17.0	2.0	6.4	3.2
Slovenia	114	8.2	38.0	6.2	19.0	3.3	8.1	9.5
Slovakia	235	6.6	30.1	8.6	14.7	2.3	18.0	6.0
Finland	297	14.5	22.5	10.4	25.2	2.2	15.3	5.1
Sweden	423	13.7	26.4	8.9	16.2	1.0	17.9	2.3
United Kingdom	2415	16.1	26.9	12.9	8.3	1.0	18.0	1.7
Iceland	17	13.6	39.1	7.5	9.2	0.5	12.7	1.4
Liechtenstein	1	0.1	70.9	0.0	20.9	0.0	2.4	0.0
Norway	219	10.6	32.4	8.5	7.7	0.7	20.0	4.7
Switzerland	234	12.5	36.2	9.8	12.6	1.0	13.9	4.4
Croatia	139	9.0	42.9	8.0	15.9	3.8	7.3	8.8
FYR of Macedonia	65	12.2	37.0	11.6	13.3	2.7	9.7	6.1
Turkey	2924	6.6	51.7	7.1	12.0	4.0	5.7	3.5
Japan	3874	15.8	29.2	2.9	15.5	2.4	13.0	5.5
United States	19103	15.1	27.7	8.6	7.2	0.7	14.9	6.2

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

⁽²⁾ Includes Greek data for 2008.

⁽³⁾ Excludes students enrolled at ISCED 6.

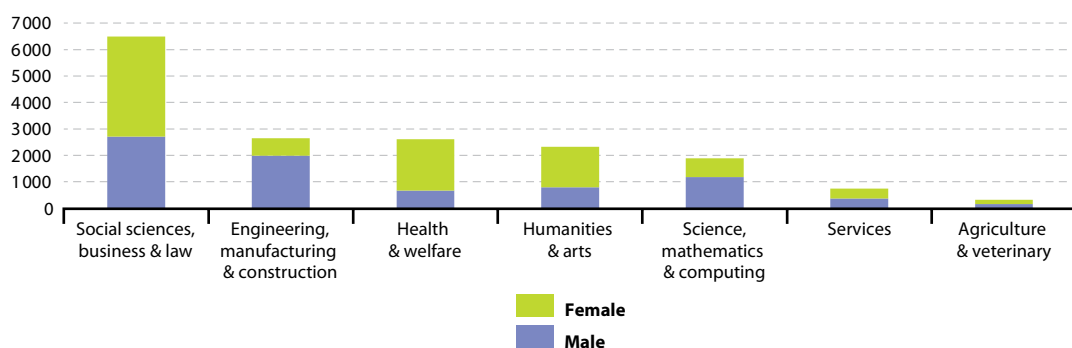
⁽⁴⁾ 2008.

⁽⁵⁾ Analysis by field of study excludes students enrolled at ISCED 6.

Source: Eurostat (online data codes: [tps00062](#) and [educ_enr15](#))



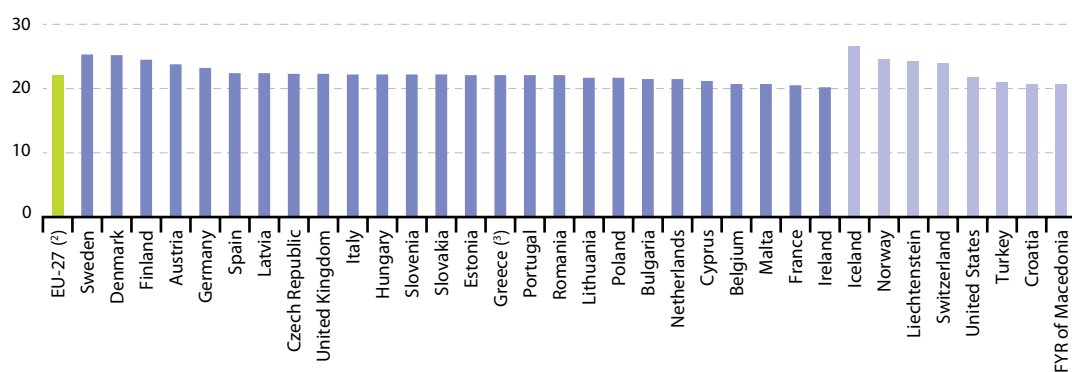
Figure 4.4.1: Students in tertiary education, by field of education and sex, EU-27, 2009⁽¹⁾
(1 000)



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

Source: Eurostat (online data code: [educ_enr15](#))

Figure 4.4.2: Median age in tertiary education, 2009⁽¹⁾
(years)



⁽¹⁾ Luxembourg, not available; refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

⁽²⁾ Includes Greek data for 2008.

