



# Evidence from the Education and Training Monitor 2013

EUNEC executive committee  
11 December 2013

Education and Training  
Monitor 2013

Education  
and  
Training

# Some words about the Monitor

- The second edition in an annual series to strengthen the evidence-base for EU policy coordination in education and training
- Providing the analytical basis for the next European Semester and country-specific recommendations
- Monitoring the evolution of education and training systems on the basis of targets, policy developments and the latest studies

# Seven topics to be presented today

1. Education investment
  2. Employment rate of recent graduates
  3. Early leavers from education and training
  4. Early childhood education and care
  5. A short digression on PISA 2012
  6. Tertiary education attainment
  7. Adult participation in lifelong learning
- + *Some key messages*



Consult one of the  
twenty-eight individual  
country reports

Download the full report

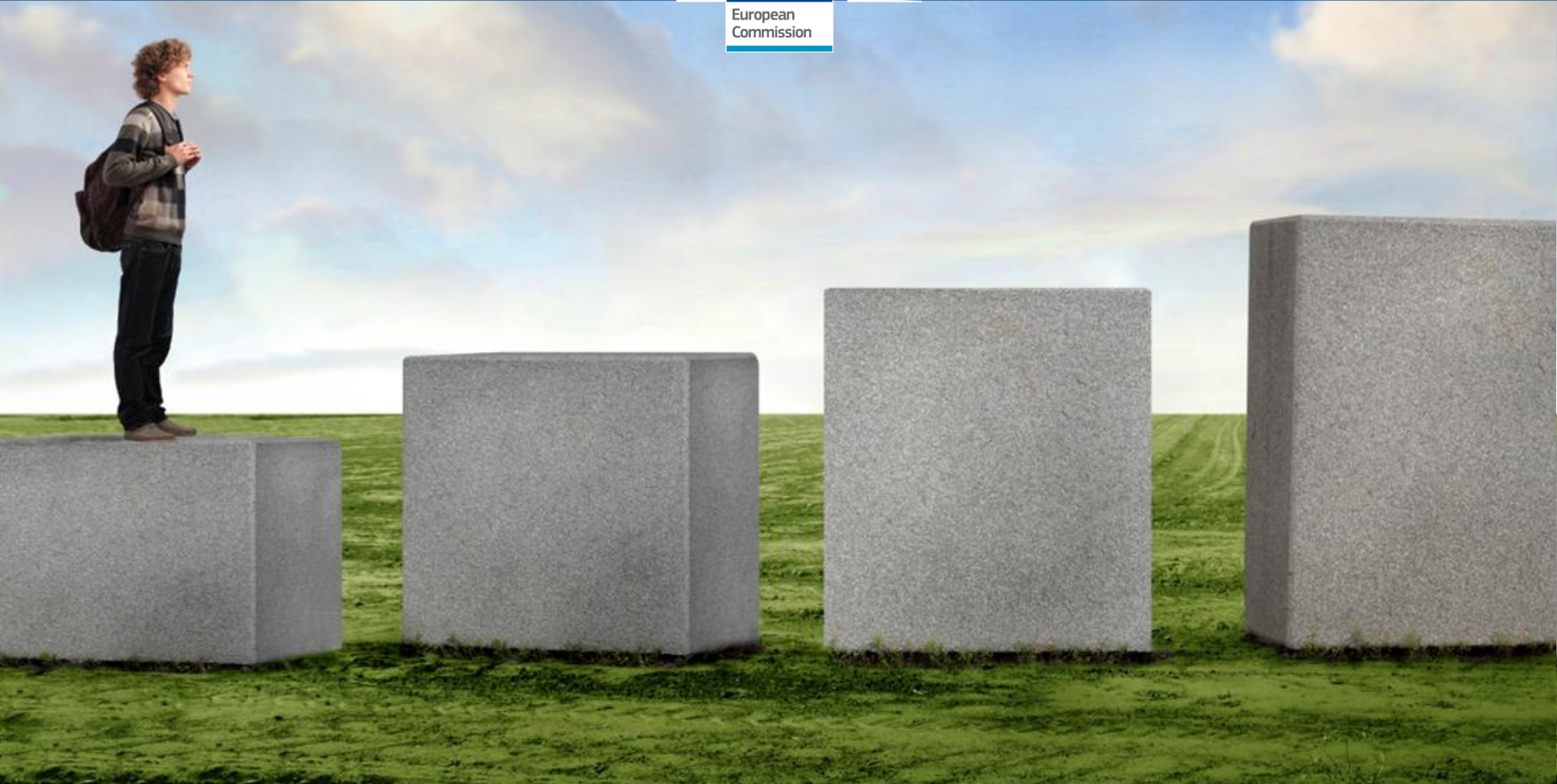
**[ec.europa.eu/education/monitor](https://ec.europa.eu/education/monitor)**

Try out the online  
visualisation tool

# Leaflet

- Country overview for all six operational ET 2020 benchmarks
- Including country's share of 15-year-olds with low achievement in reading, maths and science (PISA 2012)



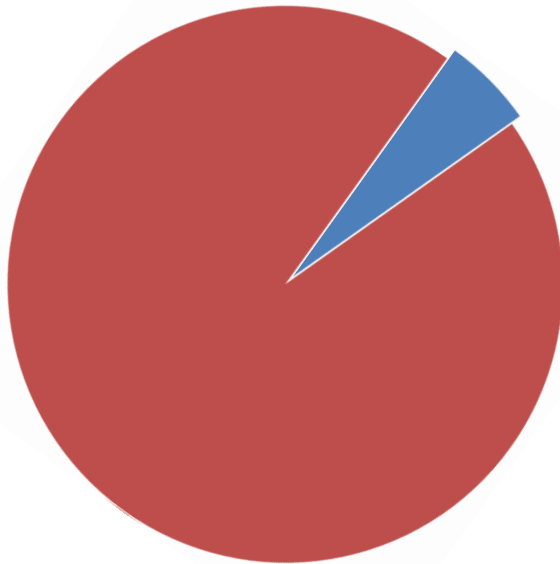


1

Education  
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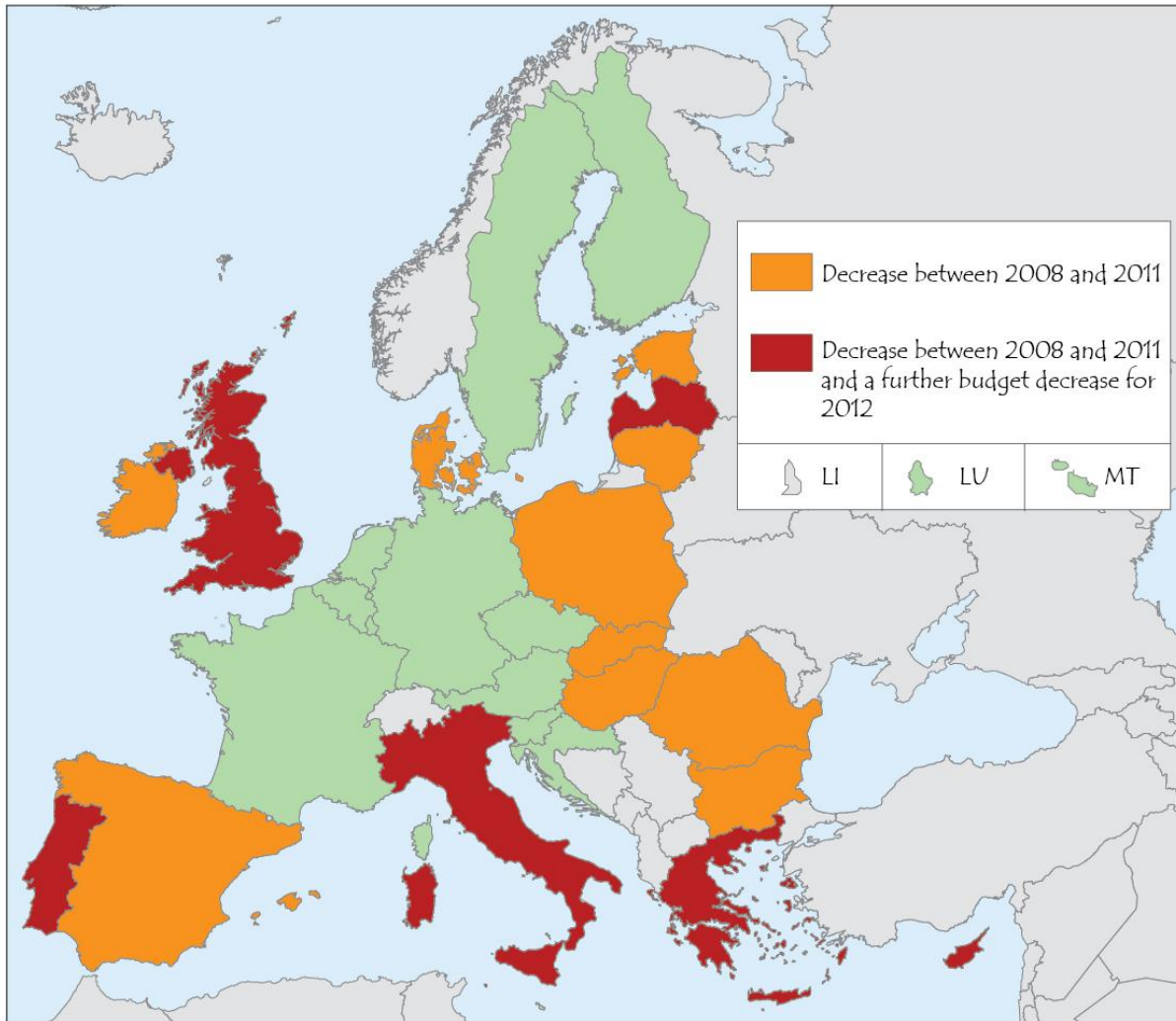
Education  
investment

# Education expenditure



- In 2011, 5.3% of GDP was spent on education and training
- Public debt in the EU is expected to reach 90.6% of GDP in 2014
- Economic growth is expected to remain moderate (1.4%)



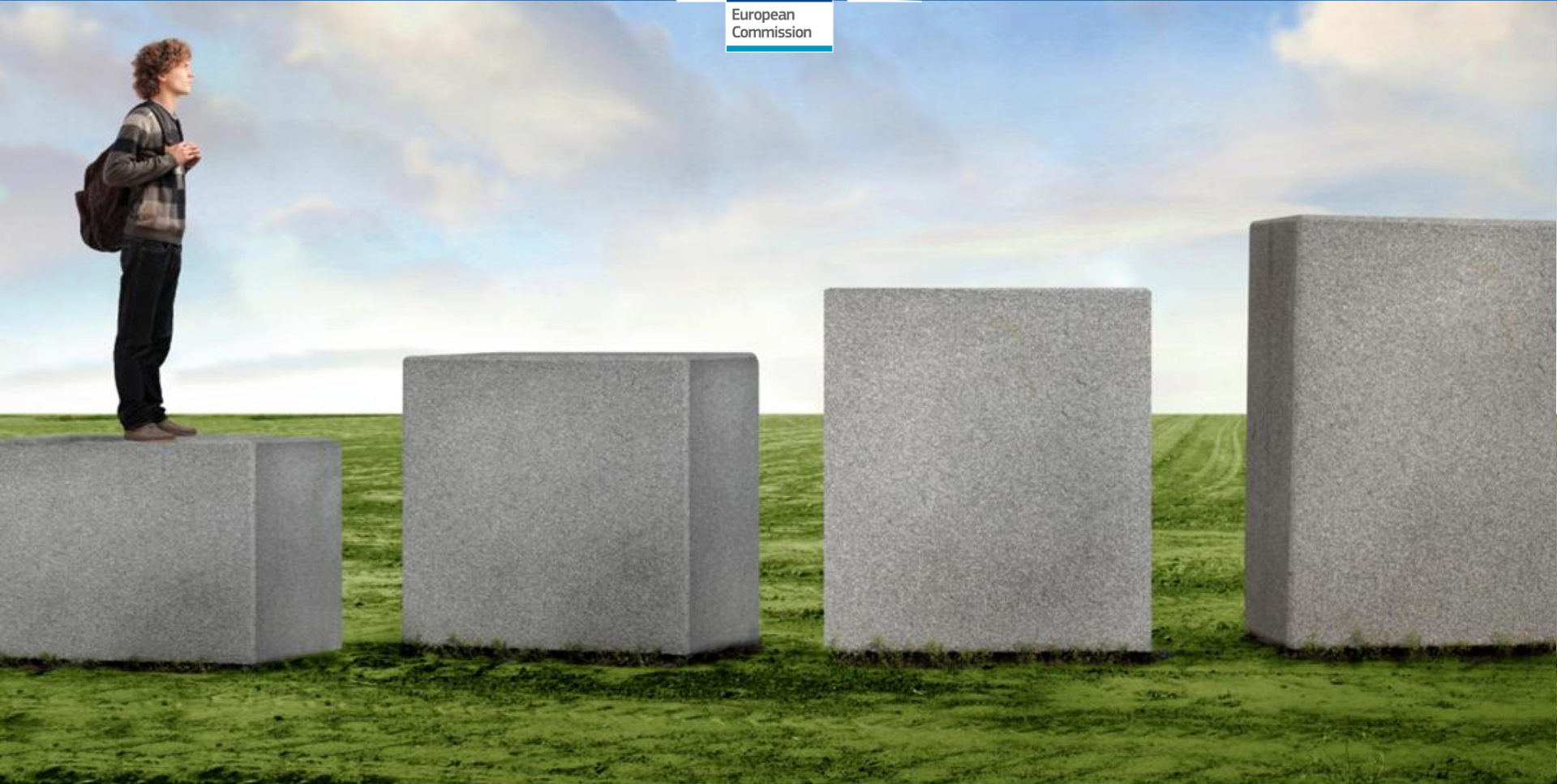


**16 Member States decreased their education investment as some point between 2008 and 2011**



# Expert Indicator Group

- Throughout 2014, a new Expert Indicator Group on education investment will support the Commission in strengthening the evidence-base



