

**Contract number DG EAC 21/05**

**Final report for  
Study on Adult Education Providers**

**The National Institute of Adult Continuing Education  
(NIACE)**

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# 1. Executive Summary

## Introduction

1. The Study on Adult Education Providers aims to provide an insight into adult education provision in Europe through the collection, analysis and presentation of available data on adult learning providers, and to make methodological proposals for new data collection in this field.
2. Its overall objective is to support the Commission in monitoring and analysing adult learning within the Education and Training 2010 process and the implementation of the Grundtvig action via assisting statistical and analytical work linked to it, as regards adult learning provision. The Study is intended to contribute towards the closing of a statistical information gap regarding adult learning providers, while the forthcoming Eurostat Adult Education Survey (AES) will focus on learners.
3. The work was undertaken by the National Institute of Adult Continuing Education (NIACE), in partnership with the European Association for the Education of Adults (EAEA) and the Deutsches Institut für Erwachsenenbildung (DIE).
4. The Study brings together available data on adult education providers for the EU-25, the four candidate countries and EFTA-EEA countries in relation to the following categories:
  - The number of adult education providers;
  - The financial turnover of these providers;
  - The number of people employed by these providers;
  - The number of hours taught by these providers; and
  - The number of learners enrolled with these providers.
5. Adult education is characterised by diversity in its form, its content and in the context in which it takes place. This Study concentrates mainly on publicly funded providers of both formal and non-formal adult education, with a particular focus on the provision of non-vocational adult learning. The Study, therefore, does not attempt to comprehensively cover the whole adult education system, although a number of countries have provided data that extends beyond the project remit.

## Methodology

6. The project team adopted an approach whereby desk research of secondary resources was combined with the collection of primary data in order to build as comprehensive a picture as possible of adult education providers in Europe. In more detail this involved:
  - The compilation of a list of sources to be accessed as part of a desk research exercise to interrogate publicly available national and international data sources on adult education providers across Europe
  - Ongoing desk research throughout the duration of the project
  - The design of a questionnaire, in consultation with DG-EAC colleagues, to collect additional data from the countries involved in the Study.
  - The compilation of a list of contacts, within national Ministries of Education across the thirty-two countries involved in the Study, to which the questionnaire was distributed.
  - Primary data collection, through the distribution of the questionnaire to national Ministries of Education and EAEA members.
  - Analysis of the primary and secondary data.
  - The development of proposals for future data collection on providers of adult education.

## Desk research

7. Although a wide range of secondary sources was examined for data on adult education providers, the most useful sources proved to be National Statistical Office websites and national progress reports on implementing the Education and Training 2010 Work Programme.
8. Although other sources included some national education data, these were often in relation to the education system as a whole, or limited to the education of children and young people or to vocational education. Only a limited amount of publicly available data was obtainable on the provision of non-vocational adult education, the primary focus of this Study.
9. Fifteen countries were able to provide complete or partial data on the number of learner enrolments and fourteen countries provided data on the number of adult education providers. Partial data on the number of people employed by adult education providers was found in relation to four countries. Partial data on the number of teaching hours was found in relation to two countries. Data on financial turnover was found only in relation to Finland.
10. Overall, the desk research exercise highlighted that most of the information sought as part of this Study is not easily and readily available. Where information was found, it was often only partial, and not necessarily limited to the type of provider with which this Study is primarily concerned, that is providers of non-vocational adult education.
11. The Study also found that publicly available data on education does not often differentiate between providers who deliver vocational education, those who deliver non-vocational education and those that deliver both. In addition, it is not always possible to identify the age profile of learners for a particular provider, in order to be able to differentiate between those providers who deliver adult education, those who teach young people and those who cater for all ages.
12. Those countries covered by the Study that do collect data on their education providers tend to collect and present information in such diverse ways that even where data is available, it is very difficult to use it to make meaningful comparisons between different countries.
13. Information on the number of adult education providers was found for 14 of the 32 countries covered by the Study, although much of this data is partial, covering only some elements of the adult education system. Most countries were able to provide details on the number of publicly funded organisations, but were less likely to have data on the number of NGO and private providers.
14. Partial information on the number of people employed by adult education providers was found for only 3 of the 32 countries covered by the Study – Malta, Bulgaria and Slovenia.
15. Partial information on the number of hours taught by adult education providers was found for just 2 countries- Cyprus and Finland. Although the desk research was unable to uncover any institutional data on the number of hours taught by adult education providers in either country, individual level survey data for each country provided information on the average number of hours for which learners were engaged.

16. Data on adult participation in learning is available for most countries. This data, however, collected through the Labour Force Survey, relates to self-reported participation in ‘any learning’, rather than specifically to enrolments with the specific providers of adult education covered by the Study.
17. In addition to this demand side participation data, complete or partial information on the number of learners enrolled with adult education providers was found for 15 of the 32 countries covered by the Study. While some of the data related specifically to adult enrolments on non-vocational provision, other data also included enrolments by young people and enrolments on vocational provision.

### **Data from questionnaire responses**

18. In total, 33 questionnaires were returned from 28 countries, with multiple responses received from Belgium (4), Germany (2) and Sweden (2). The responses received from Portugal, the Czech Republic, Iceland and Luxembourg did not contain any data. Four countries – Latvia, Lithuania, Former Yugoslav Republic of Macedonia, and Norway – did not respond.
19. Questionnaire respondents were provided with a set of definitions to be used when completing the questionnaire. Despite this however, the unharmonised nature of data collection across European countries made it difficult to make meaningful comparisons.
20. Most respondents were able to provide some information on the number of adult education providers (25 respondents), the number of learners enrolled (22 respondents) and the financial turnover of providers (19 respondents). Fewer were able to provide information on the number of people employed by adult education providers (13 responses) and the number of hours taught (13 responses).
21. Only seven respondents were able to provide data from the specified ideal 3 data points – 1995, 2000 and 2004. Sixteen respondents were able to provide data that related to non-vocational education only, while twelve respondents provided data that extended beyond this. Others did not specify what type of learning their data related to.
22. Respondents were asked to identify the total number of adult education providers in their country, broken down by whether providers are publicly funded providers, private sector providers or NGO providers. Respondents were also asked to identify the number of local adult education centres in their country. Twenty-five respondents, from 21 countries, were able to provide some data on the number of providers.
23. Twelve respondents were able to provide information on the total number of adult education providers in their country, with figures varying widely from Cyprus with one provider to Turkey with nearly 10,000 providers and France with over 44,000. Over the time period, increases in the number of providers were seen in Greece, Slovenia, Spain, Turkey, France and Poland, while only in the Netherlands did the number of providers decline.
24. Sixteen respondents were able to provide data on the financial turnover of their adult education providers. Each of the responding countries have seen an increase in financial turnover over the past decade, although in the Flemish community of Belgium and in Sweden, financial turnover was higher in 2000 than in 2004.
25. Only a small number of countries were able to provide a breakdown of how this overall financial turnover was split between public subsidy, fee income and other income. In 2004, the

percentage of overall financial turnover made up by public subsidy ranged from around one third in France and Cyprus to 100% in Sweden. Most respondents identified that public subsidy made up around one half of overall turnover for adult education providers.

26. Twelve respondents were able to provide data on the number of people employed by adult education providers, either in terms of actual staff numbers or full-time equivalents (FTEs). In 2004, the number of people employed by non-vocational providers ranged from an estimated 493 people in Cyprus to over 34,000 in Turkey. Since 1995, the number of staff employed by adult education providers has grown in Austria, Belgium (Flemish community), Greece, Spain, Slovakia, Turkey, and the UK (England and Wales), has remained constant in Cyprus and declined in the French community of Belgium. In Slovenia, the number of staff employed by vocational and non-vocational providers increased dramatically between 1995 and 2000, but declined between 2000 and 2002.
27. Ten respondents were able to provide information on the total number of hours taught by adult education providers. The number of hours taught by non-vocational providers ranged from Ten thousand in Liechtenstein to 2.83 million in Finland. Countries that were unable to separate out its vocational and non-vocational provision supplied larger numbers.
28. Nineteen providers were able to provide information on the number of learners enrolled by adult education providers. In 2004, the number of enrolments with non-vocational providers ranged from 7,609 in Malta to nearly 4 million in Sweden and Turkey. For most countries there has been an increase in the number of non-vocational learners since 1995, although in Malta, Netherlands, Spain and Sweden, there has been a decline in enrolments since 2000.

## **Analysis**

29. The Study has illustrated the current difficulties inherent in attempting to gain information about the numbers and characteristics of adult education providers in Europe. Although some countries, albeit a minority, collect data relating to non-vocational adult education providers, this is not in a standard form, nor does it relate to the same time periods. Comparisons and trends are difficult to assess. Any analysis and resulting findings of this study should be therefore considered under the proviso that they are based only on the partial data currently available.
30. While most countries were able to provide some information on the number of providers and learner enrolments, data on financial turnover, the number of people employed and the number of hours taught was far less available on a national level. Where data was available, it was not always possible to differentiate between the provision of vocational and non-vocational education, nor between education for younger people and education for adults.

### Number of adult education providers

31. The number of providers per million adults varies widely between countries. In part, this variety arises as a result of respondents' including different categories of providers in their questionnaire responses. For example, the two countries with the largest number of providers per million adults – Slovakia and France – have all included vocational as well as non-vocational providers in their figures.
32. There has been a decline in the total number of adult education providers in the Netherlands, while Greece, Slovenia, Spain, Turkey, France and Poland have all seen an increase..

33. In the publicly funded sector, there has been a growth in the number of providers in Greece, Spain, Turkey, France, Italy and Poland. Belgium, Denmark, the Netherlands, Slovenia, UK (England and Wales) and Germany have all seen a decline in the number of public funded providers.
34. Very little data is available on trends in the number of private sector providers. Where it is available it illustrates a growth in the numbers of such providers.
35. The number of NGO providers decline in Belgium and France but increased in all other countries, most notably in Poland where they have increased ten-fold in a decade.

#### Financial turnover of adult education providers

36. The data identified as part of this Study indicates that across Europe over €10,460 million was spent on adult education in 2005. The data for Austria, Estonia, France, Germany, Ireland, Italy, Slovakia, Slovenia and Sweden relates both to vocational and non-vocational education. In other countries, the turnover relates to non-vocational providers only.
37. Each of the responding countries has seen an increase in financial turnover over the past decade, although in Belgium and Sweden financial turnover was higher in 2000 than in 2004.
38. Analysis of spending on adult education per provider in 2004 shows that of the countries for whom data was available, the Netherlands spent the most money per provider on adult education in 2004 (over €5.6 million per provider), while the least money per provider was spent in Turkey (€14,600 per provider).
39. Analysis of spending on adult education per enrolment shows that of the twelve countries for which data was available, providers in Sweden and the Netherlands had the largest turnover per enrolment, while providers in Turkey had the smallest.

#### Number of people employed by adult education providers

40. Data on the number of people employed by adult education providers was provided for twelve of the countries covered by the Study. In total the number of staff exceeded 330,000, although there is insufficient data to provide an accurate EU-level estimate for the number of people employed by adult education providers. Furthermore in some countries, many teachers are employed on a freelance basis and are therefore not included in the figures of staff employed by providers.
41. Since 1995, the number of staff employed has increased in Austria, Cyprus, Greece, Malta, Slovakia, Spain, Sweden and the UK (England and Wales), and decreased in Slovenia, Belgium (French community), Poland and Germany.
42. Analysis of the number of staff employed per provider in 2004 shows that the figures vary dramatically from very small numbers of staff per provider in countries such as Poland, Sweden and Finland to 224 employees per provider in Greece, 352 in the UK and 493 in Cyprus.

### Number of hours taught by adult education providers

43. Data on the number of hours taught by adult education providers was provided for ten of the countries covered by the Study. In total the number of learning hours exceeded 1,073 million, although there is insufficient data to provide an accurate EU-level estimate for the number of hours taught.
44. Since 1995, the number of hours taught has increased in Estonia, Finland, France and the UK and decreased in Belgium (Flanders), Germany, Greece, Liechtenstein and Slovenia.
45. Analysis of the number of hours taught per learner in 2004 shows that in France and the UK, where data has been provided for both vocational and non-vocational provision, the number of hours per learner is much higher than in the other countries featured. The average number of taught hours elsewhere ranges between 30 minutes and nearly 3 hours.

### Number of learners enrolled with adult education providers

46. Analysis of adult education enrolments in each country as a proportion of the working age population shows that the countries with the largest proportion of its population enrolled with adult education providers are France (51.8%), Liechtenstein (74.6%) and Sweden (83.2%). In general, Nordic countries show higher levels of adult enrolment than average.
47. In around half of the countries featured below, fewer than 10% of the adult population are enrolled with adult education providers. In Poland and the Southern European countries, only around 1% of the adult population are enrolled with providers.
48. The enrolment data provided indicates that across Europe there were at least 48.5 million enrolments with adult education providers in 2004. Since 1995, there has been an increase in adult education enrolments in Belgium, Cyprus, Estonia, France, Greece, Italy, Latvia, Malta, the Netherlands, Poland, Slovakia, Slovenia, Turkey and the UK. Over the same period, a decrease in enrolments has been seen in Germany, Liechtenstein, Spain and Sweden.
49. Analysis of the number of enrolments per provider in each country shows that in Sweden, Greece and Germany the average number of learners enrolled with adult education providers is over 8,000, while in Poland, the average provider has fewer than 100 enrolments.
50. Analysis of the number of enrolments per member of staff employed by adult education providers in each country also indicates a wide variation between countries. In Turkey and in the UK providers have approximately one member of staff for every 12 learners enrolled, while in Slovenia we estimate that there is one member of staff for an every 89 learners.

### **Recommendations**

51. In order to address the current difficulties in gaining information about the numbers and characteristics of adult education providers in Europe, it is proposed that a voluntary register of adult education providers is drawn up by national and regional Adult Education Associations, which could then be used as a basis for establishing a database of information about providers.
52. In addition, national governments may wish to consider the benefits of addressing current gaps in their own data collection around adult education providers, and developing their statistical frameworks in a collaborative way with other member states to enable national comparisons to be made. Support to do this could be provided to member states through Eurostat.

## 2. Introduction

This document is the final report of the Study on Adult Education Providers, undertaken by the National Institute of Adult Continuing Education (NIACE), in partnership with the European Association for the Education of Adults (EAEA) and the Deutsches Institut für Erwachsenenbildung (DIE).

Through this report, the Study on Adult Education Providers aims to provide an insight into adult education provision in Europe through the collection, analysis and presentation of available data on adult learning providers, and to make methodological proposals for new data collection in this field.

The report is organised as follows:

- Chapter 1 provides an Executive Summary of the whole report.
- Chapter 2, the introduction, provides a background to the Study and outlines the project objectives, description and remit.
- Chapter 3 describes the methodology adopted by the project team in undertaking the Study.
- Chapter 4 discusses the findings of the desk research.
- Chapter 5 presents the findings of the primary data collection through the use of questionnaires.
- Chapter 6 presents the data collected through both primary and secondary sources by country.
- Chapter 7 provides an analysis of the data and presents the key findings.
- Chapter 8 outlines the recommendations of the Study.
- Relevant background documentation is included in the appendices.

### Background

The importance of adult education as part of lifelong learning is increasingly being recognised. In its background paper, inviting tenders for the Study on Adult Education Providers, the European Commission states that ‘Exponential growth of knowledge, rapid technological and societal changes and the subsequent decreasing half-life of knowledge, growing levels of initial education and the need to keep what has been learnt up to date, and the growing life expectancy of the population’, have all contributed to an increase in the importance of adult and lifelong learning.

The Lisbon Strategy provided a benchmark for action to increase levels of participation in adult education and also resulted in the ‘Education and Training 2010 Work Programme’, which set the overall strategic direction, for the EU and member states, including an emphasis on adult learning.

In this context, the Grundtvig action on adult education as part of the European Commission’s Socrates Programme aimed to promote lifelong learning policy and good practice at a European level as well as in participating countries. It encompassed all levels and sectors of adult learning, and in addition to learning that takes place within the formal and non-formal system, it also included learning that takes place on a more informal basis. The new integrated action programme in the field of lifelong learning (2007-2013) includes a further Grundtvig programme on adult education. Its operational objectives include an increase in the volume, and an improvement in the quality, of mobility of people involved in adult learning throughout Europe, and an increase in the volume and quality of co-operation between organisations involved in adult education throughout Europe.

Statistical data is therefore needed to develop and monitor policies in the field of adult education in general, as well as to provide indications and orientations for the integrated lifelong learning programme. The Eurostat Adult Education Survey (AES), which will be carried out during 2005-07, will provide data on learners: however there is currently a lack of information on adult learning providers. In particular, little comprehensive data is available about the providers of non-vocational

adult education in terms of the number of such providers, the scale and range of their activities, their learners, staff and funding.

### **Adult Education in Europe**

Adult education is characterised by diversity in its form, content and the context in which it takes place. Adult education providers also display more heterogeneity than the providers of initial, tertiary and higher education. For example, one classification divides adult education systems into three distinct forms. These are:

- The formal system, which includes institutions that provide special courses for adults seeking to obtain a basic, lower, middle or higher education level diploma such as general upper secondary schools for adult learners, municipal adult education centres and evening universities.
- The non-formal system, which includes players of various types such as folk high schools, associations and organisations, which offer educational opportunities that are not normally part of an agreed and validated curriculum at an official level. However, such provision can offer second chances to some learners, which may be relevant to citizenship education and personal interest.
- Informal learning, which may take place in an unplanned way outside the conventional learning environment and could occur in the family or by individuals exploring their own interests.

In practice however the boundaries between these categories may merge.

Another classification for adult education relates to the division between vocational and non-vocational adult education, in which the former is clearly concerned to provide training related to employment needs and the latter to provide learning relating to personal, social or community interests.

However, even here it is sometimes difficult to distinguish between the purposes of the learning undertaken since, for example, programmes of study for adults of foreign languages and ICT (Information and communication technologies) could cover both vocational and non-vocational interests.

The providers of adult education are also diverse. An increasing number of providers in the formal sector that were not originally established to meet the needs of adults, now number adult learners amongst their traditionally younger student body. These include universities, vocational training and further education colleges and even secondary schools. These providers are taking their place alongside traditional adult education providers whose main purpose is to educate adults. Adults are also increasingly using distance-learning methods to follow structured learning programmes. Open universities and colleges in several EU countries are providing new opportunities for online learning for vocational and non-vocational purposes. Their target audience is primarily adults who need the flexibility to study at home in their own time and at their own pace. In some countries the number of private adult education providers is increasing in order to meet the demand for specific training, which is not so readily available in the public sector. Such private providers usually specialise in specific occupational areas or particular target groups.

Finally both the social partners (employers and trade unions) and voluntary bodies appear to be increasingly recognising that adult education and training are part of their remit and therefore they have become providers of adult education. Investment in adult learning increases the adaptability of the workforce, the ability of employees to engage in dialogue and the effectiveness of volunteers in community settings.

This vast diversity of provision is reflected differently in different European countries depending upon their traditional approaches to adult education and its provision; the levels of participation; and the growth in interest in lifelong learning as a means of increasing employability, competitiveness and social cohesion. There are also considerable differences in different countries with different traditions in the amount and sources of funding available for adult education providers and the division between public, private and individual resources spent.

In view of the complexity of the field; the research already undertaken regarding workplace and vocational learning; and the limited time and resources available for this study of adult education providers, it was decided that this study should concentrate primarily on the providers of non-vocational adult education who received some public funding. However, information was also sought and received in relation to the provision of other forms of adult learning and where this information was forthcoming, it is included in the report.

### **Study on Adult Education Providers: Objectives**

In 2005 NIACE was commissioned to undertake a Study on Adult Education Providers (contract number DG EAC 21/05). The overall objective of the contract was to support the Commission in monitoring and analysing adult learning within the Education and Training 2010 process and the implementation of the Grundtvig action via assisting statistical and analytical work linked to it, as regards adult learning provision.

In particular, the study was commissioned to provide an insight into adult education provision in Europe through the collection and analysis of available data on adult learning providers, and to make methodological proposals for new data collection in this field. The Study was intended to contribute towards the closing of a statistical information gap regarding adult learning providers, while the forthcoming Eurostat Adult Education Survey (AES) will focus on learners.

### **Study on Adult Education Providers: Project description and remit**

The Study was intended to bring together available data on adult education providers for the EU-25, the four candidate countries and EFTA-EEA countries. Based on the data collected, the project team was asked to provide an analysis of trends per country and on an EU level. The team was also asked to make methodological proposals on new data to be collected and on survey design.

The Study attempted to collect data per country for each of the categories listed below:

- The number of adult education providers;
- The financial turnover of these providers;
- The number of people employed by these providers;
- The number of hours taught by these providers; and
- The number of learners enrolled with these providers.

It was agreed, however, that the Study should concentrate mainly on publicly funded non-vocational adult education providers and examine four main elements: the number of providers; the number of full-time equivalent staff; the number of enrolments; and the amount of funding.

The scope of the Study included 32 countries: the 25 EU Member States, the 4 candidate countries and the 3 countries of the European Economic Area (see Table 1)

The Study attempted to collect data from at least 3 reference years in the period since 1995 – ideally 1995, 2000 and 2004. However, it was acknowledged that trend data would be very hard to obtain.

### **Study on Adult Education Providers: Definitions**

For the purposes of this Study, the following definitions were used:

- By *non-vocational adult education* we mean provision to develop the knowledge and skills required for community, domestic, personal, social or recreational reasons.
- By *vocational adult education* we mean all organised and systematic education and training provision in which people take part in order to obtain knowledge and/or learn new skills for a current or future job; to increase their earnings; to improve job and/or career opportunities in a current or another field; and generally to improve their opportunities for advancement and promotion.
- By *publicly funded providers* we mean providers of adult education who are mainly funded by public authorities.
- By *adults* we mean persons aged over 16 who have left the initial education and training system.

<b>Table 1: Geographical scope of the Study</b>		
<b>No</b>	<b>Country Code<sup>1</sup></b>	<b>Country</b>
<b>EU Member States</b>		
1	AT	Austria
2	BE	Belgium
3	CY	Cyprus
4	CZ	Czech Republic
5	DK	Denmark
6	EE	Estonia
7	FI	Finland
8	FR	France
9	DE	Germany
10	EL	Greece
11	HU	Hungary
12	IE	Ireland
13	IT	Italy
14	LV	Latvia
15	LT	Lithuania
16	LU	Luxembourg
17	MT	Malta
18	PL	Poland
19	PT	Portugal
20	SK	Slovakia
21	SI	Slovenia
22	ES	Spain
23	SE	Sweden
24	NL	The Netherlands
25	UK	United Kingdom
<b>Applicant countries - Acceding countries</b>		
26	BG	Bulgaria
27	RO	Romania
<b>Applicant countries - Candidate countries<sup>2</sup></b>		
28	FYROM	Former Yugoslav Republic of Macedonia <sup>3</sup>
29	TR	Turkey
<b>European Economic Area<sup>4</sup></b>		
30	IS	Iceland
31	LI	Liechtenstein
32	NO	Norway

<sup>1</sup> Country Codes used in the SOCRATES PROGRAMME Application Form for Full Proposals, cf. [http://europa.eu.int/comm/education/programmes/socrates/download/grund4\\_en.doc](http://europa.eu.int/comm/education/programmes/socrates/download/grund4_en.doc)

<sup>2</sup> Without Croatia (HR), cf. SOCRATES - Guidelines for Applicants, 2004 Edition

<sup>3</sup> FYROM as a new candidate country *optional* for the study

<sup>4</sup> Alias *European Free Trade Association (EFTA)* without Switzerland (CH)

### 3. Methodology

The results to be achieved within the Study were specified as follows:

- Collection of available national and international statistics on adult learning providers and setting up a small database including methodological notes.
- Analysis of the situation of adult learning providers in light of the statistics collected and of contextual information that has an impact on the provision of adult learning.
- Analysis of trends in the provision of adult learning per country and for the EU as a whole based on the data collected; analysis of the underlying reasons for the trends; analysis of the differences between countries; and the reasons for these differences.
- Methodological proposals for data collection activities including concepts, definitions, classifications and suggestions for possible survey vehicles.
- Analysis of the feasibility of collecting data on adult learning taking place in institutions whose focus is not explicitly on adult learning e.g. museums.

In order to achieve these results, the project team adopted an approach whereby desk research of secondary resources was combined with the collection of primary data in order to build as comprehensive a picture as possible of adult education providers in Europe. In more detail this involved:

- The compilation of a list of sources to be accessed as part of a desk research exercise to interrogate publicly available national and international data sources on adult education providers across Europe, including:
  - National Statistical Office websites;
  - Ministry of Education websites;
  - EURYBASE, the EURYDICE database;
  - OECD Thematic Reviews on Adult Education;
  - National progress reports on implementing the Education and Training 2010 Work Programme;
  - Commission's summary progress reports on implementing the Education and Training 2010 Work Programme.
- Ongoing desk research throughout the duration of the project. A summary of the findings of the desk research can be found in Chapter 4.
- The design of a questionnaire, in consultation with DGEAC colleagues, to collect additional data from the countries involved in the Study. A copy of the questionnaire, accompanying letter and guidance note are included as appendix a.
- The compilation of a list of contacts within national Ministries of Education across the 32 countries involved in the Study, to which the questionnaire was distributed.

Starting with an initial list of national Lifelong Learning Co-ordinators, the project team sought to make contact with representatives from each country involved in the Study in order to find out which were likely to be able to provide information and to identify the most appropriate person to complete the questionnaire in each country.

Telephone contact was achieved with the majority of countries. In some countries the details contained on the initial list were found to be incorrect or out of date. A number of

interlocutors offered to co-ordinate their country's response to the questionnaire, others provided contact details for the relevant person, and a few requested that they were sent the questionnaire in order that they could forward it to the relevant person.

- Primary data collection, through the distribution of the questionnaire to national Ministries of Education and EAEA members.

An electronic questionnaire was distributed to Ministries of Education in mid-April with a two-week deadline for returns. Electronic and telephone reminders were sent to outstanding respondents, resulting in responses being received from all but 7 countries. In mid-May, the questionnaire was also distributed to a range of NGO contacts provided by the EAEA.

Following the distribution of the questionnaire, the project team received a number of queries in relation to the Study. These mainly focused on issues around the scope of the research and clarification of terminology. While every effort was made to pre-empt these queries through the pre-testing of the questionnaire and the production of guidance notes, some queries were inevitable due to the diversity of adult education systems and structures across the 32 countries and because many recipients were responding to the questionnaire in a language other than their mother tongue.

In total, 32 questionnaire responses were received from Ministries of Education and EAEA members in 27 countries. Data from questionnaire responses was therefore provided for over four-fifths of the countries covered by the Study.

A summary of the findings from the questionnaire responses can be found in Chapter 5.

- The development of proposals for future data collection on providers of adult education. These proposals can be found in Chapter 8.

During the lifetime of the project, a number of meetings were also held between colleagues in DG EAC and the project team. An initial kick-off meeting, held in January 2006, was used to develop a calendar of work and terms of reference. Subsequent meetings were held in March, May, July and September 2006 to discuss the progress of the work to date.

It is proposed that following the production of the final report, an expert seminar will be held, probably in early 2007, to present the findings of the study and discuss ways in which information about the numbers and characteristics of adult education providers could be collected and used in the future. It will be proposed, at the seminar, that a register of adult education providers is established by national and/or regional Associations in the EU. The seminar would explore the options and benefits, and test the willingness of Associations to participate in drawing up such a register.

#### **4. Research findings – desk research**

This section presents the findings of the desk research, drawing on a range of secondary sources including:

- The Commission's summary progress reports on implementing the Education and Training 2010 Work Programme
- EURYBASE, the EURYDICE database
- Global Education Digest 2004, UNESCO
- Key Data on Education in Europe 2005, European Commission
- Ministry of Education websites
- National progress reports on implementing the Education and Training 2010 Work Programme
- National Statistical Office websites
- OECD Thematic Reviews on Adult Education
- World Bank website

A list of sources from which relevant data was identified is included in appendix b. Although a wide range of secondary sources was examined for data on adult education providers, the most useful sources proved to be National Statistical Office website and national progress reports on implementing the Education and Training 2010 Work Programme. In addition, a number of countries, such as Lithuania, Malta and Slovenia, produce annual reports on education statistics, while Cyprus and Hungary have recently produced national reports on lifelong learning that include some relevant data.

Although other sources included some national education data, this was often in relation to the education system as a whole, or limited to the education of children and young people or to vocational education. Only a limited amount of publicly available data was obtainable on the provision of non-vocational adult education, the primary focus of this Study.

Table 4.1 summarises the categories for which data was found, as part of the desk research, for each of the 32 countries covered by the Study. A '✓' indicates where the desk research was able to identify comprehensive information, and a 'p' indicates where only partial information was found.

Fifteen countries were able to provide complete or partial data on the number of learner enrolments and fourteen provided data on the number of adult education providers. Partial data on the number of people employed by adult education providers was found in relation to four countries. Partial data on the number of teaching hours was found in relation to two countries. Data on financial turnover was found only in relation to Finland.

**Table 4.1: Overview of desk research findings**

	Number of adult education providers	Financial turnover of adult education providers	Number of people employed by adult education providers	Number of hours taught by adult education providers	Number of learners enrolled with adult education providers
Austria	ρ	-	ρ	-	-
Belgium	ρ	-	-	-	-
Bulgaria	ρ	-	ρ	-	ρ
Cyprus	-	-	-	ρ	✓
Czech Republic	-	-	-	-	ρ
Denmark	-	-	-	-	✓
Estonia	✓	-	-	-	-
Finland	ρ	ρ	-	ρ	-
France	-	-	-	-	-
Germany	ρ	-	-	-	-
Greece	-	-	-	-	-
Hungary	-	-	-	-	-
Iceland	-	-	-	-	-
Ireland	-	-	-	-	ρ
Italy	-	-	-	-	-
Latvia	ρ	-	-	-	✓
Liechtenstein	-	-	-	-	-
Lithuania	ρ	-	-	-	ρ
Luxembourg	-	-	-	-	ρ
Macedonia	-	-	-	-	-
Malta	-	-	ρ	-	✓
Netherlands	ρ	-	-	-	-
Norway	✓	-	-	-	✓
Poland	✓	-	-	-	-
Portugal	-	-	-	-	-
Romania	-	-	-	-	-
Slovakia	-	-	-	-	-
Slovenia	✓	-	ρ	-	ρ
Spain	-	-	-	-	-
Sweden	ρ	-	-	-	✓
Turkey	ρ	-	-	-	✓
UK	-	-	-	-	ρ

Overall, the desk research exercise highlighted that most of the information sought as part of this Study is not easily and readily available. Where information was found, it was often only partial, and not necessarily limited to the type of provider with which this Study is primarily concerned, that is providers of non-vocational adult education.

The Study found that publicly available data on education does not often differentiate between providers who deliver vocational education, those who deliver non-vocational education and those that deliver both. In addition, it is not always possible to identify the age profile of learners for a

particular provider in order to be able to differentiate between those providers who deliver adult education, those who teach young people and those who cater for all ages.

Finally, those countries covered by the Study that do collect data on their education providers, tend to collect and present information in such diverse ways that even where data is available, it is very difficult to use it to make meaningful comparisons between different countries.

### Number of adult education providers

As a result of the desk research, information on the number of adult education providers was found for 14 of the 32 countries covered by this Study, although much of this data is partial, covering only some elements of the adult education system. Most countries listed below were able to provide details on the number of publicly funded organisations, but were less likely to have data on the number of NGO and private providers.

Table 4.2 divides information on the number of providers into two categories: those institutions that focus specifically on the provision of adult education; and those, such as universities, that offer much wider educational provision that includes, but is not restricted to, education for adults. Figures in parentheses indicate the number of providers in relation to the size of the adult population in each country.

