

## CORDOBA (SPAIN) 1st – 7th April 2019

### LEARNING TEACHING AND TRAINING ACTIVITIES: OUTCOMES

## The Education and Training Monitor 2018

European Commission – Europe 2020 strategy <sup>1</sup>

Education and Training  
MONITOR 2018



**This group, made up by a member for each Country partner, BULGARIA, ITALY, FRANCE, SPAIN AND UK, has investigated the document “ The Education and Training Monitor 2018 European Commission, then has given, as a group, the answer to the following hints**

On the EU 2020 objectives.

	Resource attached
What are the main EU 2020 objectives in the Education and Training sector identified in the 2018 Report?	<a href="#">et-monitor-infographics-2018-eu_en</a> <a href="#">et-monitor-infographics-2018-eu_it</a>

#### EU Strategy 2020

[https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy\\_it](https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy_it)

[https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy\\_en](https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy_en)

[https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy\\_fr](https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy_fr)

[https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy\\_es](https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy_es)



<p>Use extracts from vol. 2 of the Report concerning the individual EU countries, compare the Report of your country of origin (IT, FR, GB, SP, BU) with European indicators and try to identify and explain the most significant differences, bot positivhe and negative</p>	<p><a href="#">EU2018_ United Kingdom</a> <a href="#">EU2018_ Spain</a> <a href="#">EU2018_ Italy</a> <a href="#">EU2018_ France</a> <a href="#">018_ Bulgaria</a></p>
<p>Which indicators relate more specifically to your work and how important are they in defining your teaching choices?</p>	

**Bibliography**

- The Education and Training Monitor 2018.** European Commission.  
- *Charts EU target for 2020 in Education and training.*  
- Vol. 2 Report IT, FR, GB, SP, BU.

## THE EDUCATION AND TRAINING MONITOR 2018

### QUESTION 1 - What are the main EU 2020 objectives in the Education and Training sector identified in the 2018 Report?

Here are our comments on the priorities for 2018. We need to remark that we had issues with some definitions (what is meant by early leavers for example? It is also difficult to interpret data and statistics that are unclear)

#### EARLY LEAVERS FROM EDUCATION AND TRAINING (AGE 18-24)

There are more foreign-born early leavers and more men. Early leaving in foreign-born students could potentially be due to the fact that there is pressure on them to go to work earlier and contribute to the family's finances.

#### EMPLOYMENT RATE OF RECENT GRADUATES (AGE 20-34)

EU countries are very close to the target of 82% employment rate of recent graduates. Not surprisingly those who have a tertiary education attain the best results in terms of employment in every country, while those with a general education find it difficult to find a job. In most of our countries parents sometimes undervalue vocational training and prefer a "higher", more abstract and "prestigious" curriculum, but that does not necessarily lead to a job, and there are many more practical jobs where there are a lot of vacancies (e.g. shortage of plumbers or electricians).

#### PARTICIPATION IN EARLY CHILDHOOD EDUCATION (AGE 4+)

The target has been achieved, but not in all European countries. France and the UK have 100% participation in early childhood education because education is obligatory in France from the age of 3 and many British children are eligible for school from the age of 4.

#### TERTIARY EDUCATIONAL ATTAINMENT (AGE 30-34)

In every country men have a lower tertiary educational attainment than women, but that doesn't seem to affect their salary level or their career. Men in general do jobs in the private sector which offer more career opportunities, security and social recognition. Although women are more educated, they tend to avoid extra hours to be more available for family commitments and they tend to choose jobs with more family-friendly conditions. It is the women themselves that make this choice and most of the time they are not supported by an adequate welfare system. They also tend to be less assertive in the work environment, a lack of self-confidence due to centuries long cultural heritage.

#### UNDERACHIEVEMENT IN BASIC SKILLS (AGE 15 YEARS OLD)

In some countries levels have got worse in recent years, however the levels of tertiary education show an opposite trend.

Factors that contribute to the phenomenon of declining basic skills include poverty, disadvantaged families, and social deprivation. In our opinion, it is not necessarily related to teaching methods.

#### ADULT PARTICIPATION IN LEARNING (AGE 25-64)

It is quite obvious that people who study the shortest time have the fewest opportunities to resume their studies later. In France there are no more opportunities to resume studies if they have been interrupted at a low level. But what exactly is meant by adult participation? (Evening classes, private courses?)