2

Education  
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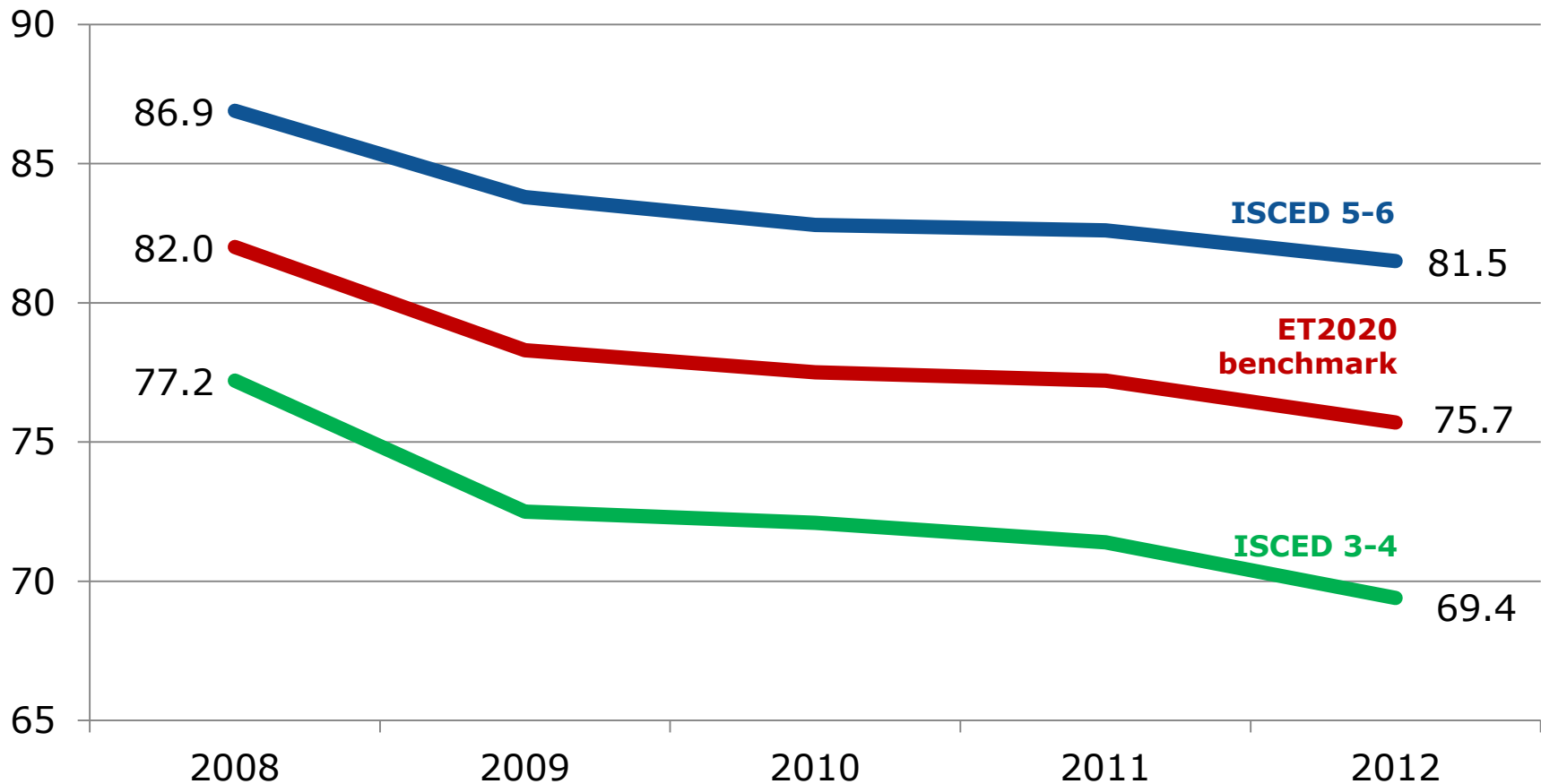
Graduate  
employment rate

# One of the ET 2020 benchmarks



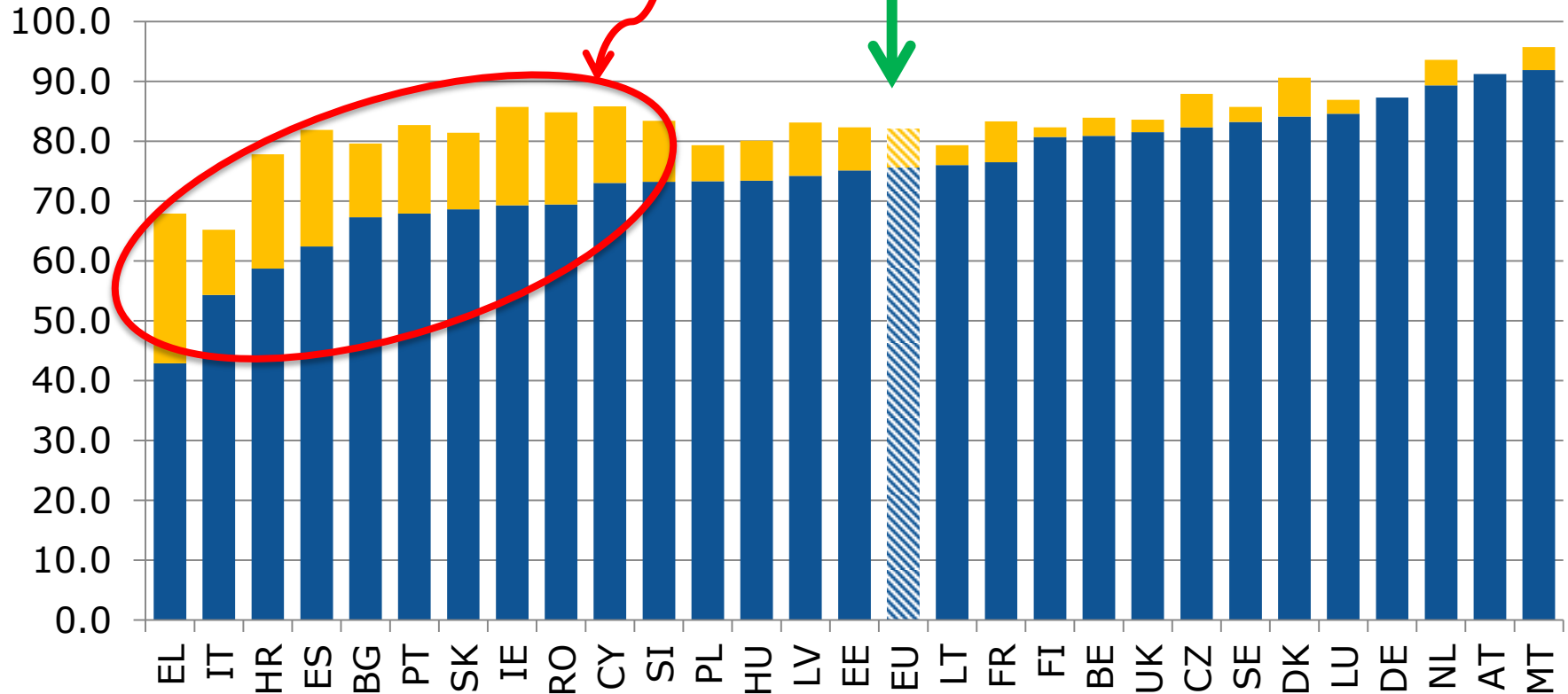
- The target: By 2020, the employment rate of recent graduates should be at least 82%
- The definition: 20-34 year olds graduating from upper secondary, post-secondary or tertiary education 1-3 years prior to the survey
- The source data: EU-LFS (*latest: 2012*)

# Employment rate of recent graduates

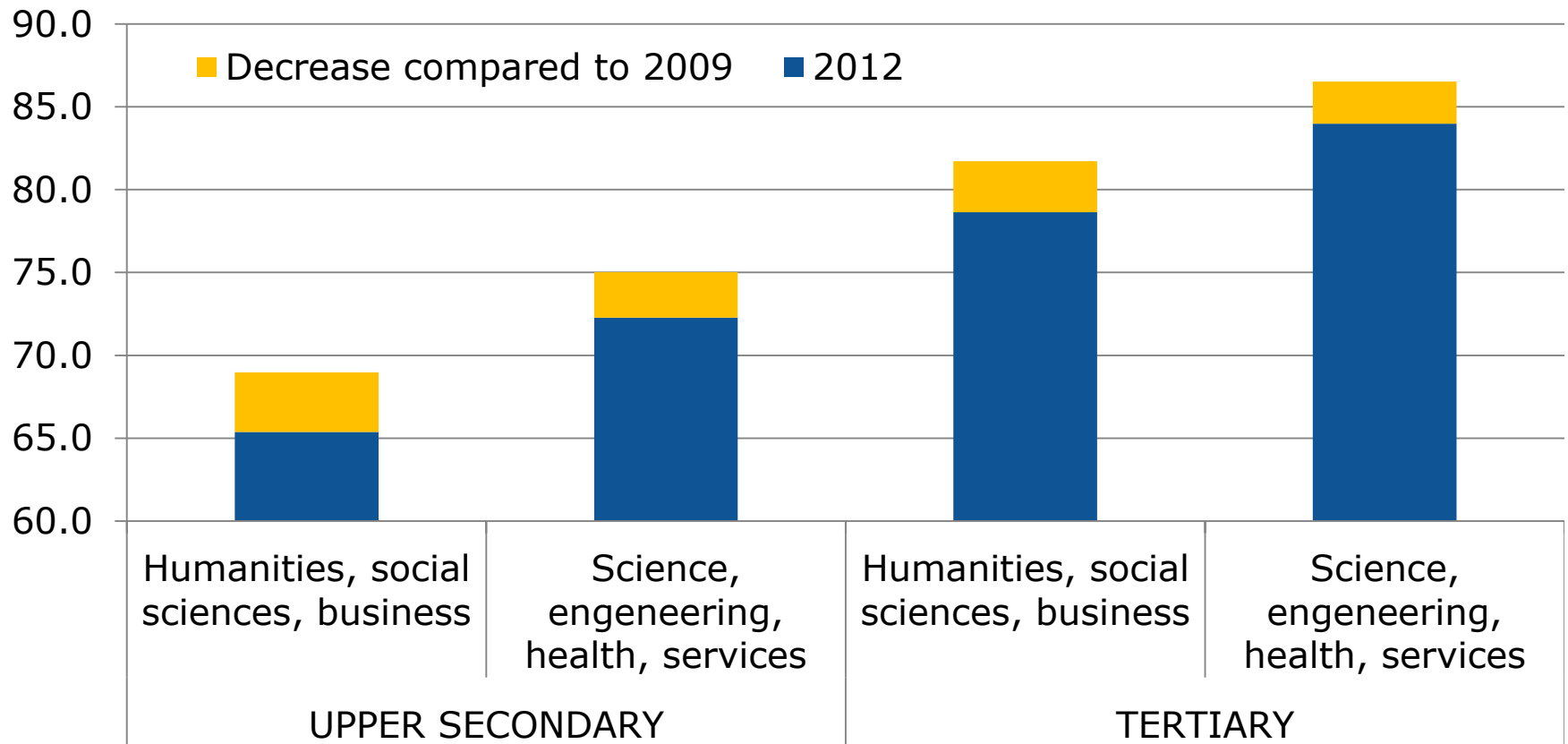


# Biggest drop for the bottom performers

6.3pp drop  
since 2008



# Level and field of education matter





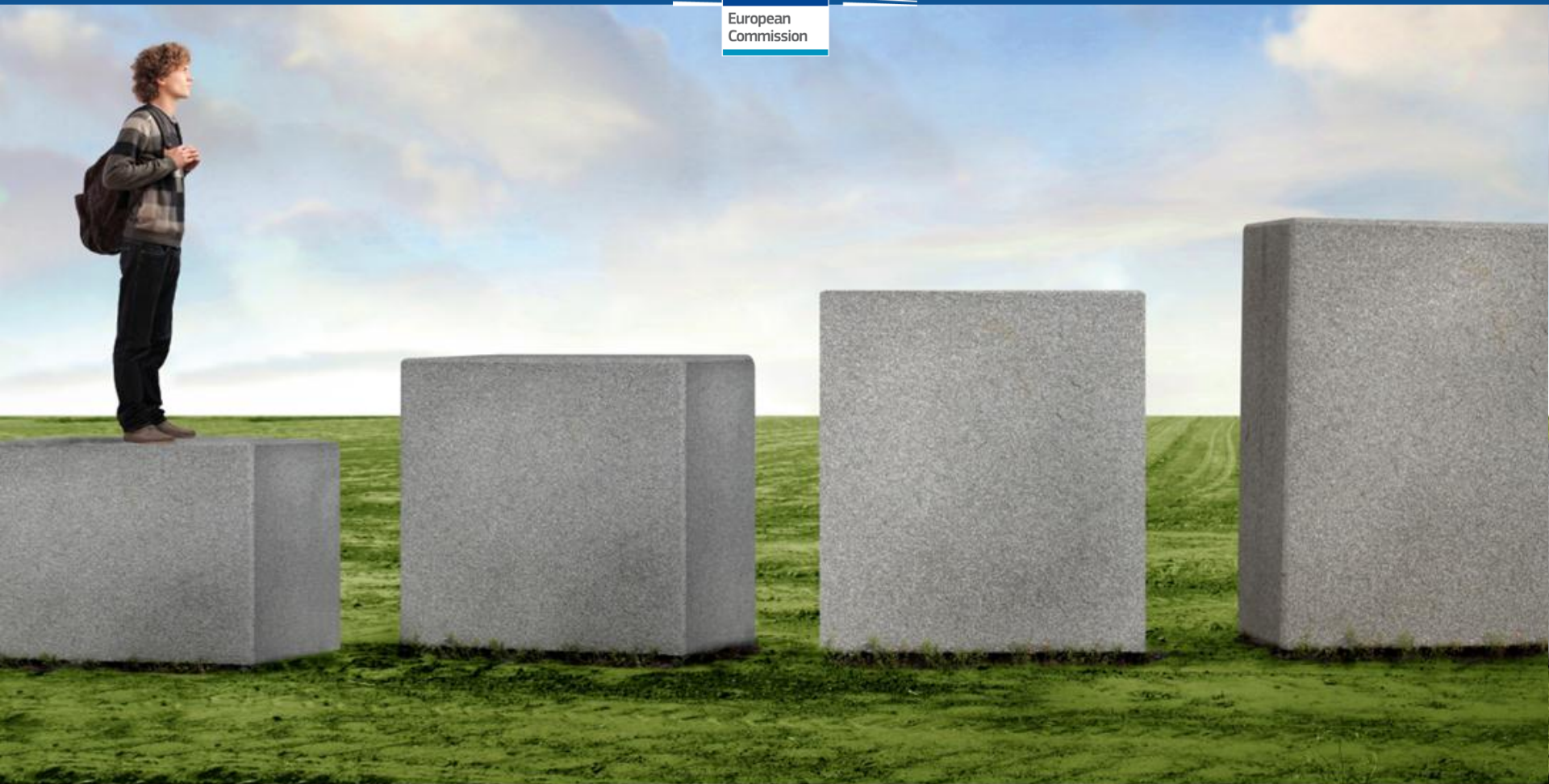
# Work-based learning

- Students from vocational education and training programmes experience a better transition from education to work in Member States with developed work-based learning