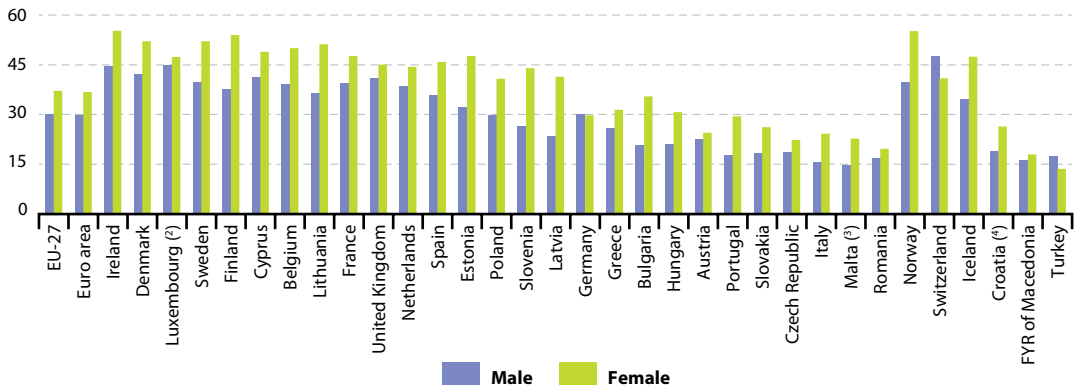
⁽³⁾ 2008.

Source: Eurostat (online data code: [tps00061](#))



Figure 4.4.3: Proportion of the population aged 30 to 34 having a tertiary educational attainment, 2010 ⁽¹⁾

(%)



⁽¹⁾ Ranked on the average shares for males and females combined; refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).

⁽²⁾ Provisional.

⁽³⁾ Male proportion, unreliable or uncertain data; female proportion, provisional.

⁽⁴⁾ Unreliable or uncertain data.

Source: Eurostat (online data code: t2020_41)