**Table 4.2: Data on number of adult education providers**

	Number of adult education providers	Number of general education institutions who provide some adult education
<b>Austria</b>	293 (64.7 per million adults of working age) folk high schools. The number of other adult education providers was not available.	22 universities (4.9 pma)
<b>Belgium</b>	100 (17.8 pma) Government adult education centres. The number of autonomous centres was not available. Basic skills and leisure courses offered in 168 (29.9 pma) establishments.	
<b>Bulgaria</b>		495 (116.9 pma) vocational schools and 53 (12.5 pma) higher colleges and universities.
<b>Estonia</b>	60 (85.1 pma) adult education centres and folk high schools. 387 (549 pma) private adult education organisations in 2000. In the 2001 OECD review there over 900 (1277 pma) adult education providers across the state, private and non-formal sectors.	
<b>Finland</b>		Approximately 1,000 (352 pma) institutions provide adult education and training.
<b>Germany</b>	An estimated 1,000 (22.2 pma) folk high schools.	
<b>Latvia</b>	Adult education takes place in a range of institutions including 27 (24 pma) local government run adult education centres and 11 (9.8 pma) folk high schools. The number of private education institutes and NGOs was not available.	
<b>Lithuania</b>		6 (3.3 pma) professional colleges, 40 (22.3 pma) colleges and 27 (15 pma) universities in the public and private sectors in 2005.

<b>Netherlands</b>	41 (4.6 pma) regional adult education centres offering secondary vocational adult education and adult education. 16 (1.78 pma) higher education centres for the elderly. Community and neighbourhood centres also provide adult education – their number is not available.	
<b>Norway</b>	22 (8.9 pma) NGO study associations, 77 (31.2 pma) folk high schools, 12 (4.9 pma) distance education institutions	
<b>Poland</b>		Estimated 12,000 (600 pma) institutions providing adult education and training, including 5,000 schools, 2,000 professional enhancement centres, 140 public continuing education centres and 100 private local centres.
<b>Slovenia</b>	14 (12.3 pma) local adult education guidance centres.	
<b>Sweden</b>	290 (60.6 pma) learning centres run by municipalities.	
<b>Turkey</b>	More than 900 (26.8 pma) public education centres.	

### **Financial turnover of adult education providers**

As a result of the desk research, information on the financial turnover of adult education providers was only found for Finland, although this was restricted to state investment, and did not include fee and other income.

The Finland 2005 Progress Report towards the Implementation of the 2010 Education and Training Work Programme reported that in 2005 the Finnish Ministry of Education spent a total of €319.5 million on continuing vocational education and liberal adult education, an average of €112 for each member of the Finnish adult population.

The Finland Progress Report also showed that in 2003 government spending on liberal adult education was €264.8 million (€93 per adult), with €89.5 million (€31 per adult) of this spent on Folk High Schools, €43.1 million (€15 per adult) spent on Sport Education Centres, €117.6 million (€41 per adult) spent on Adult Education Centres and €14.5 million (€5 per adult) spent on Summer Universities.

### **Number of people employed by adult education providers**

As a result of the desk research, partial information on the number of people employed by adult education providers was found for only 3 of the 32 countries covered by this Study (see Table 4.3). Malta provided data on the number of teaching staff in evening class centres. Bulgaria provided data on the number of teachers in tertiary and post-secondary non-tertiary education, although it is not clear how many of these teach non-vocational adult education. Slovenia provided data on the number of staff engaged in the delivery of elementary education for adults, although no data was publicly available on non-vocational provision for adults at other levels.

**Table 4.3: Data on number of people employed by adult education providers**

	<b>Number of people employed by adult education providers</b>
<b>Bulgaria</b>	Over 24,000 teachers in post-secondary education in 2005/06: 21,534 in universities and equivalent higher schools; 2,399 in colleges and 269 in post-secondary non-tertiary education. The number of people employed by non-vocational providers was not available.
<b>Malta</b>	168 teaching staff employed in government evening class centres and 158 employed in private evening class centres in 2004.
<b>Slovenia</b>	437 teachers, advisers and other expert personnel employed by 32 organisations providing elementary education for adults in 2001/02.

#### **Number of hours taught by adult education providers**

As a result of the desk research, partial information on the number of hours taught by adult education providers was found for just 2 countries; Cyprus and Finland. Although the desk research was unable to uncover any institutional data on the number of hours taught by adult education providers in either country, individual level survey data for each country provided information on the average number of hours for which learners were engaged.

A 2003 population survey into Lifelong Learning in Cyprus provided details on the average number of taught hours in non-formal education that learners received. The survey reported that overall learners received an average of 116 hours of taught learning. The Finnish data showed that in 2000, learners spent an average of 8 days learning.

Despite the availability of this data, it is very difficult to translate it into teaching hours, as the data covers learners only, rather than the whole population, and relates to all forms of learning, not just those undertaken by adults enrolled on non-vocational provision with education providers.

#### **Number of learners enrolled with adult education providers**

Data on adult participation in learning is available for most countries (see Table 4.4). This data, however, collected through the Labour Force Survey, relates to self-reported participation in 'any learning', rather than specifically to enrolments with the specific providers of adult education covered by the Study.

**Table 4.4: Participation in Education and Training**

	Percentage of the population, aged 25-64, participating in education and training in the four weeks prior to the survey						
	2000	2002	2003	2004	2005		
	All	All	All	All	All	Men	Women
<b>Austria</b>	8.3	7.5	12.5	12.0	13.8	13.1	14.5
<b>Belgium</b>	6.8	6.5	8.5	9.5	10.0	10.3	9.7
<b>Bulgaria</b>	Na	1.3	1.4	1.3	1.1	1.1	1.1
<b>Cyprus</b>	3.7	7.9	7.1	9.3	5.6	5.1	6.1
<b>Czech Republic</b>	Na	5.9	5.4	6.3	5.9	5.5	6.4
<b>Denmark</b>	20.8	18.4	25.7	27.6	27.6	24.2	31.0
<b>Estonia</b>	6.0	5.2	6.2	6.7	5.9	4.2	7.5
<b>Finland</b>	19.6	18.9	25.3	24.6	24.8	20.9	21.1
<b>France</b>	2.8	2.7	7.4	7.8	7.6	7.4	7.9
<b>Germany</b>	5.2	5.8	6.0	7.4	8.2	8.3	8.0
<b>Greece</b>	1.1	1.2	3.7	2.0	1.8	1.9	1.7
<b>Hungary</b>	3.1	3.2	6.0	4.6	4.2	3.5	4.8
<b>Iceland</b>	23.5	24.0	24.0	23.9	26.6	23.5	29.7
<b>Ireland</b>	Na	7.7	9.7	7.2	8.0	6.6	9.4
<b>Italy</b>	5.5	4.6	4.7	6.8	6.2	5.7	6.6
<b>Latvia</b>	Na	8.2	8.1	9.1	7.6	4.9	10.0
<b>Liechtenstein</b>	Na	Na	Na	Na	Na	Na	Na
<b>Lithuania</b>	2.8	3.3	4.5	6.5	6.3	4.9	7.6
<b>Luxembourg</b>	4.8	7.7	6.3	9.4	9.4	9.3	9.5
<b>Macedonia</b>	Na	Na	Na	Na	Na	Na	Na
<b>Malta</b>	4.5	4.4	4.2	4.8	5.8	6.7	4.8
<b>Netherlands</b>	15.6	16.4	16.5	17.3	16.6	16.6	16.7
<b>Norway</b>	13.3	13.3	19.4	18.9	19.4	17.8	21.0
<b>Poland</b>	Na	4.3	5.0	5.5	5.0	4.3	5.6
<b>Portugal</b>	3.4	2.9	3.7	4.8	4.6	4.5	4.7
<b>Romania</b>	0.9	1.1	1.3	1.6	1.6	1.5	1.7
<b>Slovakia</b>	Na	9.0	4.8	4.6	5.0	4.7	5.2
<b>Slovenia</b>	Na	9.1	15.1	17.9	17.8	16.0	19.6
<b>Spain</b>	5.0	5.0	5.8	5.1	12.1	11.2	13.1
<b>Sweden</b>	21.6	18.4	34.2	33.3	34.7	29.2	29.9
<b>Turkey</b>	1.1	Na	Na	Na	1.6	1.5	1.7
<b>UK</b>	21.0	22.3	21.2	29.1	29.1	24.2	33.9

‘Na’ indicates not available

In addition to this demand side participation data, complete or partial information on the number of learners enrolled with adult education providers was found for 14 of the 32 countries covered by this Study (see Table 4.5). While some of the data related specifically to adult enrolments on non-vocational provision, other data also included enrolments by young people and enrolments on vocational provision.

Despite this, more data on learner enrolments was available than on any of the other four areas of interest. A number of countries were also able to provide time series data to identify trends in the

number of enrolments over time. Figures in parentheses provide a ratio of the number of learners enrolled with adult education providers in relation to the size of the adult population in each country.

**Table 4.5: Data on number of learners enrolled with adult education providers**

	<b>Number of learners enrolled with adult education providers</b>
<b>Bulgaria</b>	Just over 250,000 enrolments (5.9% of adults of working age) with education providers in 2005/06. The proportion of these that are adults enrolled on non-vocational provision was not available.
<b>Cyprus</b>	71,000 enrolments (17.8% of adults of working age) in public institutions in 2003/04, of which 18,676 (4.7% of adults of working age) were at adult education centres.
<b>Czech Republic</b>	318,879 (5.4% of adults of working age) enrolments in tertiary education in 2004/05, although the majority are thought to be enrolled on vocational provision.
<b>Denmark</b>	613,488 adults (20.6% of adults of working age) enrolled in adult and continuing education in 2003, the equivalent of 44,076 full-time students (1.5% of adults of working age).
<b>Ireland</b>	22,056 enrolments (1% of adults of working age) of full-time level 3 learners aged 25 and over in 2003/04. The number of part time adult enrolments and adult enrolments at other levels was not available.
<b>Latvia</b>	266,622 adult education enrolments (23.7% of adults of working age) in 2004.
<b>Lithuania</b>	209,294 enrolments (11.6% of adults of working age) on level 4 – level 6 education in 2005. The number of enrolments on non-vocational adult education provision was not available.
<b>Luxembourg</b>	2,290 enrolments (0.9% of adults of working age) in pedagogic learning, and at the University of Luxembourg and the Superior Institute of Educational and Social Sciences in 2002/03. The number of enrolments on non-vocational adult education provision was not available.
<b>Malta</b>	19,057 adult enrolments (8.9% of adults of working age) on daytime and evening provision in post-secondary and higher education in 2004.
<b>Norway</b>	435,162 learners (17.6% of adults of working age) aged 14 and over enrolled in education provision in 2003. 596,500 learners (24.1% of adults of working age) enrolled with popular education organisations in 2005.
<b>Slovenia</b>	303,124 adults (26.7% of adults of working age) engaged in formal learning and 327,322 adults (28.9% of adults of working age) engaged in continuing learning in 2002/03. 2,190 adults (0.2% of adults of working age) enrolled in elementary school in 2001/02. The total number of enrolments on non-vocational adult education provision was not available.
<b>Sweden</b>	180,000 full time students (3.8% of adults of working age) in upper secondary adult education in 2003. 2.5 million study circle participants (52% of adults of working age) and approximately 20,000 participants (0.4% of adults of working age) on Folk High School longer courses.
<b>Turkey</b>	Almost 3.5 million attendees (10.4% of working age adults) at public education centres, or non-formal, formal or private non-formal education institutions under the Ministry of National Education in 2004.
<b>UK</b>	1.1 million enrolments (3.5% of working age adults) in Further Education colleges in England and Wales in 2002. UK wide data not available.

## 5. Research findings - questionnaires

This section presents a summary of the findings of the questionnaire responses. In total, 33 questionnaires were returned from 28 countries, with multiple responses received from Belgium (4), Germany (2) and Sweden (2). The responses received from Portugal, the Czech Republic, Iceland, Luxembourg did not contain any data. Four countries – Latvia, Lithuania, Former Yugoslav Republic of Macedonia, and Norway – did not respond.

Questionnaire respondents were provided with a set of definitions to be used when completing the questionnaire. Despite this however, the unharmonised nature of data collection across European countries made it difficult to make meaningful comparisons.

Table 5.1 provides a summary of the number of responses received for each section of the questionnaire. Most respondents were able to provide some information on the number of adult education providers (22 respondents), the number of learners enrolled (18 respondents) and the financial turnover of providers (18 respondents). Fewer were able to provide information on the number of people employed by adult education providers (12 responses) and the number of hours taught (10 responses).

In addition to the questionnaires, further information relating to adult education was provided by Flanders (socio-cultural adult work), France (the continuous professional training market in 2003), Italy (lifelong learning system in Italy), Poland and Slovenia (survey on adult education provision in Slovenia).

**Table 5.1: Responses to each section of the questionnaire**

	Number of responses	Number of countries
B: Number of adult education providers	24	20
C: Financial turnover of adult education providers	18	15
D: Number of people employed in adult education	12	11
E: Number of hours taught by adult education providers	10	10
F: Number of learners enrolled by adult education providers	18	18

Only 7 respondents were able to provide data from the specified ideal 3 data points – 1995, 2000 and 2004. Table 5.2 indicates the data points used by each respondent for each section of the questionnaire.

**Table 5.2: Data points provided by responding countries to each section of the questionnaire** (See Table 5.1 above for a list of section topics)

	Questionnaire sections				
	B	C	D	E	F
Austria			1996 2000 2004	2004	
Belgium (French community)	1995 2000 2003	1995 2000 2003	1995 2000 2003		1995 2000 2003
Belgium (Wallonia & Brussels)	2003	1995 2000 2003			
Belgium (Flemish community)	1995 2000 2004	1995 2000 2004	1995 2000	1995 2000 2004	
Bulgaria	2001 2004 2005				
Cyprus	1995 2000 2004	1995 2000 2004	1995 2000 2004	1995 2000 2004	1995 2000 2004
Denmark	1996 1997 2004				
Estonia	1995 2000 2004	1995 2000 2004		1995 2000 2004	1995 2000 2004
Finland	2004		2004	2000 2004	2004
France	2000 2004	2000 2004		2000 2004	2000 2004
Germany	1995 2000 2004	1995 2000 2004	1995 2000 2004	1995 2000 2004	1995 2000 2004
Greece	1998-2005	1998-2005	1998-2005	1998-2005	1998-2005
Ireland	2004	2004			2004
Italy	1998/9 2000/1 2003/4	2000 2002 2004			1998/9 2000/1 2003/4
Liechtenstein	2003 2004 2005	2003 2004 2005		2003 2004 2005	2003 2004 2005

	Questionnaire sections				
	B	C	D	E	F
Malta					1995 2000 2005
Netherlands	2000 2004	2000 2004			2000 2004
Poland	1995 2000 2005				1995 2000 2005
Romania					2004 2005
Slovakia	2003 2004	2000 2003 2004	2000 2003 2004	2000 2003 2004	2000 2003 2004
Slovenia	1998 2000 2002	1998 2000	1998 2000 2002	1998 2000 2002	1998 2000 2002
Spain	1995 2000 2004	1995 2000 2003	1999 2000 2004	2004	2000 2004
Sweden	1995 2000 2004	1995 2000 2004			1995 2000 2004
Turkey	2000 2004	1995 2000 2004	1995 2000 2004		1995 2000 2004
United Kingdom (England and Wales)	1997/8 2000/1 2004/5		1997/8 2000/1 2004/5	1997/8 2000/1 2004/5	1997/8 2000/1 2004/5

### Section A: Available data on adult education providers

Sixteen respondents were able to provide data that related to non-vocational education only, while twelve respondents provided data that extended beyond this (see Table 5.3). Others did not specify what type of learning their data related to.

The countries that provided data relating only to non-vocational education were:

- Austria (for some sections)
- Belgium – Flemish community
- Belgium – French community
- Bulgaria
- Cyprus
- Denmark
- Finland
- Greece
- Liechtenstein
- Malta
- Netherlands
- Romania
- Slovenia (in some instances)
- Spain
- Sweden
- Turkey

**Table 5.3: Countries providing data on education beyond non-vocational**

	<b>Data also includes:</b>
<b>Austria</b>	Vocational education (for some sections)
<b>Belgium – Wallonia and Brussels</b>	Distance learning
<b>Czech Republic</b>	Vocational education
<b>Estonia</b>	Vocational education
<b>France</b>	Vocational education
<b>Germany</b>	Vocational education
<b>Ireland</b>	Vocational education
<b>Italy</b>	Vocational education
<b>Slovakia</b>	Vocational education
<b>Slovenia</b>	Vocational education (included in 2 <sup>nd</sup> response from Slovenia)
<b>Sweden</b>	Vocational education (included in 2 <sup>nd</sup> response from Sweden)
<b>UK (England and Wales)</b>	Vocational and academic

**Section B: Number of adult education providers**

Respondents were asked to identify the total number of adult education providers in their country, broken down by whether they are publicly funded providers, private sector providers or NGO providers. Respondents were also asked to identify the number of local adult education centres in their country. Twenty-four respondents, from 20 countries, were able to provide some data on the number of providers.

Eleven respondents were able to provide information on the total number of adult education providers in their country, with figures varying widely from Cyprus with one provider to Turkey with nearly 10,000 providers and France with over 44,000. Table 5.4 includes those countries that were able to provide data specifically on non-vocational providers, while Table 5.5 includes countries that were unable to separate out vocational from non-vocational providers. The Bulgarian response provided information on the number of new adult education providers licensed each year (16 in 1995; 88 in 2000; 70 in 2004), but did not provide data on the overall number of providers.

Over the time period, increases in the number of providers were seen in Greece, Slovenia, Spain, Turkey, France and Poland, while only in the Netherlands did the number of providers decline.

**Table 5.4: Countries providing data on the total number of adult education providers, non-vocational providers only**

	<b>1995</b>	<b>2000</b>	<b>2004</b>	<b>Number of providers per million adults, 2004</b>
<b>Cyprus</b>	1	1	1	2.5
<b>Finland</b>	Na	Na	391	137.5
<b>Greece</b>	(3 in 1998)	5	7	1.2
<b>Netherlands</b>	Na	45	41	4.6
<b>Slovenia</b>	150	142	158	139
<b>Spain</b>	1,907	2,000	2,291	93.4
<b>Sweden</b>	289	290	290	60.6
<b>Turkey</b>	Na	6,726	9,977	297.0

‘Na’ indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

**Table 5.5: Countries providing data on the total number of adult education providers, vocational and non-vocational**

	1995	2000	2004	Number of providers per million adults, 2004
<b>France</b>	Na	43,904	44,163	1413.0
<b>Poland</b>	465	1,071	1,945	95.7
<b>Slovakia</b>	Na	Na	2,500	847.5

'Na' indicates not applicable; Figures in italics are estimates

Tables 5.6 and 5.7 present the data provided on the number of publicly funded adult education providers by eighteen respondents. Again, these figures varied widely from Cyprus with one publicly funded provider to Denmark and Turkey with over 2,000. There has been an increase in the number of publicly funded providers in Greece, Spain, Sweden, Turkey, France, Italy and Poland, whereas countries such as Belgium, Denmark, Liechtenstein, the Netherlands, Slovenia, UK and Germany have seen a decline in the number of such providers.

**Table 5.6: Countries providing data on the number of publicly funded providers, non-vocational providers only**

	1995	2000	2004
<b>Belgium (Flemish community)</b>	96	42	36
<b>Belgium (French community)</b>	127	117	117 (in 2003)
<b>Cyprus</b>	1	1	1
<b>Denmark</b>	3,130 (in 1996)	3,100 (in 1997)	2,475
<b>Finland</b>	Na	Na	391
<b>Greece</b>	(3 in 1998)	5	7
<b>Liechtenstein</b>	Na	14 (in 2003)	12
<b>Netherlands</b>	Na	45	41
<b>Slovenia</b>	77	44	52
<b>Spain</b>	1,788	1,881	Na
<b>Sweden</b>	289	290	290
<b>Turkey</b>	Na	2,092	2,313

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

**Table 5.7: Countries providing data on the number of publicly funded providers, vocational and non-vocational**

	1995	2000	2004
<b>France</b>	Na	1,498	1,569
<b>Germany</b>	1,004	998	984
<b>Ireland</b>	Na	Na	59
<b>Italy</b>	(375 in 1998/99)	516	(540 in 2003/04)
<b>Poland</b>	385	475	798
<b>UK (England and Wales only)</b>	(720 in 1997)	695	665

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

Only 6 respondents – Belgium (French community), France, Poland, Slovenia, Spain and Turkey – were able to provide data on the number of private sector providers (see Tables 5.8 and 5.9), ranging from 53 providers in the French community of Belgium to over 2,000 providers in Turkey and over 30,000 providers in France. Slovenia, Turkey, France and Poland have all seen an increase

in the number of private sector providers, while there has been little change in Belgium (French community) and Spain.

**Table 5.8: Countries providing data on the number of private sector providers, non-vocational providers only**

	1995	2000	2004
<b>Belgium (French community)</b>	54	54	53 (in 2003)
<b>Slovenia</b>	66	83	96
<b>Spain</b>	119	119	Na
<b>Turkey</b>	Na	2,092	2,313

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

**Table 5.9: Countries providing data on the number of private sector providers - vocational and non-vocational**

	1995	2000	2004
<b>France</b>	Na	30,957	31,605
<b>Poland</b>	56	423	898

'Na' indicates not applicable

Six respondents were able to provide data on the number of NGO providers, ranging from Slovenia and Estonia with fewer than 50 publicly funded providers, to Spain with nearly 600 providers and France with nearly 11,000 providers. The number of NGO providers has declined in Belgium (French community) and France, but increased in the other countries, most notably in Poland where they have increased ten-fold in a decade.

**Table 5.10: Countries providing data on the number of NGO providers, non-vocational providers only**

	1995	2000	2004
<b>Belgium (French community)</b>	502	491	483
<b>Slovenia</b>	7	15	10
<b>Spain</b>	540	582	594

**Table 5.11: Countries providing data on the number of NGO providers, vocational and non-vocational**

	1995	2000	2004
<b>Estonia</b>	45	47	49
<b>France</b>	Na	11,449	10,989
<b>Poland</b>	24	173	249

'Na' indicates not applicable

Six respondents were able to provide data on the number of local adult education centres, ranging from Greece and Belgium (French community) both with 167 local centres in 2004, to Cyprus and Finland with over 250 local centres, and Ireland with nearly 1,500. The number of local adult education centres has decreased in the French community of Belgium and increased in Cyprus, Greece and Italy.

**Table 5.12: Countries providing data on the number of local adult education centres, non-vocational providers only**

	1995	2000	2004
<b>Belgium (French community)</b>	181	171	(167 in 2003)
<b>Cyprus</b>	210	251	266
<b>Finland</b>	Na	Na	254
<b>Greece</b>	(54 in 1998)	59	167

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

**Table 5.13: Countries providing data on the number of local adult education centres, vocational and non-vocational providers**

	1995	2000	2004
<b>Ireland</b>	Na	Na	1,417
<b>Italy</b>	(375 in 1998/9)	(516 in 2000/1)	(540 in 2003/4)

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

### Section C: Financial turnover of adult education providers

Fifteen countries provided data on the financial turnover of their adult education providers. Table 5.14 includes those countries that were able to provide data specifically in relation to non-vocational providers, while Table 5.15 includes countries that were unable to separate out vocational from non-vocational providers.

Each of the responding countries has seen an increase in financial turnover over the past decade, although in the Flemish community of Belgium and in Sweden, financial turnover was higher in 2000 than in 2004.

**Table 5.14: Countries providing data on financial turnover of adult education providers, non-vocational providers only**

	1995 €millions	2000 €millions	2004 €millions	% change 1995-2004
<b>Belgium (Wallonia and Brussels)</b>	2.5	2.6	2.6	5.2%
<b>Belgium (Flemish community)</b>	25.2	40.1	35.2	39.5%
<b>Belgium (French community)</b>	12.0	14.1	16.8	39.2%
<b>Cyprus</b>	1.0	1.0	1.2	25.3%
<b>Greece</b>	Na	4,297	13,132	
<b>Liechtenstein</b>	Na	Na	1,466.9	
<b>Netherlands</b>	Na	207.9	227.6	
<b>Spain</b>	0.16	0.21	Na	
<b>Sweden</b>	485.0	849.0	589.1	21.5%
<b>Turkey</b>	2.1	61.7	145.9	6718.8%

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

**Table 5.15: Countries providing data on financial turnover of adult education providers, vocational and non-vocational**

	1995 €millions	2000 €millions	2004 €millions	% change 1995-2004
<b>Estonia*</b>	0.1	0.2	0.1	-10%
<b>France</b>	Na	7,155	8,872	
<b>Germany</b>	780	901	932	19.5%
<b>Ireland</b>	Na	Na	166	
<b>Slovakia</b>	Na	17.9	28.6	
<b>Slovenia</b>	6.1 in 1998	16.7	Na	

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

\* Relates to state subsidy only. Estonia has seen a huge increase in overall financial turnover, mainly due to monies from the European Social Fund.

Only a small number of countries were able to provide a breakdown of how this overall financial turnover was split between public subsidy, fee income and other income. In 2004, the percentage of overall financial turnover made up by public subsidy ranged from around one third in France and Cyprus to 100% in Sweden. Most respondents identified that public subsidy made up around one half of overall turnover for adult education providers.

Because only limited data is available, it is difficult to see trends in public subsidy over time. In Austria, the public subsidy increased slightly as a proportion of overall turnover between 1995 and 2000 before declining by 2004. In Belgium (Flemish community), the public subsidy fell between 1995 and 2000, but had risen again by 2004. In Cyprus, the public subsidy was slightly higher in 2004 than in 1995. In Greece, non-vocational providers gained all their income from public subsidy until 1998, although this had fallen to two-thirds in 2000 and one half in 2004. In Germany, the public subsidy fell from 47% of overall turnover in 1995 to 43% in 2004.

**Table 5.16: Countries providing data on breakdown of financial turnover into public subsidy, fee income and other income, non-vocational providers only**

	1995			2000			2004		
	Public subsidy	Fee income	Other	Public subsidy	Fee income	Other	Public subsidy	Fee income	Other
<b>Austria</b>	44.4%			45.6%			39.9%		
<b>Belgium (Flemish community)</b>	49.9%	Na	Na	45.5%	Na	Na	53.7%	Na	Na
<b>Belgium (Wallonia and Brussels)</b>	Na	Na	Na	Na	Na	Na	84.5% in 2003	15.5% in 2003	-
<b>Cyprus</b>	31.8%	68.2%	-	31.5%	68.5%	-	33.8%	66.2%	-
<b>Greece</b>	100% in 1998	-	-	59.6%	-	40.4%	46.7%	-	53.3%
<b>Liechtenstein</b>	Na	Na	Na	Na	Na	Na	54.9%	45.1%	-
<b>Sweden</b>	100%	-	-	100%	-	-	100%	-	-

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

**Table 5.17: Countries providing data on breakdown of financial turnover into public subsidy, fee income and other income, vocational and non-vocational providers**

	1995			2000			2004		
	Public subsidy	Fee income	Other	Public subsidy	Fee income	Other	Public subsidy	Fee income	Other
<b>France</b>	Na	Na	Na	26%	Na	Na	29%	Na	Na
<b>Germany</b>	47%	35%	18%	42%	39%	19%	43%	39%	18%
<b>Slovakia</b>	Na	Na	Na	24.4%	34.7%	16.4%	43.5%	39.3%	13.3%

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

#### **Section D: Number of people employed in adult education**

Twelve respondents were able to provide data on the number of people employed by adult education providers, either in terms of actual staff numbers or full-time equivalents (FTEs). In 2004, the number of people employed by non-vocational providers ranged from an estimated 493 people in Cyprus to over 34,000 in Turkey.

Since 1995, the number of staff employed by adult education providers has grown in Austria, Belgium (Flemish community), Greece, Spain, Slovakia, Turkey, and the UK (England and Wales), has remained constant in Cyprus and declined in the French community of Belgium. In Slovenia, the number of staff employed by vocational and non-vocational providers increased dramatically between 1995 and 2000, but declined between 2000 and 2002.

**Table 5.18: Countries providing data on number of people employed by adult education providers, non-vocational providers only**

		1995	2000	2004
<b>Belgium (French community)</b>	Number of people (000s)	8.1	7.2	6.9
	Number of FTEs (000s)	3.3	3.3	3.6
<b>Belgium (Flemish community)</b>	Number of people (000s)	0.4	0.5	Na
	Number of FTEs (000s)	0.3	Na	Na
<b>Cyprus</b>	Number of people (000s)	0.5	0.5	0.5
	Number of FTEs (000s)	Na	Na	Na
<b>Finland</b>	Number of people (000s)	Na	Na	1.7
	Number of FTEs (000s)	Na	Na	Na
<b>Greece</b>	Number of people (000s)	(0.2 in 1998)	0.3	1.6
	Number of FTEs (000s)	(0.1 in 1998)	0.2	1.0
<b>Spain</b>	Number of people (000s)	Na	10.8	11.9
	Number of FTEs (000s)	Na	Na	Na
<b>Turkey</b>	Number of people (000s)	32.3	24.7	34.6
	Number of FTEs (000s)	8.6	9.2	22.3

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses  
Figures in italics are estimates

**Table 5.19: Countries providing data on number of people employed by adult education providers, vocational and non-vocational**

		1995	2000	2004
<b>Austria</b>	Number of people (000s)	4.1	4.7	4.7
	Number of FTEs (000s)	Na	Na	Na
<b>Germany</b>	Number of people (000s)	Na	Na	Na
	Number of FTEs (000s)	10.9	8.0	12.7
<b>Slovakia</b>	Number of people (000s)	Na	10.3	15.6
	Number of FTEs (000s)	Na	4.8	5.8
<b>Slovenia</b>	Number of people (000s)	1.6 in 1998	4.7	(3.0 in 2002)
	Number of FTEs (000s)	Na	4,502	(2.9 in 2002)
<b>UK (England and Wales)</b>	Number of people (000s)	(229.0 in 1997)	228.0	246.0
	Number of FTEs (000s)	(133.0 in 1997)	138.0	155.0

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

Seven respondents were able to provide information on the proportion of employees that are teaching or training staff. Figures ranged from around 90% in Belgium (French community), Cyprus and Slovakia, to just 14% in Germany and 54% in the UK (England and Wales). No clear pattern emerges from the data as to changes in the proportion of teaching staff over time.

**Table 5.20: Countries providing data on the proportion of employees that are teaching staff**

	1995	2000	2004
<b>Belgium (French community)</b>	89.6%	87.6%	88.6% in 2003
<b>Belgium (Flemish community)</b>	66%	Na	Na
<b>Cyprus</b>	87.2%	88.1%	91.8%
<b>Germany</b>	17.1%	16.9%	14%
<b>Greece</b>	84.9% in 1998	71.2%	75.6%
<b>Slovakia</b>	Na	85.7%	88.3%
<b>UK (England and Wales)</b>	61% in 1997	59%	54%

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

### Section E: Number of hours taught by adult education providers

Ten respondents were able to provide information on the total number of hours taught by adult education providers. The number of hours taught by non-vocational providers ranged from 10,000 in Liechtenstein to 2.83 million in Finland. Larger numbers were supplied by countries that were unable to separate out their vocational and non-vocational provision (see Table 5.22).

**Table 5.21: Countries providing data on the total number of hours taught by adult education providers - non-vocational providers only**

	1995 (Million)	2000 (Million)	2004 (Million)
<b>Belgium (Flemish community)</b>	0.2	0.2	0.1
<b>Finland</b>	Na	2.6	2.8
<b>Greece</b>	(0.1 in 1998)	0.1	0.2
<b>Liechtenstein</b>	Na	Na	0.01

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

**Table 5.22: Countries providing data on the total number of hours taught by adult education providers, vocational and non-vocational**

	1995 (Million)	2000 (Million)	2004 (million)
<b>Austria</b>	Na	Na	4.6
<b>Estonia</b>	0.1	0.04	0.1
<b>France</b>	Na	962.7	963.9
<b>Germany</b>	15.1	15.5	14.9
<b>Slovenia</b>	(0.8 in 1998)	0.7	(0.6 in 2002)
<b>UK (England and Wales)</b>	(77.1 in 1997)	72.8	76.5

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses. The England and Wales figures relate to further education providers only in 1997 and 2000. The 2004 data also includes teaching hours in local education authorities.