## In conclusion

- EU employment rate of recent graduates is down by 8 percentage points for upper secondary education, 5 percentage points for tertiary education
- Employment opportunities still differ significantly by field of study at all educational levels

Across the EU, 21% of people with tertiary qualifications are active in jobs that usually require lower qualifications



3

Education  
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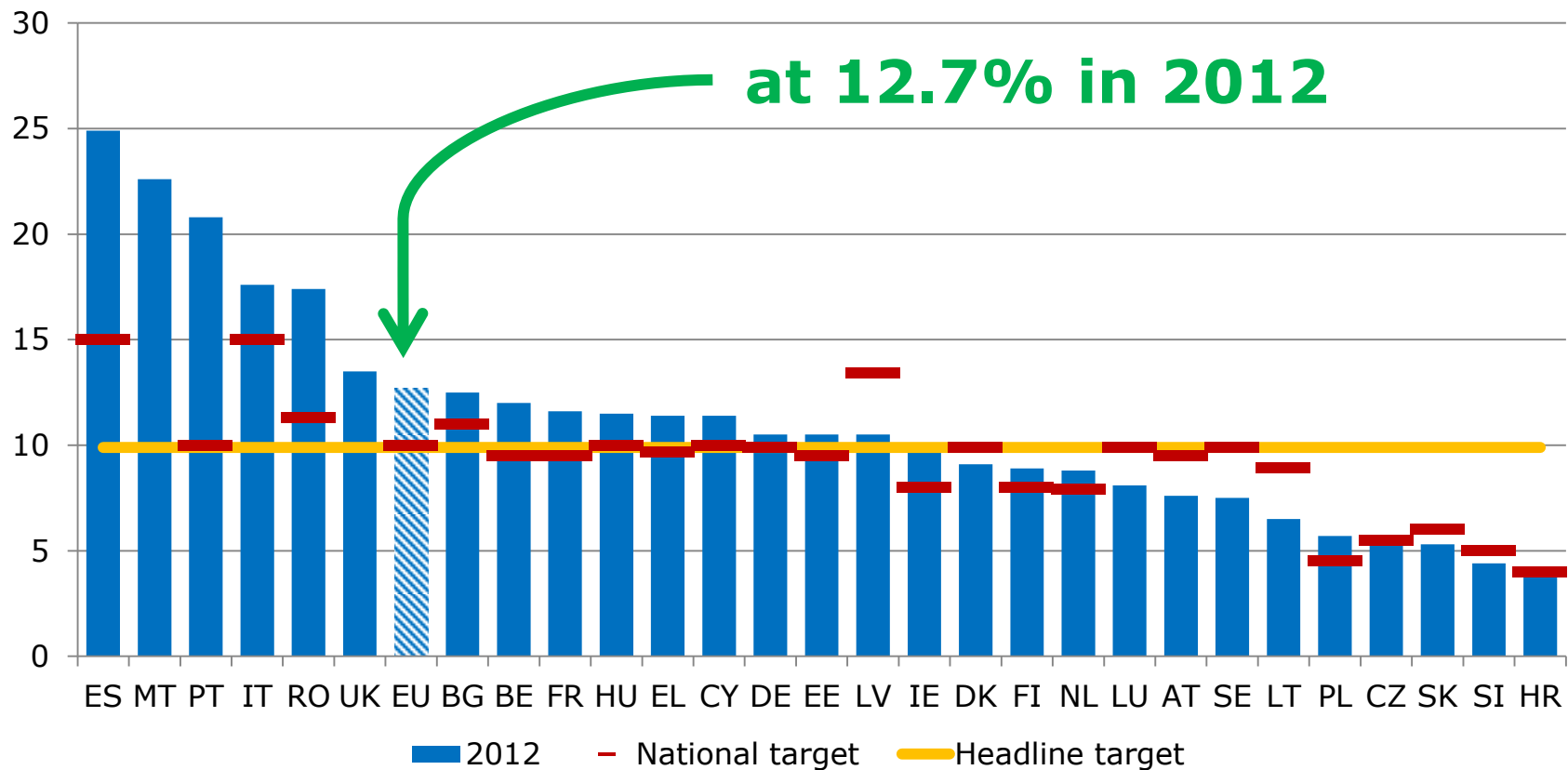
Early school  
leaving

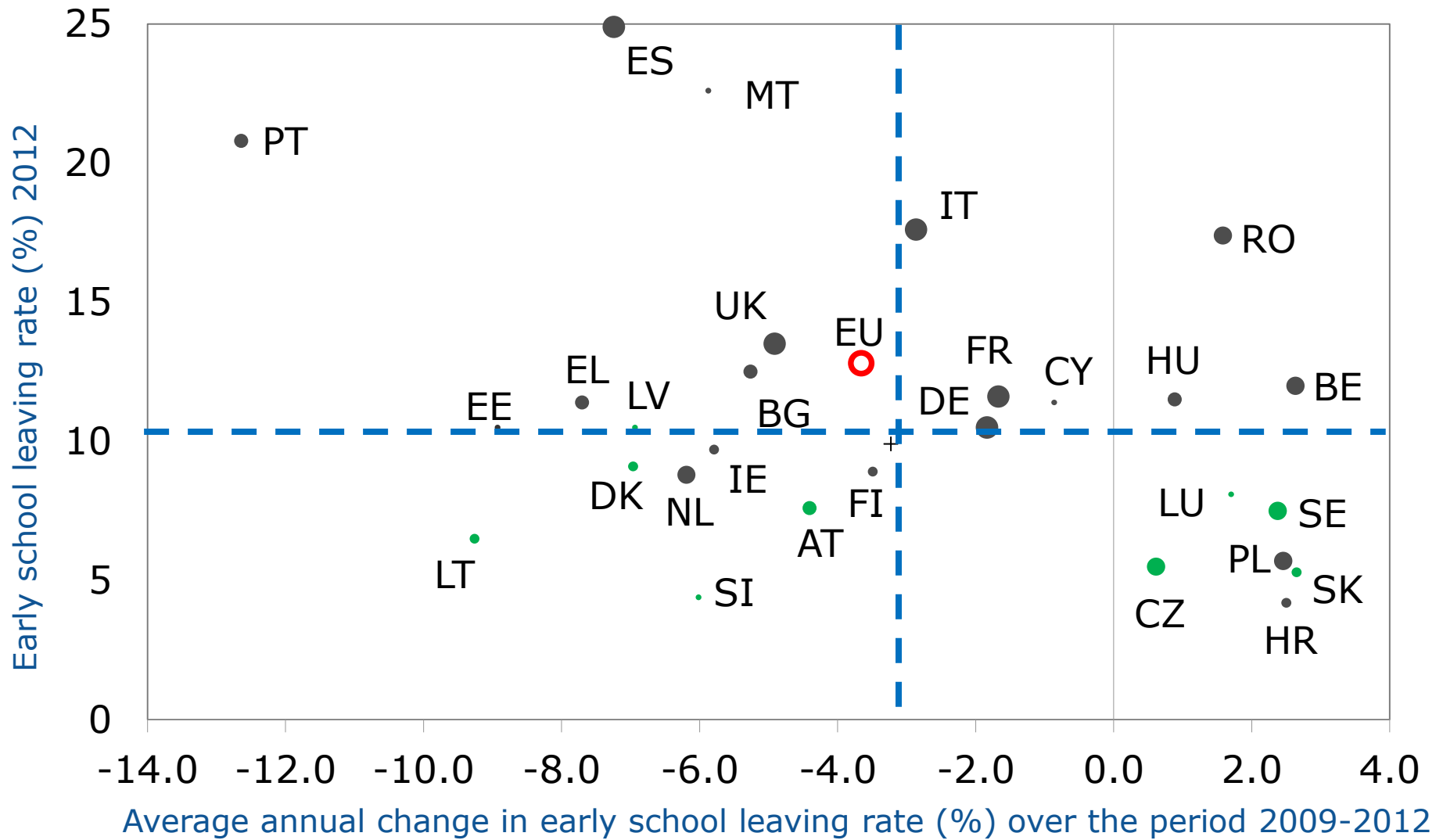
# A Europe 2020 headline target



- The target: less than 10% early school leavers by 2020
- The definition: 18-24 year olds with lower secondary education at most and no longer in formal or non-formal education and training
- The source data: EU-LFS (*latest: 2012*)