**Table 4.4.2:** Graduates from tertiary education, by field of education, 2009 ⁽¹⁾

	Total number of graduates from tertiary education (1 000)	of which, studying (%)							
		Humanities & arts	Teaching & training	Social sciences, business & law	Science, mathematics & computing	Engineering, manufacturing & construction	Agriculture & veterinary	Health & welfare	Services
EU-27 ⁽²⁾	4 305	11.6	9.4	35.4	9.1	12.8	1.7	15.4	4.2
Belgium	99	11.1	13.0	31.3	5.6	10.7	2.6	20.5	1.4
Bulgaria	58	6.5	6.4	52.1	3.9	14.9	1.7	6.8	7.7
Czech Republic	96	6.7	14.4	33.5	9.4	14.3	3.5	9.3	4.6
Denmark	49	14.4	7.5	28.6	7.6	12.0	2.1	24.9	2.9
Germany	542	16.4	9.3	22.3	12.4	12.2	1.6	22.4	2.8
Estonia	11	11.4	8.1	38.9	8.9	10.5	2.1	11.0	9.2
Ireland	58	16.4	10.6	31.0	10.9	10.8	1.1	13.5	4.5
Greece ⁽³⁾	67	12.9	8.1	30.0	10.9	14.0	4.1	11.6	8.4
Spain	310	8.9	13.2	26.1	8.9	16.4	1.7	15.7	8.0
France	628	10.3	1.5	41.6	10.6	15.6	1.5	14.9	4.0
Italy ⁽⁴⁾	226	16.8	6.1	34.4	7.1	15.2	1.9	15.5	3.0
Cyprus	5	9.2	11.4	50.6	8.2	5.5	0.1	5.6	9.4
Latvia	26	7.6	11.1	53.2	4.9	8.4	0.9	7.8	6.1
Lithuania	45	7.5	12.7	43.7	5.1	16.0	1.9	9.8	3.3
Luxembourg	:	:	:	:	:	:	:	:	:
Hungary	68	12.0	13.2	41.3	6.4	8.7	2.1	9.8	8.7
Malta	3	16.1	12.8	40.6	9.4	5.6	0.8	13.3	1.2
Netherlands	127	9.0	13.6	37.3	6.2	7.8	1.3	18.8	5.5
Austria	52	9.1	13.3	33.6	10.7	18.2	1.6	10.1	3.9
Poland	575	8.2	16.1	43.6	6.8	8.8	1.7	9.0	5.7
Portugal	77	8.3	6.2	29.4	7.0	19.6	1.9	21.2	6.5
Romania	311	7.7	1.8	53.4	4.4	17.3	2.0	10.0	3.4
Slovenia	18	6.2	7.8	48.1	4.4	13.4	2.5	7.5	10.0
Slovakia	75	6.3	16.3	31.7	7.6	13.0	2.3	17.3	5.6
Finland	45	14.1	6.4	23.9	7.6	20.6	2.0	19.8	5.6
Sweden	59	6.5	16.1	24.8	7.6	17.5	1.2	26.8	3.0
United Kingdom	674	16.0	10.9	30.6	12.7	9.0	0.9	17.7	1.3
Iceland	3	11.1	20.6	39.8	6.5	8.1	0.4	12.1	1.5
Liechtenstein	0	0.3	0.0	47.0	0.0	8.8	0.0	4.0	0.0
Norway	35	8.7	17.3	28.6	7.2	8.0	1.0	24.5	4.5
Switzerland	81	7.9	9.8	37.1	8.6	13.0	1.7	14.7	6.7
Croatia	32	11.1	4.5	40.0	9.3	15.0	2.8	6.7	10.4
FYR of Macedonia	11	13.1	11.9	34.3	12.7	8.8	2.4	10.0	6.8
Turkey	489	7.2	14.6	40.7	7.9	13.1	5.6	5.8	5.1
Japan	1 015	15.0	6.9	26.5	3.0	17.5	2.4	13.0	9.3
United States	2 882	12.9	10.5	38.1	8.3	7.0	1.0	15.2	6.9

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

⁽²⁾ Includes Greek data for 2008.

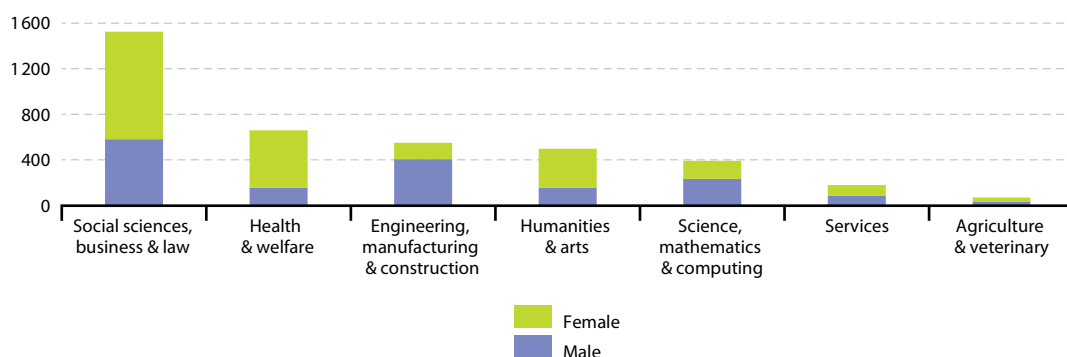
⁽³⁾ 2008.

⁽⁴⁾ Analysis by field of study excludes graduates from ISCED 5A (second degrees) and ISCED 6.

Source: Eurostat (online data code: [educ_grad5](#))



Figure 4.4.4: Graduates from tertiary education, by field of education and sex, EU-27, 2009 ⁽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 (online data code: educ_grad5)

4.5 Lifelong learning

This subchapter provides an overview of **lifelong learning** statistics in the **European Union (EU)**, on the basis of data collected through the **labour force survey (LFS)**, supplemented by the **adult education survey (AES)**.