**QUESTION 2 - compare the Report of your country of origin (IT, FR, GB, SP, BU) with European indicators and try to identify and explain the most significant differences, both positive and negative**

Point/Aspect	EU aim	Italy	France	UK	Spain	Bulgaria
<b>EARLY LEAVERS FROM EDUCATION AND TRAINING (AGE 18-24)</b> Men Women Foreign-Born Native-Born	< 10%  12,1% 8,9% 19,4% 9,6%	<b>14%</b> In this statistics early leavers are those who didn't get their leaving certificate by the age of 18. Percentage of early leavers may not be correct as the sample considered (18-24) includes those who hadn't got their leaving certificate yet, but would later (at 19 or 20). Nearly half of the Italian students fail or change school and end later.	<b>8.9%</b>	<b>10.6%</b> In England it is compulsory to be in education/ training until age 18 (Scotland and Wales 16)	<b>18.3%</b> In Spain, Education training is compulsory until age 16. Truancy is a problem that affects Spain disproportionately. 43% of low achievers in mathematics missed at least one day school, of compared with OECD's average of 23%. Spain has one of the highest percentages of all countries.	<b>12,7%</b> (-0,2% the statistics shows steady rate
<b>EMPLOYMENT RATE OF RECENT GRADUATES (AGE 20-34)</b> Secondary vocational education Secondary general education Tertiary education	82%  76,6% 64,1% 84,9%	<b>55,2%</b> General employment rate in Italy is much lower than in the rest of Europe (62,3% compared to 72,2%)	<b>74.4%</b>	<b>86.6%</b> Higher than EU. Data collected by universities can be misleading as it is in their interests to represent	<b>71.9%</b> Lower than the EU average. Many university graduates in Spain are unemployed despite finishing their degrees on time.	<b>77,7%</b> (+13% increase compared to 2012 )



				their graduate employment rate favourably to compete with other institutions for students. They count any employment e.g. part time at the local pub, no necessarily a graduate job or full-time permanent position		
<b>PARTICIPATION IN EARLY CHILDHOOD EDUCATION (AGE 4+)</b>	95%	96,1% Only state schools. Birth rate is constantly decreasing, they can easily cover the needs of the children's population.	100% We don't know if the statistics take into account homeschooling, which may affect the results. Also with the new law on education school will be obligatory at the age of 3.	100% Primary education begins at age 4 for many.	97.3% Spain performs well in early childhood education and care, but lacks nationally harmonised standards on quality and on the availability of public pre-schools. Pre school education is free from 3 to 6 and taught by graduate teachers. There is a national framework curriculum. The ECEC enrolment rate from age 4 to the starting age of compulsory education (97.3%) exceeds the 'Education and Training 2020' target (95%). For 2 year-old children, the 55% enrolment rate is also above the EU average (OECD, 2017a). According to the latest data, 67.4 % of children aged 3-6 attend public centres, whereas for	86,5% (-3%) /children from minorities

					children aged 0-3 the percentage is 46% (Ministry of Education, Culture and Sport, 2018). In 2017, the State School Council recommended that the Ministry of Education harmonies and establish basic minimum requirements in ECEC centers. In addition, the State School Council has called for an increase in the number of public pre-school places for children aged 0-3 and stressed the need for agreements with local authorities and other administrations to meet demand.	
<b>TERTIARY EDUCATIONAL ATTAINMENT (AGE 30-34)</b> Men Women Foreign-Born Native-Born	40%  34,9% 44,9% 36,3% 40,6%	26,9% The percentage is much lower than the European average. It must be remarked that the Italian market requires a lot of skilled work that is not necessarily connected to a degree. Besides, the welfare system does not support tertiary education adequately.	44.3% This high number might be explained by the fact that university studies are free in France so everyone can access to tertiary education. there are even scholarships provided by the state for the poorest students. besides in france, education is more valued than work experience.	48.3% Above EU average. There has been a push for many professions to require a degree qualification where it wasn't necessary in the past e.g. nursing become all degree, Youth work, playwork, admin.	41.2% Spain has a high rate of tertiary education attainment, slightly above the EU average. The problem stems from a. finishing degrees in 5 years or less and b. finding employment once the degree has been obtained	32,8% (+2%) increase rate