# Early leavers from education and training

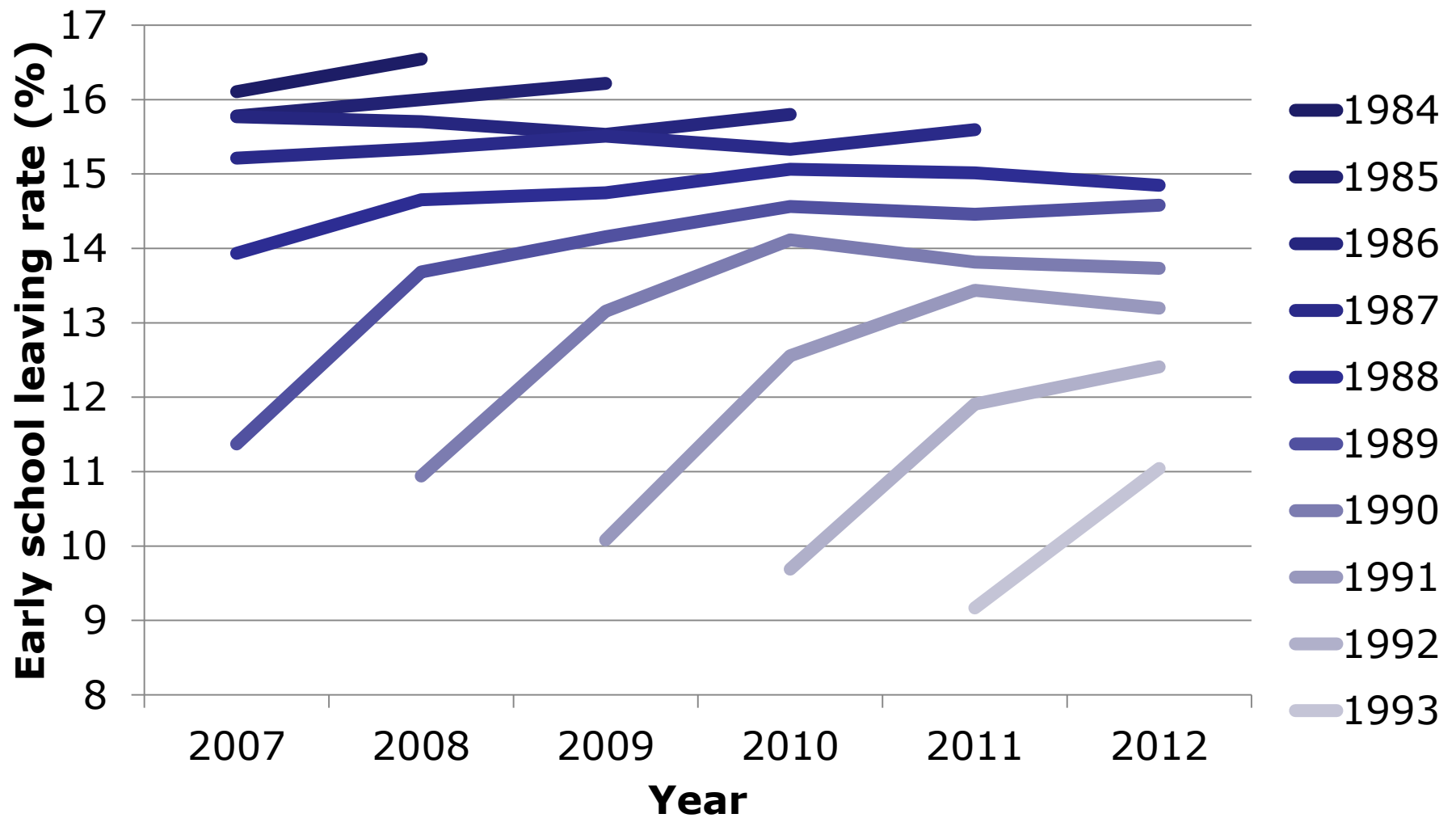






# A slow but steady improvement

- Each birth cohort does better than the previous one



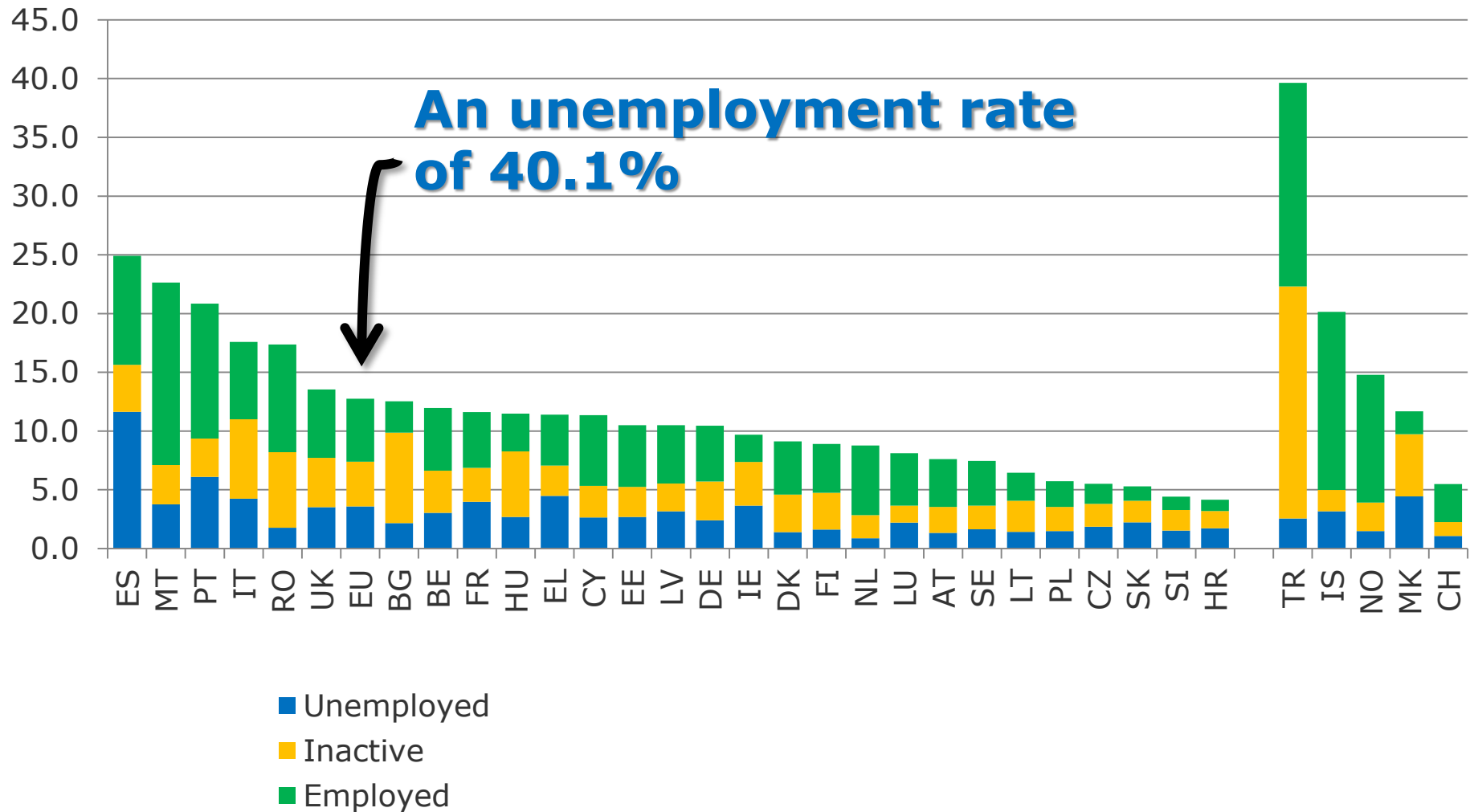
# Students stay in school longer

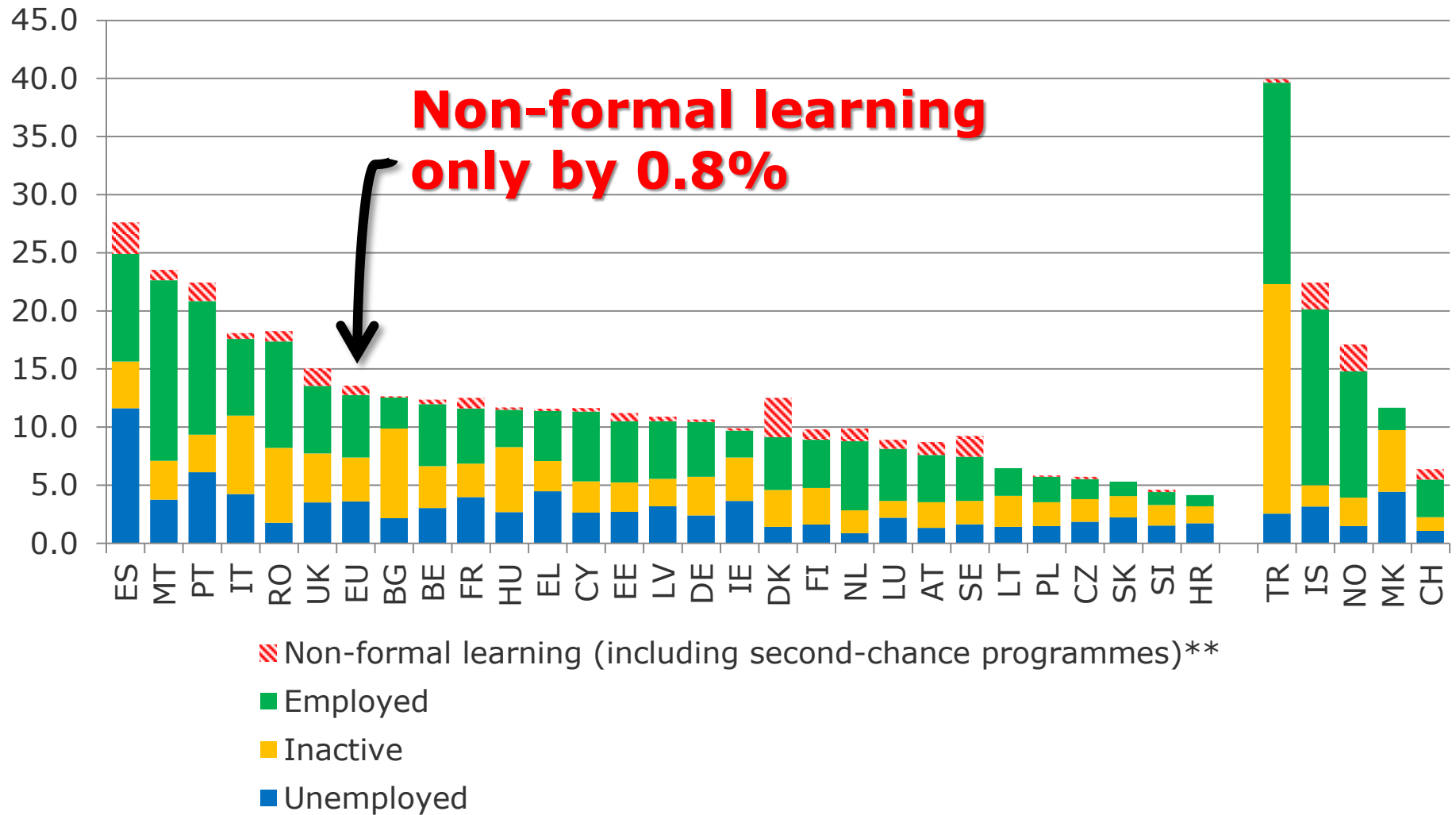
- For 18-year-olds: a 17.6% drop since 2009
- For 24 year-olds: a 8.4% drop since 2009

# What drives the development?

- Parental education
- Risk of unemployment

<https://crell.jrc.ec.europa.eu>





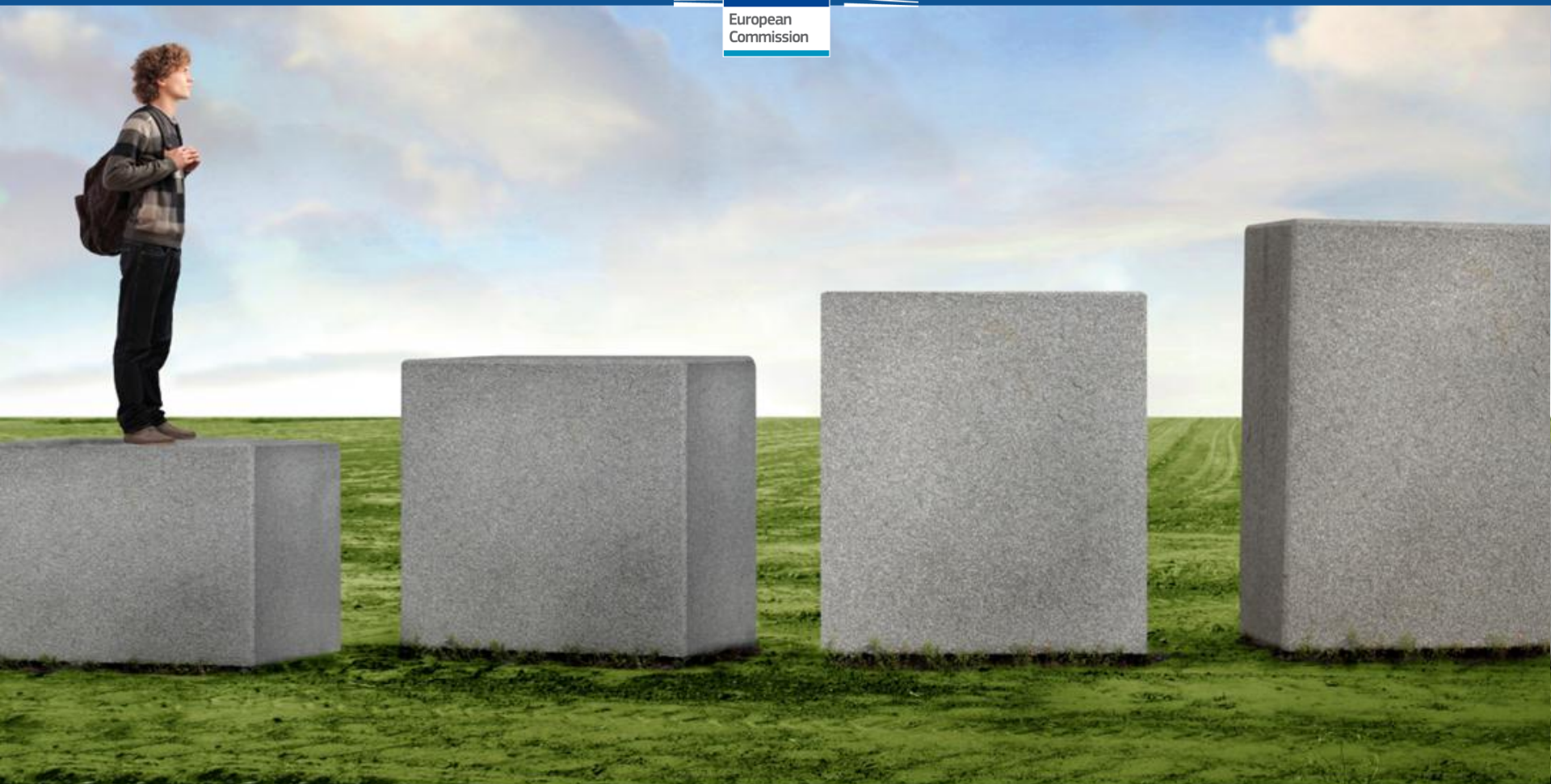


## In conclusion

- 5.5 million young people have left school without finishing upper secondary education and the unemployment rate amongst them is 40.1%
- Second-change education remains under-exploited, with less than 1% of this cohort in non-formal training

Rethinking how we attract, educate and support teachers, school leaders and teacher educators is a pressing issue