Main statistical findings

The strategic framework for European cooperation in education and training adopted in May 2009 sets a number of benchmarks to be achieved by 2020, including one for lifelong learning, namely that an average of at least 15 % of adults aged 25 to 64 years old should participate in lifelong learning. In 2010, the proportion of persons aged 25 to 64 in the EU receiving some form of education or training in the four weeks preceding the labour force survey was 9.1 %; a share that was 0.7 percentage points lower than the corresponding share for 2005 (see Table 4.5.1).

The proportion of the population who had participated in such lifelong learning activities was higher among women (10.0 % in 2010) than among men (8.3 %). The shares for men and women were both lower in 2010 than they had been five years earlier.

Denmark, Sweden and Finland stood out as they reported considerably higher proportions of their respective populations participating in lifelong learning, ranging between one fifth and one third; the United Kingdom, the Netherlands and Slovenia were the only other Member States where the participation rate in 2010 already exceeded the 15 % target. In contrast, Bulgaria and Romania reported lifelong learning participation rates of less than 2 %.

In addition to the data from the labour force survey, information on education and training is available from a pilot survey – the adult education survey (AES) – that was conducted on a voluntary basis between 2005 and 2008. According to this, a majority of participants took part 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 (see Table 4.5.2) was to do their job better/improve their career prospects, while getting knowledge or skills relating to interesting subjects and getting useful skills/knowledge for everyday life were also common reasons. The three most commonly cited obstacles to participation in education and training among those who wanted to participate but did



not do so were: lack of time due to family responsibilities (36.6% of those not participating); conflict with work schedules (35.0%); cost (28.3%) – see Table 4.5.3.

Employers were the most common providers of non-formal education and training activities, providing close to two fifths (38.3%) of such activities (see Table 4.5.4). 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 of non-formal education and training in 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) were relatively frequent providers in Finland (29.5%) and Cyprus (15.5%), while trade unions provided a higher than average share in Hungary (13.1%).

Data sources and availability

Lifelong learning encompasses all purposeful learning activity, whether formal, non-formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence. The intention or aim to learn is the critical point that distinguishes these 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, colleges and other formal educational institutions that normally constitute a continuous 'ladder' of full-time education for children and young people (generally completed by the age of 25). Non-formal education and training is defined as any organised and sustained educational activities that do not correspond to the definition of formal education. Non-formal education and training 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. Note that the statistics presented do not cover informal learning, which corresponds to self-learning (through the use of printed material, computer-based learning/training, (Internet) web-based education, visiting libraries, etc).

The target population for lifelong learning statistics refers to all persons in private households aged between 25 and 64 years. Data are collected through the EU's labour force survey (LFS). The denominator used for the ratios derived from LFS data 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 an adult education survey which was carried out by EU, EFTA and candidate countries. Surveys were 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 collected information on learning activities, self-reported skills, as well as modules on social and cultural participation. Within the context of the adult education survey, learning is defined as 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.

Context

Lifelong learning can take place in a variety of environments, both inside and outside formal education and training systems. Lifelong learning implies investing 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.

The integrated economic and employment guidelines were revised most recently as part of the



Europe 2020 strategy for smart, sustainable and inclusive growth. Guideline 8 concerns developing a skilled workforce responding to labour market needs, and promoting job quality and lifelong learning.

The Copenhagen process, established in 2002, lays out the basis for cooperation in [vocational education and training \(VET\)](#), with 33 European countries involved. The overall aim is to encourage more individuals to make wider use of vocational learning opportunities, whether at school, in higher education, in the workplace, or through private courses. The actions and tools developed as part of the process aim to allow users to link and build on learning acquired at various times, in both formal and non-formal contexts. In June 2010, the [European Commission](#) presented a ten year vision for the future of vocational education and training in a Communication titled 'A new impetus for European cooperation in vocational education and training to support the Europe 2020 strategy' (COM(2010) 296 final). In December 2010 in Bruges (Belgium) the priorities for the Copenhagen process for 2011 to 2020 were set. This established a global vision for vocational education and training to be reached by the year 2020: attractive and inclusive VET; high quality initial VET; easily accessible and career-oriented continuing VET; flexible systems of VET based on a learning outcomes approach which cater for the validation of non-formal and informal learning; a European education and training area; substantially increased opportunities for transnational mobility; easily accessible and high-quality lifelong information, guidance and counselling services. Based on this vision a total of 11 strategic objectives were set for the period between 2011 and 2020 as well as 22 short-term deliverables for the first four years.