Seven respondents were able to provide a breakdown of teaching hours by subject areas. However, the different recording systems used in each country makes it difficult to compare the data in meaningful ways. Some of the key findings from the 2004 data included:

- In Finland, 55% of non-vocational education provision was in humanities and the arts; health and welfare made up 15% of this provision with languages contributing a further 14%. 5% of non-vocational provision was connected with computer science and use.
- In Greece, 33% of non-vocational provision was in the area of computer science and use; 26% general programmes; 18% humanities and the arts; and 9% languages.
- In Liechtenstein, data on subject area was not available for almost half of the non-vocational teaching hours delivered. A quarter of the teaching hours were spent delivering language provision.
- In Slovakia, 20% of non-vocational provision was in the area of social sciences, business and law; 17% in services; 12% in languages and 9% in health and welfare.

#### **Section F: Number of learners enrolled by adult education providers**

Eighteen providers were able to provide information on the number of learners enrolled by adult education providers. In 2004, the number of enrolments with non-vocational providers ranged from 7,609 in Malta to nearly 4 million in Sweden and Turkey.

For most countries there has been an increase in the number of non-vocational learners since 1995, although in Malta, Netherlands, Spain and Sweden, there has been a decline in enrolments since 2000.

**Table 5.23: Countries providing data on the total number of learners enrolled, non-vocational providers only**

	1995	2000	2004
<b>Belgium (French Community)</b>	128.1	150.2	(165.4 in 2003)
<b>Cyprus</b>	14.4	16.1	18.7
<b>Finland</b>	Na	Na	1,040.6
<b>Greece</b>	(39.3 in 1998)	23.0	61.7
<b>Liechtenstein</b>	Na	Na	26.9
<b>Malta</b>	3.9	7.5	7.6
<b>Netherlands</b>	Na	163.4	146.1
<b>Romania</b>	Na	Na	66.4
<b>Spain</b>	Na	364.6	336.3
<b>Sweden</b>	3,800.4	3,940.3	3,747.6
<b>Turkey</b>	Na	2,965.0	3,770.7

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

**Table 5.24: Countries providing data on the total number of learners enrolled, vocational and non-vocational providers**

	1995 (000s)	2000 (000s)	2004 (000s)
<b>Estonia</b>	22.4	32.9	41.7
<b>France</b>	Na	13,504.9	16,195.8
<b>Germany</b>	9,500.0	9,500.0	9,200.0
<b>Slovakia</b>	Na	283.9	402.8
<b>Slovenia</b>	(249.9 in 1998)	283.9	(269.4 in 2002)
<b>UK (England and Wales)</b>	(2,620.0 in 1997)	2,726.0	3,017.0

'Na' indicates not applicable; Data provided for years other than the specified data points is indicated by parentheses

As with the data on teaching hours by subject area, different recording systems used in each country make it difficult to compare the data in meaningful ways. Key findings from the 2004 data on learner numbers by subject area include:

- 28% of Estonian non-vocational learners were enrolled on humanities and arts programmes; 16% on languages; 9% on social sciences; and 7% on health and welfare programmes.
- 30% of Greek non-vocational learners were enrolled on general programmes; 24% on computer and health and welfare programmes; and 12% on humanities and the arts.
- In Liechtenstein, data on subject area was not available for over 70% of learners enrolled on non-vocational learning provision. Around 7% of learners were enrolled on humanities and arts programmes and on health and welfare programmes.
- In Slovakia, 20% of non-vocational learners were enrolled on social sciences programmes and on business and law; 18% on teacher training; and 16% on humanities and the arts.

## **Section G: Key changes or developments in the provision of adult education since 1995, or anticipated in the future**

Respondents were asked to outline any key changes or developments in the provision of adult education in their country/region since 1995, and details of responses given to this question are contained in the country level reports in Chapter 6. Opinions were provided by representatives of different agencies. Some responses were submitted by government ministries and others by national or regional adult education organisations. Some respondents worked in departments concerned with analysis and data, while others were more focussed on the development and implementation of policy. As a result, the responses provided in this section of the questionnaire were varied, and are not necessarily a comprehensive or official representation of national developments. Furthermore, not all of the statements made could be validated from the data contained elsewhere in the questionnaire.

Nevertheless, it was possible to identify a number of common themes emerging from the responses. A number of respondents referred to the recent introduction of key pieces of education legislation supporting the development of adult education. For example, in Estonia the 1993 Adult Education Act provided a universal right to lifelong learning; in Slovakia the 1998 Further Education Act created the conditions for the accreditation of educational activities and the financing of further education; and in 1991 Luxembourg enacted its first piece of legislation in adult education, resulting in increasing levels of participation.

In addition, national governments have implemented other measures in order to stimulate participation in adult education and lifelong learning. For example, the Greek government has developed second chance schools, adult education centres and parent counselling schools, as well as introducing programmes on a range of subjects such as teaching Greek as a second language for employed immigrants, health education, and crisis management. In Sweden, the government ran an Adult Education Initiative between 1997-2002 with the aim of reforming and renewing the public education system for adults. The significant financial contribution made by the State during this period resulted in higher levels of participation in learning.

A number of references were also made to the development of quality assurance systems: a quality assurance system for training providers was implemented in Romania in 2003; Estonia and Slovakia are currently preparing quality assurance systems; and such developments are also anticipated in Liechtenstein.

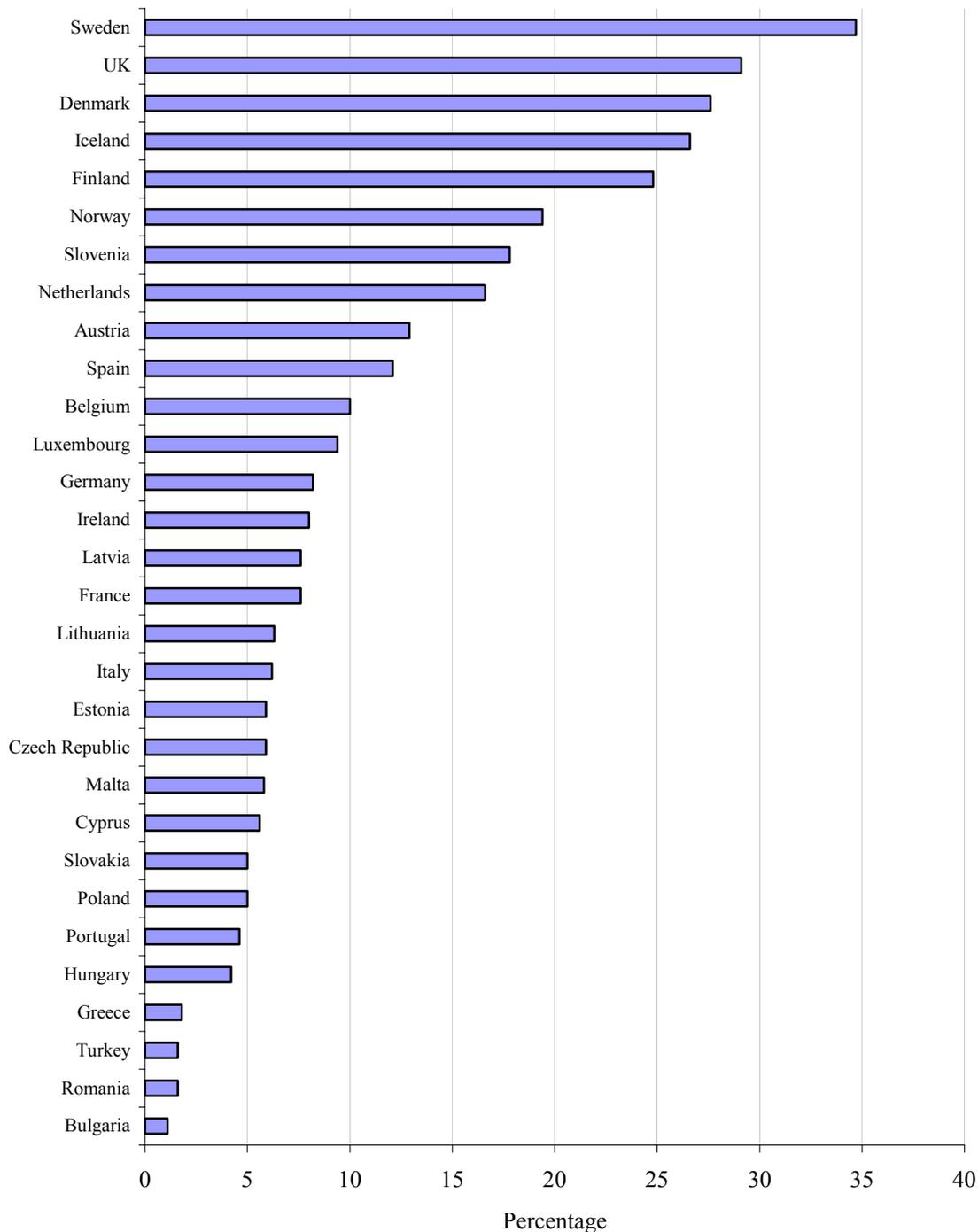
Key developments, specifically related to the providers of adult education have included:

- The development of regional Training Plus Centres in Belgium to co-ordinate formal and non-formal education.
- A growth in the number of adult education centres in all of Cyprus's main cities
- The requirements, since 2000, for all non-formal training centres in Estonia to apply for a licence in order to obtain government funding. This has led to a reduction in the number of centres receiving state funding.
- The establishment of nine regional lifelong learning centres in Iceland.

## 6. Country level results

This section brings together the findings of the desk research and questionnaire responses into individual country reports<sup>5</sup>. References are provided to all secondary sources used. Where no reference is provided, data has been taken from questionnaire responses.

**Figure 6.1 Participation in education and training in the 4 weeks prior to interview, 2005**



<sup>5</sup> A country report has not been produced for Macedonia as no relevant information was identified during the desk research, nor was a completed questionnaire submitted

## Austria

In 2005, 13.9% of working age adults in Austria reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Austria is positioned 9<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2003, there were 418 publicly funded providers of adult education in Austria, including 293 folk high schools and 22 universities.

### Financial turnover of adult education providers

According to the OECD background report<sup>6</sup>, Austria spends €1.3 billion on adult education. Of this, €330 million are publicly granted funds, while €465 million are subsidies associated with education provision for labour market services.

### Number of people employed by adult education providers

In 2004, adult education providers in the KEBO network employed 4,706 people. This number relates to salaried employees only, and therefore does not include the large numbers of teaching staff working on a freelance basis. The number of people employed has increased since 1995, although the number of employees per provider has declined.

**Table 6.2: Number of people employed by adult education providers, Austria, 1996, 2000 and 2004**

	1994	2000	2004
Number of people employed	4,145	4,702	4,706
Percentage change		+13.4%	+0.1%

### Number of hours taught by adult education providers

In 2004, adult education providers in the KEBO network delivered 4.6 million teaching hours, an average of 532 hours per provider.

### Number of learners enrolled with adult education providers

In 2003, Statistics Austria reported 1.4 million learners.

### Available data

Questionnaire data on the number of providers and their financial turnover was provided on non-vocational adult education and distance learning. Data taken from the Statistics Austria website does not differentiate between vocational and non-vocational education.

### Trends from the data

Over the past decade Austria has seen an increase in the number of adult education providers as well as in the financial turnover of, and the number of people employed by, adult education providers.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Statistics Austria ([www.statistik.at](http://www.statistik.at))
- OECD background report ([www.erwachsenenbildung.at](http://www.erwachsenenbildung.at))

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<sup>6</sup> [www.erwachsenenbildung.at](http://www.erwachsenenbildung.at)

## Belgium

In 2005, 10.0% of working age adults in Belgium reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Belgium is positioned 11<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

Table 6.3 below shows the number of adult education providers in the French community of Belgium in 1995, 2000 and 2003. Since 1995 the number of providers in each sector has declined (by 3.8%).

**Table 6.3: Number of adult education providers, Belgium (French community), 1995, 2000 and 2003**

	1995	2000	2003
Number of publicly funded providers	127	117	117
Number of private sector providers	54	54	53
Number of NGO providers	502	491	483
Total number of providers	683	662	653
Percentage change		+3.1%	+1.4%

In 1995 there were 96 publicly funded providers of non-vocational adult education in Flanders. This number declined to 42 in 2000 and 36 in 2004. In 2003 there were 418 publicly funded providers of non-vocational adult education and distance learning in Wallonia and Brussels.

### Financial turnover of adult education providers

The financial turnover of non-vocational adult education providers in the French community of Belgium increased by 40% between 1995 and 2004. Turnover per provider, per employee and per enrolment also increased across the period.

**Table 6.4: Financial turnover of adult education providers, Belgium (French community), 1995, 2000 and 2004**

	1995	2000	2004
Financial turnover of providers	€12m	€14.1m	€16.8m
Percentage change		+17.5%	+19.1%
Turnover per provider	€17,569	€21,299	€25,727
Turnover per employee	€1,475	€1,964	€2,422
Turnover per enrolment	€94	€94	€102

The financial turnover of non-vocational adult education providers in Flanders was €25.2 million in 1995, €40.1 million in 2000 and €35.2 million in 2004. Around one half of this was made up of public subsidy: 49.9% in 1995; 45.5% in 2000; and 53.7% in 2004. Between 1995 and 2004, turnover per provider increased, as did turnover per employee.

**Table 6.5: Financial turnover of adult education providers, Flanders, 1995, 2000 and 2004**

	1995	2000	2004
<b>Financial turnover of providers</b>	€25.2m	€40.1m	35.2m
<b>Percentage change</b>		+59.1%	-12.2%
<b>Turnover per publicly funded provider</b>	€0.26m	€0.95m	€0.98m
<b>Turnover per employee</b>	€0.06m	€0.08	Na

'Na' indicates not applicable

The financial turnover of non-vocational adult education and distance learning providers in Wallonia and Brussels was €2.5 million in 1995, €2.6 million in 2000, and €2.6 million in 2003. In 2003, 84.5% of this turnover was raised through public subsidy and 15.5% through fee income.

#### Number of people employed by adult education providers

In 2003, 6,936 people (3555.67 FTEs) were employed by non-vocational adult education providers in the French community of Belgium. Over the previous decade the number of employees had fallen from 8,137 in 1995 and 7,180 in 2000. The number of employees per provider has also decreased from 11.9 in 1995 to 10.6 in 2003.

**Table 6.6: Number of people employed by adult education providers, Belgium (French community), 1995, 2000 and 2004**

	1995	2000	2003
<b>Number of people employed</b>	8,137	7,180	6,936
<b>Percentage change</b>		+11.8%	-3.4%
<b>Number of employees per provider</b>	11.9	10.8	10.6

Table 6.7 below provides further details on these staff. The proportion of teaching staff has remained relatively constant over the period, although there has been a trend towards employing a greater proportion of both teaching and other staff on a full-time rather than part-time basis.

**Table 6.7: Profile of staff employed by adult education providers, Belgium (French community), 1995, 2000 and 2003**

	1995	2000	2003
<b>Number of people employed</b>	8,137	7,180	6,936
<b>Number of FTEs</b>	3,282.03	3,295.17	3,555.68
<b>Proportion of teaching staff</b>	89.6%	87.6%	88.6%
<b>Proportion of full-time teaching staff</b>	11.1%	15%	18.1%
<b>Proportion of part-time teaching staff</b>	88.9%	85%	81.9%
<b>Proportion of full-time other staff</b>	59.2%	62.5%	73.7%
<b>Proportion of part-time other staff</b>	40.8%	37.5%	26.3%

In 1995, 423 people (283.5 FTEs) were employed by adult education providers in Flanders, increasing to 480 in 2000. The number of employees per provider increased considerably over this period from 4.4 to 11.5.

**Table 6.8: Number of people employed by adult education providers, Flanders, 1995, 2000 and 2004**

	1995	2000
Number of people employed	423	481
Percentage change		+13.7%
Number of employees per publicly funded provider	4.4	11.5

**Table 6.9: Profile of staff employed by adult education providers, Flanders, 1995**

	1995
Number of people employed	423
Number of FTEs	283.5
Proportion of teaching staff	66%
Proportion of full-time teaching staff	34%
Proportion of part-time teaching staff	32%
Proportion of full-time other staff	16%
Proportion of part-time other staff	18%

Number of hours taught by adult education providers

The number of hours taught in Flanders in 2004 was lower than in both 1995 and 2000. The number of taught hours per provider peaked in 2000 before declining slightly in 2004. The number of taught hours per employee fell from 360 in 1995 to 333 in 2000.

**Table 6.10: Number of hours taught by adult education providers, Flanders, 1995, 2000 and 2004**

	1995	2000	2004
Number of hours taught	152,437	160,202	123,134
Percentage change		+5.1%	-23.1%
Number of hours taught per provider	1,588	3,814	3,420
Number of hours taught per employee	360	333	Na

'Na' indicates not applicable

Number of learners enrolled with adult education providers

In 2003, 165,483 learners were enrolled on non-vocational adult education provision in the French community of Belgium. The number of enrolments had increased from 128,161 in 1995 and 150,164 in 2000. Over the same period, the average number of learners per provider also increased from 15.8 to 23.9.

**Table 6.11: Number of learners enrolled by adult education providers - Belgium (French community), 1995, 2000 and 2003**

	1995	2000	2003
Number of learners enrolled	128,161	150,164	165,483
Percentage change		+17.2%	+10.2%
Number of learners per employee	15.8	20.9	23.9

### Available data

A range of data on non-vocational adult education providers is available for particular Belgian region.

### Trends from the data

The number of non-vocational adult education providers in the French and Flemish communities of Belgium has declined since 1995. The number of employees in the French community has also declined, although the proportion of staff working full-time has increased.

The financial turnover of non-vocational adult education providers in Wallonia, Brussels and the French community has increased over the period, while in Flanders although overall turnover increased, it was higher in 2000 than in 2003.

The number of teaching hours delivered in Flanders increased between 1995 and 2000, before decreasing dramatically to pre-1995 levels in 2004.

Between 1995 and 2003 the number of learners enrolled in non-vocational adult education in the French community of Brussels has increased by 29%.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- *Belgium (Flanders) 2005 Report: Implementing the 'Education and Training 2010' Work Programme*, European Commission, Brussels

## **Bulgaria**

In 2005, 1.1% of working age adults in Bulgaria reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Bulgaria is positioned 30<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2005/06 there were 495 vocational school and 53 higher colleges and universities in Bulgaria. Data on the overall number of non-vocational adult education providers is not available, although data on the number of provider licensed during any one year was provided. Sixteen licences were awarded in 2001, 88 in 2004 and 70 in 2005.

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

In 2005/06 over 24,000 teachers were employed in post-secondary education: 21,534 in universities and equivalent higher schools; 2,399 in colleges; and 269 in post-secondary non-tertiary education.<sup>7</sup> Data on the proportion of these teachers engaged in non-vocational adult education is not available. Data on the number of people employed by other adult education providers was also not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

In 2005/06 over 250,000 learners were enrolled with post-secondary providers: 214,693 in universities and equivalent higher schools; 23,608 in colleges; and 2,810 in post-secondary non-tertiary education.<sup>8</sup> Data on the proportion of these learners enrolled on non-vocational provision is not available. Data on the number of people enrolled with other adult education providers was also not available.

### Available data

Questionnaire data on the number of providers was provided on non-vocational adult education. Data taken from the Bulgarian National Statistics website, related to post secondary education, without differentiating between vocational and non-vocational education.

### Trends from the data

Trend data was not available.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Bulgarian national statistics website ([www.nsi.bg](http://www.nsi.bg))

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<sup>7</sup> [www.nsi.bg](http://www.nsi.bg)

<sup>8</sup> [www.nsi.bg](http://www.nsi.bg)

## Cyprus

In 2005, 5.6% of working age adults in Cyprus reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Cyprus is positioned 22<sup>nd</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004 there was one publicly funded adult education provider and 266 local adult education centres in Cyprus. The number of centres has grown 26.7% from an estimated 210 in 1995 to 251 in 2000 and 266 in 2004.

**Table 6.12: Number of adult education providers, Cyprus, 1995, 2000 and 2004**

	1995	2000	2004
<b>Number of publicly funded providers</b>	1	1	1
<b>Number of local adult education centres</b>	210	251	266
<b>Percentage change</b>		+19.5%%	+5.9%

### Financial turnover of adult education providers

In 2004, an estimated €1.2 million was spent on non-vocational adult education, one third of which was raised through public subsidy and two-thirds through fee income. Since 1995 the estimated financial turnover of Cyprus's non-vocational adult education provider has increased by a quarter. Turnover per employee has also increased, although turnover per enrolment has decreased.

**Table 6.13: Financial turnover of adult education providers, Cyprus, 1995, 2000 and 2004**

	1995	2000	2004
<b>Financial turnover of providers</b>	€0.95m	€0.99m	€1.19m
<b>Percentage change</b>		+4%	+20%
<b>Turnover per employee</b>	€1,927	€2,037	€2,414
<b>Turnover per enrolment</b>	€66	€61	€64

The proportion of income raised through public subsidy has also increased slightly from just under 32% in 1995 and 2000 to 34% in 2004.

### Number of people employed by adult education providers

In 2004, 493 people were employed by Cyprus's non-vocational adult education provider. The number of employees was the same as in 1995, although there were slightly fewer staff (483) in 2000. The number of full time equivalents was not available.

The proportion of teaching staff has risen steadily over the time period. In 1995, 87.2% of employees were teaching staff, compared with 88.1% in 2000 and 91.8% in 2004. While all teaching staff are employed on a part-time basis, the majority of 'other' staff are employed on full-time contracts.

**Table 6.14: Proportion of staff working full time and part time, and in teaching and ‘other’ roles, Cyprus, 1995, 2000 and 2004**

	1995 %	2000 %	2004 %
Proportion of full time teaching staff	-	-	-
Proportion of part time teaching staff	87.2	88.1	91.8
Proportion of full time ‘other’ staff	2.6	2.5	1.2
Proportion of part time ‘other’ staff	10.2	9.4	7.0

Number of hours taught by adult education providers

Although institutional data on the total number of teaching hours was not available, data was supplied on the breakdown of teaching hours by subject area. As Table 6.15 shows, since 2005 there has been a decline in the number of taught hours in general programmes and an increase in all other areas, most notably in languages.

**Table 6.15: Teaching hours broken down by subject area, Cyprus, 1995, 2000 and 2004**

	1995 %	2000 %	2004 %
Computer science/use	9	9	11
Engineering, manufacturing and construction	2	3	5
General programmes	45	46	25
Humanities and arts	33	28	37
Languages	11	14	22

A 2003 population survey into lifelong learning in Cyprus provided details on the average number of taught hours in non-formal education that learners received. Overall, learners received an average of 116 hours of taught learning<sup>9</sup>.

Number of learners enrolled with adult education providers

In 2003/04 there were 71,000 enrolments in public institutions, of which 18,676 were engaged in non-vocational adult education provision. This represents an increase in enrolments from 14,443 in 1995 and 16,114 in 2000<sup>10</sup>. The number of learners per employee has also increased over the period.

**Table 6.16: Number of learners enrolled by adult education providers, Cyprus, 1995, 2000 and 2004**

	1995	2000	2004
Number of learners enrolled	14,443	16,114	18,676
Percentage change		+11.6%	+15.9%
Number of learners per employee	29.3	33.4	37.9

The proportion of learners engaged in programmes of different subjects exactly replicates that shown in Table 6.16 above, i.e. 25% of learners in 2004 were enrolled on general programmes.

<sup>9</sup> Lifelong Learning in Cyprus, 2003

<sup>10</sup> Statistics of Education 2003/04

### Key Developments

Seconded teachers working as Adult Education Centre District Co-ordinators have been replaced by school directors, giving professional status to adult education institutions.

### Available data

Data for each of the sections covered in the questionnaire was provided for non-vocational adult education. Details on participation in learning from an individual perspective is also available from a survey on lifelong learning undertaken in 2003.<sup>11</sup>

### Trends from the data

Since 1995, in Cyprus, there has been an increase in the number of adult education centres (27%), the financial turnover of adult education providers (27%) and learner enrolments (11.5%). The number of staff working in adult education providers is the same in 2004 as it was in 1995.

Patterns in the subject breakdown of learner numbers and teaching hours delivered shows a decrease in the delivery of general programmes and an increase in other subjects, most notably in languages.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Cyprus government (2003) *Lifelong Learning in Cyprus 2003*.
- Statistical Service of Cyprus (2005) *Lifelong Learning in Cyprus 2003*, Republic of Cyprus, Cyprus
- Statistical Services (2005) *Statistics of Education 2003/2004*, Republic of Cyprus, Cyprus

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<sup>11</sup> Lifelong Learning in Cyprus, 2003

## **Czech Republic**

In 2005, 5.9% of working age adults in the Czech Republic reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, the Czech Republic is positioned 20<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

Data on the number of non-vocational adult education providers was not available.

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

In 2004/04, 318,879 learners were enrolled in tertiary education, although the majority were thought to be enrolled on vocational provision. The number of enrolments has increased from 151,450 in 1995/96 and 228,423 in 2000/01.<sup>12</sup>

### Available data

Data on non-vocational adult education providers was not available. Although some data, such as that on learner enrolments in tertiary education, was available, most learners were thought to be engaged in vocational education.

### Trends from the data

Trend data was not available.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- *Czech Republic 2005 Progress Report: Implementing the 'Education and Training 2010' Work Programme*, European Commission, Brussels

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<sup>12</sup> Czech Republic 2005 Progress Report: Implementing the Education and Training 2010 Work Programme

## Denmark

In 2005, 27.6% of working age adults in Denmark reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Denmark is positioned 3<sup>rd</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004 there were 2,475 publicly funded adult education providers in Denmark, including adult liberal education, folk high schools and university extension courses. Over the past decade the number of such providers has declined by 20.9%.

**Table 6.17: Number of adult education providers, Denmark, 1996, 1997 and 2004**

	1996	1997	2004
Number of publicly funded providers	3,130	3,100	2,475
Percentage change		-1.0%	-20.1%

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

In 2003, 613,488 adults (310,755 men and 302,713 women) were enrolled in adult and continuing education, the equivalent of 44,076 full time students (19,644 men and 24,212 women)<sup>13</sup>.

### Available data

The desk research and questionnaire response provided data on the number of publicly funded providers and learner enrolments in non-formal education. Data on financial turnover, the number of people employed and hours taught were not available.

### Trends from the data

Between 1996 and 2004 the number of publicly funded adult education providers in Denmark has declined by 21%. No other trend data was available.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Danish national statistics website ([www.dst.dk](http://www.dst.dk))

<sup>13</sup> [www.dst.dk](http://www.dst.dk)

## Estonia

In 2005, 5.9% of working age adults in Estonia reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Estonia is positioned 19<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2000 there were 60 adult education centres/folk high schools and 387 private adult education organisations. The 2001 OECD review reported that there were over 900 adult education providers across the state, private and non-formal sectors.

In 2004 there were 49 publicly funded NGO adult education training centres in Estonia providing non-vocational/popular education. However, the number of work related courses offered by these centres is growing every year. Since 1995 there has been a slight increase in the number of NGO providers, 45 in 1995 and 47 in 2000.

Estonia's adult education providers also includes 35 vocational education institutions, 39 adult gymnasiums and 32 higher education institutions.

### Financial turnover of adult education providers

In 2004, adult education training centres received a public subsidy of approximately €90,000 . The public subsidy had increased slightly between 1995 and 2000 before declining again by 2004. Between 1991 and 2001, public subsidy formed around 8-10% of the total financial turnover. The public subsidy per NGO provider peaked in 2000 before declining again, while public subsidy per enrolment has decreased over the period. A growth in ESF funding has resulted in an overall increase of turnover for adult education providers over the period.

**Table 6.18: Financial turnover of adult education providers, Estonia, 1995, 2000 and 2004**

	1995	2000	2004
<b>Financial turnover of providers (public subsidy only)</b>	€0.1m	€0.1m	€0.09
<b>Percentage change</b>		+42%	-37%
<b>Public subsidy per NGO provider</b>	€2,282	€3,110	€1,884
<b>Public subsidy per enrolment</b>	€5	€4	€2

### Number of people employed by adult education providers

Data on the number of people employed by adult education training centres was not available as it is common practice for teachers to operate on one-year contracts and work part-time in different training centres.

### Number of hours taught by adult education providers

The number of hours taught by adult education training centres was higher in 2004 (53,591) than in 1995 (50,651). In 2000, however, the number of teaching hours fell to 42,937. The number of hours taught per provider has followed a similar pattern. The number of hours taught per enrolment fell from 2.3 to 1.3 between 1995 and 2000, and then remained constant.

**Table 6.19: Number of hours taught by adult education providers, Estonia, 1995, 2000 and 2004**

	1995	2000	2004
Number of hours taught	50,651	42,937	53,591
Percentage change		-15.2%	24.8%
Number of hours taught per NGO provider	1,126	914	1094
Number of hours taught per enrolment	2.3	1.3	1.3

Number of learners enrolled with adult education providers

In 2004, 41,735 learners were enrolled on courses with popular adult education training centres. The number of enrolments has grown steadily over the past decade with 22,404 enrolments in 1995 and 32,925 enrolments in 2000. The number of learning providers has also increased over the same period.

**Table 6.20: Number of learners enrolled with adult education providers, Estonia, 1995, 2000 and 2004**

	1995	2000	2004
Number of learners enrolled	22,404	32,925	41,735
Percentage change		+47.0%	+26.8%
Number of learners per NGO provider	497	701	852

Table 6.21 shows the breakdown of learner numbers by subject area. Humanities and the arts and languages remain the most popular subject areas although by 2004, 16% of learners were engaged in work related training and 9% were enrolled on social science, business and law programmes.

**Table 6.21: Learner enrolments by subject area, Estonia, 1995, 2000 and 2004**

	1995 %	2000 %	2004 %
Humanities and arts	32	38	28
Languages	22	14	16
Work related training	Na	Na	16
Social sciences, business and law	0	0	9
Personal development	9	7	7
Domestic culture	4	4	6
Citizenship courses	5	8	6
Computer science/use	9	9	4
Environment and domestic stories	4	5	4
Teacher training and education science	0	3	2
Adaptation courses for the unemployed	5	4	1
Preparation for HE	Na	Na	1

'Na' indicates not applicable

Key developments

The 1993 Adult Education Act provided a universal right to lifelong learning. Since 2000, all non-formal training centres (and private schools) must apply for a training license in order to obtain government funding. This has led to a decrease in the number of centres who receive state funding.

Since 2004, ESF has been a popular source of funding among non-formal training centres.

The Estonian non-formal adult education association is currently preparing a quality assurance system for the sector, which is currently assessed on a quantitative basis.

The collection of adult education statistics for Estonia is currently under discussion.

#### Available data

Data for each of the sections covered in the questionnaire was provided for non-vocational adult education institutions. The data excludes those centres that are not publicly funded.

#### Trends from the data

Since 1995 there has been a slight increase in the number of publicly funded adult education training centres. Overall the public subsidy for these centres has decreased by 10% since 1995, although it was much higher in 2000 than in either of the other data points. The number of enrolled learners increased between 1995 and 2004.

#### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Estonian national statistics website ([www.stat.ee](http://www.stat.ee))

## Finland

In 2005, 24.8% of working age adults in Finland reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Finland is positioned 5<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004 there were 391 non-vocational adult education providers in Finland, of which 254 were publicly funded. Altogether there are thought to be around 1,000 institutions providing adult education and training throughout the country.

### Financial turnover of adult education providers

In 2003, the Finnish Ministry of Education spent €264.7 million on liberal adult education, of which €89.5 million was spent on folk high schools, €43.1 million on Sports Education Centres, €117.6 million on Adult Education Centres and €14.5 million on Summer Universities.