# 4

## Early childhood education and care

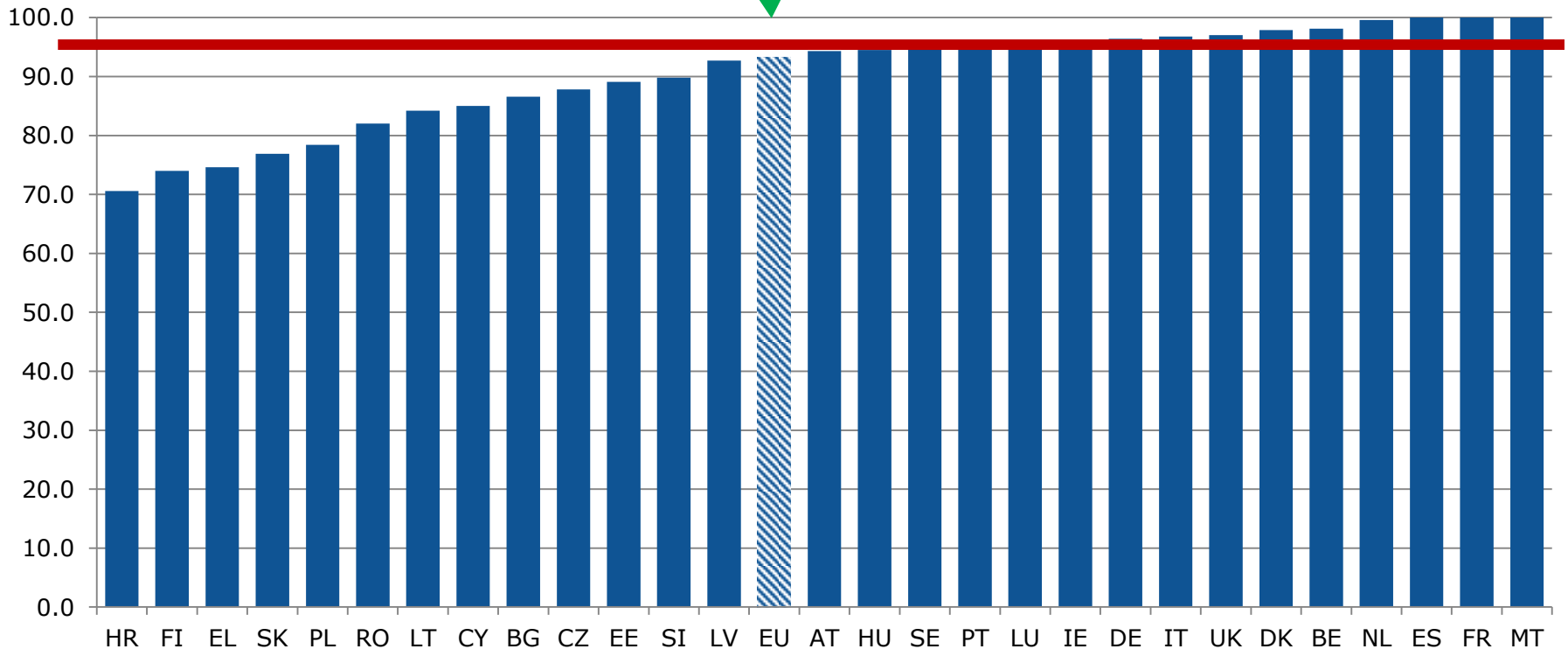
# One of the ET 2020 benchmarks

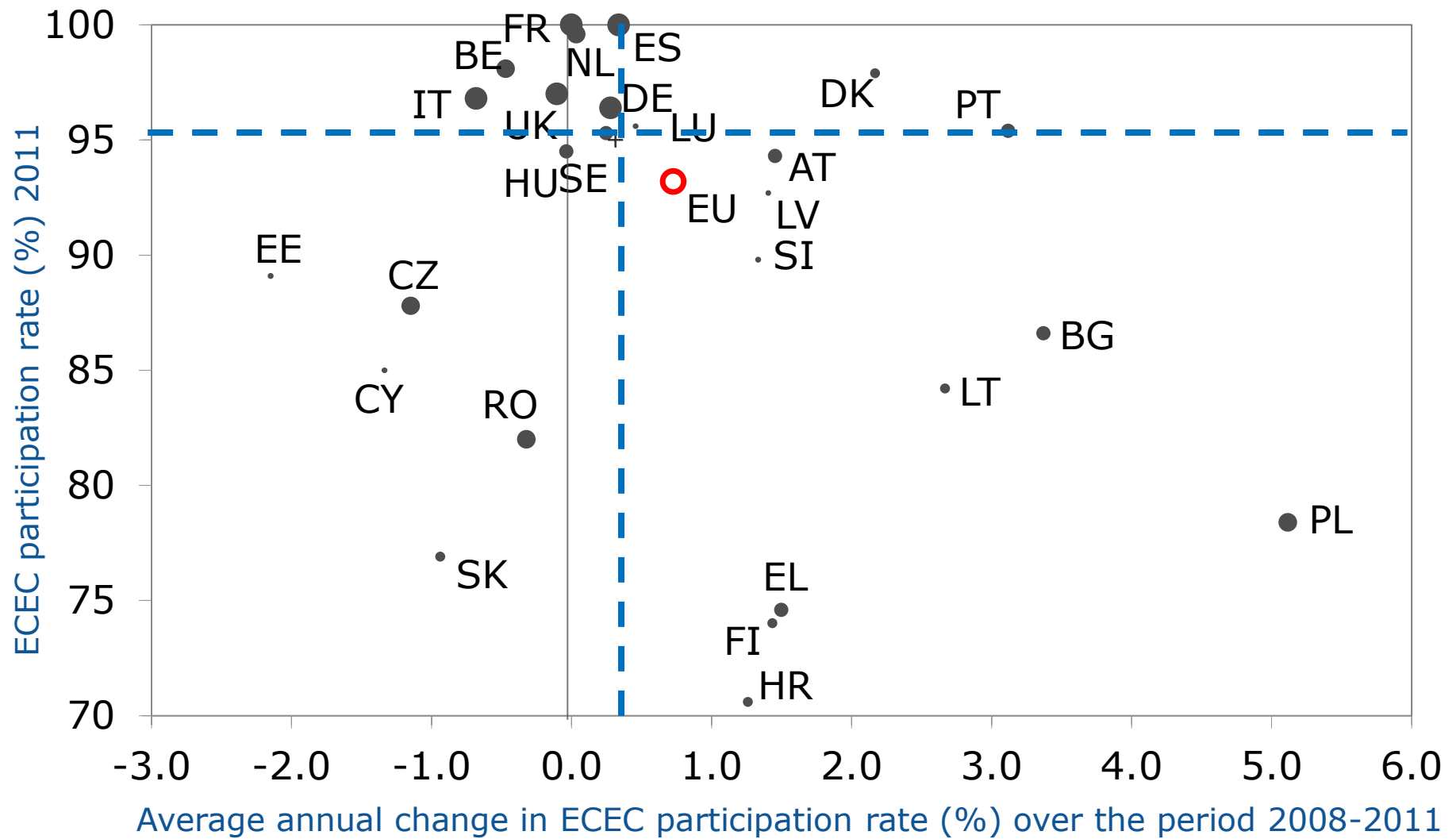


- The target: at least 95% of children in early childhood education and care by 2020
- The definition: between the age of four and the starting age for compulsory primary education
- The source data: UOE data collection (*latest: 2011; limited breakdowns possible*)

# Early childhood education and care

at 93.2% in 2011





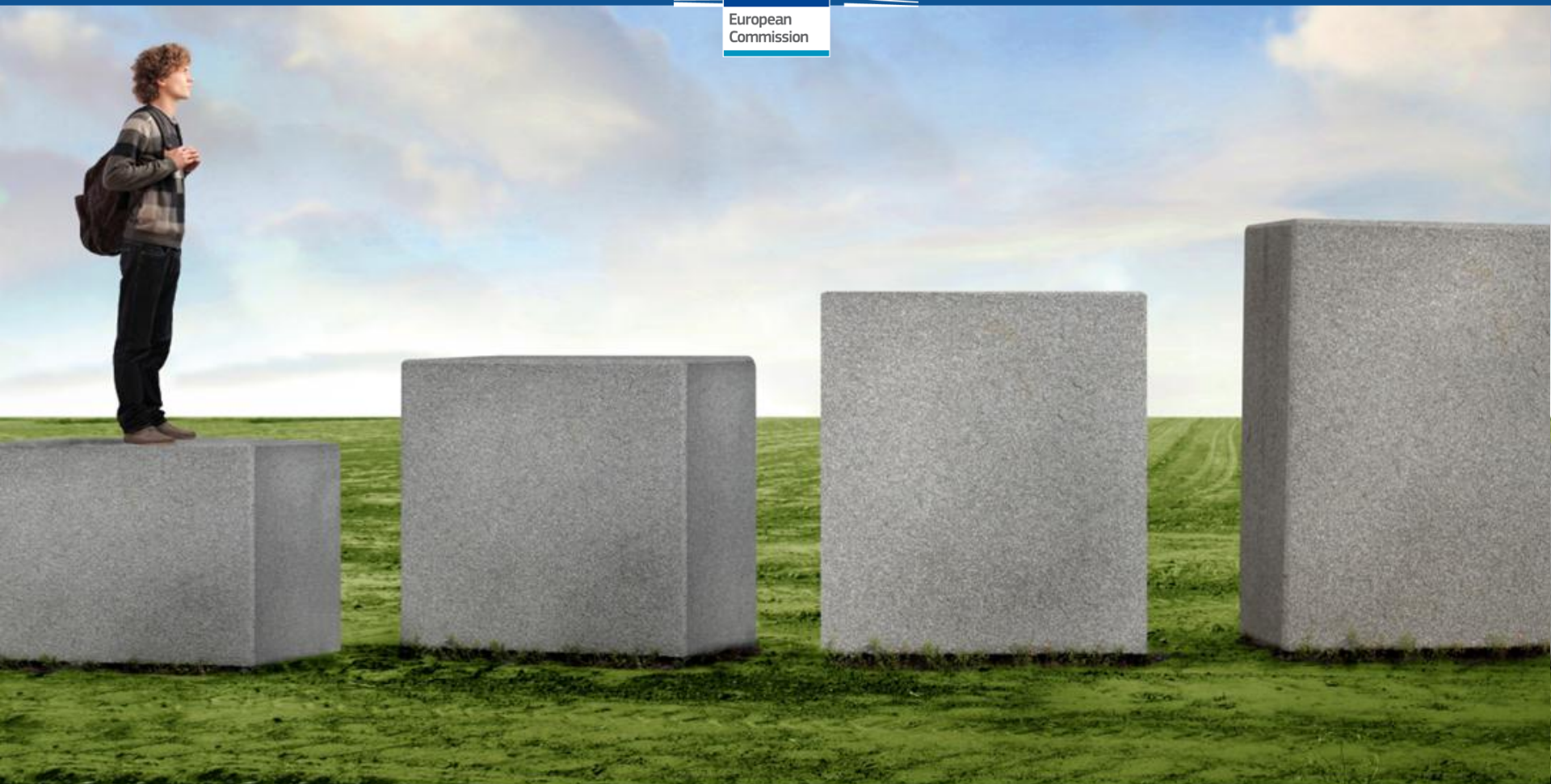
# Quality of ECEC provision

- The TWG group is developing a European Quality Framework
- Eurydice's *Key Data on ECEC 2014*



# Laying the foundations

- According to various international surveys (TIMSS, PIRLS, ESCLC), early learning exercises boost the later development of reading, maths, science and foreign language skills
- Now confirmed by PISA 2012



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Low achievement  
in basic skills

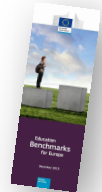
# Raising the bar in school education

A short digression on  
PISA 2012

**Low achievement  
in reading, maths  
and science**



# One of the ET 2020 benchmarks



- The target: less 15% of 15-year-olds should have low achievement in reading, mathematics and science
- The definition: low achievement equals Level 1 and below on the PISA scales for reading, mathematics and science
- The source data: OECD's PISA (*latest: 2012*)

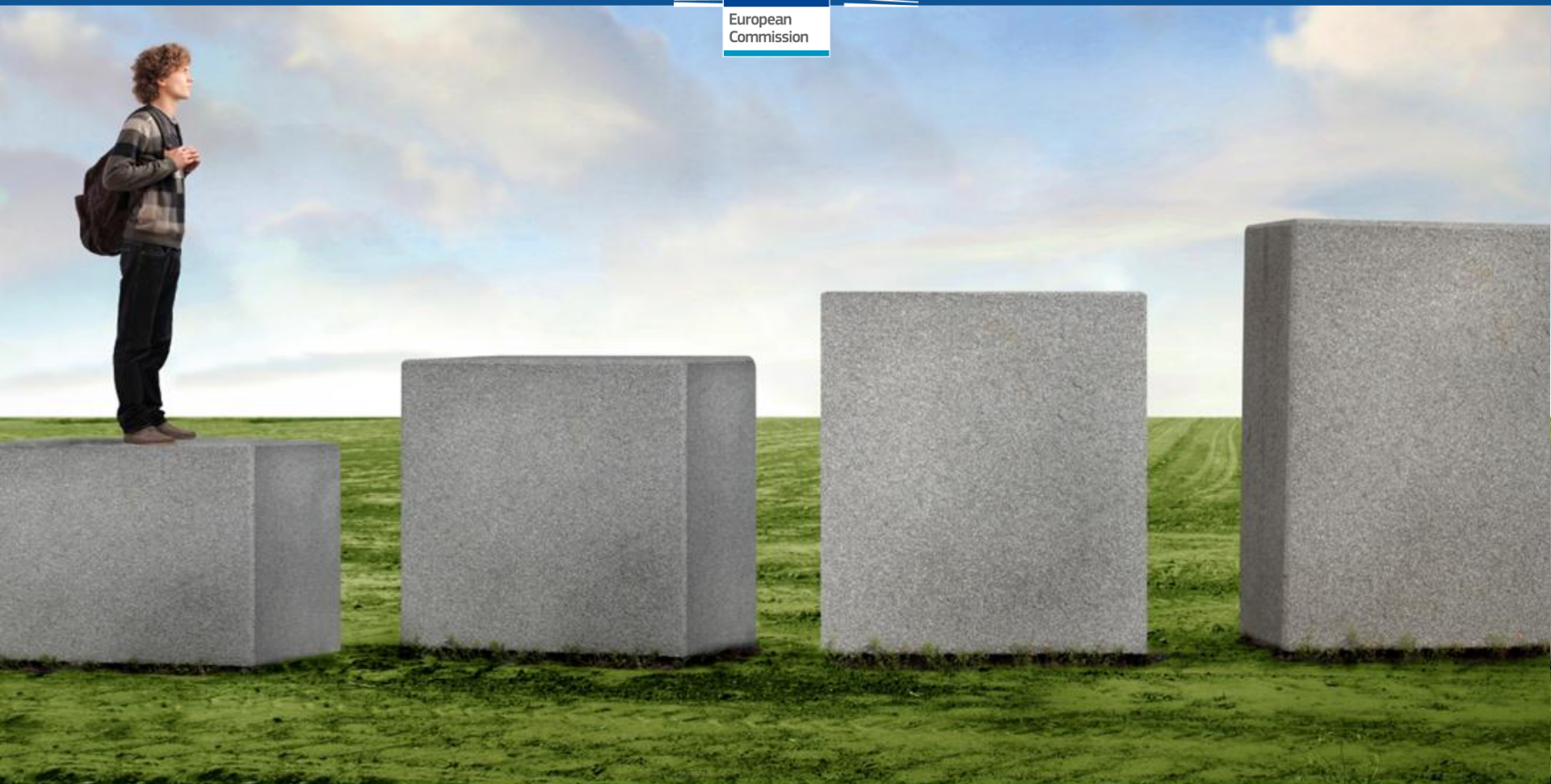
# Quick summary

- Little progress in maths (0.2pp), but more progress in reading (1.pp) and science (1.2pp)
- Negligible gender gap for maths and science but striking gap for reading
- Strong effects of socio-economic status, migrant status, and ECEC participation