There are a number of initiatives under development to enhance the transparency, recognition and quality of competences and qualifications, facilitating the mobility of learners and workers. These include the European Qualifications Framework (EQF), Europass, the European Credit System for VET (ECVET), and the European Quality Assurance Reference Framework for VET (EQAVET).

The launch of EQF aims to help employers and individuals compare qualifications across the EU's diverse education and training systems: it encourages countries to relate their national qualifications systems to the EQF so that all new qualifications issued from 2012 carry a reference to an appropriate EQF level. The EQF also represents a shift in European education as it is based on an approach which takes into account learning outcomes rather than the resources which are put into learning. In other words, it is a qualifications framework based on what learners are actually able to do at the end of a course of education, rather than where the learning took place and how long it took.

The Leonardo da Vinci programme in the field of vocational education and training 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. It not only covers learners in adult education, but also the teachers, trainers, education staff and facilities that provide these services.



Table 4.5.1: Lifelong learning, 2005 and 2010 ⁽¹⁾
(% of the population aged 25 to 64 participating in education and training)

	Total		Male		Female	
	2005	2010	2005	2010	2005	2010
EU-27	9.8	9.1	9.0	8.3	10.5	10.0
Euro area	8.1	7.9	7.9	7.5	8.4	8.3
Belgium	8.3	7.2	8.2	7.0	8.5	7.4
Bulgaria	1.3	1.2	1.3	1.1	1.2	1.3
Czech Republic	5.6	7.5	5.2	7.3	5.9	7.7
Denmark	27.4	32.8	23.6	26.3	31.2	39.3
Germany	7.7	7.7	8.0	7.7	7.4	7.6
Estonia ⁽²⁾	5.9	10.9	4.3	8.6	7.3	13.0
Ireland	7.4	6.7	6.2	6.3	8.6	7.2
Greece	1.9	3.0	1.9	3.1	1.8	2.9
Spain ⁽²⁾	10.5	10.8	9.7	10.0	11.4	11.6
France	7.1	5.0	7.0	4.6	7.2	5.4
Italy	5.8	6.2	5.4	5.9	6.2	6.5
Cyprus ⁽²⁾	5.9	7.7	5.4	7.5	6.3	7.9
Latvia	7.9	5.0	5.0	3.4	10.6	6.5
Lithuania	6.0	4.0	4.2	3.2	7.7	4.8
Luxembourg ⁽²⁾	8.5	13.4	8.5	12.8	8.5	14.0
Hungary	3.9	2.8	3.2	2.6	4.6	2.9
Malta	5.3	5.7	6.1	5.2	4.5	6.1
Netherlands ⁽²⁾	15.9	16.5	15.6	15.9	16.1	17.1
Austria	12.9	13.7	12.3	12.7	13.5	14.7
Poland	4.9	5.3	4.3	4.8	5.4	5.9
Portugal	4.1	5.8	4.0	5.8	4.2	5.7
Romania	1.6	1.3	1.5	1.2	1.6	1.4
Slovenia	15.3	16.2	13.6	14.1	17.2	18.3
Slovakia	4.6	2.8	4.3	2.2	5.0	3.3
Finland	22.5	23.0	19.0	18.9	26.1	27.1
Sweden ⁽²⁾	17.4	24.5	13.0	18.0	21.9	31.1
United Kingdom ⁽²⁾	27.6	19.4	23.1	16.4	32.0	22.4
Iceland	25.7	25.2	21.6	21.1	29.8	29.4
Norway	17.8	17.8	16.3	16.4	19.3	19.2
Switzerland ⁽²⁾	27.0	30.6	27.4	31.6	26.5	29.6
Croatia ⁽⁴⁾	2.1	2.0	2.0	2.2	2.1	1.8
FYR of Macedonia	:	3.2	:	3.1	:	3.4
Turkey	:	2.5	:	2.6	:	2.4

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

⁽²⁾ 2005 male rate, unreliable or uncertain data.