In 2005, the total government spend on continuing vocational education and liberal adult education was €319.5 million<sup>14</sup>. Since 2001, government spending in this area has increased by 7.5%, although funding in 2003 was lower than in 2002.

**Table 6.22: Government spending on education and research on vocational education and continuing vocational education and liberal adult education, Finland, 2001 – 2005**

	2001	2002	2003	2004	2005
	€ million				
<b>Vocational education</b>	459.6	490.1	544.5	557.8	573.8
<b>Continuing vocational education and liberal adult education</b>	297.2	301.1	290.3	305.2	319.5

Source: p. 36, Finland 2005 Progress Report: Implementing the 'Education and Training 2010' Work Programme

### Number of people employed by adult education providers

In 2005, non-vocational adult education providers employed an estimated 1,651 members of teaching staff, an average of 4.2 per provider.

### Number of hours taught by adult education providers

In 2004 non-vocational adult education providers delivered 2.8 million teaching hours. This represents a 7% increase from 2000 when 2.6 million teaching hours were delivered. In 2004, an average of 7,244 hours were taught per provider.

**Table 6.23: Number of hours taught by adult education providers, Finland, 1995, 2000 and 2004**

	1995	2000	2004
<b>Number of hours taught</b>	50,651	42,937	53,591
<b>Percentage change</b>		-15.2%	24.8%

Table 6.24 shows how the teaching hours were divided across subject areas in 2004. The most popular subject areas were humanities and arts, health and welfare, and languages.

<sup>14</sup> Finland 2005 Progress Report: Implementing the 'Education and Training 2010' Work Programme

**Table 6.24: Teaching hours by subject area, Finland, 2004**

	<b>2004</b>
	<b>%</b>
<b>Humanities and arts</b>	55.1
<b>Health and welfare</b>	15.0
<b>Languages</b>	13.8
<b>Computer science/use</b>	5.0
<b>Social sciences, business and law</b>	4.0
<b>Teacher training and education science</b>	2.0
<b>Engineering, manufacturing and construction</b>	1.1
<b>Services</b>	1.0
<b>General programmes</b>	0.8
<b>Science, mathematics</b>	0.6
<b>Agriculture and veterinary</b>	0.6
<b>Unknown/don't know</b>	1.0

Number of learners enrolled with adult education providers

In 2004, 1 million learners were enrolled on non-vocational adult education provision. A breakdown of these enrolments by subject area is not available.

In partnership with the Ministry of Education, Statistics Finland has carried out four national surveys on participation in adult education and training: in 1980, 1990, 1995 and 2000. The 2000 survey found that around half a million people of working age took part in non-vocational education and training arranged specifically for adults, representing some 18% of the population of this age group.<sup>15</sup> Learners spent an average of 8 days learning.

Table 6.25 provides a breakdown of this participation by subject area and shows that the most popular subjects are fine and applied arts studies and physical education/sports coaching.

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<sup>15</sup> Participation in Adult Education and Training in Finland: Adult Education Survey 2000.

**Table 6.25: Participation in non-vocational adult education and training by subject area, Finland, 2000**

	Fine and applied arts studies	Physical education, sports coaching	Foreign languages	Law, social and behavioral sciences / Management skills	Business, marketing and administration, use of information technology	Humanities / General education	Health care	Other subjects, total
<b>Age</b>								
18–24	15%	28%	19%	20%	8%	9%	5%	10%
25–29	14%	18%	16%	8%	12%	9%	6%	11%
30–34	29%	30%	15%	12%	11%	5%	2%	5%
35–44	28%	24%	12%	20%	12%	3%	5%	8%
45–54	36%	28%	15%	10%	9%	5%	3%	6%
55–64	56%	18%	22%	8%	11%	5%	1%	6%
<b>Gender</b>								
Male	20%	18%	12%	17%	12%	8%	3%	10%
Female	39%	28%	18%	11%	10%	4%	4%	6%
<b>All</b>	33%	25%	16%	13%	11%	5%	4%	7%

Source: p. 152, Participation in Adult Education and Training in Finland: Adult Education Survey 2000.

#### Available data

Some data for each of the sections covered in the questionnaire was provided for non-vocational adult education institutions. The desk research found additional data on participation in adult learning from an individual perspective, taken from a series of national surveys.

#### Trends from the data

Since 2001, government spending on continuing vocational education and liberal adult education has increased by 7.5%. Between 2000 and 2004 the number of teaching hours increased by 7%. No other trend data was available.

#### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Statistics Finland ([www.stats.fi](http://www.stats.fi))
- Statistics Finland (2000) *Participation in Adult Education and Training in Finland: Adult Education Survey 2000*, Finland
- *Finland 2005 Progress Report towards the Implementation of the 2010 Education and Training Work Programme*, European Commission, Brussels

## France

In 2005, 7.6% of working age adults in France reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, France is positioned 16<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004, there were a total of 44,163 vocational and non-vocational adult education providers in France. The majority of providers (31,605) were in the private sector, although 1,569 were publicly funded and 10,989 were NGO providers.

The number of providers increased by 0.6% between 2000 and 2004. By 2004, there were 71 more publicly funded providers (+4.7%), 648 more private sector providers (+3.1%), but 460 fewer NGO providers (-4.0%).

**Table 6.26: Number of adult education providers - France, 2000 and 2004**

	2000	2004
<b>Number of publicly funded providers</b>	1,498	1,569
<b>Number of private sector providers</b>	20,957	31,605
<b>Number of NGO providers</b>	11,449	10,989
<b>Total number of providers</b>	43,904	44,163
<b>Percentage change</b>		+0.6%

### Financial turnover of adult education providers

In 2004, the combined financial turnover of vocational and non-vocational adult education providers was €8,872 million, representing a 24% increase on turnover in 2000. Over the same period, turnover per provider remained constant while there was a small increase in turnover per enrolment.

**Table 6.27: Financial turnover of adult education providers, France, 2000 and 2004**

	2000	2004
<b>Financial turnover of providers</b>	€7,144m	€8,872m
<b>Percentage change</b>		+24%
<b>Turnover per provider</b>	€0.2m	€0.2m
<b>Turnover per enrolment</b>	€529	€548

Between 2000 and 2004 the proportion of turnover raised through public subsidy declined from 29% to 26%.

### Number of people employed by adult education providers

The number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

In 2004 a total of 963.9 million teaching hours were delivered by vocational and non-vocational adult education providers. Slightly fewer hours were taught in 2000. Table 6.11 below shows how these hours were distributed across subject areas, with the most popular subjects in 2000 and 2004 being social sciences and general programmes.

**Table 6.28: Teaching hours by subject area, France, 2000 and 2004**

	2000	2004
Social sciences, business and law	27%	27%
General programmes	25%	26%
Engineering, manufacturing and construction	13%	12%
Services	12%	13%
Health and welfare	6%	8%
Humanities and arts	5%	3%
Computer science/use	4%	3%
Languages	3%	3%
Teacher training and education science	3%	3%
Agriculture and veterinary	2%	2%
Science, mathematics	1%	1%
<b>Total number of hours</b>	962.7 million	963.9 million

**Number of learners enrolled with adult education providers**

In 2004, 16.2 million adult learners were enrolled on vocational and non-vocational provision, representing a 20% increase on enrolments since 2000. Over the same period, the average number of learners per provider rose from 307 to 367.

**Table 6.29: Number of learners enrolled with adult education providers, France, 2000 and 2004**

	2000	2004
Number of learners enrolled	13.5m	16.2m
Percentage change		+20%
Number of learners per provider	307	367

Table 6.30 below shows how enrolments were distributed across subject areas, with most enrolments in the areas of social sciences, general programmes and services.

**Table 6.30: Learner enrolments by subject area, France, 2000 and 2004**

	2000	2004
Social sciences, business and law	27%	24%
General programmes	22%	26%
Engineering, manufacturing and construction	9%	8%
Services	15%	17%
Health and welfare	7%	8%
Humanities and arts	3%	2%
Computer science/use	9%	6%
Languages	3%	3%
Teacher training and education science	3%	4%
Agriculture and veterinary	1%	1%
Science, mathematics	1%	1%
<b>Total number of enrolments</b>	13.5 million	16.2 million

### Available data

Data for most of the sections covered in the questionnaire was provided for both vocational and non-vocational adult education providers. Data on the number of employees was not available.

### Trends from the data

Between 2000 and 2004 there has been a small increase in the number of private sector and publicly funded vocational and non-vocational adult education providers in France, although there has been a decrease in the number of NGO providers. Financial turnover has increased by 24%, and the proportion of total turnover raised through public subsidy has increased from 26% to 29%. While the number of teaching hours has increased slightly, there has been a 20% increase in the number of adult enrolments.

## Germany

In 2005, 8.2% of working age adults in Germany reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Germany is positioned 13<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004 there were 984 community adult education centres in Germany. The number of such centres has been slowly declining in recent years from 1,004 centres in 1995 and 998 centres in 2000. In total there is thought to be an estimated 2,431 non-vocational adult education providers including adult education supplied by community adult education centres (approximately 1,000), churches, unions and other publicly funded institutions.

**Table 6.31: Number of adult education providers, Germany, 1995, 2000 and 2004**

	1995	2000	2004
<b>Number of community adult education centres</b>	1,004	998	984
<b>Percentage change</b>		-0.6%	-1.4%

### Financial turnover of adult education providers

The financial turnover of non-vocational adult education providers is shown in Table 6.32 below. In 2004 overall turnover for community adult education centres was €932 million, with an estimated turnover for the wide range of adult education providers estimated at €1.4 billion.

**Table 6.32: Financial turnover of adult education providers, Germany, 1995, 2000 and 2004**

	1995	2000	2004
<b>Financial turnover of providers</b>	€780m	€910m	€932m
<b>Percentage change</b>		+16.7%	+2.4%
<b>Turnover per provider</b>	€0.8m	€0.9m	€0.9m
<b>Turnover per enrolment</b>	€82	€96	€101

Over the past decade the overall turnover of community adult education centres has increased by 19% from €780 million in 1995 and €910 million in 2000. The proportion of this turnover provided through public subsidy has declined slightly from 47% to 43% (See Table 6.33).

**Table 6.33: Sources of income for adult education providers, Germany, 1995, 2000 and 2004**

	1995	2000	2004
<b>Financial turnover (€millions)</b>	780	910	932 (1,395)
<b>Public subsidy</b>	47%	42%	43% (55%)
<b>Fee income</b>	35%	39%	39% (35%)
<b>Other (by contracts, projects, tenders etc. incl. Public money)</b>	18%	19%	18% (10%)

Figures in parentheses refer to a wider network of adult education providers beyond community adult education centres

### Number of people employed by adult education providers

In 2004, 7,800 full time equivalent (FTEs) staff were employed by German community adult education centres. The number of FTEs has declined over the past decade from 10,900 in 1995 and 8,000 in 2000. In total there is thought to be an estimated 12,700 FTEs employed by non-vocational adult education providers including adult education supplied by churches, unions and other publicly funded institutions. This has increased from 10,900 FTEs in 1995 and 8,000 FTEs in 2000.

In 2004, 24% of salaried employees of community adult education centres were teaching staff. In addition, centres usually have a large proportion of teaching staff working on a freelance basis. These teachers are not included in the above figures. The proportion of salaried employees who have teaching roles has fallen from 17.1% in 1995, and 16.9% in 2000, to 14% in 2004.

### Number of hours taught by adult education providers

The number of hours taught in community adult centres has slightly fallen (-1.3%) over the past decade from 15.1 million in 1995 and 15.5 million in 2000 to 14.9 million in 2004. The estimated number of hours taught by the wider network of adult education providers is around 22.9 million. The number of hours taught per enrolment has remained constant over the period.

**Table 6.34: Number of hours taught by adult education providers, Germany, 1995, 2000 and 2004**

	1995	2000	2004
<b>Number of hours taught</b>	15.1m	15.5m	14.9m
<b>Percentage change</b>		+2.6%	-3.9%
<b>Number of hours taught per enrolment</b>	1.6	1.6	1.6

Table 6.35 below provides a breakdown of teaching hours by subject area, showing that around two-fifths of all teaching hours are focussed around language learning.

**Table 6.35: Teaching hours by subject area, Germany, 1995, 2000 and 2004**

	1995	2000	2004
<b>Society – politics – the environment</b>	6%	5.7%	5.3% (16.7%)
<b>Culture – creation</b>	15.6%	12.4%	12.5% (12.6%)
<b>Health</b>	15.3%	15.3%	17.4% (16.1%)
<b>Languages</b>	36.2%	37.3%	39.4% (31.6%)
<b>Work – profession</b>	18.4%	21.9%	17.4% (15.9%)
<b>Basic education – graduation from school</b>	8.4%	7.4%	8.0% (7.1%)

Figures in parentheses refer to a wider network of adult education providers beyond community adult education centres

### Number of learners enrolled with adult education providers

The number of learners enrolled with community adult centres remained constant between 1995 and 2000 and fell by -3.2% by 2005. The average number of learners per provider remained relatively stable at around 9,500. The estimated number of learners enrolled with the wider network of adult education providers is around 12 million.

**Table 6.36: Number of learners enrolled with adult education providers, Germany, 1995, 2000 and 2004**

	1995	2000	2004
<b>Number of learners enrolled</b>	9.5m	9.5m	9.2m
<b>Percentage change</b>			-3.2%
<b>Number of learners per provider</b>	9,462	9,519	9,350

Table 6.37 below provides a breakdown of enrolments by subject area, with around one fifth of learners enrolled with community adult education providers engaged in each of the health, languages, culture and society programmes. Within the wider network, the most popular courses are associated with society, politics and the environment.

**Table 6.37: Learner enrolments by subject area, Germany, 1995, 2000 and 2004**

	1995	2000	2004
<b>Society – politics – the environment</b>	18.7%	19.2%	19.6% (38.6%)
<b>Culture – creation</b>	25.5%	22.6%	22.7% (23%)
<b>Health</b>	22.3%	23.9%	26.5% (18.8%)
<b>Languages</b>	19.4%	20.5%	21.0% (12.1%)
<b>Work – profession</b>	12.7%	12.6%	8.9% (6.3%)
<b>Basic education – graduation from school</b>	1.5%	1.1%	1.3% (1.3%)

Figures in parentheses refer to a wider network of adult education providers beyond community adult education centres

#### Available data

The data contained in the questionnaire relates to those publicly funded providers that are organised into a statistical network for adult education providers, which has published annual data since 2002. As part of this network, the German community adult education centres (VHS) have published annual statistics through the German Institution for Adult Education since 1962.

Data presented above for 1995 and 2000 relates only to the German community adult education centres (VHS). For 2004, data is also available for a wider network of adult education providers, and this information is presented in the tables in parentheses. The data reported should be interpreted as the lower limit of non-vocational publicly funded adult education in Germany.

#### Trends from the data

Over the past decade, both enrolment data and survey data has shown a fall in adult participation in non-vocational adult education. This has been accompanied by a reduction in the number of adult education centres, hours taught and staff employed. In contrast, the financial turnover of community adult education centres has increased by 19%.

## Greece

In 2005, 1.8% of working age adults in Greece reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Greece is positioned 27<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2005 there were 7 publicly funded providers of non-vocational adult education provision in Greece. In 2002 there were five such providers and in 1999 there were just three. Over the same time period the number of local adult education centres has grown much more quickly, 265% between 1998 and 2005.

**Table 6.38: Number of publicly funded providers and local adult education centres, Greece, 1998-2005**

	1998	1999	2000	2001	2002	2003	2004	2005
<b>Number of publicly funded providers</b>	3	3	5	5	5	7	7	7
<b>Number of local adult education centres</b>	54	54	59	63	63	100	167	197

### Financial turnover of adult education providers

Since 1998 the financial turnover of non-vocational adult education providers has grown from €1.474 million to €19.223 million in 2005, and the proportion of turnover raised through public subsidy has fallen from 100% in the late 80s to just over two-fifths as the European Social has increasingly been used to fund this provision (see Table 6.39).

**Table 6.39: Financial turnover of non-vocational adult education providers, Greece, 1998-2005**

	1998	1999	2000	2001	2002	2003	2004	2005
<b>Total turnover (€millions)</b>	1.5	1.3	4.3	3.5	3.8	7.2	13.1	19.2
<b>Public subsidy</b>	100%	100%	59.6%	92.8%	74.2%	60%	46.7%	41.4%
<b>European Social Fund</b>	0.0%	0.0%	40.4%	7.2%	25.8%	40%	53.3%	58.6%

### Number of people employed by adult education providers

Since 1998 the number of people employed by non-vocational adult education providers has grown from 205 (118 FTEs) to 3,367 (1,953 FTEs) in 2005. The number of employees per provider has also increased from 68.3 employees per provider in 1998 to 481 employees per provider in 2005.

**Table 6.40: Number of people employed by adult education providers, Greece, 1998-2005**

	1998	1999	2000	2001	2002	2003	2004	2005
<b>Number of people employed</b>	205	207	306	336	406	951	1,570	3,367
<b>Percentage change</b>		+1.0%	+47.8%	+9.8%	+20.8%	+134.2%	+65.1%	+114.5%
<b>Number of employees per provider</b>	68.3	69.0	61.2	67.2	81.2	135.9	224.3	481.0

The proportion of employees who are teaching staff has fluctuated over the past decade, although it has fallen overall from 84.9% to 71.3%. The growing number of 'other' staff is mainly employed on a part-time basis (see Table 6.41).

**Table 6.41: Employees of non-vocational adult education providers, Greece, 1998-2005**

	1998	1999	2000	2001	2002	2003	2004	2005
<b>Number of people employed</b>	205	207	306	336	406	951	1,570	3,367
<b>Number of full-time equivalents (FTEs)</b>	118	121	188	208	246	580	959	1,953
<b>Proportion of teaching staff</b>	84.9%	83.6%	71.2%	76.8%	77.3%	74.8%	75.6%	71.3%
<b>Proportion of full-time teaching staff</b>	0.0%	0.0%	2.6%	10.4%	9.9%	11.5%	14.7%	11.9%
<b>Proportion of part-time teaching staff</b>	84.9%	83.6%	68.6%	66.4%	67.5%	63.3%	60.9%	59.4%
<b>Proportion of full-time other staff</b>	15.1%	16.4%	20.3%	13.4%	11.3%	10.5%	7.5%	4.2%
<b>Proportion of part-time other staff</b>	0.0%	0.0%	8.5%	9.8%	11.3%	14.7%	16.9%	24.5%

Number of hours taught by adult education providers

Between 1998 and 2000 the number of hours taught by non-vocational adult education providers fell, before increasing again up until the present day. Overall the number of teaching hours has more than doubled since 1998 from 136,980 to 298,649.

The number of hours taught per provider fell dramatically in 2000, before returning in 2005 to levels achieved in 1998 and 1999. The number of hours taught per employee has declined over the period from 668 in 1998 to 89 in 2005. The number of taught hours per enrolment has fluctuated between 2.5 and 3.8.

**Table 6.42: Number of hours taught by adult education providers, Greece, 1998-2005**

	1998	1999	2000	2001	2002	2003	2004	2005
<b>Number of hours taught</b>	136,980	128,457	87,598	91,580	92,655	120,517	155,497	298,649
<b>Percentage change</b>		-6.2%	-31.8%	4.5%	1.2%	30.1%	29.0%	92.1%
<b>Number of hours taught per provider</b>	45,660	42,819	17,520	18,316	18,531	17,217	22,214	42,664
<b>Number of hours taught per employee</b>	668	621	286	273	228	127	99	89
<b>Number of hours taught per enrolment</b>	3.5	3.2	3.8	3.1	2.6	3.0	2.5	2.6

Table 6.43 shows the total number of teaching hours and how these hours are broken down by subject area. In 2005, nearly one half of all teaching hours were focussed around computer science and use, reflecting a significant growth in this area since 1998. Over the same period the proportion of hours spent teaching humanities and arts has almost halved.

**Table 6.43: Teaching hours in non-vocational adult education, Greece, 1998-2005**

	1998	1999	2000	2001	2002	2003	2004	2005
<b>Number of teaching hours</b>	136,980	128,457	87,598	91,580	92,655	120,517	155,497	298,649
<b>Agriculture and veterinary</b>	0.9%	1.1%	2.4%	1.8%	1.4%	1.4%	1.7%	1.5%
<b>Computer science, computer use</b>	17.9%	17.0%	22.1%	30.4%	33.7%	29.6%	33.0%	46.0%
<b>Engineering, manufacturing and construction</b>	4.5%	21.4%	5.0%	4.8%	7.8%	3.2%	2.3%	2.2%
<b>General programmes</b>	13.9%	7.8%	15.7%	12.8%	15.4%	28.5%	25.5%	13.2%
<b>Health and welfare</b>	2.9%	3.0%	1.1%	2.8%	1.0%	1.8%	1.9%	1.3%
<b>Humanities and arts</b>	32.3%	26.7%	22.6%	21.7%	28.0%	18.5%	18.3%	17.4%
<b>Languages</b>	13.5%	8.9%	8.9%	9.4%	7.3%	8.6%	9.4%	9.6%
<b>Science, mathematics</b>	1.4%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
<b>Services</b>	8.8%	12.0%	15.7%	13.3%	3.1%	5.7%	6.1%	0.9%
<b>Social sciences, business and law</b>	2.3%	0.7%	1.9%	1.7%	1.2%	0.6%	0.9%	5.1%
<b>Teacher training and education science</b>	0.9%	0.1%	0.2%	0.4%	0.3%	0.00%	0.1%	0.0%
<b>Unknown/don't know</b>	0.6%	0.6%	4.5%	1.1%	0.9%	2.1%	0.8%	0.6%

Number of learners enrolled with adult education providers

Between 1998 and 2000 the number of enrolments with non-vocational adult education providers fell, before increasing again until the present day. Overall the number of learners has nearly tripled from 39,342 in 1998 to 114,180 in 2005. Between 2004 and 2005 alone the number of enrolments more than doubled. The number of learners per provider declined after the late 90s before increasing again in recent years. In contrast, the number of learners per employee has been reduced considerably over the last three years.

**Table 6.44: Number of learners enrolled with adult education providers, Greece, 1998-2005**

	1998	1999	2000	2001	2002	2003	2004	2005
<b>Number of learners enrolled</b>	39,342	40,244	22,968	29,705	35,587	40,100	61,708	114,180
<b>Percentage change</b>		+2.3%	-42.9%	+29.3%	+19.8%	+12.7%	+53.9%	+85.0%
<b>Number of learners per provider</b>	13,114	13,415	4,594	5,941	7,117	5,729	8,815	16,311
<b>Number of learners per employee</b>	192	333	122	143	145	69	64	34

Table 6.45 shows the total number of enrolments and how these are broken down by subject area. In 2005, just over one third of enrolments were in computer science/computer use programmes, with a further 18.5% of enrolments in general programmes. Over the time period, the proportion of enrolments in computer science/use and general programmes have increased, while there has been a decrease in enrolments on health and welfare, and humanities and arts courses.

**Table 6.45: Enrolments in non-vocational adult education, Greece, 1998-2005**

	1998	1999	2000	2001	2002	2003	2004	2005
<b>Number of learners enrolled</b>	39,342	40,244	22,968	29,705	35,587	40,100	61,708	114,180
<b>Agriculture and veterinary</b>	2.9%	2.8%	4.2%	2.8%	3.3%	5.0%	1.7%	1.2%
<b>Computer science, computer use</b>	9.4%	9.0%	19.8%	27.2%	20.5%	21.8%	23.5%	36.4%
<b>Engineering, manufacturing and construction</b>	4.0%	3.6%	3.8%	2.7%	4.0%	2.1%	1.0%	1.7%
<b>General programmes</b>	9.5%	4.9%	14.1%	15.0%	30.5%	31.1%	29.7%	18.5%
<b>Health and welfare</b>	29.7%	40.5%	1.8%	13.3%	12.9%	13.5%	23.7%	13.0%
<b>Humanities and arts</b>	27.9%	26.4%	33.8%	23.4%	21.5%	16.3%	12.2%	14.9%
<b>Languages</b>	4.6%	4.6%	4.4%	4.7%	3.1%	4.3%	4.3%	7.5%
<b>Science, mathematics</b>	0.6%	0.1%	0.0%	0.00%	0.0%	0.0%	0.0%	0.1%
<b>Services</b>	4.5%	7.1%	13.4%	7.7%	2.2%	4.7%	2.9%	1.8%
<b>Social sciences, business and law</b>	3.4%	0.3%	0.8%	1.4%	0.6%	0.9%	0.6%	4.3%
<b>Teacher training and education science</b>	1.1%	0.1%	1.2%	1.0%	0.4%	0.0%	0.0%	0.0%
<b>Unknown/don't know</b>	0.6%	0.6%	4.5%	1.1%	0.9%	2.1%	0.8%	0.6%

### Key Developments

The Greek Government has implemented a number of measures to increase participation in adult education, including the development of second chance school, adult education centres, parent counselling schools, prefectorial colleges of further education, and an adult distance learning centre operational from September 2006.

A series of education programmes have also been developed including programmes on:

- Teaching Greek as a second language for employed immigrants;
- Crisis management and facing emergencies and natural disasters;
- Health education and sexually transmitted diseases; and
- Training adults to acquire basic skills on the new technologies.

In 2007 the Government will create a Research Centre for Lifelong Learning and Training Studies and a Centre for the Training of Educators and Trainers of Adults.

### Available data

Detailed data for all of the sections covered in the questionnaire was provided for non-vocational adult education providers.

### Trends from the data

Since 1998, there has been a 265% increase in the number of local adult education centres in Greece from 54 to 197. Financial turnover has also increased significantly from €1.474 million to €19.223 million, nearly two-fifths coming from the European Social Fund by 2005. The number of employees has increased from 205 in 1998 to 3,367 in 2005, although a smaller proportion are employed as teaching staff. The number of teaching hours has fluctuated over the period, although overall increased 118% from 136,980 to 298,649, and learner enrolments have increased three-fold from 39,342 to 114,180. ICT has been the main subject growth area, while there has been a decline in participation in health and welfare and humanities and arts.

## **Hungary**

In 2005, 4.2% of working age adults in Hungary reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Hungary is positioned 26<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

The number of registered adult education institutions in Hungary is around 5,000, although no more than 1,500 of these provide regular training activities, with 1,300 having institutional accreditation. Although it is difficult to separate these providers along vocational/non-vocational lines, approximately 600 providers have a main focus on non-vocational adult education.

### Financial turnover of adult education providers

The overall financial turnover of adult education providers in Hungary is €500 million. Around one third of this is provided by the state, one third by employers and one third by private individuals.

### Number of people employed by adult education providers

Around 4,000 office staff and 20,000 teaching staff (mainly on a freelance basis) are employed by adult education providers in Hungary.

### Number of hours taught by adult education providers

Adult education providers in Hungary teach around 3 million hours<sup>16</sup>.

### Number of learners enrolled with adult education providers

250,000 adults are enrolled with adult education providers in Hungary.

### Available data

Data was provided by the Hungarian Ministry of Social Affairs and Labour, Adult and Vocational Training Department, and was taken from a range of sources including data from the Central Statistical Bureau of Hungary and a range of OECD studies.

### Trends from the data

No trend data was available.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Education at a Glance, OECD 2005

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<sup>16</sup> Education at a Glance, OECD 2005

## **Iceland**

In 2005, 26.6% of working age adults in Iceland reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Iceland is positioned 4<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

Data on the number of adult education providers was not available.

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

Data on the number of learners enrolled with adult education providers was not available.

### Available data

Relevant information was not identified during the desk research, nor was any data provided in the completed questionnaire.

### Trends from the data

Trends data was not available, however the questionnaire response from the Ministry of Education reported that there has been an increase in the provision of both public and private adult education, and of distance learning provision. It also reported that government subsidised establishment of an Education and Training Service Centre has made a significant contribution to the increased participation of unskilled adults in education and training.

## Ireland

In 2005, 8.0% of working age adults in Ireland reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Ireland is positioned 14<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004, there were 59 publicly funded providers of vocational and non-vocational education and 1,417 local adult education centres.

### Financial turnover of adult education providers

In 2004, the government spent €166 million on vocational and non-vocational education.

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

In 2004, 372,120 learners were enrolled on courses provided by local Vocational Education Committees and funded through the Department of Education and Science. In 2003/04, 22,056 adults aged 25 and over were enrolled as full-time 3<sup>rd</sup> level learners. A breakdown of enrolments by age and institution is provided in Table 6.46 below. It is not possible to identify however, whether learners are engaged in vocational or non-vocational education.

**Table 6.46: Enrolments of full-time 3<sup>rd</sup> level learners, by institution and age**

	Age 17-24	Age 25 and over	Total
<b>HE Institutions</b>	63,839	13,652	77,491
<b>Teacher Training Colleges</b>	1,006	164	1,170
<b>Technical Colleges</b>	48,113	5,473	53,586
<b>Other Aided Institutions</b>	1,448	192	1,640
<b>Aided by other departments</b>	1,092	290	1,382
<b>Non Aided</b>	5,717	2,285	8,002
<b>3<sup>rd</sup> level total</b>	121,215	22,056	143,271

Source: p. 121, Statistical Report 2003/2004.

### Key Developments

There has been an increased awareness of the necessity of providing access to education for adults of all abilities and across all sectors of society, with an emphasis on social inclusion. Since 1995, the need to provide sufficient English language tuition for immigrants has manifested itself. There has also been a large increase in support for learners such as guidance counselling and childcare provision. The extension of part-time learning opportunities has also been at the fore.

### Available data

National statistics on adult education providers are not generally available. Where data is collected, it is not possible to distinguish between vocational and non-vocational providers.

### Trends from the data

Trend data was not available.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Irish national statistics website ([www.cso.ie](http://www.cso.ie))
- Government of Ireland (2005) *Statistical Report 2003/2004*, Stationary Office, Dublin

## Italy

In 2005, 6.2% of working age adults in Italy reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Italy is positioned 18<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 1998/99 there were 375 Permanent Territorial Centres (PTCs) offering education certificates, courses for linguistic and social integration of foreigners and functional literacy courses, and 426 evening class centres in Italy. As Table 6.47 shows, the number of both types of institution have grown rapidly in recent years.

**Table 6.47: Number of adult education providers, Italy, 1998/99, 2000/01 and 2003/04**

	1998/99	2000/01	2003/04
Permanent Territorial Centres	375	516	540
Evening class centres	426	353	686
Total number of providers	461	869	1,226
Percentage change		+88.5%	+41.1%

### Financial turnover of adult education providers

In 2000 the Ministry of Education provided €4.3 million for PTC activities, evening classes and Upper Secondary Schools. This declined considerably to €0.3 million in 2002 and then increased again dramatically in 2004 to €14.9 million. In addition the Interministerial Committee for Economic Planning also invested over €20 million in PTC activities and evening class in 2000, and the Ministry of Education has also allocated nearly €49 million through the ESF action programme to be spent between 2000 and 2006.

### Number of people employed by adult education providers

Data on the number of people employed in PTC activities and evening classes was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught in PTC activities and evening classes was not available.

### Number of learners enrolled with adult education providers

Table 6.48 shows the number of enrolments in PTCs and evening classes over time. Enrolments in PTCs have increased 166% between 2003/04 and 1998/99, while evening class enrolments have increased 16-fold. The number of learners per provider increased dramatically between 1998/99 before falling back some way by 2003/04.

**Table 6.48: Number of enrolments with adult education providers, Italy, 1998/99, 2000/01 and 2003/04**

	1998/99	2000/01	2003/04
Permanent Territorial Centres	152,029	337,873	404,212
Evening class centres	3,906	42,413	62,304
Total enrolments	155,935	380,286	466,516
Percentage change		+143.9%	+22.7%
Number of learners per provider	338	438	381

Available data

Questionnaire data on the number of providers, their financial turnover and level of enrolments was provided for PTCs and evening class centres.