PISA note 3 December







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# Tertiary education attainment

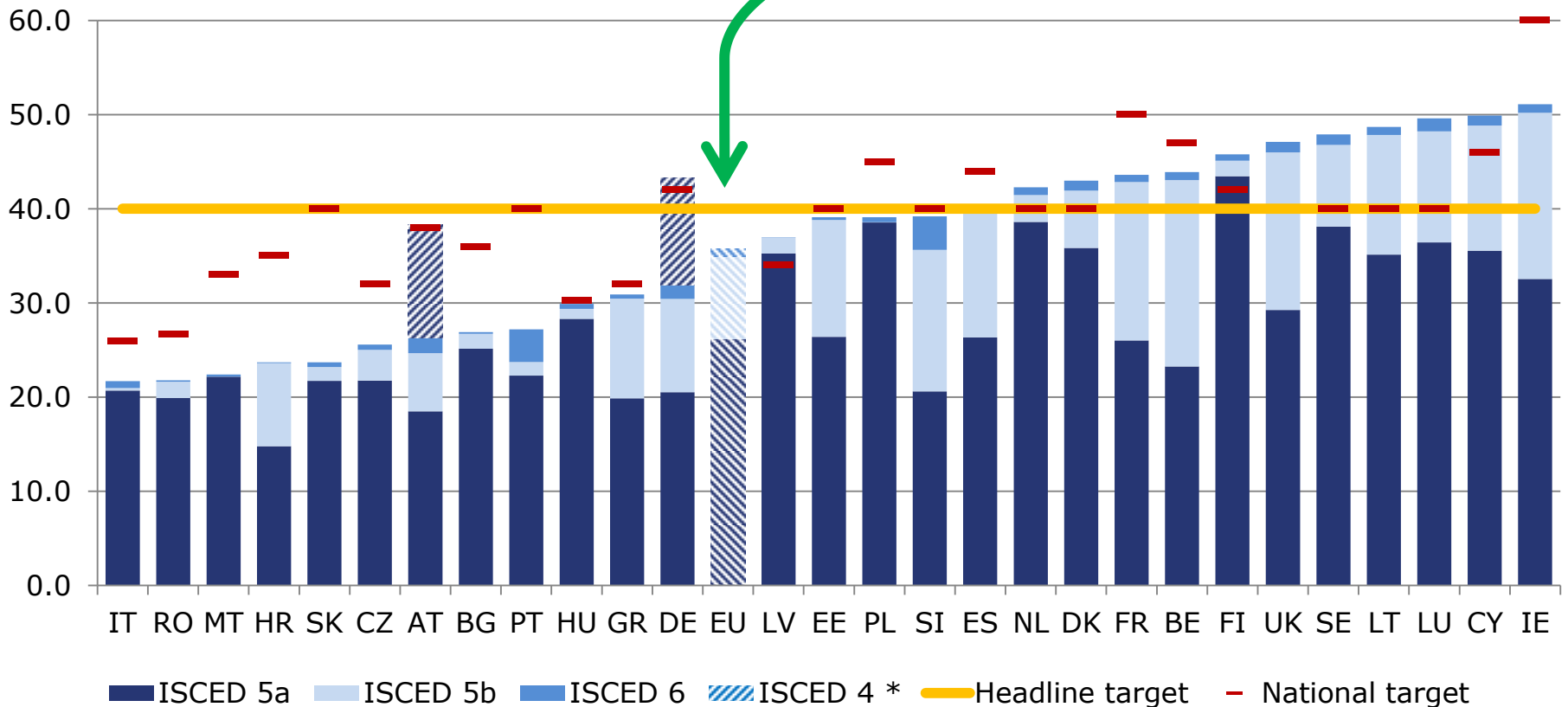
# A Europe 2020 headline target



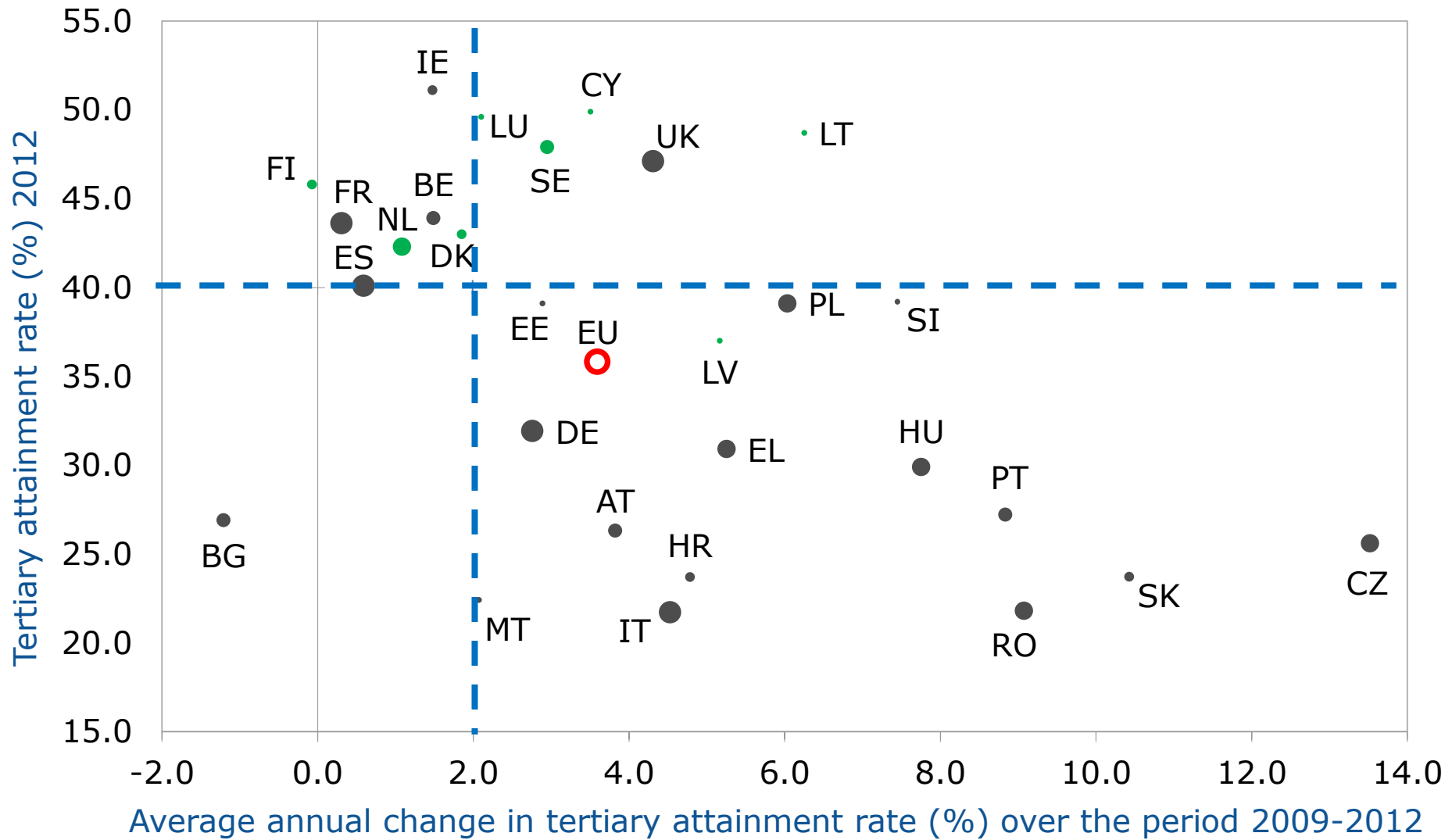
- The target: By 2020, the tertiary education attainment rate should be at least 40%
- The definition: 30-34 year-olds with tertiary education attainment or equivalent
- The source data: EU-LFS (*latest: 2012*)