⁽³⁾ Break in series.

⁽⁴⁾ 2010 male and female rates, unreliable or uncertain data.

Source: Eurostat (online data codes: [tsiem080](#) and [trng_lfs_01](#))



Table 4.5.2: 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	Obligated 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.
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	19.9	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	57.2	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	1.4	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	26.5	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
Norway	67.9	33.2	9.6	43.1	12.7	71.8	16.0	18.3	1.5	7.2
Croatia	45.4	35.9	17.3	31.7	17.6	78.1	8.3	15.3	4.9	1.4

⁽¹⁾ Multiple answers allowed; 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 (online data code: [trng_aes_142](#))



Table 4.5.3: 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 prerequisites	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	13.4	18.6	36.6	13.3	28.3	13.5	16.3	35.0	24.4
Belgium	12.8	7.7	22.5	5.6	10.5	2.8	8.6	19.4	6.2
Bulgaria	11.5	29.7	28.8	16.3	56.6	6.2	11.6	24.1	7.7
Czech Republic	11.8	16.1	38.4	7.8	19.7	2.0	22.5	36.8	3.6
Denmark	:	:	:	:	:	:	:	:	:
Germany	10.4	21.3	29.1	20.6	37.4	9.5	28.1	31.6	11.4
Estonia	17.1	32.5	36.6	2.7	50.1	8.0	8.4	30.8	40.2
Ireland	:	:	:	:	:	:	:	:	:
Greece	10.5	19.1	48.0	7.4	33.2	9.7	9.7	42.7	19.3
Spain	5.8	8.5	41.2	7.5	13.4	2.7	4.7	32.6	28.0
France	:	:	:	:	:	:	:	:	:
Italy	19.7	16.8	49.5	19.2	26.2	16.5	15.2	44.1	12.4
Cyprus	9.3	11.9	67.6	5.1	16.2	4.8	5.1	41.9	12.3
Latvia	11.9	24.1	40.1	11.2	50.8	11.9	29.7	36.8	13.7
Lithuania	13.2	19.6	34.2	3.2	45.6	4.9	16.2	48.4	13.5
Luxembourg	:	:	:	:	:	:	:	:	:
Hungary	12.5	32.4	37.4	13.9	42.3	18.9	39.9	53.2	15.0
Malta	:	:	:	:	:	:	:	:	:
Netherlands	22.8	12.4	28.6	4.0	23.9	12.9	19.2	16.8	21.8
Austria	6.2	22.2	41.4	7.1	34.2	2.8	16.0	39.3	16.8
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	14.6	28.5	35.6	7.2	45.9	6.9	21.1	52.4	8.3
Slovakia	10.8	31.9	35.5	56.8	40.7	3.1	26.3	41.7	3.8
Finland	16.6	24.7	30.0	11.2	21.5	6.9	23.3	42.3	20.7
Sweden	22.9	21.2	22.2	5.6	31.4	6.7	18.4	31.3	19.8
United Kingdom	17.0	25.9	42.5	20.8	33.8	24.1	22.6	43.9	56.5
Norway	19.2	13.3	25.4	4.2	17.3	9.0	20.8	31.7	15.4
Croatia	13.4	32.1	55.5	18.4	60.6	5.2	21.0	35.0	25.3

⁽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 (online data code: [trng_aes_176](#))



Table 4.5.4: Providers of non-formal education and training activities, 2007 ⁽¹⁾
(%)

	Employer	Non-formal education & training institution	Formal education institution	Commercial institution where education & training is not main activity	Employers' organisation, chamber of commerce	Non-commercial institution (e.g. library)	Non-profit association	Individual	Trade union	Other
EU	38.3	16.5	10.4	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
Turkey	26.4	27.0	7.3	3.2	2.8	25.4	3.8	3.6	0.4	:

⁽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 (online data code: [trng_aes_170](#))