Trends from the data

There has been significant growth in the number of adult education providers and enrolments since 1998/99.

## **Latvia**

In 2005, 7.6% of working age adults in Latvia reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Latvia is positioned 15<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

Adult education in Latvia takes place in a range of organisations including 27 adult education centres and 11 folk high schools, which both provide mainly non-formal adult education programmes.

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

The Central Statistical Bureau of Latvia operates a database that provides data on adult education enrolments from 1999-2004, drawn from the Ministry of Education and Science and the Academy of Sciences. Table 6.49 presents the data on the number of enrolments over this period by subject area. In 2004 there were 266,622 adult education enrolments.

Total enrolments declined between 1999 and 2001 before increasing again. In 2004, there were 266,622 engaged in adult education provision, with the most popular subject areas being social sciences, business and law (22%) and health and welfare (20%).

**Table 6.49: Adult Education Enrolments by Year and Subject, Latvia, 1999-2004**

	1999	2000	2001	2002	2003	2004
<b>Teacher training</b>	21708	21988	18205	23834	22706	20284
<b>Humanities and art</b>	24440	21620	27827	27695	26857	34805
<b>Languages</b>	21604	17912	24430	24457	22586	30968
..English	14250	11313	10463	9058	9313	12138
..Latvian	4731	4525	12130	13825	11381	15373
..German	2031	1333	1080	804	712	2053
..French	103	184	226	313	757	653
..Russian	312	219	129	93	164	133
..Swedish	46	43	7	6	10	23
<b>Applied art</b>	476	579	534	248	403	510
<b>History, philosophy</b>	972	1440	684	11	768	481
<b>Social sciences, business and law</b>	39600	41091	49901	60816	57972	59806
<b>Social and behavioural sciences</b>	6366	6322	6676	9656	7164	6602
<b>Library and information science, archiving</b>	2434	2012	2268	1226	2569	1766
<b>Business and administration</b>	25552	24342	34438	38470	33809	36352
<b>Law</b>	2237	5281	5103	10050	10881	10807
<b>Natural sciences, mathematics and information technologies</b>	0	0	0	13533	12450	10555
<b>Computer training</b>	15345	12900	14836	13219	11672	9696
<b>Engineering science, manufacturing and construction</b>	8586	8388	7660	8755	7972	7919
<b>Agriculture</b>	14524	12428	12554	13857	12406	12855
<b>Health and welfare</b>	45212	44473	29357	30980	33867	53903
<b>Medicine (post graduate training)</b>	7946	8898	8874	576	710	939
<b>Emergency aid</b>	26230	31077	14817	22476	25355	37919
<b>Healthy lifestyle</b>	6400	1285	1775	1559	1812	1339
<b>Services</b>	40426	32681	24714	24124	23673	36313
<b>Catering services (hotels, restaurants)</b>	-	1722	716	851	1115	516
<b>Driver's courses</b>	-	19547	20712	19481	17953	33033
<b>Regional development and environment</b>	-	803	950	916	772	1060
<b>Security services (security, police, home guard etc.)</b>	3172	607	408	681	2088	2190
<b>Safety and protection at work</b>	6390	6180	7683	10319	8134	7942
<b>Transport services</b>	26547	20613	364	-	0	0
<b>Other programme groups</b>	936	591	16646	8979	12083	25239
<b>Total</b>	210,777	196,160	204,856	210,741	217,547	266,622

Source: [www.csb.lv](http://www.csb.lv)

Note: One enrollee can take more than one programme

#### Available data

Some information on the number of providers as well as detailed information on enrolments was found in the desk research. A completed questionnaire was not returned for Latvia.

#### Trends from the data

The number of enrolments declined between 1999 and 2001 before increasing again. No other trend data was available.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Central Statistical Bureau of Latvia ([www.csb.lv](http://www.csb.lv))

## Liechtenstein

Labour Force Survey data on participation in education and training is not available for Liechtenstein. However, if the 26,000 adults enrolled with adult education providers (see Table 6.54) represent all participation in education and training, the participation rate would be approximately 75%, placing it at the top of the list of the countries in this study.

In 2005, 6.3% of working age adults in Lithuania reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Lithuania is positioned 17<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2003 there were 10 publicly funded non-vocational adult education providers in Liechtenstein. The number of providers has been falling since 2003.

**Table 6.50: Number of adult education providers, Liechtenstein, 2003-2005**

	2003	2004	2005
Number of adult education providers	14	12	10
Percentage change		-14.3%	-16.7%

### Financial turnover of adult education providers

The financial turnover of publicly funded, non-vocational adult education providers increased slightly between 2003 and 2004, from €1.4m to €1.5m. Turnover per provider and per enrolment have both increased slightly. The proportion of turnover raised through public subsidy has remained roughly the same at around 55-57%, with the remainder raised through fee income.

**Table 6.51: Financial turnover of adult education providers, Liechtenstein, 2003-2005**

	2003	2004	2005
Financial turnover of providers	€1.4m	€1.5m	€1.5m
Percentage change		+7.1%	
Turnover per provider	€0.1m	€0.1	€0.2m
Turnover per enrolment	€54	€58	€58

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

The number of hours taught by non-vocational adult education providers increased in 2004, before declining again in 2005. The number of hours taught per provider has increased year on year, while the number of taught hours per enrolment has remained unchanged at 0.5.

**Table 6.52: Number of hours taught by adult education providers - Liechtenstein, 2003-2005**

	2003	2004	2005
Number of hours taught	13,416	13,834	12,983
Percentage change		+3.1%	-6.2%
Number of hours taught per provider	958	1153	1298
Number of hours taught per enrolment	0.5	0.5	0.5

Table 6.53 below shows the total number of taught hours and the distribution of these hours by subject area. Around half of the teaching hours were spent delivering a range of ‘leisure’ courses and a further quarter was focussed on language learning.

**Table 6.53: Teaching hours by subject area, Liechtenstein, 2003-2005**

	2003	2004	2005
Number of teaching hours	13,416	13,834	12,983
Agriculture and veterinary	0 %	0 %	0 %
Computer science, computer use	5.5 %	5.6 %	5.5 %
Engineering, manufacturing and construction	0 %	0 %	0 %
General programmes	3.9 %	3.9 %	2.5 %
Health and welfare	6.2 %	6.5 %	7.5 %
Humanities and arts	6.7 %	6.7 %	4.8 %
Languages	24.6 %	23.9 %	25.2 %
Science, mathematics	0.3 %	0.4 %	0.1 %
Services	0.9 %	0.8 %	1.3 %
Social sciences, business and law	1.2 %	1.3 %	1.2 %
Teacher training and education science	1.1 %	1.2 %	1.6 %
Unknown/don't know (leisure courses)	49.5 %	49.9 %	50.3 %

Number of learners enrolled with adult education providers

The number of enrolments with non-vocational adult education providers increased by 3.1% in 2004 before declining again by 4% in 2005. Over the same period the number of learner per provider has increased.

**Table 6.54: Number of learners enrolled with adult education providers, Liechtenstein, 2003-2005**

	2003	2004	2005
Number of learners enrolled	26,078	26,887	25,810
Percentage change		+3.1%	-4.0%
Number of learners per provider	1,863	2,240	2,581

Table 6.55 below shows the total number of enrolments and the distribution of these enrolments by subject area. Over 70% of all enrolments were in leisure courses.

**Table 6.55: Enrolments by subject area, Liechtenstein, 2003-2005**

	2003	2004	2005
<b>Number of enrolments</b>	26,078	26,887	25,810
<b>Agriculture and veterinary</b>	0 %	0 %	0 %
<b>Computer science, computer use</b>	1.9 %	2.0 %	1.4 %
<b>Engineering, manufacturing and construction</b>	0 %	0 %	0 %
<b>General programmes</b>	3.8 %	3.6 %	4.0 %
<b>Health and welfare</b>	6.7 %	6.5 %	5.7 %
<b>Humanities and arts</b>	7.0 %	7.1 %	6.5 %
<b>Languages</b>	2.7 %	2.7 %	3.2 %
<b>Science, mathematics</b>	1.7 %	1.8 %	0.6 %
<b>Services</b>	2.2 %	2.0 %	2.9 %
<b>Social sciences, business and law</b>	1.3 %	1.8 %	1.5 %
<b>Teacher training and education science</b>	1.4 %	1.5 %	2.0 %
<b>Unknown/don't know (leisure courses)</b>	71.4 %	71.2 %	72.1 %

### Key Developments

Since 1999 adult education has been organised through the formation of the Adult Education Liechtenstein Foundation. Anticipated future developments include the development of quality assurance systems; the adoption of more learner centred approaches; greater co-operation between formal and non-formal learning; and greater co-ordination on a political and structural level.

### Available data

Data on publicly funded providers of non-vocational adult education was provided in all sections of the questionnaire.

### Trends from the data

As data was provided for 2003, 2004 and 2005, it is difficult to identify what the long term might be. The number of providers has fallen slightly over the period, whereas financial turnover, teaching hours and enrolments increased in 2004 and then declined in 2005.

## Lithuania

In 2005, 6.3% of working age adults in Lithuania reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Lithuania is positioned 17<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2005 there were 6 professional colleges, 40 colleges and 27 universities in the private and public sectors in Lithuania<sup>17</sup>. The number of non-vocational providers was not available.

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

No data on the number of hours taught by non-vocational adult education providers was available.

### Number of learners enrolled with adult education providers

In 2005 there were 209,294 enrolments in level 4 – level 6 education: 10,426 enrolments in post-secondary non-tertiary education; 832 enrolments with professional colleges; 195,158 enrolments in higher non-university and university education; and 2,878 enrolments in doctoral studies. No information is available on the proportion of adult learners, nor on the proportion of vocational and non-vocational learning.

### Available data

Some data on the number of providers and learner enrolments was found through the desk research, although it is not possible to differentiate between vocational and non-vocational providers and enrolments. A completed questionnaire was not returned from Lithuania.

### Trends from the data

No trend data was available.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Statistics Lithuania ([www.std.lt](http://www.std.lt))
- Lithuania 2005 Training Work Programme *Lithuania 2005 Progress Report on Implementing the 'Education and Training' 2010 Work Programme*, European Commission, Brussels
- Statistics Lithuania (2006) *Education 2005*, Statistics Lithuania ([www.std.lt](http://www.std.lt))
- Statistics Lithuania (2005) *Education report*, ([www.std.lt](http://www.std.lt))
- Ministry of Education and Science (2004) *Development of continuous education opportunities for adults in the context of implementing the lifelong learning strategy*

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<sup>17</sup> Education 2005

## **Luxembourg**

In 2005, 9.4% of working age adults in Luxembourg reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Luxembourg is positioned 12<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

Data on the number of adult education providers was not available.

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

In 2005, 15,000 learners were registered as learners with the Ministry of Education, of which 9,000 were language learners. No information is available as to whether this learning is for vocational purposes. The number of learners has grown significantly since 1991, when only 200 learners were registered.

In 2002/03, 1,868 learners were enrolled with the University of Luxembourg, 21 learners with the Superior Institute of Education and Social Sciences and 401 in Pedagogic learning. No information is provided as to the proportion of learners engaged in non-vocational learning.

### Key Developments

The first piece of legislation on adult education was enacted in 1991. As a result participation has risen from 200 learners in 1991 to 15,000 in 2005.

Anticipated future changes include the development of a lifelong learning strategy and action plans, the introduction of quality assurance measures, and an increased offer of school programmes to provide adults with a second chance of obtaining a diploma.

### Available data

Some enrolment data for 2002/03 was found through the desk research. The returned questionnaire also contained enrolment data for the Ministry of Education.

### Trends from the data

The number of enrolments with the Ministry of Education has increased from 200 in 1991 to 15,000 in 2005.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Luxembourg national statistics website ([www.statec.lu](http://www.statec.lu))

## Malta

In 2005, 5.8% of working age adults in Malta reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Malta is positioned 21<sup>st</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

Data on number of adult education providers was not available.

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

In 2004 there were 168 teaching staff employed in government evening class centres and 158 employed in private evening class centres<sup>18</sup>.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

In 2004 there were 19,057 adult enrolments on daytime and evening provision in post-secondary and higher education<sup>19</sup>. The number of enrolments has slowly increased, in 1995 there were 11,039, in 2000 there were 14,168 enrolments and in 2004 there were 19,057 enrolments.

In non-vocational adult education there were 7,609 enrolments in 2004, 7,484 in 2000 and 3,889 in 1995.

### Key Developments

There has been an intensive drive to acquire key competences, especially ICT skills.

### Available data

Data on the number of enrolled learners in non-vocational learning and the number of staff employed in evening classes was found through the desk research. The returned questionnaire did not contain any data.

### Trends from the data

There has been an increase, since 1995, in adult enrolments on daytime and evening provision in post-secondary and higher education, and in enrolments in non-vocational adult education. Further trend data was not available.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Malta 2005 Training Work Programme *Malta 2005 Progress Report on Implementing the 'Education and Training' 2010 Work Programme*, European Commission, Brussels
- Maltese National Statistics Office (2004) *Education Statistics 2004*

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<sup>18</sup> Maltese National Statistics Office

<sup>19</sup> *The Maltese 2005 Progress Report towards the Implementation of the 2010 Education and Training Work Programme*

## Netherlands

In 2005, 16.6% of working age adults in the Netherlands reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, the Netherlands is positioned 8<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004 there were 41 publicly funded non-vocational adult education providers in the Netherlands, four fewer than in 2000. These regional adult education centres also offer secondary vocational adult education. In addition, there were also 16 higher education centres for the elderly.

### Financial turnover of adult education providers

The financial turnover of non-vocational adult education providers increased from €207.6 million in 2000 to €227.6 million in 2004. Turnover per provider and per enrolment also increased over this period.

**Table 6.56: Financial turnover of adult education providers, Netherlands, 2000, 2004**

	2000	2004
<b>Financial turnover of providers</b>	€207.6 million	€227.6 million
<b>Percentage change</b>		+9.6%
<b>Turnover per provider</b>	€4.6m	€5.6m
<b>Turnover per enrolment</b>	€1,270	€1,558

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

In 2004 there were 146,088 learners enrolled in adult education. This number has fallen by 10.6% since 2000 when 163,401 learners enrolled. The number of learners per provider has also fallen.

**Table 6.57: Number of learners enrolled with adult education providers, Netherlands, 2000, 2004**

	2000	2004
<b>Number of learners enrolled</b>	163,401	146,088
<b>Percentage change</b>		-10.6%
<b>Number of learners per provider</b>	3,631	3,563

### Available data

Data on the number of learners, providers and their financial turnover was provided for non-vocational adult education providers.

### Trends from the data

Between 2000 and 2004 the number of publicly funded adult education providers decreased slightly while their financial turnover increased by 9.6%. Over the same time period the number of adult enrolments also decreased by 10.6%.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Statistics Netherlands ([www.cbs.nl](http://www.cbs.nl))
- Bert-Jan Buiskool et al. (2005) *Developing local learning centres and learning partnerships as part of Member states' targets for reaching the Lisbon goals in the field of education and training - A study of the current situation*, study assigned by EC, Leiden, the Netherlands 2005

## Norway

In 2005, 19.4% of working age adults in Norway reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Norway is positioned 6<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2005, 22 non-governmental study associations, 12 distance education providers and 77 folk high schools were providing education for adults in Norway.

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

In 2003, 435,162 students aged 14 and over were enrolled in education provision, although it is not possible to identify whether this provision was vocational or non-vocational<sup>20</sup>.

In 2005, popular education organisations arranged 42,800 courses with 596,500 participants. The number of course participants have fluctuated in recent years, peaking at 735,162 in 2003 (see Table 6.58).

**Table 6.58: Number of enrolments with popular education organisations, Norway, 2000-2005**

	<u>Enrolments</u>
<b>2000</b>	666,729
<b>2001</b>	614,356
<b>2002</b>	667,727
<b>2003</b>	735,162
<b>2004</b>	632,993
<b>2005</b>	594,459

Source: [www.ssb.no](http://www.ssb.no)

Table 6.59 provides a breakdown on enrolments in 2005 by subject area and shows that in this year, aesthetic subjects and handicraft are the most popular programmes.

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<sup>20</sup> [www.ssb.no](http://www.ssb.no)

**Table 6.59: Number of enrolments by subject areas, Norway, 2005**

	<b>Enrolments</b>
<b>Aesthetic subjects and handicraft</b>	279,927
<b>Organization and management</b>	89,801
<b>Health, social and sports</b>	71,904
<b>Humanities, philosophy and ethics</b>	35,351
<b>Social sciences</b>	28,497
<b>Natural resource management, ecology, environmental protection and outdoor recreation</b>	27,760
<b>Business and ICT</b>	18,242
<b>Language studies</b>	17,859
<b>Science, industry and technical subjects</b>	12,421
<b>Transport and communication</b>	9,501
<b>Goods and services</b>	3,196

Also in 2005, 6,333 learners were enrolled on long courses at folk high schools (including 1,682 learners aged over 19 years old) and 20,785 learners were enrolled on short courses.

#### Available data

A completed questionnaire was not returned from Norway. Desk research provided partial data on the number of adult education providers and learner enrolments.

#### Trends from the data

The number of enrolments in popular education organisations has fluctuated since 2000, peaking in 2003 and then declining to pre-2000 levels.

#### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Norwegian national statistics website ([www.ssb.no](http://www.ssb.no))

## Poland

In 2005, 5.0% of working age adults in Poland reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Poland is positioned 24<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2005 there were 1,945 adult education providers in Poland: 798 publicly funded providers, 898 private sector providers; and 249 NGO providers. There has been a large increase in the number of providers since 1995 (+3.8.3%), particularly in the number of private providers, which now outnumber publicly funded providers.

More widely, there are thought to be an estimated 12,000 institutions providing some education and training for adults, including 5,000 schools, 2,000 professional enhancement centres, 140 public continuing education centres and 100 private local centres.

**Table 6.60: Number of adult education providers, Poland, 1995, 2000, 2005**

	1995	2000	2005
<b>Number of publicly funded providers</b>	385	475	798
<b>Number of private sector providers</b>	56	423	898
<b>Number of NGO providers</b>	24	173	249
<b>Total number of providers</b>	465	1,071	1,945
<b>Percentage change</b>		+130.3%	+81.6%

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

Between 1995 and 2000 the number of people employed by adult education providers increased by 152% before dramatically declining again by 2005. The number of employees per provider also declined dramatically between 2000 and 2005.

**Table 6.61: Number of people employed by adult education providers, Poland, 1995, 2000, 2005**

	1995	2000	2005
<b>Number of people employed</b>	4,101	10,342	3,968
<b>Percentage change</b>		+152%	-61.6%
<b>Number of people employed per provider</b>	8.8	9.8	2.0

### Number of hours taught by adult education providers

The number of hours taught by adult education providers is not clear from the data provided.

### Number of learners enrolled with adult education providers

The number of learners enrolled in adult education increased from 73,026 in 1995, to 129,457 in 2000 and on to 174,833 in 2005. Over the same period, the number of learners per provider has been falling. The number of learners per employee fell in 2000 before showing a dramatic increase by 2005.

**Table 6.62: Number of learners enrolled with adult education providers, Poland, 1995, 2000, 2005**

	1995	2000	2005
<b>Number of learners enrolled</b>	73,026	129,457	174,833
<b>Percentage change</b>		+77.3%	+35.1%
<b>Number of learners per provider</b>	157	121	90
<b>Number of learners per employee</b>	22.4	13.2	48.5

#### Key Developments

Key changes have included: a rapid increase in the number of schools for adults in response to increased interest in general education; lower secondary schools were introduced in 1999; the introduction of ICT classes and education for entrepreneurship; the development and growth of e-learning programmes; and the introduction of an entitlement for non-public schools for adults to receive public subsidy.

#### Available data

The data available from the questionnaire relates to non-vocational adult education.

#### Trends from the data

In Poland there has been a rapid increase in the number of schools providing general education for adults, especially in the non-public sector. Non-public schools for adults are entitled to receive subsidies from public authorities (50% of the amount calculated for public schools). Since 1999, lower secondary schools have been introduced as well as a wider range of courses, particularly ICT focussed courses.

#### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Poland 2005 Progress Report on Implementing the 'Education and Training 2010' Work Programme, European Commission, Brussels

## **Portugal**

In 2005, 4.6% of working age adults in Portugal reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Portugal is positioned 25<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

Data on the number of adult education providers was not available.

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

Data on the number of learners enrolled with adult education providers was not available.

### Available data

Relevant information was not identified during the desk research, nor was any data provided in the completed questionnaire. The Portuguese response to the questionnaire explained that they do not have any reliable quantitative information that would enable them to fill in the questionnaire. Only piecemeal information is currently available, dispersed across a range of different organisations.

### Trends from the data

Trend data was not available.

## **Romania**

In 2005, 1.6% of working age adults in Romania reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Romania is positioned 29<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

Data on the number of adult education providers was not available.

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

The number of enrolments has increased by 11% from 66,395 learners in 2004 to 73,730 learners in 2005.

### Key Developments

In 2003 a new law on adult education was introduced and a quality assurance system for training providers was implemented.

### Available data

The data provided in the questionnaire on learner enrolments relates to adults engaged in learning activity outside of the national education system. Information for all other sections of the questionnaire is not nationally available because of the wide range of adult education providers in Romania and because the definitions used within the national statistical survey do not match the definitions used within the Study. Data on teaching staff and financial turnover is not available.

### Trends from the data

The number of learner enrolments has increased by 11% between 2004 and 2005. No other trend data is available.

## Slovakia

In 2005, 5.0% of working age adults in Slovakia reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Slovakia is positioned 23<sup>rd</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004 there were thought to be an estimated 2,500 adult education providers delivering vocational and non-vocational adult education in Slovakia.

### Financial turnover of adult education providers

The Institute of Information and Prognosis of Education (UIPS) collects annual statistics on the financial turnover of adult education providers<sup>21</sup>. In 2000, data from 288 providers showed an annual turnover of €17.9 million. In 2004, data from 366 providers showed an annual turnover of €28.6 million.

**Table 6.63: Financial turnover of adult education providers, Slovakia, 2000, 2004**

	2000	2004
<b>Financial turnover of providers</b>	€17.9 million	€28.6 million
<b>Turnover per provider</b>	€62,152	€73,902
<b>Turnover per employee</b>	€1,739	€1,839
<b>Turnover per enrolment</b>	€63	€71

Between 2000 and 2004, there has been an increase in the proportion of overall turnover made up from both public subsidy and fee income and a decline in income from other sources, such as employer contributions (see Table 6.64).

**Table 6.64: Sources of income for adult education providers, Slovakia, 2000, 2004**

	2000	2004
<b>Public subsidy</b>	24.4%	43.5%
<b>Fee income</b>	34.7%	39.3%
<b>Other</b>	16.4%	13.3%

### Number of people employed by adult education providers

The Institute of Information and Prognosis of Education (UIPS) also collects annual statistics on the number of people employed by adult education providers. In 2000, 10,293 people were employed by 288 providers. In 2003, 16,362 people were employed by 393 providers and in 2004, 15,533 people were employed by 387 providers.

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<sup>21</sup> The data on financial turnover, number of people employed and number of learners enrolled relates only to a sample of providers.

**Table 6.65: Number of people employed by adult education providers - Slovakia, 2000, 2003, 2004**

	2000	2003	2004
Number of people employed	10,293	16,362	15,533
Number of people employed per provider	35.7	41.6	40.1

Around nine in ten employees are teaching staff and most are employed on a part-time basis. In contrast, the majority of other staff are employed on full-time contracts. Over time, fluctuations can be seen in the proportion of employees who are teaching staff and in whether teaching and other staff are employed on a part- or full-time basis (see Table 6.66).

**Table 6.66: Employees of vocation and non-vocational adult education providers, Slovakia, 2000, 2003, 2004**

	2000	2003	2004
Number of people employed	10,293	16,362	15,533
Number of full-time equivalents (FTEs)	4,777	5,864	5,816
Proportion of teaching staff	85.7%	90.2%	88.3%
Proportion of full-time teaching staff	37.4%	24.3%	29.1%
Proportion of part-time teaching staff	62.6%	75.7%	70.9%
Proportion of full-time other staff	85.1%	80.7%	89.4%
Proportion of part-time other staff	14.9%	19.3%	10.6%

Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers is not available. However, data is available on the distribution of teaching hours by subject (see Table 6.67).

**Table 6.67: Distribution of teaching hours by subject area, Slovakia, 2000, 2003, 2004**

	2000	2003	2004
Agriculture and veterinary	8.1%	4.3%	4.1%
Computer science, computer use	*	6.8%	9.4%
Engineering, manufacturing and construction	25.9%	9.1%	10.3%
General programmes	3.6%	3.8%	1.6%
Health and welfare	2.3%	8.3%	9.4%
Humanities and arts	2.2 %	19.6%	6.6%
Languages	**	13.6%	12.0%
Science, mathematics	2.9%	2.4%	1.6%
Services	**	15.5%	16.8%
Social sciences, business and law	51.7%	10.0%	19.9%
Teacher training and education science	**	4.9%	5.2%
Unknown/don't know	3.1%	1.8%	3.2%

\* Number is included to area Science, mathematics (2000)

\*\* Number is included to area Social sciences, business and law (2000)

Number of learners enrolled with adult education providers

Annual data on the number of learners enrolled on vocational and non-vocational providers is also collected by the Institute of Information and Prognosis of Education (UIPS). In 2000, 283,906

learners were enrolled with 288 providers. In 2003, 406,877 learners were enrolled with 393 providers and in 2004, 402,790 learners were enrolled with 387 providers.

**Table 6.68: Number of learners enrolled with adult education providers, Slovakia, 2000, 2003, 2004**

	2000	2003	2004
<b>Number of learners enrolled</b>	283,906	406,877	402,790
<b>Number of learners per provider</b>	985	1,035	1,041
<b>Number of learners per employee</b>	27.6	24.9	25.9

**Table 6.69: Distribution of enrolments by subject area, Slovakia, 2000, 2003 and 2004**

	2000	2003	2004
<b>Agriculture and veterinary</b>	3.0%	2.5%	1.5%
<b>Computer science, computer use</b>	*	1.9%	3.9%
<b>Engineering, manufacturing and construction</b>	19.1%	4.9%	3.5%
<b>General programmes</b>	2.9%	2.0%	1.5%
<b>Health and welfare</b>	2.8%	6.6%	9.0%
<b>Humanities and arts</b>	2.2%	5.7%	5.4%
<b>Languages</b>	**	16.5%	15.6%
<b>Science, mathematics</b>	4.9%	1.6%	1.3%
<b>Services</b>	**	15.9%	13.7%
<b>Social sciences, business and law</b>	59.5%	25.60%	19.5%
<b>Teacher training and education science</b>	**	11.8%	17.6%
<b>Unknown/don't know</b>	5.6%	5.0%	7.4%

\* Number is included to area Science, mathematics (2000)

\*\* Number is included to area Social sciences, business and law (2000)

### Key Developments

The 1998 Further Education Act created the conditions for the accreditation of educational activities and the financing of further education. A new Act will be introduced in 2007 to look at diversification in financing continuing education, quality assurance, and recognition of non-formal and informal learning.

### Available data

Statistical information for Slovakia combines vocational and non-vocational adult education. Data is obtained from a sample of providers each year and used to estimate total figures.

### Trends from the data

The data on financial turnover, number of employees and enrolments in vocational and non-vocational adult education all show fluctuations, with increases between 2000 and 2003, followed by decreases between 2003 and 2004. However, care must be taken when using this data as only a sample of providers was able to provide information in each year.

## Slovenia

In 2005, 17.8% of working age adults in Slovenia reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Slovenia is positioned 7<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2005 there were 159 providers of non-vocational adult education in Slovenia: 50 publicly funded providers; 99 private sector providers; and 10 NGO providers. In addition there were also 14 local adult education guidance centres. The number of providers declined from 1995 to 1999, although numbers have since increased (see Table 6.70).

**Table 6.70: Number of adult education providers, Slovenia, 1995-2005**

	1995	1997	1999	2000	2002	2004	2005
<b>Number of publicly funded providers (folk high schools and units for AE at secondary schools)</b>	77	61	42	44	50	52	50
<b>Number of private sector providers</b>	66	74	76	83	92	96	99
<b>Number of NGO providers</b>	7	8	17	15	16	10	10
<b>Total number of providers</b>	150	143	135	142	158	158	159
<b>Percentage change</b>		-4.7%	-5.6%	+5.2%	+11.3%		+0.6%

### Financial turnover of adult education providers

The financial turnover of vocational and non-vocational adult education providers was €6.1 million in 1998 and €16.7 million 2000. No data is provided on the proportion of income raised through public subsidy and the proportion raised through fee and other income. Between 1998 and 2000 financial turnover increased by 173%. Turnover per enrolment also increased, although turnover per employee decreased slightly.

**Table 6.71: Financial turnover of adult education providers, Slovenia, 1998, 2000**

	1998	2000
<b>Financial turnover of providers</b>	€6.1 million	€16.7 million
<b>Percentage change</b>		+173%
<b>Turnover per employee</b>	€3,706	€3,560
<b>Turnover per enrolment</b>	€24	€59

### Number of people employed by adult education providers

In 2002, vocational and non-vocational adult education providers employed 3,022 people (2,873 FTEs). The number of employees in 2002 was higher than in 1998 but lower than in 2000.

**Table 6.72: Number of people employed by adult education providers, Slovenia, 1998, 2000, 2002**

	1998	2000	2002
Number of people employed	1,646	4,691	3,022
Percentage change		+185%	-35.6%

Around 90% of all teaching staff are employed on a full time basis (see Table 6.34).

**Table 6.73: People employed by vocational and non-vocational adult education providers, Slovenia, 1998, 2000 and 2002**

	1998	2000	2002
Number of people employed	1,646	4,691	3,022
Number of full-time equivalents (FTEs)	Na	4,502	2,873
Proportion of full time teaching staff	87.4%	91.9%	90.1%
Proportion of part time teaching staff	12.6%	8.1%	9.9%

In 2001/02, 437 teachers, advisers and other expert personnel were employed by 32 organisations, providing elementary education for adults<sup>22</sup>. 386 (88%) were teaching staff, of which all but 4 worked on a part time basis. In total, 92% of all staff were employed on a part-time basis.

#### Number of hours taught by adult education providers

The number of hours taught in vocational and non-vocational adult education has been declining since 1998, as have the number of hours taught per enrolment.

**Table 6.74: Number of hours taught by adult education providers, Slovenia, 1998, 2000 and 2002**

	1998	2000	2002
Number of hours taught	770,269	691,031	594,890
Percentage change		-10.3%	-13.9%
Number of hours taught per enrolment	3.1	2.4	2.2

A breakdown of hours taught by subject area is shown in Table 6.75. In 2002, 35% of teaching hours were spent delivering languages and 18% delivering service programmes.

<sup>22</sup> Rapid Report Series: Elementary Adult Education in Slovenia at the end of the school year 2000/01 and 2001/02

**Table 6.75: Hours taught by subject area, Slovenia, 1998, 2000 and 2002**

	1998	2000	2002
Agriculture and veterinary	0.1%	0.2%	1.7%
Engineering, manufacturing and construction	2.6%	3.6%	6.2%
General programmes	4.3%	5.5%	12.9%
Health and welfare	1.6%	1.2%	2.0%
Humanities and arts	0.9%	1.4%	3.1%
Languages	47.0%	44.3%	35.0%
Science, mathematics, computer use	12.6%	11.3%	9.2%
Services	5.2%	6.1%	17.9%
Social sciences, business and law	7.6%	6.4%	10.4%
Teacher training and education science	1.0%	0.9%	1.6%
VET	17.1%	19.1%	-

**Number of learners enrolled with adult education providers**

In 2002, there were 269,422 learners enrolled on vocational and non-vocational adult education programmes. This figure is higher than the number of enrolments in 1998 (249,913) but lower than in 2000 (283,886).

The number of learners per employee fell between 1998 and 2000 before rising again by 2002.