# Tertiary education attainment

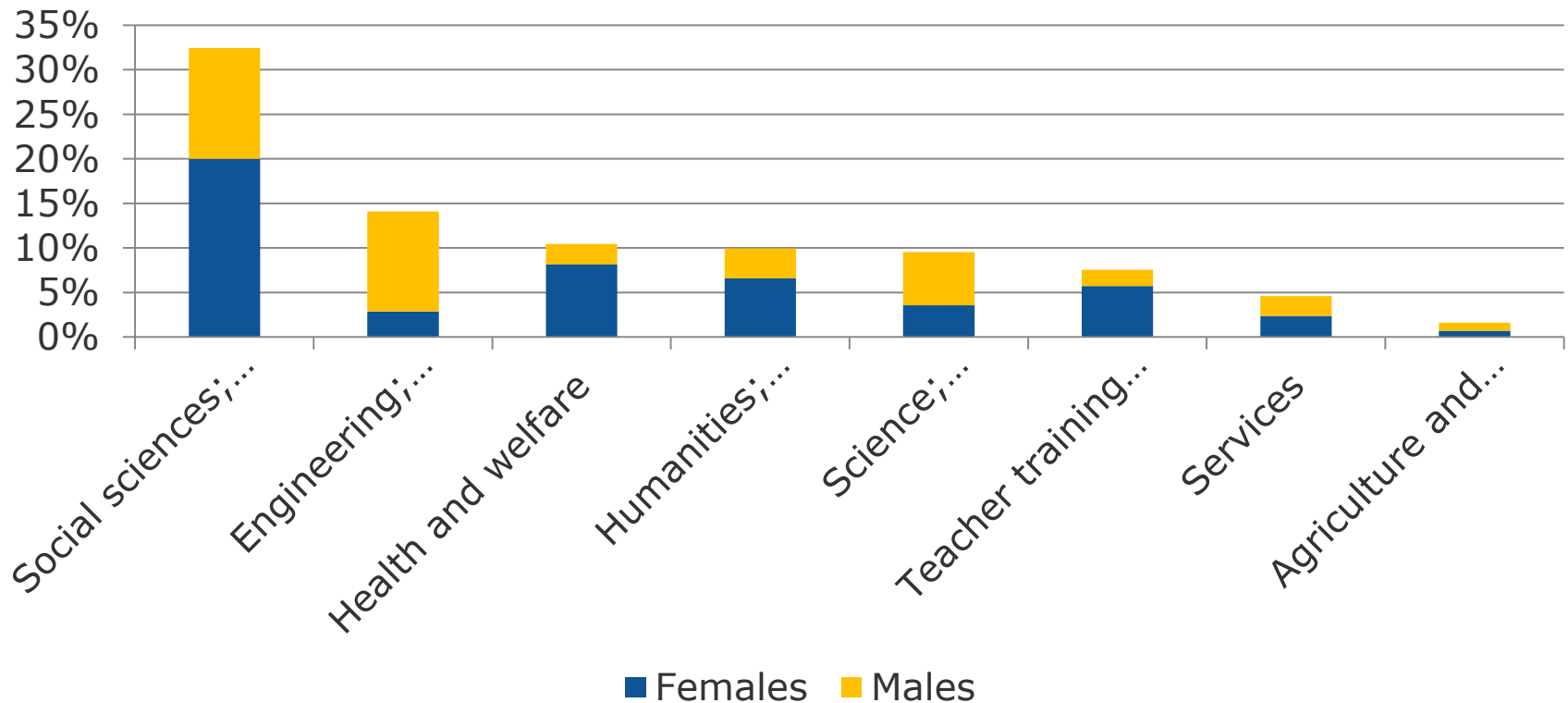
**At 35.7% in 2012**



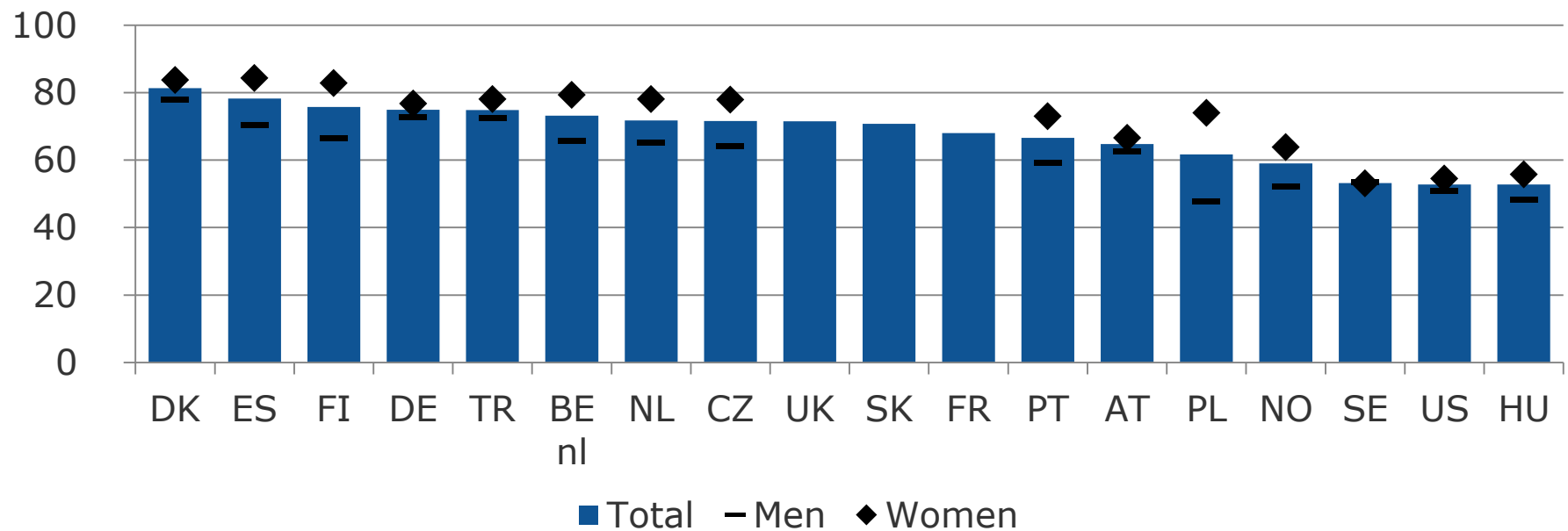




# Gender patterns in fields of study



# Completions rates still low



# What drives the development?

- Parental education
- Expected wage premium

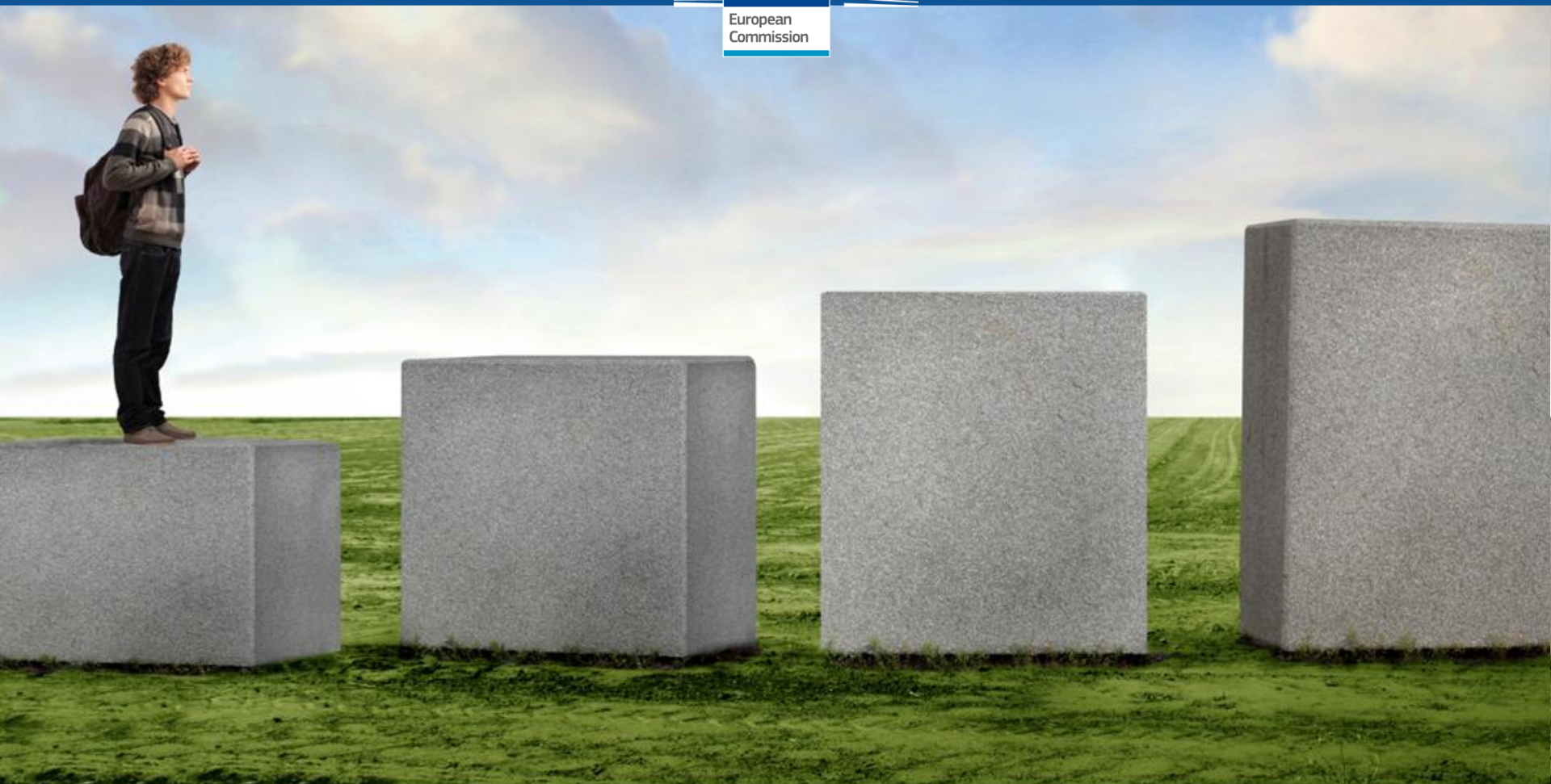
<https://crell.jrc.ec.europa.eu>

## In conclusion

- A global race for talent is changing the landscape of higher education
- Gender differences in tertiary education spill over in labour market segregations
- Completion rates are below 70% in many EU Member States

More evidence is needed on equitable opportunities and outcomes in relation to private spending, tuition fees and public loans





# 7

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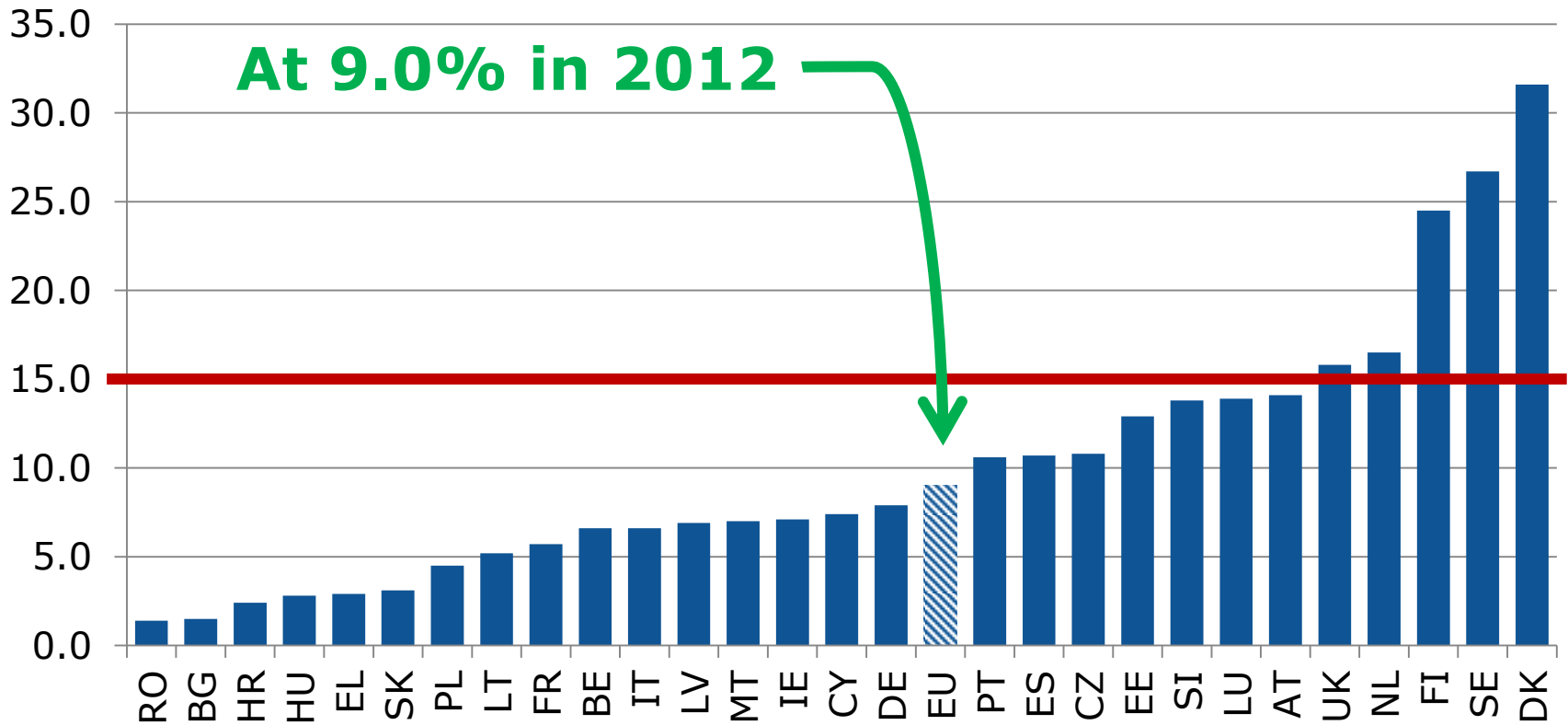
## Adult participation in lifelong learning

# One of the ET 2020 benchmarks



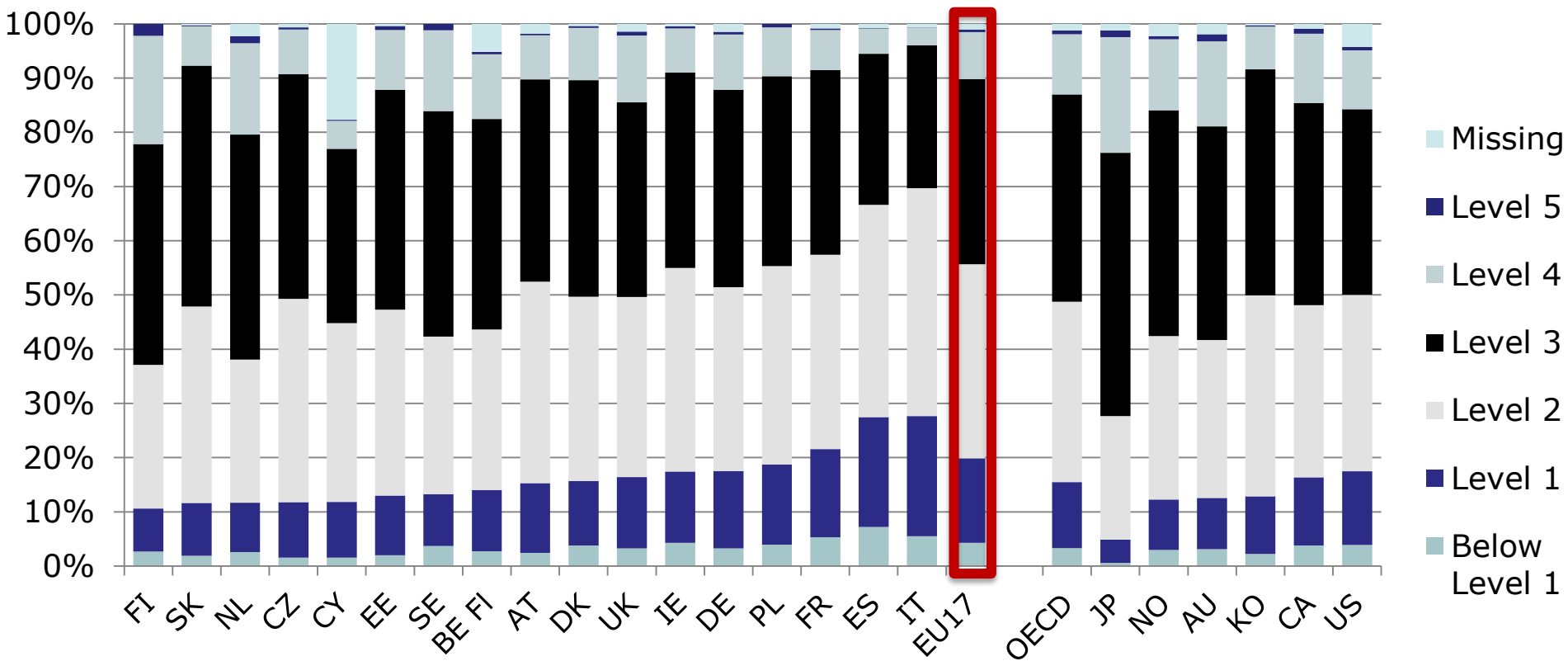
- The target: By 2020, the rate of adult participation in lifelong learning should be at least 15%
- The definition: 25-64 year-olds participating in formal or non-formal learning during the four weeks prior to the survey
- The source data: EU-LFS (*latest: 2012*)

