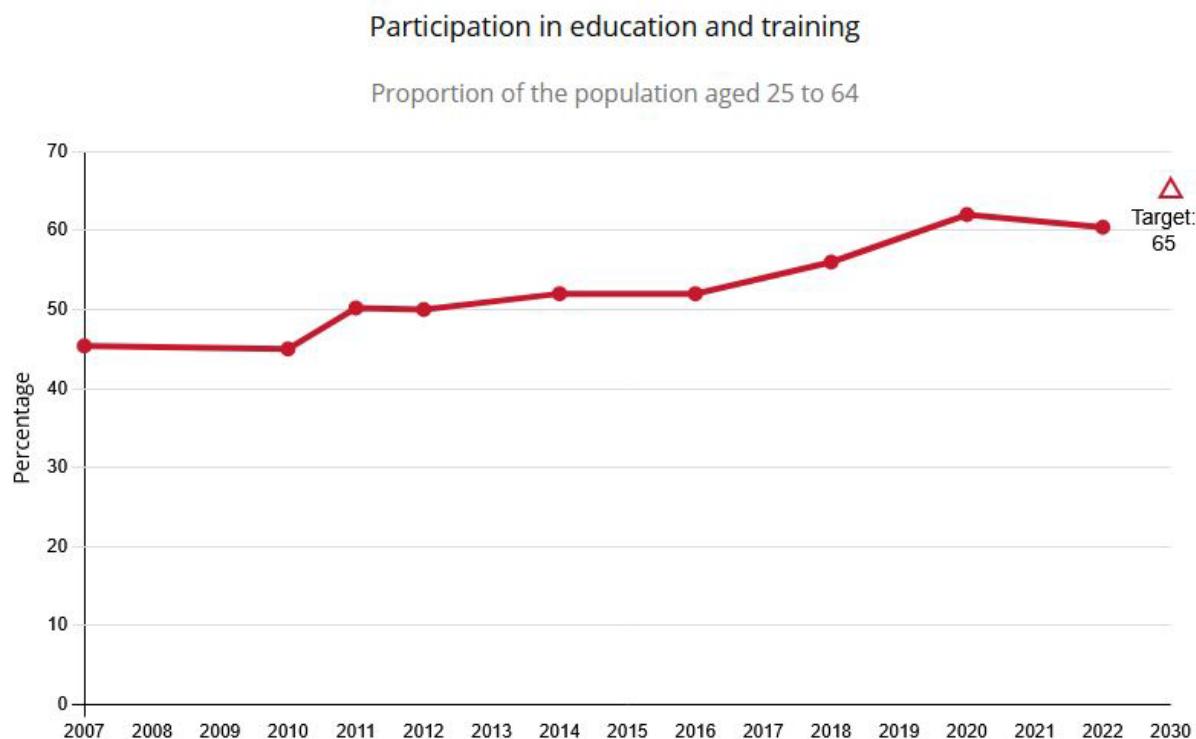




Social situation and education – *Promoting mobility in education biographies*

4.3.a Participation in education and training



Definition(s):

Education and training: Measures that include attendance at general and vocational schools and universities, as well as participation in general or vocational training courses, seminars, conferences or private tuition.

Note(s):

The 2007, 2011, 2016 and 2022 data are based on the results of the AES (Adult Education Survey). – The 2010, 2012, 2014, 2018 and 2020 data are based on a special evaluation and are not publicly available.

Data source(s):

Federal Statistical Office, Statistical Office of the European Union, Federal Ministry of Education, Family Affairs, Senior Citizens, Women and Youth

Definition

The indicator represents the proportion of the population aged 25 to 64 (in %) who have participated in formal or non-formal education or training in the 12 months prior to the survey. Formal education and training is defined as education provided through the system of schools, colleges, universities and other formal educational institutions. Non-formal education and training includes all organised and sustained learning activities that are not part of formal education.

Intention

Continuing education is important in view of the changes in the economy, the labour market and society. With its National Continuing Education Strategy, the German government has already set itself the goal of attracting more employees and companies to continuing education and training in 2022.



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Target

Increase to 65% by 2030

Content and progress

The indicator measures the proportion of the population aged 25 to 64 who participated in formal or non-formal education or training activities in the twelve months prior to the survey. Formal education includes educational activities in schools, colleges and universities that follow a defined curriculum, lead to a qualification recognised in the national qualification framework such as the Abitur, Bachelor's or Master's degree, and last at least six months. Non-formal education refers to organised learning activities outside the formal education system, such as vocational training, workshops or online courses, which impart specific skills or knowledge but do not lead to a formal qualification.

The data for the indicator is sourced from the Adult Education Survey (AES), a Europe-wide coordinated survey that captures the continuing education behaviour of the adult population. It records the extent to which adults participate in formal or non-formal learning activities, the types of education or training they pursue, and their reasons for participating or not participating in further education. The survey is mandatory for all EU member states and is conducted every six years. In the intervening years, national surveys are conducted in Germany, which from 2025 onwards will take place every three years (previously every two years).

Since the first survey in 2007, the share of 25- to 64-year-olds participating in further education has steadily increased from 45% to 62% in 2020. Since 2016, the participation rates of men and women in this age group have been nearly identical. The most recent survey in 2022 recorded a slight decline to 60%, which may be linked to the COVID-19 pandemic and associated restrictions, such as the absence of in-person courses. A similar decline was also observed in other surveys related to continuing education. Compared to the EU average of 46.6%, Germany remains well above the European benchmark.

Non-formal education or training accounted for the vast majority of the indicator value. In 2022, 57.8% of respondents reported participating in such activities, while only 7.4% were engaged in formal education. The total exceeds the overall indicator value because 5.2% of respondents participated in both formal education and non-formal learning activities.

Among the non-formal education and training courses undertaken, the subject area Business, Administration and Law was the most represented at 25.4%, followed by Services (18.9%), Health and Welfare (14.3%), and Information and Communication Technologies (14.0%).

An analysis of the results by age group reveals that participation in further education significantly declines with age. While 70.5% of those aged 25 to 34 participated in education or training, the figures dropped to 61.8% for those aged 35 to 44, 60.1% for those aged 45 to 54, and 51.5% for those aged 55 to 64.

The indicator makes no distinction regarding the nature of the education or training undertaken. For example, Master's degree programmes are counted in the same way as one-off short workshops attended purely out of personal interest. As a result, the indicator provides a good overall picture of the quantitative scope of participation in education and



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training but does not allow conclusions to be drawn about the duration or quality of the activities undertaken.

Despite the recent decline, the average trend over the past years has been positive, suggesting that the politically set target of 65% participation in education and training may be achievable by 2027, provided the recent average trend continues.

Type of target

Target with specific target value

Assessment

Participation in education and training should be increased to at least 65% by 2030.

According to the target formulation, the six-year average trend – despite a slight deterioration in 2022 – shows an upward movement. If this trend continues, the politically defined target would already be achieved by 2027. Indicator 4.3.a is therefore assessed as sun for 2022.