**Table 6.76: Number of learners enrolled with adult education providers, Slovenia, 1998, 2000, 2002**

	1998	2000	2002
<b>Number of learners enrolled</b>	249,913	283,886	269,422
<b>Percentage change</b>		+13.6%	-5.1%
<b>Number of learners per employee</b>	151.8	60.5	89.2

A breakdown of enrolments by subject area is shown in Table 6.77. In 2002, 29% of learners were enrolled on service courses and 21.4% on social sciences, business and law courses.

**Table 6.77: Learners enrolled by subject area, Slovenia, 1998, 2000, 2002**

	1998	2000	2000
Agriculture and veterinary	0.3%	0.3%	1.1%
Engineering, manufacturing and construction	3.8%	5.6%	6.2%
General programmes	7.7%	7.1%	8.6%
Health and welfare	1.6%	7.7%	7.9%
Humanities and arts	1.2%	1.5%	2.3%
Languages	14.9%	12.2%	9.9%
Science, mathematics, computer use	15.4%	10.0%	10.8%
Services	17.7%	17.9%	29.0%
Social sciences, business and law	20.5%	19.2%	21.4%
Teacher training and education science	2.3%	2.7%	2.8%
VET	14.6%	15.8%	-

In 2001/02, 2,190 adults were enrolled in elementary school. In 2002/02, 303,124 adults were engaged in formal learning and 327,322 in continuing learning.<sup>23</sup>

#### Key developments

Reform of the Slovenian adult education system was launched in 1995, with a national strategy for adult education 2010 adopted in 2004.

#### Available data

Data provided in the questionnaire relates to both vocational and non-vocational education. In addition, data is also available from the Slovenian Survey on Adult Education Provision, which provides an annual overview of adult education providers and their educational programmes. The survey covers around 300 educational institutions and 6,000 programmes covering formal education, vocational education and training, as well as non-formal (general) education.

#### Trends from the data

Over the past decade, the number of non-vocational adult education providers has increased slightly, although there was a decline in numbers in the late 1990s. Between 1998 and 2000 the financial turnover of vocational and non-vocational adult education providers increased nearly three-fold from 1,156.403 million to 3,344.196 million SIT. Between 1998 and 2000 the number of staff employed by vocational and non-vocational providers increased by 83.5% and the number of enrolments increased by 8%. Over the same period, the number of hours taught declined by 23%.

#### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Slovenian national statistics website ([www.stat.si](http://www.stat.si))
- Statistics Office of the Republic of Slovenia (2004) *Statistical Information Rapid Reports Series 14 January 2004* available from ([www.stat.si](http://www.stat.si))

<sup>23</sup> [www.stat.si](http://www.stat.si)

## Spain

In 2005, 12.1% of working age adults in Spain reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Spain is positioned 10<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004, there were 2,291 non-vocational adult education providers in Spain and 594 local adult education centres/NGO providers (see Table 6.78). The total number of providers increased by 20.1% between 1995 and 2004 while the number of local adult education centres/NGOs increased by 10%. Between 1995 and 2000 the number of private sector providers remained constant although there was an increase in the number of publicly funded providers (+5.2%).

**Table 6.78: Number of adult education providers, Spain, 1995, 2000, 2004**

	1995	2000	2004
<b>Number of publicly funded providers</b>	1,788	1,881	Na
<b>Number of private sector providers</b>	119	119	Na
<b>Total number of providers</b>	1,907	2,000	2,291
<b>Percentage change</b>		+4.9%	+14.6%
<b>Number of NGO providers/local adult education centres</b>	540	582	594

'Na' indicates not applicable

### Financial turnover of adult education providers

In 2004, the financial turnover of non-vocational adult education providers was €0.2 million. No information is provided as to how much of this was raised through public subsidy, and how much was fee or other income. Since 1995, financial turnover has remained relatively constant while the turnover per employee and enrolment has increased. Turnover per provider peaked in 2000 before declining again by 2004.

**Table 6.79: Financial turnover of adult education providers, Spain, 1995, 2000, 2004**

	1995	2000	2004
<b>Financial turnover of providers</b>	€0.2 million	€0.2 million	€0.2 million
<b>Percentage change</b>		+75%	-30.6%
<b>Turnover per provider</b>	€105	€100	€87
<b>Turnover per employee</b>	€20.4	€18.5	€16.9
<b>Turnover per enrolment</b>	Na	€0.58	€0.72

'Na' indicates not applicable

### Number of people employed by adult education providers

The number of people employed by non-vocational adult education providers increased by 21.4% between 1999 and 2004. The number of employees per provider remained relatively constant at just over 5.

**Table 6.80: Number of people employed by adult education providers, Spain, 1995, 2000, 2004**

	1999	2000	2004
<b>Number of people employed</b>	9,774	10,801	11,861
<b>Percentage change</b>		+10.5%	+9.8%
<b>Number of employees per provider</b>	5.1	5.4	5.2

Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

Number of learners enrolled with adult education providers

The number of enrolments has decreased by 7.8% from 364,617 in 2000 to 336,253 in 2004. No information is available on how these learner numbers are distributed between subject areas. The number of learners per provider and per employee has also fallen over this period.

**Table 6.81: Number of learners enrolled with adult education providers, Spain, 2000, 2004**

	2000	2004
<b>Number of learners enrolled</b>	364,617	336,253
<b>Percentage change</b>		-7.8%
<b>Number of learners per provider</b>	182	147
<b>Number of learners per employee</b>	33.7	28.3

Key Developments

From 2000, adult education began to be administered by regional government.

Available data

Data is available on the number of providers of non-vocational adult education, although data on the number of teaching hours, and learner enrolments by subject area is not available.

Trends from the data

Since 1995 the number of providers of non-vocational adult education, their financial turnover and the number of staff employed have all increased, although since 2000 learner numbers have decreased. Data on enrolments are not available for 1995.

## Sweden

In 2005, 34.7% of working age adults in Sweden reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, Sweden is positioned 1<sup>st</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004 there were 290 providers of formal non-vocational adult education run by municipalities, 148 folk high schools and 9 study associations (see Table 6.82). The total number of providers increased 2.8% between 1995 and 2000 before declining slightly by 2004.

Over this period the number of publicly funded providers has remained relatively constant while the number of folk high schools has increased by 8.8%. In 2004, there were 2 fewer study associations than in 1995, although the number of local centres had fallen by two-thirds.

**Table 6.82: Number of adult education providers, Sweden, 1995, 2000, 2004**

	1995	2000	2004
<b>Number of publicly funded providers</b>	289	290	290
<b>Number of folk high schools</b>	136 including 180 branches	147 including 200 local branches	148 including 200 local branches
<b>Number of study associations</b>	11 with 1200 centres	11 with 550 centres	9 with 430 centres
<b>Total number of providers</b>	436	448	447
<b>Percentage change</b>		+2.8%	-0.2%

### Financial turnover of adult education providers

The municipality run providers, who are funded entirely through public subsidy, received a combined financial turnover equivalent to €485 million in 1995, €849 million in 2000 and €589.1 million in 2004.

Both the total turnover, the average turnover per provider, and the average turnover per enrolment, peaked in 2000 before declining again by 2004.

**Table 6.83: Financial turnover of adult education providers - Sweden, 1995, 2000, 2004**

	1995	2000	2004
<b>Financial turnover of municipality run providers</b>	€485 million	€849 million	€589.1 million
<b>Percentage change</b>		+75%	-30.6%
<b>Turnover per provider</b>	€1.7m	€2.9m	€2.0m
<b>Turnover per enrolment</b>	€1,767	€2,337	€2,092

### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was not available.

### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

### Number of learners enrolled with adult education providers

In 2004/05, 281,560 learners were enrolled by municipality run providers. Enrolments in 2004/05 were down from 363,331 in 2000/01, but up from 274,421 in 1995/96.

In 2004 there were 3.7 million enrolments, in short and long courses, in folk high schools and in study associations. Over the previous decade the number of enrolments has declined slightly from 3.8 million in 1995 and 3.9 million in 2000.

The number of learners per provider has also declined from 8,716 enrolments per provider in 1995 to 8,277 enrolments per provider in 2004.

**Table 6.84: Number of learners enrolled with adult education providers, Sweden, 1995, 2000, 2004**

	1995	2000	2004
<b>Number of learners enrolled</b>	3.8m	3.9m	3.7m
<b>Percentage change</b>		+2.6%	-5.1%
<b>Number of learners per provider</b>	8,716	8,705	8,277

The Swedish 2005 Progress Report towards the implementation of the 2010 Education and Training Work Programme reported that in 2003, there were 180,000 full-time students in upper secondary adult education, with the country's study associations also registering more than 2.5 million participants in approximately 312,000 study circles. In the same year, folk high schools attracted around 20,000 participants to their longer courses.

#### Key Developments

The Swedish Adult Education Initiative, 1997-2002, was intended to reform and renew the public education system for adults. The State contributed around SEK 3.5 billion every year to the initiative, equivalent to around 100,000 annual study places, resulting in an increase in learner numbers during this period. At the end of this initiative, in 2002, the goals of adult education were restated in a government bill, reflecting a shift in focus from an organisational to an individual perspective.

#### Available data

Data is provided in relation to publicly funded providers only. Data on private sector and NGO education providers is not available.

#### Trends from the data

Since 1995, the number of publicly funded providers of formal non-vocational adult education has remained relatively unchanged, although the financial turnover of providers and learner numbers has increased. Additional funding, made available as part of the Adult Education Initiative, meant that financial turnover and learner numbers in 2000 were higher than in 2004.

#### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- Statistics Sweden website ([www.scb.se](http://www.scb.se))
- *Sweden 2005 Progress Report on Implementing the 'Education and Training 2010' Work Programme*, European Commission, Brussels

## Turkey

In 2005, 1.6% of working age adults in Turkey reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this study, Turkey is positioned 28<sup>th</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004, there were 9,977 non-vocational adult education providers in Turkey: 2,313 publicly funded providers and 7,664 private sector providers (see Table 6.85). The number of providers has increased considerably (48.3%) since 2000 when there were a total of 6,726 adult education providers. While the number of publicly funded providers increased by 10.6% over this period, there was an explosion in the number of private sector providers, which increased by 65%.

**Table 6.85: Number of learners enrolled with adult education providers, Turkey, 2000, 2004**

	2000	2004
<b>Number of publicly funded providers</b>	2,092	2,313
<b>Number of private sector providers</b>	4,636	7,664
<b>Total number of providers</b>	6,726	9,977
<b>Percentage change</b>		+48.3%

More than 900 Public Training Centres are responsible for the provision of non-formal education as affiliates to the General Directorate of Apprenticeship and Non-formal Education within the Ministry of Education.<sup>24</sup>

### Financial turnover of adult education providers

In 2004, €145.9 million was spent on Public Training Centres in Turkey. No information is provided as to how much of this was raised through public subsidy, and how much was fee or other income. As Table 6.86 shows, investment in Public Training Centres has increased significantly (nearly 7000%) over the past decade. Over the same period there has also been an increase in the average turnover per provider, per employee and per enrolment.

**Table 6.86: Financial turnover of adult education providers, Turkey, 1995, 2000, 2004**

	1995	2000	2004
<b>Financial turnover</b>	€2.1 million	€61.7 million	€145.9 million
<b>Percentage change</b>		+2838%	136.5%
<b>Turnover per provider</b>	Na	€9,173	€14,624
<b>Turnover per employee</b>	Na	€2,496	€4,214
<b>Turnover per enrolment</b>	Na	€20.8	€38.7

'Na' indicates not applicable

### Number of people employed by adult education providers

In 2004, 34,622 people (22,293 full time equivalents) were employed in Public Training Centres. The number of people employed has grown from 32,279 (8,627 FTEs) in 1995, although there were fewer employees in 2000 (24,719 staff; 9,235 FTEs). The number of employees per provider has decreased slightly between 2000 and 2004.

<sup>24</sup> p.10 Turkey 2005 progress Report on Implementing the Education and Training 2010 Work Programme

**Table 6.87: Number of people employed by adult education providers, Turkey, 1995, 2000, 2004**

	1995	2000	2004
<b>Number of people employed</b>	32,279	24,719	34,622
<b>Percentage change</b>		-23.4%	+40.1%
<b>Number of employees per provider</b>	Na	3.7	3.5

'Na' indicates not applicable

Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was not available.

Number of learners enrolled with adult education providers

During 2004, almost 3.5 million people (approximately 11% of the Turkish adult population) attended Public Training Centres or non-formal, formal or private non-formal education institutions under the Ministry of Education.<sup>25</sup> The number of learners grew by over one quarter from 3 million in 2000.

**Table 6.88: Number of learners enrolled with adult education providers, Turkey, 2000, 2004**

	2000	2004
<b>Number of learners enrolled</b>	3.0m	3.8m
<b>Percentage change</b>		+26.7%
<b>Number of learners per provider</b>	3,611	3,885
<b>Number of learners per employee</b>	11.4	11.8

Table 6.89 provides a breakdown, by subject area, of learners enrolled in Public Training Centres. The most popular subject areas in 2004 were general programmes (48%) and computer science/computer use (16.5%).

**Table 6.89: learner numbers in Public Training Centres, Turkey, 1995, 2000 and 2004 compared**

	1995 %	2000 %	2004 %
<b>Agriculture and veterinary</b>	0.3	0.1	0.8
<b>Computer science, computer use</b>	8.5	11	16.5
<b>Engineering, manufacturing and construction</b>	0.2	0.4	0.5
<b>General programmes</b>	26	35	48
<b>Health and welfare</b>	2.5	1.7	1.5
<b>Humanities and arts</b>	5	12.5	3
<b>Languages</b>	2	0.4	4.5
<b>Science, mathematics</b>	1	0.2	9
<b>Services</b>	0.2	0.3	0.1
<b>Social sciences, business and law</b>	-	-	-
<b>Teacher training and education science</b>	0.1	0.1	0.1
<b>Unknown/Don't know</b>	55	40	16

<sup>25</sup> p.10 Turkey 2005 progress Report on Implementing the Education and Training 2010 Work Programme

### Available data

Data is provided in relation to Public Training Centres. Data on other non-vocational adult education providers is not available.

### Trends from the data

Since 1995, there has been almost a 50% increase in the number of adult education providers in Turkey. Over the same period, there has been a significant increase in financial turnover of providers from €2.1 million to €145.9 million. Between 2000 and 2004, 1 million additional learners enrolled with Public Training Centres, with a greater proportion taking up general programmes and computer science/use.

### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- *Turkey 2005 Progress Report on Implementing the 'Education and Training 2010' Work Programme*, European Commission, Brussels

## UK (England and Wales)

In 2005, 29.1% of working age adults in the UK reported participation in education and training in the four weeks prior to being interviewed. As shown in Figure 6.1, when ranked against the other countries in this Study, the UK is positioned 2<sup>nd</sup> out of the 30 countries for whom data is available.

### Number of adult education providers

In 2004/05, there were 665 adult education providers (Further Education colleges and Local Education Authorities) in England and Wales (see Table 6.90). The number of providers increased 8.3% by 2000/01 before decreasing 3.5% by 2004/05. Overall, the number of providers has increased by 4.5% since 1997. No information was available on the number of private and voluntary sector providers of adult education.

**Table 6.90: Number of adult education providers, England and Wales, 1997/98, 2000/1, 2004/5**

	1997/98	2000/01	2004/05
<b>Number of adult education providers</b>	665	720	695
<b>Percentage change</b>		+8.3%	-3.5%

### Financial turnover of adult education providers

Data on the financial turnover of adult education providers was not available.

### Number of people employed by adult education providers

In 2004/05, 246,000 people (155,000 full time equivalents) were employed in FE and by LEA adult education providers in England and Wales.

- 54% of these staff were employed as teaching staff
- 62% of teaching staff were employed on a part-time basis; 38% were employed full-time
- 51% of other staff were employed on a part-time basis; 49% were employed full-time

The number of people employed has grown from 229,000 (133,000 FTEs) in 1997/98, although there were slightly fewer employees in 2000/01. The number of employees per provider has also increased since 1997/98.

**Table 6.91: Number of people employed by adult education providers, England and Wales, 1997/98, 2000/1, 2004/5**

	1997/98	2000/01	2004/05
<b>Number of people employed</b>	229,000	228,000	246,000
<b>Percentage change</b>		-0.4%	+7.9%
<b>Number of employees per provider</b>	344.4	316.7	353.9

Since 1997, there has been an increase in the proportion of teaching staff with full time contracts (from 28%-34%, but a decrease in the proportion of other staff with full time contracts (from 53% to 49%).

### Number of hours taught by adult education providers

In 2004/05, 76.5 millionhours were taught in further education (FE) and 10 million by Local Education Authority (LEA) adult education providers in England and Wales. The number of hours taught in FE has risen from 77 million in 1997/98, and from 72.8 million in 2000/01. Previous data on the number of hours taught by LEA adult education providers is unavailable. It is not possible to

identify what proportion of these teaching hours is related to the delivery of non-vocational adult education.

In 2004/05, these overall teaching hours (vocational and non-vocational) were broken down into the following subject areas:

**Table 6.92: Number of teaching hours by subject area, England and Wales, 2004/05**

	Percentage
Information and communications technology	13
Foundation programmes	21
Health, social care and public services	15
Hospitality, sport, leisure and travel	8
Visual and performing arts and media	8
Business administration, management and professional	7
English, languages and communication	5
Science & Mathematics	4
Humanities	9
Engineering, technology and manufacturing	3
Hairdressing and beauty therapy	2
Land based provision	1
Construction	1
Retailing, customer service and transportation	1
Don't know	1

Number of learners enrolled with adult education providers

In 2004/05, over 3 million learners were enrolled in further education and with LEA adult education providers in England and Wales. Total enrolments with these public sector providers increased from 2.6 million in 1997/98, to 2.7 million in 2000/01, and to 3 million in 2004/05. The number of learners per provider and learners per employee has also increased since 1997/98. It is not possible to identify what proportion of these learners are engaged in non-vocational adult education. Data on voluntary and private sector providers was not available.

**Table 6.93: Number of learners enrolled with adult education providers, England and Wales, 1997/98, 2000/1, 2004/5**

	1997/98	2000/01	2004/05
Number of learners enrolled	2.6m	2.7m	3.0m
Percentage change		+3.8%	+11.1%
Number of learners per provider	3,611	3,885	4,511
Number of learners per employee	11.4	11.8	12.2

In 2004/05, these overall learner numbers (vocational and non-vocational) were broken down into the following subject areas:

**Table 6.94: learner numbers by subject area, England and Wales, 2004/05**

	Percentage
<b>Information and communications technology</b>	19
<b>Foundation programmes</b>	18
<b>Health, social care and public services</b>	16
<b>Hospitality, sport, leisure and travel</b>	11
<b>Visual and performing arts and media</b>	9
<b>Business administration, management and professional</b>	6
<b>English, languages and communication</b>	5
<b>Science &amp; Mathematics</b>	3
<b>Humanities</b>	3
<b>Engineering, technology and manufacturing</b>	2
<b>Hairdressing and beauty therapy</b>	2
<b>Land based provision</b>	1
<b>Construction</b>	1
<b>Retailing, customer service and transportation</b>	1
<b>Don't know</b>	3

#### Available data

Data is generally not collected on a UK-wide basis, but usually on a national basis in each of the four countries (England, Wales, Scotland and Northern Ireland). The data supplied in the questionnaire related to England and Wales only.

The UK does not differentiate between vocational and non-vocational education providers, and many publicly funded providers will provide a combination of vocational and non-vocational courses. Centralised data on the number of private, voluntary and NGO providers is not collected.

#### Trends from the data

Since 1997, the UK has seen a fall in the number of education providers, alongside an expansion of adult education provision, reflected in an increase in the number of enrolments, an increase in the number of taught hours and an increase in the number of staff employed by adult education providers.

#### Sources used

In addition to the information contained in the questionnaire, data was also sourced from:

- The UK Office of National Statistics website ([www.statistics.gov.uk](http://www.statistics.gov.uk))

## 7. Analysis

This section provides an analysis of the findings of the desk research and questionnaire responses. The compilation and comparison of national data within this section enables us to begin to put together an overview of adult education providers across Europe.

### Available data

This Study has illustrated the current difficulties inherent in attempting to gain information about the numbers and characteristics of adult education providers in Europe. Although some, albeit a minority, of countries do collect data relating to non-vocational adult education providers, this is not in a standard form, nor does it relate to the same time periods. Comparisons and trends are difficult to assess. Any analysis and resulting findings of this study should be therefore considered under the proviso that they are based only on the partial data currently available.

Although questionnaire respondents were provided with a set of definitions to be used when completing the questionnaire, the unharmonised nature of data collection across European countries made it difficult to make meaningful comparisons between countries. The tables in the section should therefore be treated with some caution –as an illustration of diversity rather than as an accurate comparison. Where information was provided on the methodological approach and definitions used, these are included in the footnotes.

While most countries were able to provide some information on the number of providers and learner enrolments, data was far less available at a national level for financial turnover, the number of people employed and the number of hours taught. Where data was available, it was not always possible to differentiate between the provision of vocational and non-vocational education, nor between education for younger people and education for adults.

### Number of adult education providers

Figure 7.1 below shows the number of adult education providers per million adults across a range of countries covered in the Study. The number of providers varies widely. In Greece there are an estimated 1.2 providers for every million adults, while in contrast there are thought to be 1,413 providers in France for every million adults<sup>26</sup>.

In part, this variety arises as a result of respondents' including different categories of providers in their questionnaire responses. For example, the three countries with the largest number of providers per million adults – Slovakia, France and Austria – have all included vocational as well as non-vocational providers in their figures.

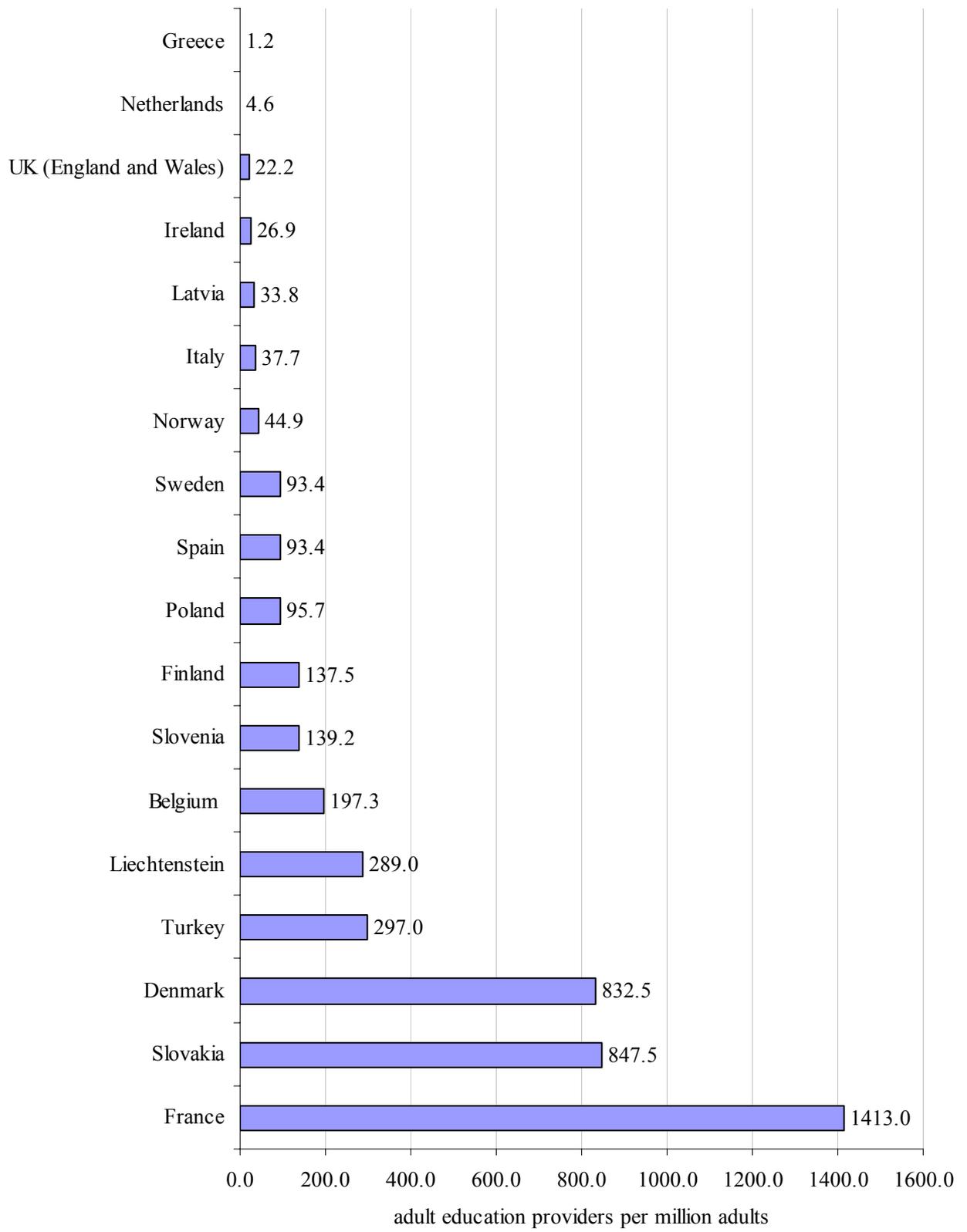
There has been a decline in the total number of adult education providers in the Netherlands, while Greece, Slovenia, Spain, Turkey, France and Poland have all seen an increase in the number of adult education providers.

In the publicly funded sector, there has been a growth in the number of providers in Greece, Spain, Turkey, France, Italy and Poland. Belgium, Denmark, the Netherlands, Slovenia, UK (England and Wales) and Germany have all seen a decline in the number of public funded providers. Very little data is available on trends in the number of private sector providers. Where it is available, it illustrates a growth in the numbers of such providers. The number of NGO providers decline in Belgium and France but increased in all other countries, most notably in Poland where they have increased ten-fold in a decade.

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<sup>26</sup> This number includes both vocational and non-vocational providers

**Figure 7.1: Number of adult education providers per million adults, 2004<sup>27</sup>**



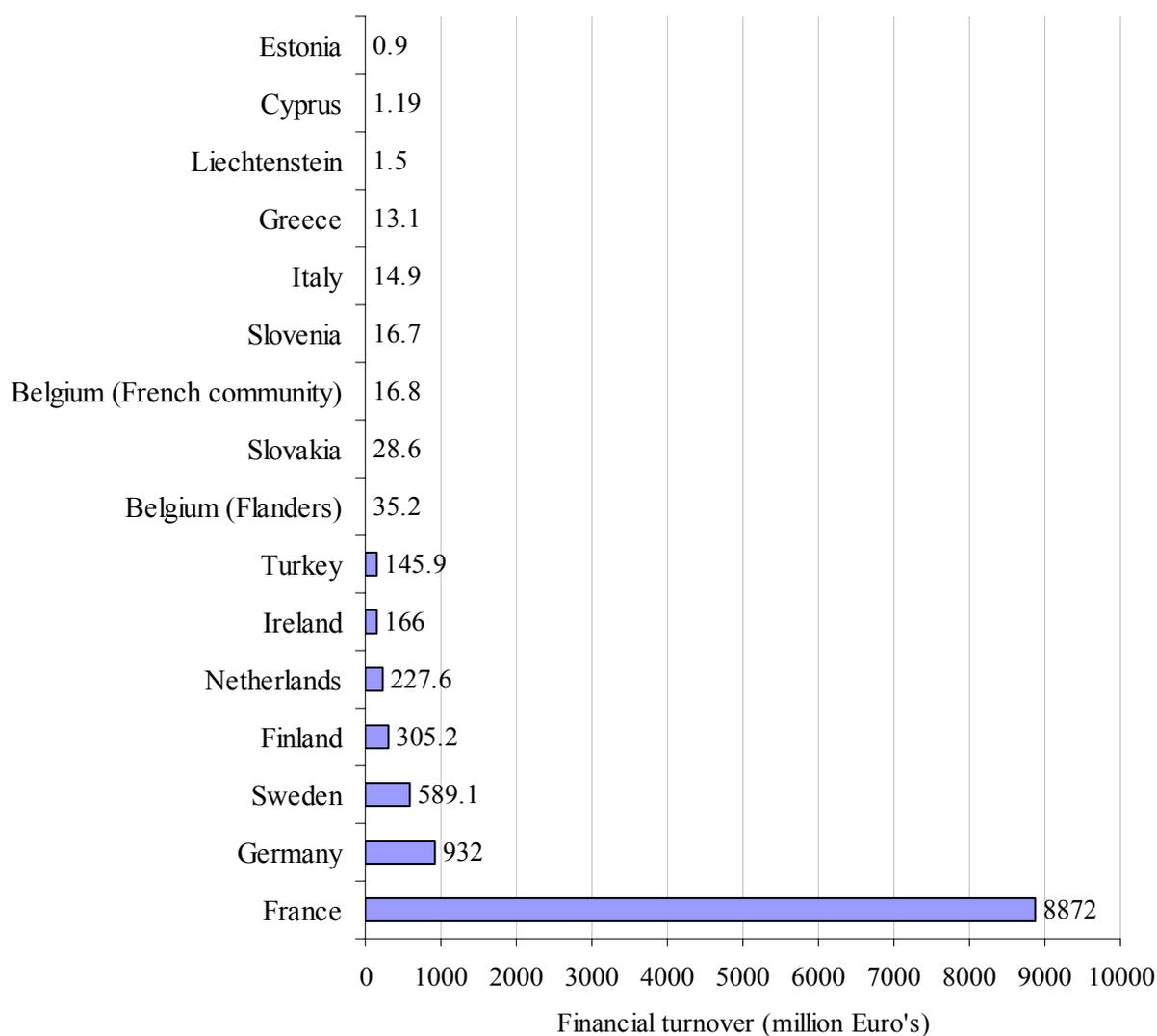
<sup>27</sup> or most recent year for which data is available

### Financial turnover of adult education providers

The data identified as part of this Study indicates that across Europe over €10,460 million was spent on adult education in 2005. Figure 7.2 shows the total expenditure for each country, ranging from €1.19 million in Cyprus to €8,872 million in France. The data for France, Germany, Ireland, Italy, Slovakia, Slovenia and Sweden relates both to vocational and non-vocational education. In other countries, the turnover relates to non-vocational providers only.

Each of the responding countries has seen an increase in financial turnover over the past decade, although in Belgium and Sweden, financial turnover was higher in 2000 than in 2004.