# ET 2020 target nowhere in sight...

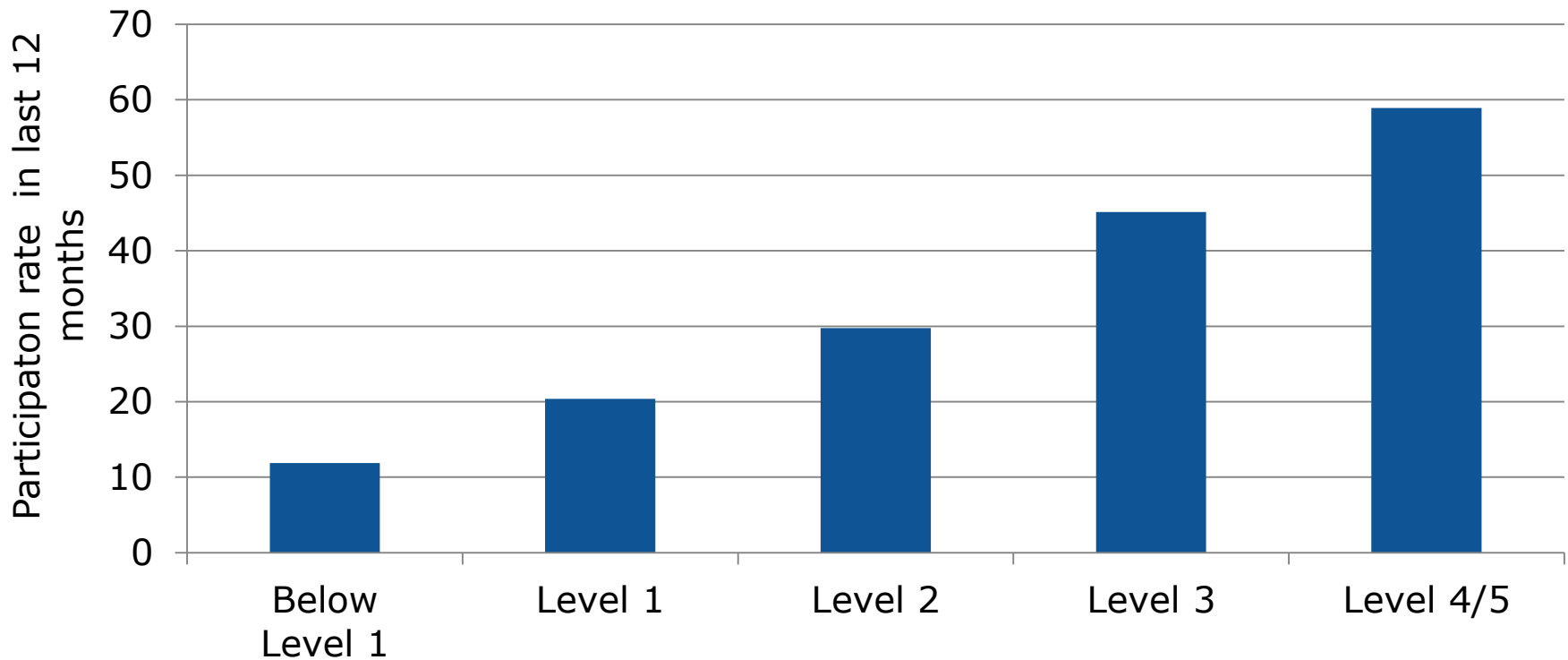




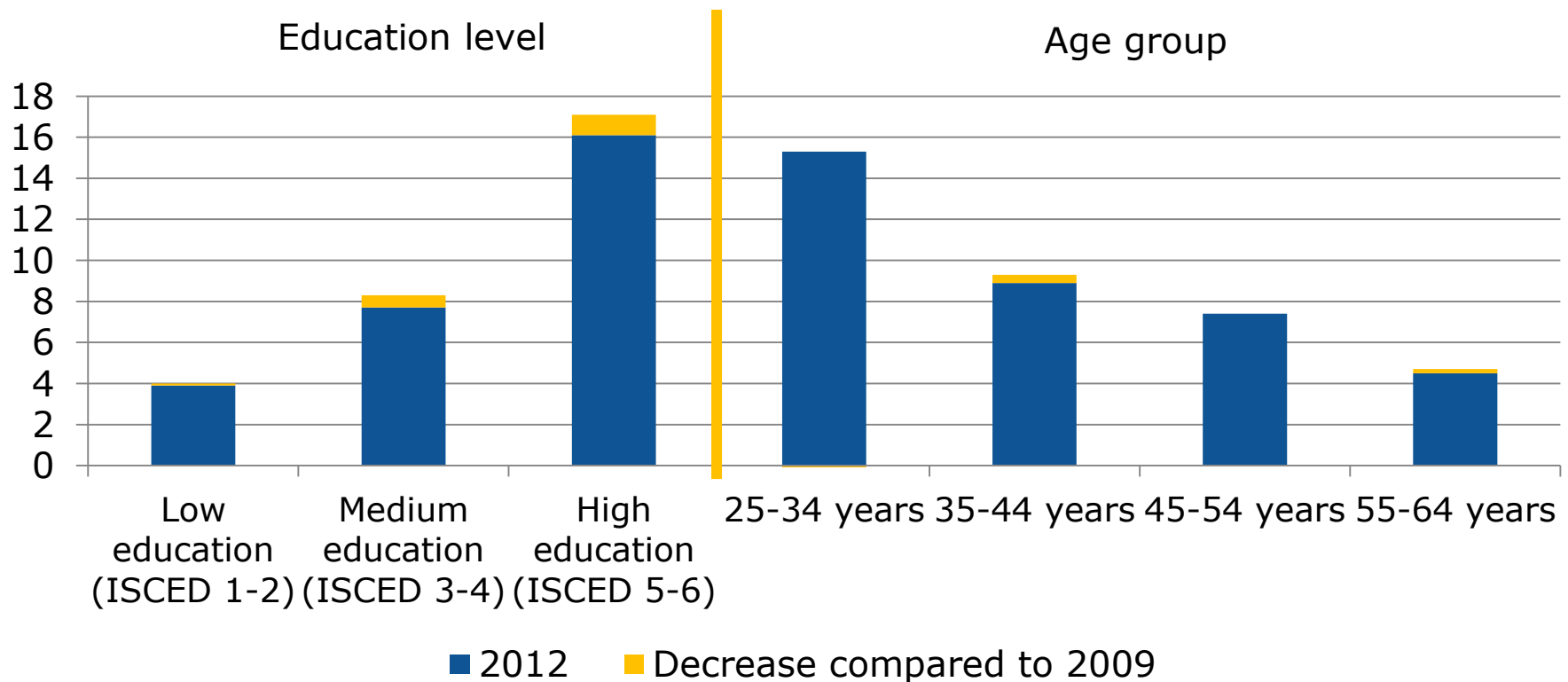
# ... Despite urgent need for lifelong learning

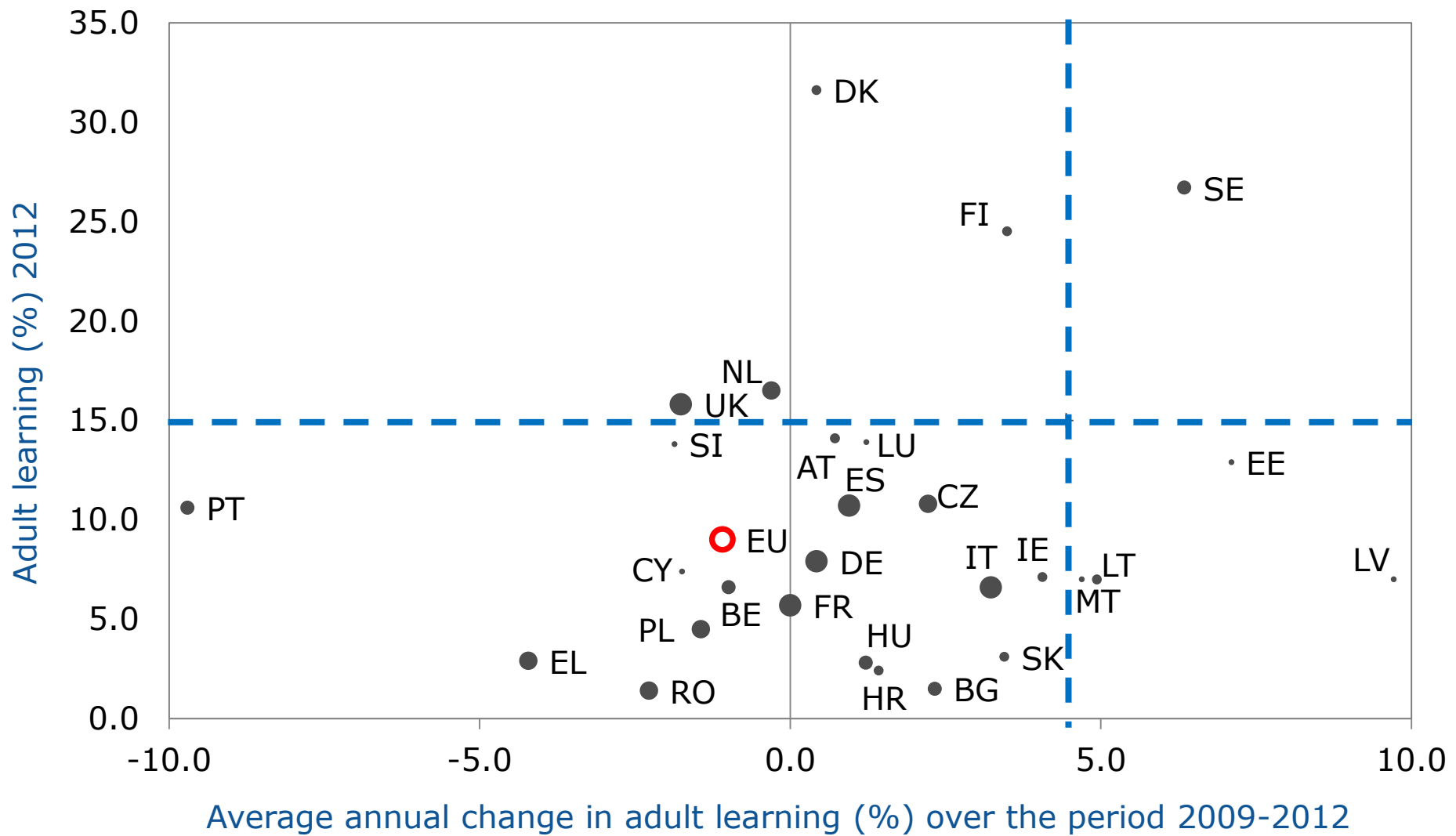


**... PIAAC also shows that lifelong learning is not profited from by the ones who would need it most**



## ... Which is confirmed by the ET 2020 benchmark

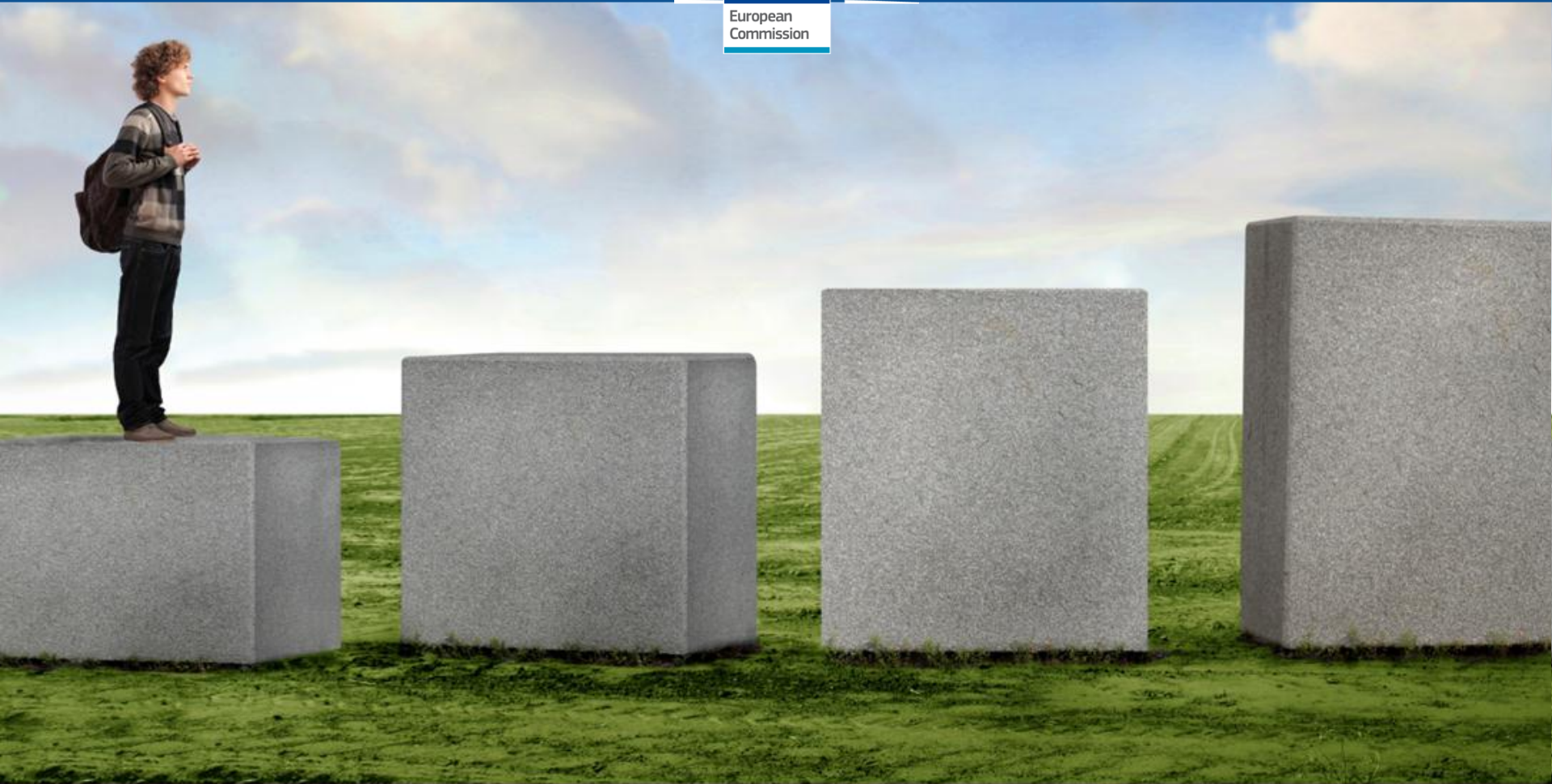




## In conclusion

- PIAAC results underline the need for lifelong learning
- However, adult participation in lifelong learning remains minimal

On average, two thirds of enterprises in the EU provide continuing vocational training. Only one in five unemployed had a non-formal learning activity in 2011.



# Some key messages

# Rethinking education

- There is a need to rethink the performance of our education and training systems and a mounting pressure to do more with less
- Various efficiency measures have the potential to transform input into stronger output and impact

# 1. Linking the worlds of work and education

- ✓ Work-based learning
- ✓ "Youth Guarantee" schemes
- ✓ Permeability of pathways



But linking the worlds of work and education can also help to improve the quality and relevance of education and training ...



## 2. Improving the quality and relevance of skills

Transversal competences are the cornerstone of a more open, flexible and adaptable education and training system

- ✓ Digital competences
- ✓ Entrepreneurial competences
- ✓ Foreign language competences



### **3. Enabling a better recognition and validation of learning**

Europe needs better transparency and easier recognition of what people know and can do.

**A European Area for Skills and Qualifications** will provide individuals with the opportunity to develop their skills in a flexible way and having those skills understood and recognised across borders will reduce skills mismatches and increase efficiency in education and training systems.

## 4. Opening up education through new technologies

Open educational technologies allow all individuals to learn, no matter where, when, how or supported by whom – offering unprecedented opportunities to make learning more effective, inclusive and engaging.

**COM(2013) 654; SWD(2013) 341**



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