<p><b>UNDERACHIEVEMENT IN BASIC SKILLS (AGE 15 YEARS OLD)</b> Reading Maths Science</p>	<p>&lt;15%  19,7% 22,2% 20,6%</p>	<p>R 21% M 23,3% S 23,2% It seems that international evaluation standards in secondary education don't correspond to Italian curricula. The last could be adapted to better respond to them.</p>	<p>R 21.5% M 23.5% S 22.1%  Since we have no indication as regards what exactly is evaluated, it's difficult to know how relevant these numbers are.</p>	<p>R -17.9 M-21.9 S- 17.4 Lower than EU average. OFSTED inspection s- emphasis on core subjects and they are assessed, so teaching focuses heavily on this. UK failed to climb in the OECD rankings, sharp decline in Scotland result.</p>	<p>R-16.2% M-22.2% S-18.3% PISA tests show lower levels of underachievement than many other OECD countries but the causes are disputed.</p>	<p>R - 41,5% /2015/ +2%/ M - 42,1% /2015/ -2%/ S - 37,9% 2015/+1% /because of children of minorities . We don't how relevant the date is because this percentage only reflects the period when the Pisa test was first introduced</p>
<p><b>ADULT PARTICIPATION IN LEARNING (AGE 25-64)</b> Low Medium Highly</p>	<p>15%  4,3% 8,9% 18,6%</p>	<p>7,9% Much lower than target. Huge cuts in the last years of evening classes, free courses for adults. Older generations busy with childcare and support of younger generations (especially women), replacing welfare</p>	<p>18.5%  In france when you are unemployed you are entitled to free training courses and internships. In addition there is a law that makes it compulsory for both workers and their directors to keep training until retirement age.</p>	<p>14.3% Lower than target. Huge cuts in recent years of evening classes, flexible learning options, increase in fees.</p>	<p>9.9% Adult participation in learning rose slightly from 9.4% in 2016 to 9.9% in 2017 but is still below the EU average of 10.9%. In 2017, 56% of people aged 25-64 possessed basic or above basic overall digital skills (EU average: 59%). According to the Continuing Vocational Training</p>	<p>2,3% /+0,2%/</p>

						Survey, in 2015, 55.4% of employees participated in on the job training (EU average: 40.8%). In 2015, the majority of Spanish companies considered teamwork, customer service skills and technical, practical and job-specific skills to be the most important skills for business development.
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**QUESTION 3 - Which are the indicators more specifically to your work and how important are they in defining your teaching choices?**

❖ **BULGARIA**

The only factor that according to us influences our teaching choices is the employment rate because sometimes the choice of a university course of studies does not correspond to the needs of the business and the labour market. BFi is very flexible regarding the curricula and we adapt them according to the needs and the current trends in the labour market. A fact that we consider important here is that in some cases the relationship between secondary school and tertiary education is broken due to the educational policies.

<ul style="list-style-type: none"> <li>High school "G.S.Rakovski"</li> </ul> <p>The high school where we work is one of the schools with the highest rating and for that reason our students are highly motivated and there are no early leavers/dropouts. They pass an exam to apply and be enrolled in the school.</p>	<ul style="list-style-type: none"> <li>BF University</li> </ul> <p>In BFU there are no dropouts in the 4/5-year course of studies. BFU is a private university and each graduate successfully completes his/her studies.</p>
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## ❖ ITALY

- **EARLY LEAVING FROM EDUCATION AND TRAINING** affects us all. This point brings us to a reflection upon teaching methods and inclusion. It is a matter of valuing the skills and personal traits of learners that are not traditionally considered/evaluated. It is necessary nowadays to consider the whole family and social-economical environment of the learner, together with the other socializing agencies and institutions. It is also vital to establish a rapport with the pupil, to support him throughout her/his school curriculum and in case his/her choices need to be changed.
- **EMPLOYMENT RATE OF RECENT GRADUATES** We must pay attention to the link between the competences the students acquire and the Italian laws concerning access to vocational careers. Sometimes they don't match.
- **UNDERACHIEVEMENT IN BASIC SKILLS** Curricula could be adapted to better respond to European standardized evaluation. It is also important to provide foreign students with the basic language skills, to enable them to deal with the contents of disciplines in Italian
- **ADULT PARTICIPATION IN LEARNING** There should be a stronger connection between evening classes and agencies providing training, they should be better advertised

## ❖ FRANCE

- **Early leaving from education** is seen as a failure in France and to avoid that the teachers communicate a lot with the MLDS (an association located within the premises of the school) when they detect a potential leaver so they are being taken care of. They get to see professionals, do internships and it helps them define their future aims.
- **Employment rate of recent graduates** relates to our practise because we accompany our students all through their training and we work with professionals so that we know what they expect from their employees. We want our students to be employable as soon as they complete their studies. We also keep in touch with former students and some regularly come back to speak about their experience to our new students, which is good for their motivation.

## ❖ UK

I have a research interest in lifelong learning so the most relevant statistic for my work is about adult participation in education. Leeds Beckett organizes a Community Learning Course to promote education to under-represented groups in HE. There are limited options for adults to study and especially for people who left secondary education without English and Maths qualifications. We focus this stream of work on marginalised groups e.g. those from a low socio-economic background, care leavers, young parents, refugees. Support is then provided for those who wish to study more formally.

## ❖ SPAIN

At Instituto Alcántara, a large number of clients come from the ELET population. Recently the government has implemented a program to allow workers who have been employed for a certain number of years without the official qualifications to obtain a professional accreditation ("certificado de profesionalidad" in Spanish). These students are usually between the ages of 29 and 55, and haven't finished their obligatory secondary education (ESO in Spanish). We also are the center of reference for Secondary School student support in Córdoba, and therefore a prime mover in prevention of dropout at the local level.