**Figure 7.2: Financial turnover of adult education providers, 2004<sup>28</sup>**

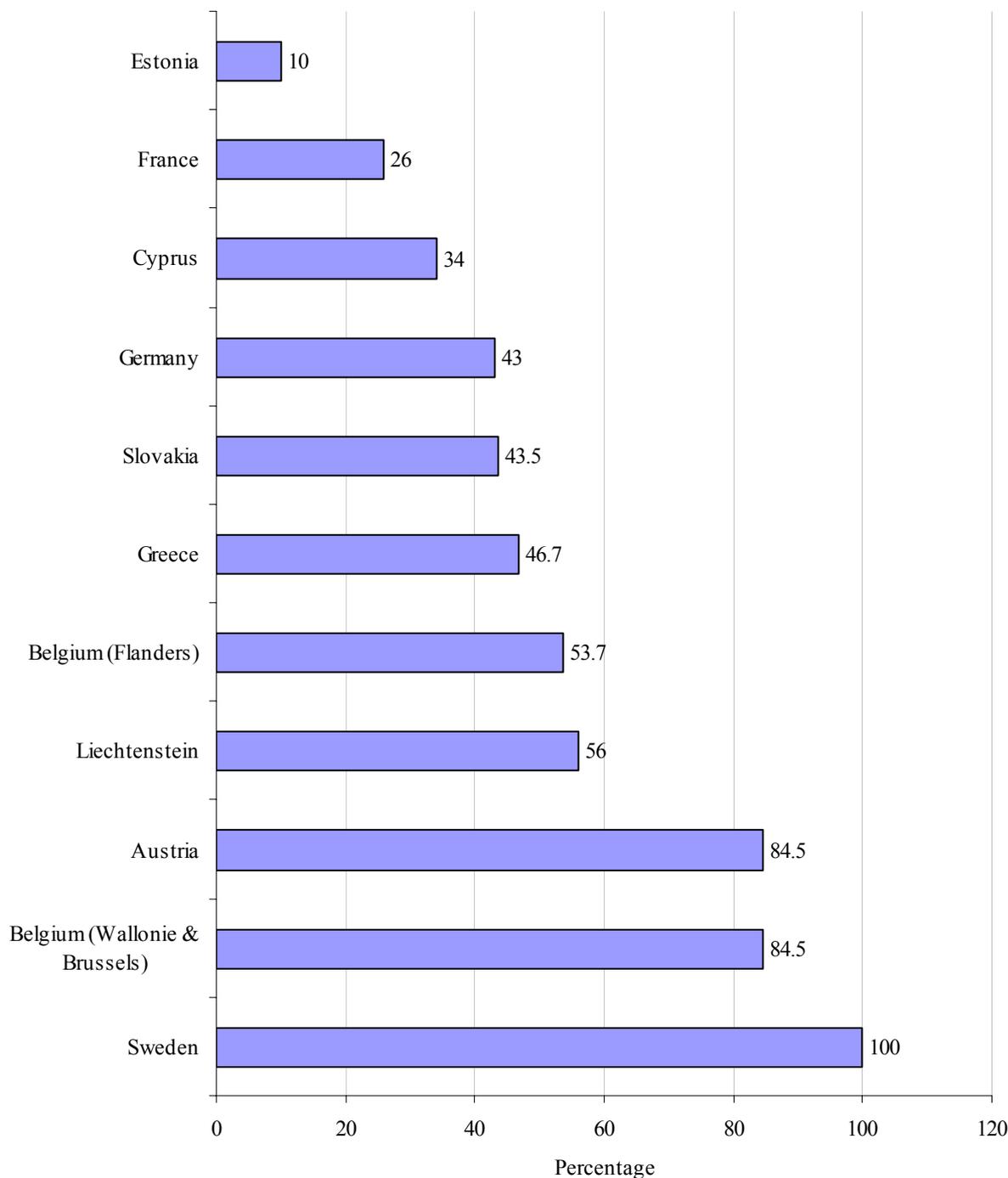


<sup>28</sup> or most recent year for which data is available

Information for Slovakia is based on data collected by the Institute of Information and Prognosis of Education (UIPS) and covers only a sample of adult education.

Figure 7.3 shows the proportion of total financial turnover made up of public subsidy. In Belgium (Wallonia and Brussels) and Austria 84.5% of total turnover comes from public subsidy, while in Sweden the full cost of adult education is covered by public money. In contrast, only 10% of total turnover in Estonia results from this source.

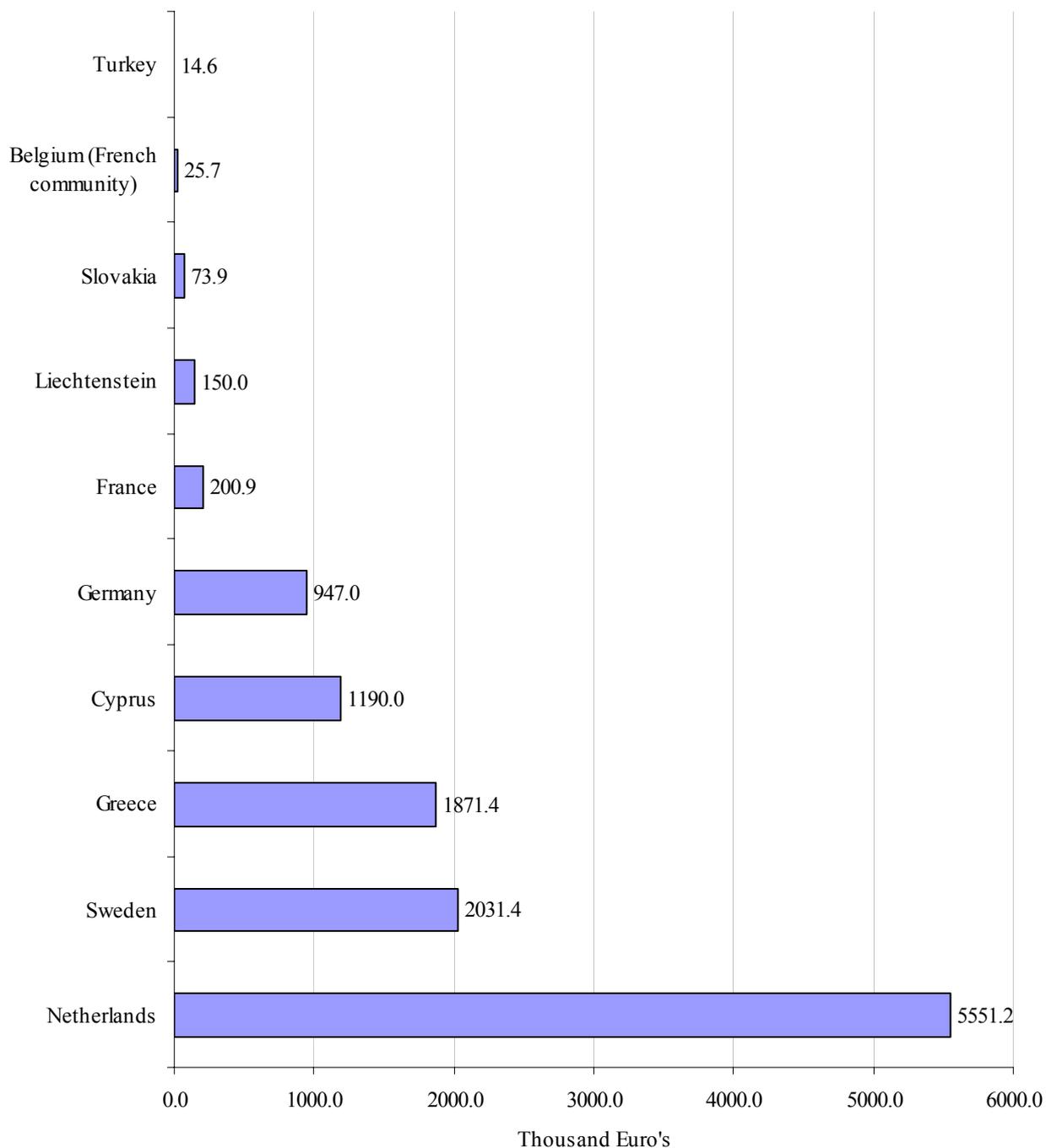
**Figure 7.3: Proportion of total turnover coming from public subsidy, 2004<sup>29</sup>**



<sup>29</sup> or most recent year for which data is available

Using data from other sections of the questionnaire it is possible to make some calculations on financial turnover by provider and by enrolment. Figure 7.4 shows spending on adult education per provider in 2004. The chart shows that, of the countries listed below, in 2004, the Netherlands spent the most money per provider on adult education (over €5.6 million per provider), while the least money per provider was spent in Turkey (€14,600 per provider).

**Figure 7.4: Financial turnover per provider, 2004<sup>30</sup>**

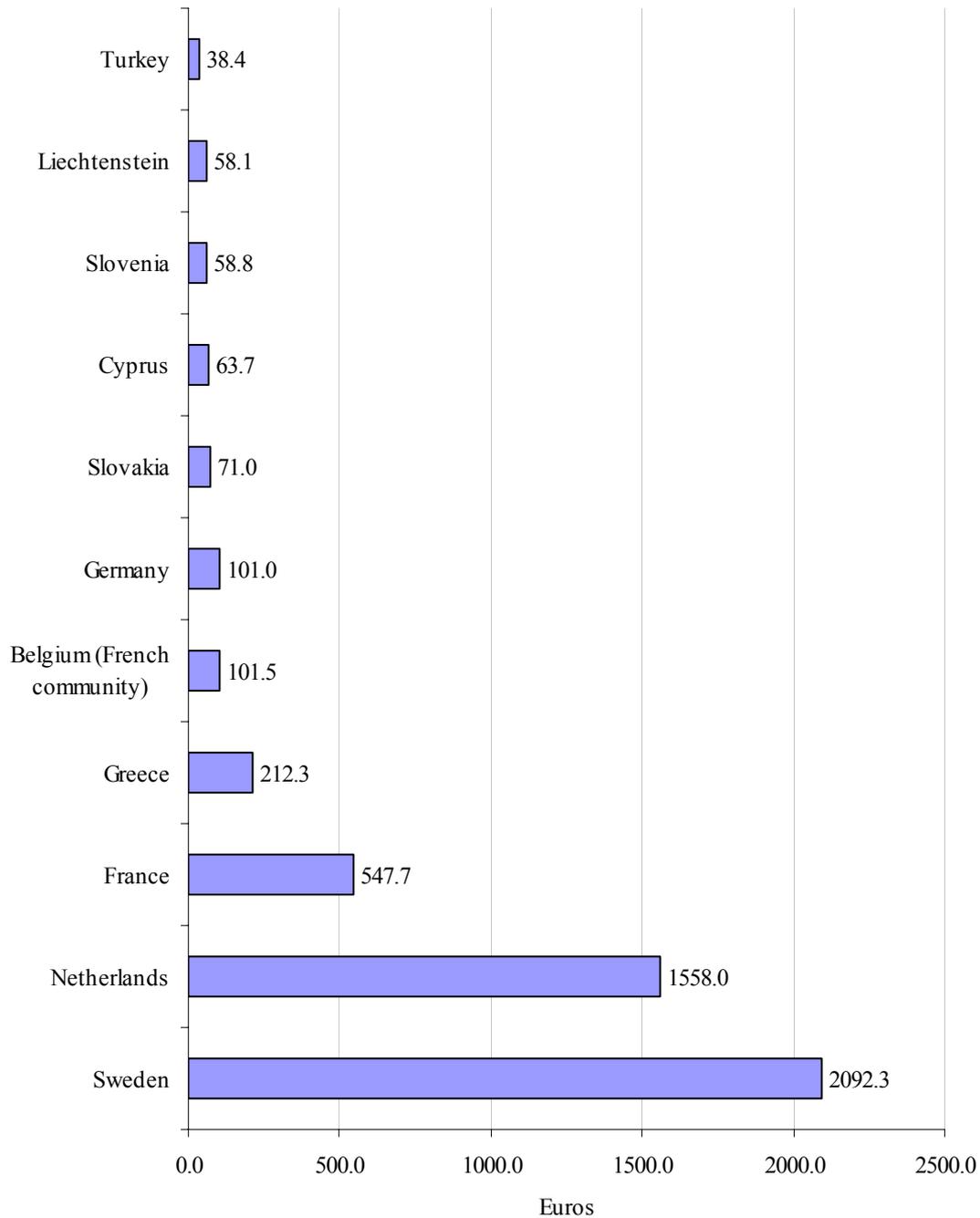


<sup>30</sup> or most recent year for which data is available

Information for Slovakia is based on data collected by the Institute of Information and Prognosis of Education (UIPS) and covers only a sample of adult education.

Figure 7.5 shows spending on adult education per enrolment. Of the twelve countries for which data was available, providers in Sweden and the Netherlands are shown to have the largest turnover per enrolment, while providers in Turkey have the smallest.

**Figure 7.5: Financial turnover per enrolment, 2004<sup>31</sup>**



<sup>31</sup> or most recent year for which data is available

Information for Slovakia is based on data collected by the Institute of Information and Prognosis of Education (UIPS) and covers only a sample of adult education.

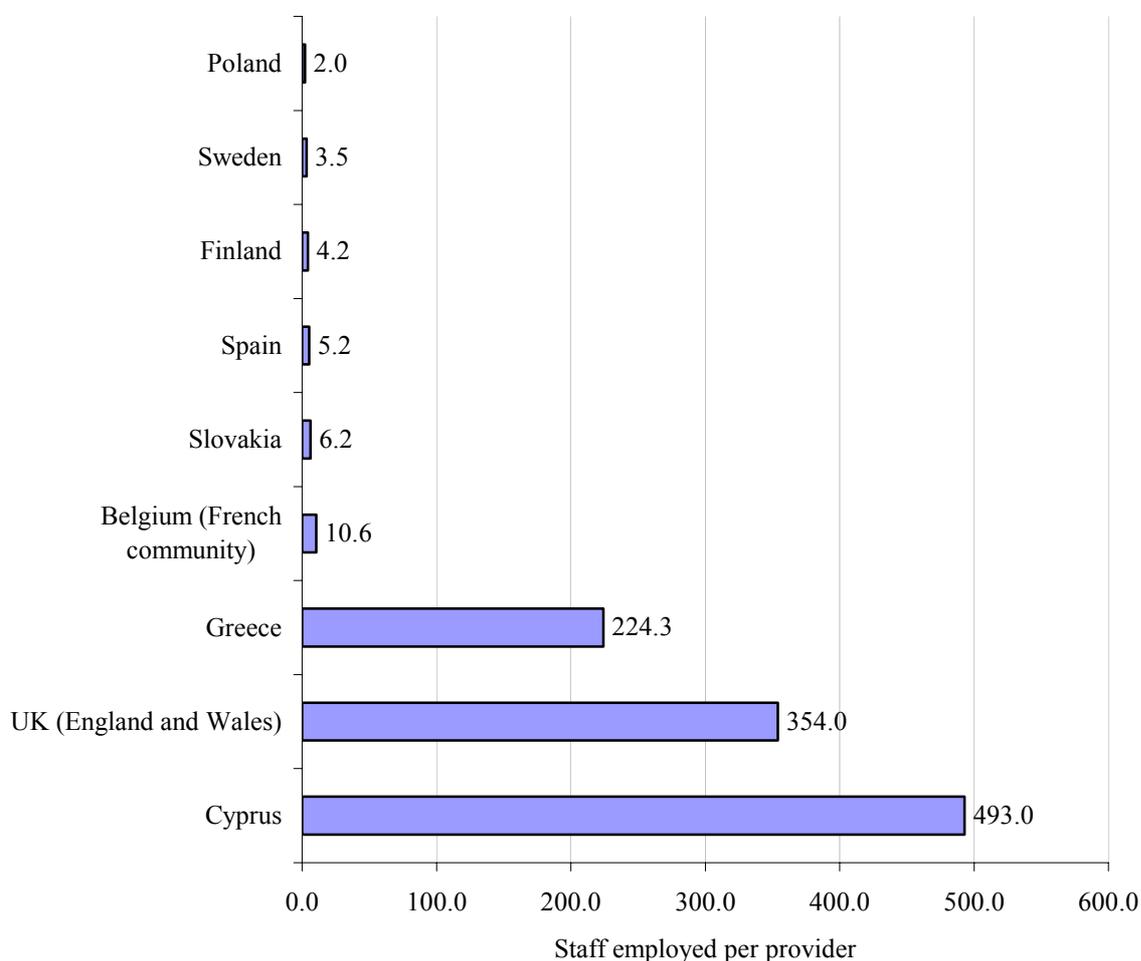
### Number of people employed by adult education providers

Data on the number of people employed by adult education providers was provided for twelve of the countries covered by the Study. In total the number of staff exceeded 330,000, although there is insufficient data to provide an accurate EU-level estimate for the number of people employed by adult education providers. Furthermore in some countries, many teachers are employed on a freelance basis and are therefore not included in the figures of staff employed by providers.

Since 1995, the number of staff employed has increased in Cyprus, Greece, Malta, Slovakia, Spain, Sweden and the UK (England and Wales), and decreased in Slovenia, Belgium (French community), Poland and Germany.

Figure 7.6 below shows the number of staff employed per provider in 2004. The figures vary dramatically from a very small number of staff per provider in the countries at the top of Figure 7.6 to 224 employees per provider in Greece, 352 in the UK and 493 in Cyprus.<sup>32</sup>

**Figure 7.6: Staff employed per provider, 2004<sup>33</sup>**



<sup>32</sup> The data on staff numbers includes only salaried employees, and not the large number of teachers working on a freelance basis.

<sup>33</sup> or most recent year for which data is available

Information for Slovakia is based on data collected by the Institute of Information and Prognosis of Education (UIPS) and covers only a sample of adult education.

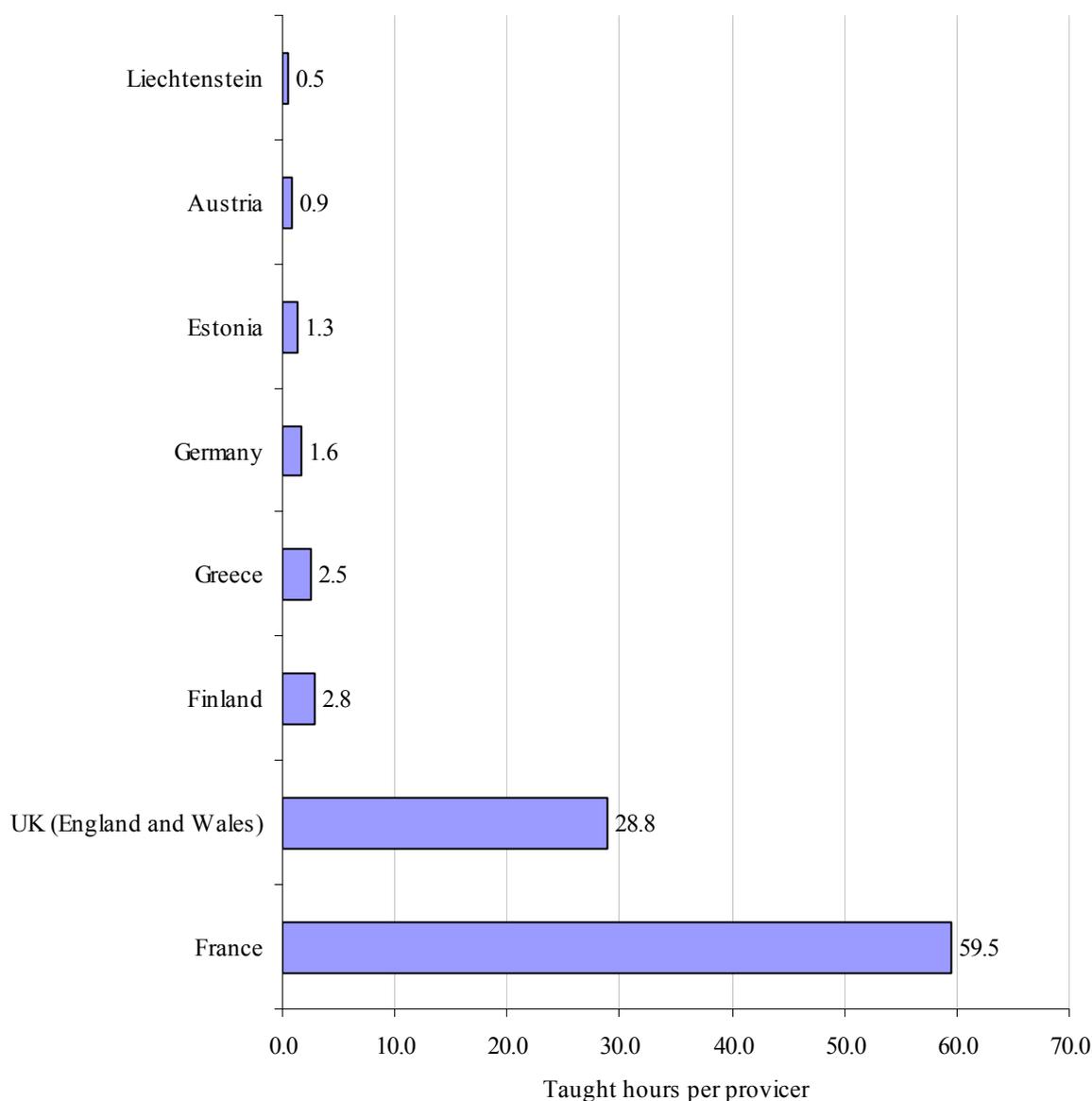
### Number of hours taught by adult education providers

Data on the number of hours taught by adult education providers was provided for ten of the countries covered by the Study. In total the number of learning hours exceeded 1,073 million, although there is insufficient data to provide an accurate EU-level estimate for the number of hours taught.

Since 1995, the number of hours taught has increased in Estonia, Finland, France and the UK and decreased in Belgium (Flanders), Germany, Greece, Liechtenstein and Slovenia.

Figure 7.7 below shows the number of hours taught per learner in 2004. In France and the UK, where data has been provided for both vocational and non-vocational provision, the number of hours per learner is much higher than in the other countries featured. The average number of taught hours per learner elsewhere ranges between 30 minutes and nearly 3 hours.

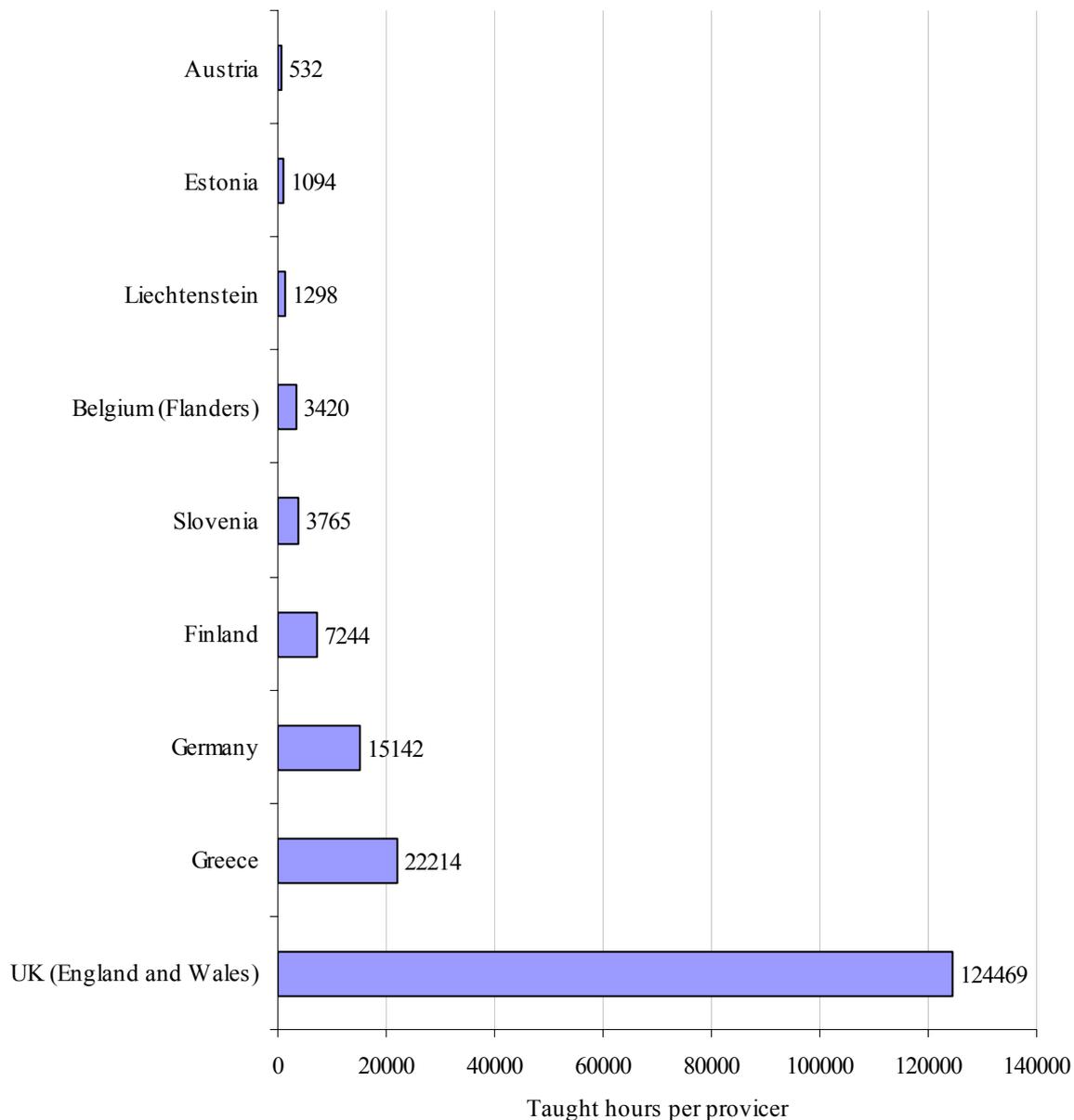
**Figure 7.7: Taught hours per learner, 2004<sup>34</sup>**



<sup>34</sup> or most recent year for which data is available

Figure 7.8 below shows the number of hours taught per provider in 2004. The number of hours taught per provider ranges from 532 in Austria to 124,469 in England and Wales<sup>35</sup>.

**Figure 7.8: Taught hours per provider, 2004<sup>36</sup>**



Number of learners enrolled with adult education providers

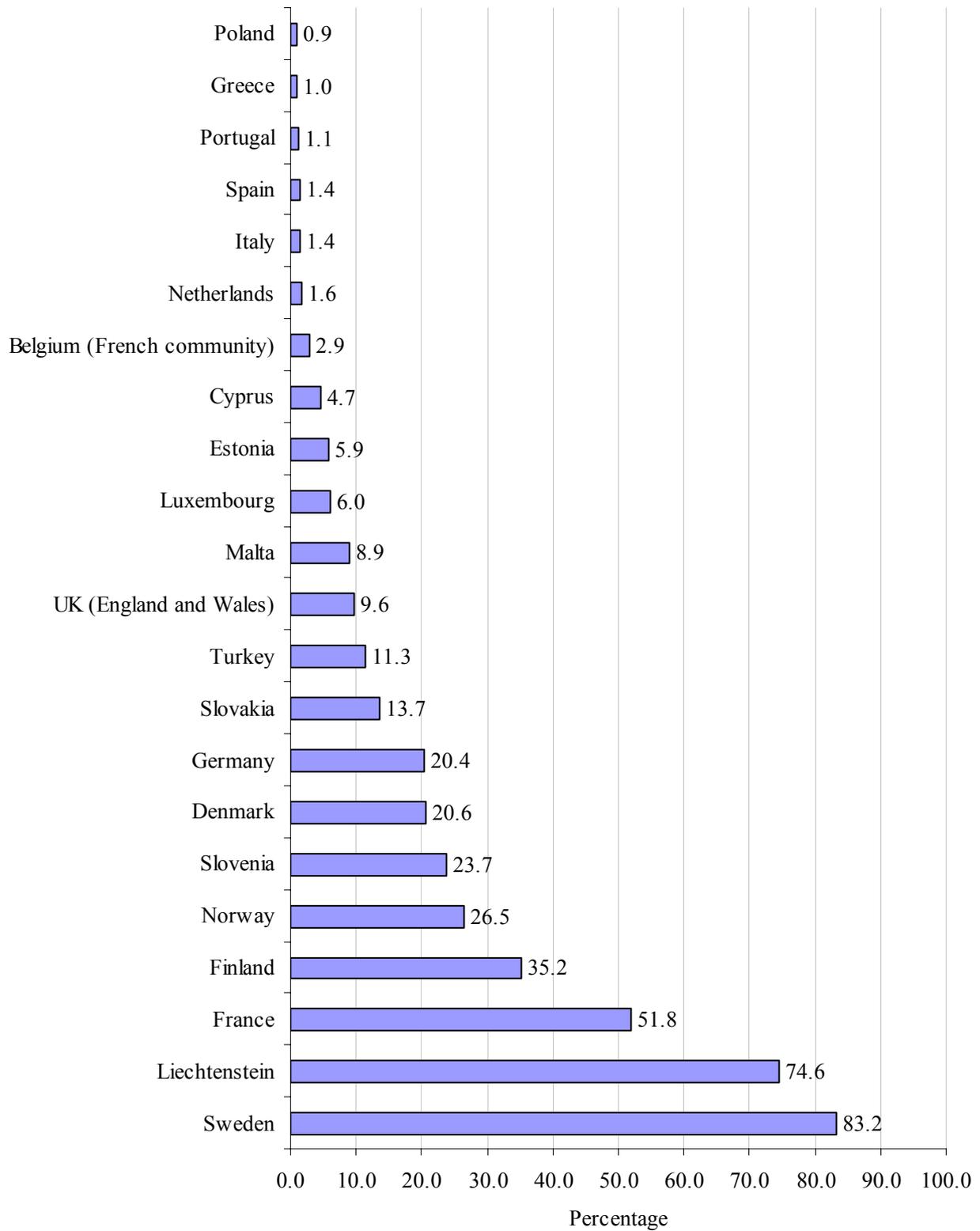
Figure 7.9 shows adult education enrolments in each country as a proportion of the working age population. The countries with the largest proportion of its population enrolled with adult education providers are France (51.8%), Liechtenstein (74.6%) and Sweden (83.2%). In general, Nordic countries show higher levels of adult enrolment than average.

In around half of the countries featured below, fewer than 10% of the adult population are enrolled with adult education providers. In Poland and the Southern European countries, only around 1% of the adult population are enrolled with providers.

<sup>35</sup> Further Education colleges in England and Wales cater for young people learning full-time as well as adults learning part-time – thus the high level of taught hours.

<sup>36</sup> or most recent year for which data is available

**Figure 7.9: Adult education enrolments as a proportion of the working age population, 2004<sup>37</sup>**



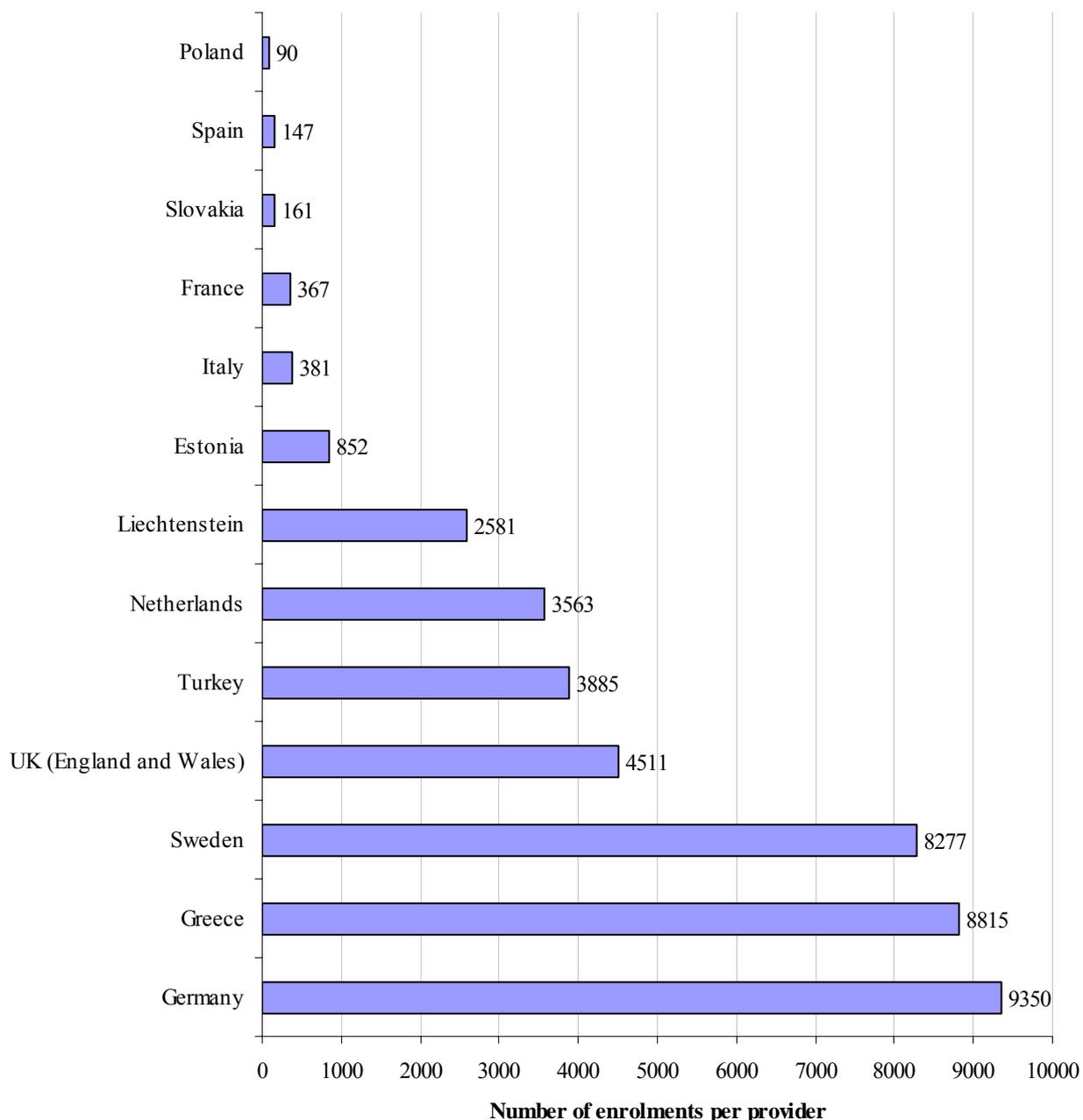
<sup>37</sup> or most recent year for which data is available

Information for Slovakia is based on data collected by the Institute of Information and Prognosis of Education (UIPS) and covers only a sample of adult education.

The enrolment data provided indicates that across Europe there were at least 48.5 million enrolments with adult education providers in 2004. Since 1995, there has been an increase in adult education in enrolments in Belgium, Cyprus, Estonia, France, Greece, Italy, Latvia, Malta, the Netherlands, Poland, Slovakia, Slovenia, Turkey and the UK. Over the same period, a decrease in enrolments has been seen in Germany, Liechtenstein, Spain and Sweden.

Figure 7.10 below shows the number of enrolments per provider in each country. In Sweden, Greece and Germany the average number of learners enrolled with adult education providers is over 8000, while in Poland, the average provider has fewer than 100 enrolments.

**Figure 7.10: Adult education enrolments per provider, 2004<sup>38</sup>**

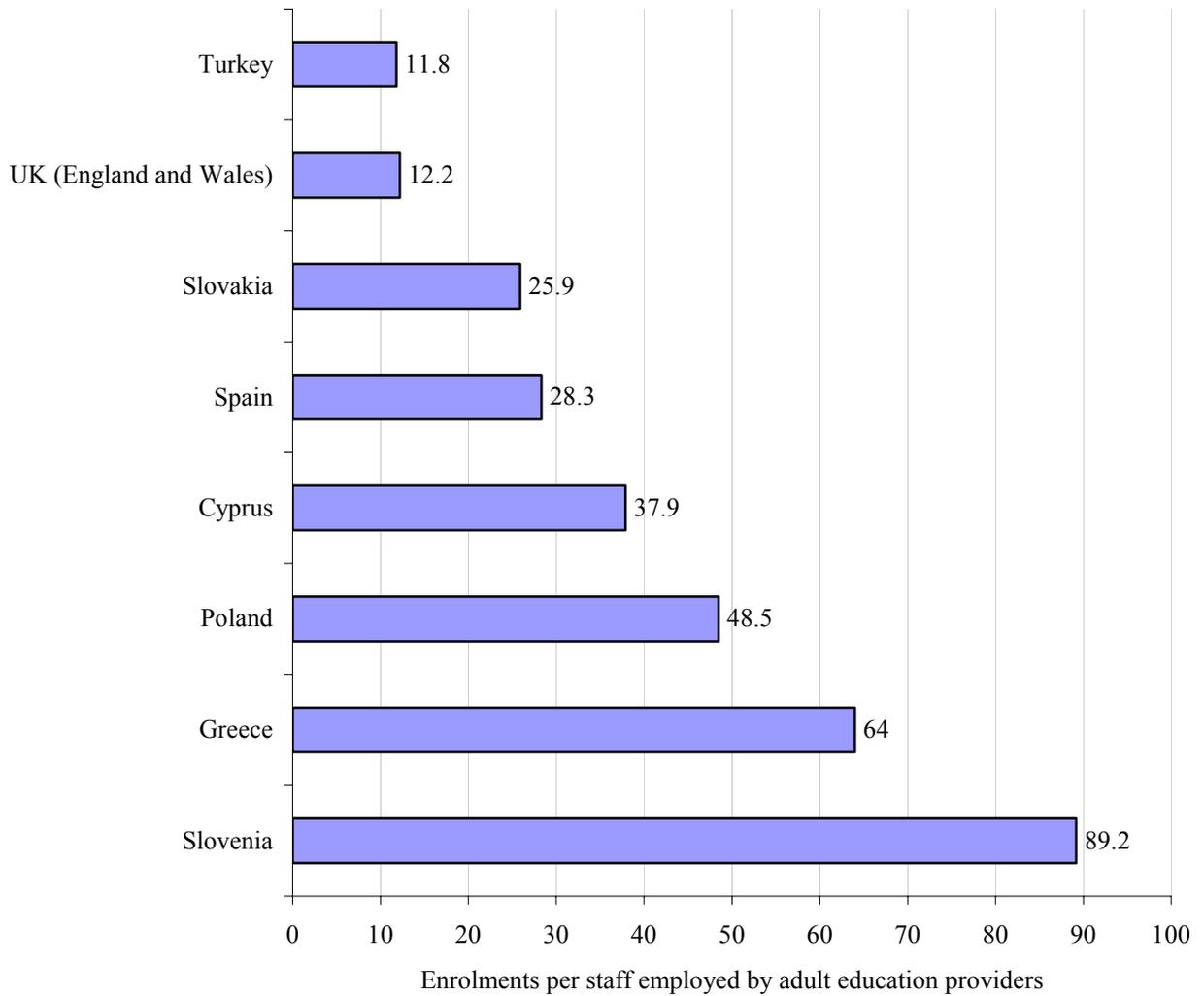


<sup>38</sup> or most recent year for which data is available

Information for Slovakia is based on data collected by the Institute of Information and Prognosis of Education (UIPS) and covers only a sample of adult education.

Figure 7.11 below shows the number of enrolments per member of staff employed by adult education providers in each country. In Turkey and in the UK, providers have approximately one member of staff for every 12 learners enrolled, while in Slovenia we estimate that there is one member of staff for an every 89 learners.

**Figure 7.11: Adult education enrolments per employee, 2004<sup>39</sup>**



<sup>39</sup> or most recent year for which data is available

Information for Slovakia is based on data collected by the Institute of Information and Prognosis of Education (UIPS) and covers only a sample of adult education.

## **8. Recommendations**

In order to address the current difficulties in gaining information about the numbers and characteristics of adult education providers in Europe, it is proposed that a voluntary register of adult education providers is drawn up by national and regional Adult Education Associations. This could then be used as a basis for establishing a database of information about providers.

In addition, national governments may wish to consider the benefits of addressing current gaps in their own data collection around adult education providers, and developing their statistical frameworks in a collaborative way with other member states to enable national comparisons to be made. Support to do this could be provided to member states through Eurostat.

### **Proposal for the preparation of an European Providers of Adult Education Statistics (EPAES)**

The process towards the collection of European adult education statistics started with:

- the Europe-wide Continuing and Vocational Training Survey (CVTS I 1993, II 1999 and III 2006)
- the Europe-wide ad-hoc module Adults Learning in the Framework of the Labour Force Survey 2003 followed by the European Adult Education Survey (AES) produced in 2006

The dual perspectives of adult education from the learners' side (statistics on demand) and from the providers' side (statistics on providers) have already been considered. However, on the providers' side the picture is not yet complete, since the information collected does not cover all of the main objectives of lifelong learning as presented by the Memorandum on Lifelong Learning<sup>40</sup>.

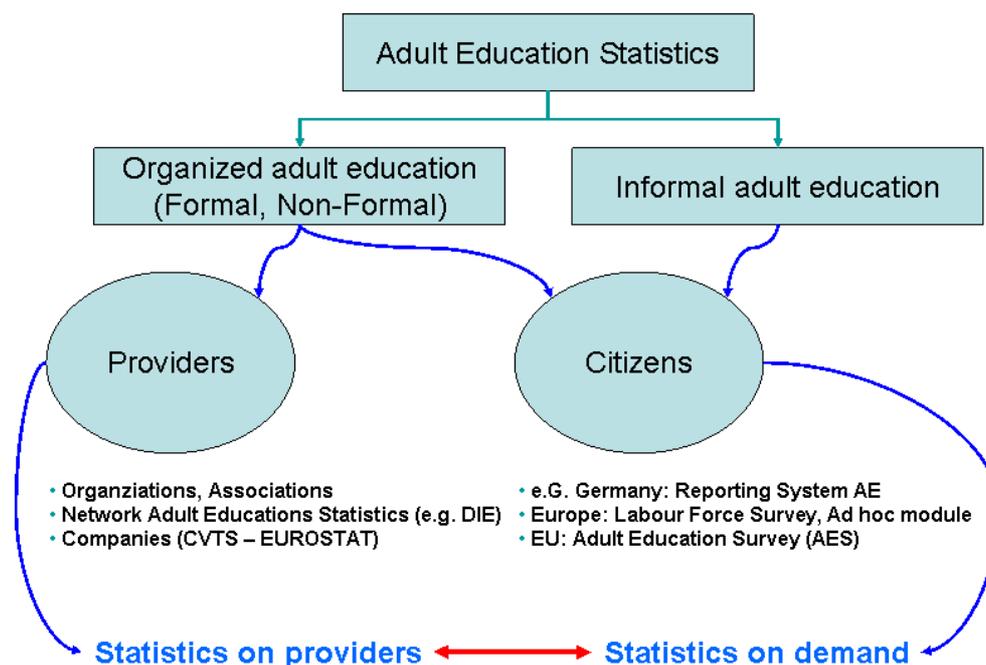
- Personal development
- Active participation by citizens
- Social integration
- Employability/adaptability

There is currently no Europe-wide information on providers of organised adult education, beyond that of in-house continuing and vocational training in enterprises.

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<sup>40</sup> European Commission (2001): Communication from the Commission. Making A European Area Of Lifelong Learning A Reality. Bruxelles, p. 9

**Figure 8.1: Statistics on supply and demand – two components in statistics on adult education**



### Objectives of the EPAES

The central objective of the Providers of Adult Education Survey (EPAES) is to gain information about adult education programmes and courses, both in respect of objectives and content. The main requirements are to discover the total number of providers, the number of courses, the total volume of time in teaching hours and the total number of learners who are participating in these programmes. We are also seeking information about the number of staff employed by providers and the amount of funding.

In order to gain an institutional map, the providers need to be identified by place, region and membership and categorised according to their organisational types. For each country it should be organised in databases as a register.

The general objective is to make the work of the providers of adult education in Europe visible. That includes for each country and survey period:

- The number of providers, their type and their range;
- The time volume of the provision;
- The participation;
- The resources (staff, turnover: earnings/expenditures).

### Concepts and Definitions

The sample units would be the local providers of adult education, not their organisations. Enterprises in the industrial or service sectors whose activities are restricted to *in-house* continuing and vocational training would not be included, because they are covered by the CVTS.

It has to be decided whether the sample of adult educational providers should be restricted to:

- Providers that receive public funding;
- Providers with a wide spectrum of learning contents which are not concentrated on a specialised field (for example only continuing and vocational training);
- Providers whose nationwide operating umbrella organisations are members of EAEA.

Definitions of the variables concerning the different fields of data:

- Institutional data;
- Programme data – courses and participation;
- Staff data;
- Data on funding.

The variables could be adapted from the basic documents for CVTE or AES.

### General Outline for EPAES: Survey Specifications

Subject	Comments
<b>Main survey subject</b>	Realised programme of providers for organised adult education and its utilisation (formal and non-formal learning)
<b>Survey type</b>	Census of providers of adult education in member countries European Union.
<b>Basic requirement</b>	A database organised register of local providers of adult education. If possible, available registers (e.g. on companies by national statistical offices, EUROSTAT) have to be used.
<b>Survey technique</b>	a) Internet based questionnaire; b) Upload by FTP in standard database Format xls, csv, xml
<b>Sampling unit</b>	Local providers of adult education.
<b>Limitations</b>	No enterprises in the industrial or service sector whose activities are restricted to <i>in-house</i> continuing and vocational training) Optional: restriction to providers which receive public funding Optional: restriction to providers with a wide spectrum of learning contents Optional: restriction to providers whose nation-wide operating umbrella organisations are members of EAEA
<b>Breakdown</b>	Aggregated data for (regional or national) organisations only accepted as a substitute for the data from its members.
<b>Survey period</b>	Central year 2009 Countries can implement it in 2008, 2009 or 2010
<b>Reference period</b>	2009 (or semesters summer 2009 and winter 2009/10)
<b>Questionnaire</b>	A common EU outline questionnaire should be provided. The translation of the questionnaire to the national language must be done with utmost care. The outline questionnaire should be organised in modules. It should include mandatory questions (core EPAES) and optional questions. (See under “survey contents”) Member States can include additional variables provided there is no influence for the core EPAES variables.
<b>Sample size, stratification</b>	The calculation of sample sizes by countries should be based on precision requirements. A stratified sample of individuals, at least according to age and gender should be used.
<b>Measurement error</b>	Pre-testing/piloting: A pre-test of the questionnaire could be carried out by single providers for the participating organisations in each country, unless the results of the SAEP project are not sufficient. A common outline training manual, as well as a common informatics framework (including codebook and checking rules) for data capture and processing should be developed.

**Survey Contents: Table 8.1: Overview data fields and modules**

Waves →	Module 0 preparations	Module 1 1 <sup>st</sup> wave	Module 1+2 2 <sup>nd</sup> wave	Module 1+2+3 3 <sup>rd</sup> wave	Module 1+2+3+4 4 <sup>th</sup> wave
Data field ↓	Module 0 (<2009)	Module 1 Core variables (2009)	Module 2 (2012)	Module 3 (2015)	Module 4 (2018)
<b>A Institutional data</b>	<ul style="list-style-type: none"> <li>Country</li> <li>Place</li> <li>Member of organisation</li> <li>Type</li> </ul>	According to type of legal sponsor			
<b>B Program data – courses and participation</b>		<ul style="list-style-type: none"> <li>Total number of courses per year</li> </ul>	Number of courses, amounts of time, participation according to priority of objectives <ul style="list-style-type: none"> <li>Personal development</li> <li>Active participation by citizens</li> <li>Social integration</li> <li>Employability/adaptability</li> </ul>	Number of courses, amount of time, participation according to content priorities <sup>41</sup> <ul style="list-style-type: none"> <li>Society – politics – the environment</li> <li>Culture – types</li> <li>Health</li> <li>Languages</li> <li>Work – profession</li> <li>Basic education – graduation from schools</li> </ul>	Number of courses, volumes of time, participation in accordance with types of events <ul style="list-style-type: none"> <li>Individual events (2-3 h per event)</li> <li>Course, workshop, seminar, studies programme (4 and more h per course)</li> </ul>
		<ul style="list-style-type: none"> <li>Total volume of time (in hours of instruction)</li> </ul>			Events, amounts of time, participation according to openness <ul style="list-style-type: none"> <li>Open events</li> <li>Contract/contractual measure</li> </ul>
		<ul style="list-style-type: none"> <li>Total number of participants</li> </ul>			Participation according to gender and age <ul style="list-style-type: none"> <li>Less than 25</li> <li>25 to 50</li> <li>50 and over</li> </ul>
<b>C Data on staff</b>		Total capacity of full-time staff on December 31.	Total capacity of full-time staff broken down according to functional groups <ul style="list-style-type: none"> <li>Executive staff</li> <li>Planning staff</li> <li>Teaching staff</li> <li>Administrative staff</li> </ul>	According to gender	
				According to full-time/part-time	
				According to long-term/short-term contracts	
			Number of paid teaching staff		
<b>D Data on funding</b>			Total Amount of funding per year	Earnings from <ul style="list-style-type: none"> <li>participation fees</li> <li>projects, contracts/contractual measures</li> <li>public grants</li> </ul>	Expenditures on <ul style="list-style-type: none"> <li>Full-time staff</li> <li>Fees for courses</li> </ul>

The proposed framework for the survey content includes the full range of information needed on programmes of organised adult education. It is restricted to organised adult education providing formal education and non-formal education.

<sup>41</sup> Pehl, Klaus; Reitz, Gerhard (2004): Volkshochschul-Statistik, 42. Folge Arbeitsjahr 2003. Bonn [http://www.die-bonn.de/esprid/dokumente/doc-2004/pehl04\\_01.pdf](http://www.die-bonn.de/esprid/dokumente/doc-2004/pehl04_01.pdf)

The survey should be designed by modules built around a basic/core set of key variables related to learning programmes. This core set of variables should be delivered in the same way by all participating providers, in all countries, as a first step. The core set should be applicable to all providers, which are not yet members of any statistical system in their country or in their managing organisation. It will also be applicable to providers that already transfer data to a statistical system of any kind. The different modules may cover the same contents but should be applied in different waves of investigation of EPAES.

The modules follow a time line in the sense of waves of EPAES. Initially there should be a maximum of three years between each wave; that is 2009, 2012, 2015, 2018.

Each module covers parts of four fields. The grade of differentiation increases for each wave

- Institutional data;
- Programme data – courses and participation;
- Staff data;
- Data on funding.

### **Methodology: Definition of the population**

The objects of the study are the providers of organised adult education in the member countries of the European Union. The characteristics of these providers are that they deliver formal and/or non-formal adult education programmes.

It is proposed that enterprises, which organise in-house continuing and vocational training are excluded because this field is already covered by CVTS.

Decisions should be made on whether to:

- Exclude/include enterprises in the industrial and/or service area which organise courses for adults among other production or service objectives;
- Not restrict/restrict the population to providers which receive public funding;
- Exclude/include providers which concentrate on the vocational fields and do not organise programmes with a wide spectrum of learning contents;
- Not restrict/restrict the survey to providers whose nation-wide operating umbrella organisations are members of EAEA.

Providers are defined as the minimal organisational unit delivering a programme for adult education (similar to the definition of enterprises for CVTS<sup>42</sup>). Organisational units, which are run on a voluntary basis, should not be excluded. However, the organisational unit must be fully responsible for the programme (didactical concepts, provision of staff, evaluation) and free to run such programmes.

### **Reference Period**

An annual study frequency provides the advantage that the reference period, which the quantitative data relates to, unambiguously applies (including for the administration). Clear, tried-and-proven counting rules could be used for events, which take place across several business years.

### **Method of Data Collection**

The basic requirement for the EPAES is a Europe-wide register as a population frame. The register entries should be the local providers. They must be identified by name, country, place (address), e-mail, website and membership in an (umbrella) organisation (institutional data). If the local

provider is already part of a statistical system, this should be identified along with information about the organisation that their data is transferred to.

The register is needed to get valid estimates of the totals in the population frame that are based on partial data. The data of all local providers in the defined frame of the population should be theoretically collected. It is likely that the EPAES will cover only parts of the population. Even if the discussion leads to a systematically constructed random sample, a population frame is a must.

For those providers that are not yet integrated into a statistical system in their country, region or organisation, it should still be possible to collect data through a questionnaire.

Where providers are already integrated into a statistical system in their country, region or organisation, the relevant data should be transformed to the database of the EPAES. To organise the transfer and format the transformation, the existing service points for the collection of this data need to be identified.

### **Sampling Design**

The providers of the adult education survey should not exclude data from any provider in the population frame. By drawing up the register, it will be possible to identify where, and for what parts of the population, data already exists. This can be used to reconstruct a systematic sample to estimate totals in the population.

The institutional data can be used to gain variables, according to which it would be possible to stratify the sampling units as a basis for estimation.

The population frame (register) could be established in different steps:

- Membership lists of adult education organisations covered by the umbrella organisations in the EAEA;
- In addition: databases for adult education;
- In addition: Internet research;
- In addition: Telephone Databases.

### **Questionnaire**

A common EU questionnaire as the basis of EPAES is recommended. The translation of the questionnaire to the national language must be done with utmost care, making sure that the concepts and definitions used are kept throughout the translation.

The questionnaire should be organised in modules. They represent the stages in differentiation along the time line.

The questionnaire should be downloadable from the Internet as a document. But it should be possible for providers to use a direct input mask on the Internet. The data entries should be directly transferrable to a database.

### **Measurement Errors**

The reliability of the estimates for population parameters depend on the percentage of providers with data, compared with the whole population.

### **Recommendations for the Implementation of EPAES**

A European system for statistics on providers of organised adult education must include a research service in the system because of the need for research on adult education.

A European system for statistics on providers of organised adult education must take into account the benefits for local adult education facilities through the integration of an information service. The EPAES has to be supported by several service centres. The institutes organised in the Consortium of European Research and Development Institutes for Adult Education (ERDI) could be a crucial network for the development of this service.

The co-operation of the European Association of Adult Education (EAEA) and its members, who are national umbrella organisations, would also be vital in implementing EPAES and assisting in drawing up the register.

## 9. Appendices

### Appendix a: Questionnaire, accompanying letter and guidance note

## European Commission Study on Adult Education Providers

NIACE has been contracted by the Directorate for Education and Culture of the European Commission to undertake a Study into the provision of (non-vocational) adult education in Europe, especially with regards to data on adult education providers. Information is sought on the number of providers, their financial turnover, the number of persons employed, the number of teaching hours taught and the number of adult learners participating in this provision from the EU-25, the acceding and candidate countries and the EFTA-EEA countries.

We would appreciate it if you could take the time to help us by completing this questionnaire. Please answer as many of the questions as possible. Please provide estimates if you do not have the actual figures, and mark them with 'e' to indicate where you have done this.

### Section A: Available data on adult education providers

#### A1 Which of the following are you able to provide data on? (Please tick all that apply)

- Number of adult education providers
- Financial turnover of adult education providers
- Number of people employed by adult education providers
- Number of teaching hours taught by adult education providers
- Number of learners enrolled by adult education providers
- I am not able to provide any of this data

Please complete section B

**Please complete section C**

**Please complete section D**

**Please complete section E**

**Please complete section F**

**All respondents should complete sections G to I.**

#### A2 Which country, region or sector does the data relate to? (Please write in)

#### A3 We would like to collect information from 3 data points in the period since 1995 (Ideally 1995, 2000, and 2004). Please tick which reference years you are able to provide data for.

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Reference Year 1	<input type="checkbox"/>										
Reference Year 2	<input type="checkbox"/>										
Reference Year 3	<input type="checkbox"/>										

#### A4 Does the data you are supplying relate only to non-vocational adult education?

Yes

No

(Please tick)

#### A5 If no, please give details of what else the data covers and what proportion of the data lies outside the remit of this study:

**Section B: Number of adult education providers**

**B1 How many adult education providers are there in your country, (or region or sector) during each of the reference years?**

	Year 199...	Year 200....	Year 200....
a) Number of publicly funded providers			
b) Number of private sector providers			
c) Number of NGO providers			
<b>d) TOTAL number of providers</b>			
e) Number of local adult education centres			

**Section C: Financial turnover of adult education providers**

**C1 What is the financial turnover of adult education providers in your country, (or region or sector) during each of the reference years? What currency is this measured in?**

	Year 199...	Year 200....	Year 200....
Financial Turnover (in millions)			
Currency (e.g. Euros)			

**C2 What proportion of this financial turnover is raised by public subsidy, fee income and other sources during each of the reference years?**

	Year 199...	Year 200....	Year 200....
a) Public subsidy	%	%	%
b) Fee income	%	%	%
c) Other ( <i>please specify</i> )	%	%	%

**Section D: Number of people employed in adult education**

**D1 How many people are employed by adult education providers in your country, (or region or sector) during each of the reference years?**

	Year 199...	Year 200....	Year 200....
a) Number of people employed			
b) Number of full-time equivalents			

**D2 What proportion of these employees are teaching or training staff?**

	Year 199...	Year 200....	Year 200....
Proportion of teaching or training staff	%	%	%

**D3 What proportion of staff work full-time and part-time?**

	Year 199...	Year 200....	Year 200....
a) Proportion of full-time teaching staff	%	%	%
b) Proportion of part-time teaching staff	%	%	%
c) Proportion of full-time 'other' staff	%	%	%
d) Proportion of part-time 'other' staff	%	%	%

**Section E: Number of teaching hours taught by adult education providers**

**E1 What is the total number of teaching hours taught by adult education providers in your country, (or region or sector) during each of the reference years?**

	Year 199...	Year 200....	Year 200....
Number of teaching hours			

**E2 How are these teaching hours broken down by subject area?**

	Year 199...	Year 200....	Year 200....
Agriculture and veterinary	%	%	%
Computer science, computer use	%	%	%
Engineering, manufacturing and construction	%	%	%
General programmes	%	%	%
Health and welfare	%	%	%
Humanities and arts	%	%	%
Languages	%	%	%
Science, mathematics	%	%	%
Services	%	%	%
Social sciences, business and law	%	%	%
Teacher training and education science	%	%	%
Unknown/don't know	%	%	%

## Section F: Number of learners enrolled by adult education providers

**F1 What is the total number of learners enrolled by adult education providers in your country, (or region or sector) during each of the reference years?**

	Year 199...	Year 200....	Year 200....
Number of learners enrolled			

**F2 How are these learner numbers broken down by subject area?**

	Year 199...	Year 200....	Year 200....
Agriculture and veterinary	%	%	%
Computer science, computer use	%	%	%
Engineering, manufacturing and construction	%	%	%
General programmes	%	%	%
Health and welfare	%	%	%
Humanities and arts	%	%	%
Languages	%	%	%
Science, mathematics	%	%	%
Services	%	%	%
Social sciences, business and law	%	%	%
Teacher training and education science	%	%	%
Unknown/don't know	%	%	%

## Section G: Key developments

**G1 Have there been any key changes or development in provision of adult education in your country/region since 1995?**

**G2 Are any such changes anticipated?**

**Section H: Other information**

**H1 Are there any additional data sources that relate to your country,(or region or sector) that would be useful to this study on adult education providers?**

Yes

No

*(Please tick)*

**H2 If yes, please provide details (name of source/publication or website):**

**H3 Do you have any other comments that you think would be useful to our study?**

**Section I: Your contact details**

**Please write in your contact details.**

**Name:**

**Position:**

**Organisation:**

**Address:**

**Telephone:**

**Email:**

Thank you for taking the time to complete this questionnaire.  
Please return it by **28<sup>th</sup> April 2006** to [fiona.aldridge@niace.org.uk](mailto:fiona.aldridge@niace.org.uk)

## Text for accompanying letter

Dear Colleague

### **Re. European Commission Study on Adult Education Providers**

The European Commission (Directorate for Education and Culture) is seeking to gain an insight into the provision of non-vocational adult education in Europe, especially with regards to data on adult education providers. Information is sought on the number of providers, their financial turnover, the number of persons employed, the number of teaching hours taught and the number of adult learners participating in this provision from the EU-25, the acceding and candidate countries and the EFTA-EEA countries. The Study will also examine trends per country and on an EU level, based upon the data collected. It will put together relevant contextual information for analysing country differences and developments over time.

NIACE, the National Institute of Adult Continuing Education (England and Wales), has been contracted by the Commission to undertake this Study. While we will be making full use of existing published data sources, we would appreciate your assistance in the collection of data and information about trends, which relate to your country, region or sector.

I am attaching a short questionnaire, some guidance notes and a letter of endorsement from the Commission. I would be grateful if you could give this matter your attention. Please complete as much of the questionnaire as possible. If you do not have the information required to fully answer some or several of the questions, please complete those parts of the questionnaire where information or estimates are available. We will be identifying gaps in available data in order to make proposals on the future collection of data on adult education providers.

The Study is mainly concerned with publicly funded providers of non-vocational adult education and trends in this area. However, we are also interested in the numbers and trends in the private and voluntary sectors, so information about these areas would also be welcome.

Later in the year, it may be possible to hold an expert seminar to examine conclusions from the Study and contribute to the design of proposals for collecting data in future. Please let us know if you would be interested in participating in this seminar.

If you would like more information or clarification regarding this study and the questionnaire, please contact Sue Waddington [sue.waddington@niace.org.uk](mailto:sue.waddington@niace.org.uk) or Fiona Aldridge [fiona.aldridge@niace.org.uk](mailto:fiona.aldridge@niace.org.uk)

We would be very grateful if you could return the questionnaire to us by April 28<sup>th</sup> 2006.

## Text for guidance notes

### Definitions:

- By *non-vocational adult education* we mean provision to develop the knowledge and skills required for community, domestic, personal, social or recreational reasons.
- By *vocational adult education* we mean all organised, systematic education and training provision in which people take part in order to obtain knowledge and/or learn new skills for a current or future job, to increase their earnings, to improve job and/or career opportunities in a current or another field and generally to improve their opportunities for advancement and promotion.
- By *publicly funded providers* we mean providers of adult education who are mainly funded by public authorities.
- By *adults* we mean persons aged over 16 who have left the initial education and training system.

### Timeframe:

The Commission is interested in obtaining time series data. If possible, we would therefore like you to supply us with information from 3 data points in the period since 1995 (ideally 1995, 2000 and 2004), although we will accept data from other years. Please identify in each table, which years you are providing data for.

### Completing the questionnaire:

Please complete as much of the questionnaire as possible. If you do not have the information required to fully answer some or several of the questions, please complete those parts of the questionnaire where information or estimates is available. We will be identifying gaps in available data in order to make proposals on the future collection of data on adult education.

Where you are only able to provide estimated data, please indicate this by putting an 'e' next to the information.

For question A1, please tick all of the categories for which you are able to provide data and then complete the relevant sections of the rest of the questionnaire. All respondents should also complete sections G to I.

## **Appendix b: References**

*Belgium (Flanders) 2005 Report: Implementing the 'Education and Training 2010' Work Programme*, European Commission, Brussels

Bert-Jan Buiskool et al. (2005) *Developing local learning centres and learning partnerships as part of Member states' targets for reaching the Lisbon goals in the field of education and training - A study of the current situation*, study assigned by EC, Leiden, the Netherlands 2005

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Commission Staff Working Paper (2005) *Commission Staff Working Paper: Progress Towards the Lisbon Objectives in Education and Training Report*.

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Statistics Office of the Republic of Slovenia (2004) *Statistical Information Rapid Reports Series 14 January 2004* available from ([www.stat.si](http://www.stat.si))

*Sweden 2005 Progress Report on Implementing the 'Education and Training 2010' Work Programme*, European Commission, Brussels

*Turkey 2005 Progress Report on Implementing the 'Education and Training 2010' Work Programme*, European Commission, Brussels

World Bank (2006) *Definition and Source*, March 2006 in [www.World Bank/ topics/ education / edstats](http://www.World Bank/ topics/ education / edstats)

### **Websites**

Statistics Austria ([www.statistik.at](http://www.statistik.at))

Bulgarian national statistics website ([www.nsi.bg](http://www.nsi.bg))

Central Statistical Bureau of Latvia ([www.csb.lv](http://www.csb.lv))

Danish national statistics website ([www.dst.dk](http://www.dst.dk))

Estonian national statistics website ([www.stat.ee](http://www.stat.ee))

Hungarian Central Statistical Office ([www.ksh.hu](http://www.ksh.hu))

Irish national statistics website ([www.cso.ie](http://www.cso.ie))

Luxembourg national statistics website ([www.statec.lu](http://www.statec.lu))

Norwegian national statistics website ([www.ssb.no](http://www.ssb.no))

Slovenian national statistics website ([www.stat.si](http://www.stat.si))

Statistics Finland ([www.stats.fi](http://www.stats.fi))

Statistics Lithuania ([www.std.lt](http://www.std.lt))

Statistics Netherlands ([www.cbs.nl](http://www.cbs.nl))

Statistics Sweden website ([www.scb.se](http://www.scb.se))

The UK Office of National Statistics website ([www.statistics.gov.uk](http://www.statistics.gov.uk))