

Conclusions

A narrow, cobblestone street in a historic European city at night. The street is illuminated by warm, yellow streetlights and glowing windows of buildings. The buildings are multi-story with various window styles, including arched windows and small, square windows. The street is paved with cobblestones and has a dark, narrow path on the right side. The overall atmosphere is cozy and historic.

International conference

Improving Education

Stockholm, 30 November - 1 December 2009

The Lisbon strategy

Implementation through the Open Method of Co-ordination

- ❖ Strategic common objectives
- ❖ Indicators and benchmarks
- ❖ Exchange of good practice
- ❖ Peer reviews and mutual learning processes

Monitoring and Analysing Progress

FIVE EUROPEAN BENCHMARKS FOR 2010

- 10%** Early school leavers (young people)
- 20 %** Less low performers in reading literacy
- 15%** More new Math, Science and Technology graduates
- 85 %** Upper secondary graduates (young people)
- 12.5%** Lifelong learning participation (adults)

SIXTEEN CORE INDICATORS

- | | |
|--|---|
| <ol style="list-style-type: none">1. Participation in pre-school education2. Special needs education3. Early school leavers4. Literacy in reading, maths and science5. Language skills6. ICT skills7. Civic skills8. Learning to learn skills | <ol style="list-style-type: none">9. Upper secondary completion rates of young people10. Professional development of teachers11. Higher education graduates12. Cross-national mobility of students13. Participation of adults in lifelong learning14. Adults' skills15. Educational attainment of the population16. Investment in education and training |
|--|---|

Education and training systems are improving 2000-2008

Core indicators for monitoring progress of Lisbon process in the field of education and training	Evolution 2000 - 2008
Share of 30-34 year olds with tertiary attainment	+39.5
Graduates in Mathematics, Science, Technology	+33.6 ²
High education attainment of the adult population aged 25-64	+24.9
Early leavers from education and training, 18-24	-15.2
Average number of foreign languages learned per pupil at ISCED level 2 General	+15 ²
Adult Lifelong Learning participation, 25-64	+12.3
Participation in early childhood education	+ 6.0 ²
Population aged 20-24 having completed at least upper-secondary education	+ 2.5
Public investment in education	+ 0.5 ¹
Pupils with special education needs in segregated settings, 1999-2008	0. 0
Participation patterns in initial VET in EU countries	- 6.5 ²
Low-achievers in reading, 15 year olds	+13.1 ¹

1= 2006; 2=2007

Performers above EU benchmark levels of 2010

	Low performers in reading	Early school leavers	Upper secondary attainment	Maths, science and tech graduates	Adult lifelong learning	Rank
Finland						1
Poland						2
Sweden						
Slovenia						

Finland is the only country with performance levels above all five EU benchmarks for 2010.

Poland, Sweden and Slovenia are following closely behind.

Best performers on progress since 2000 in the five benchmark areas

	Low performers in reading	Early school leavers	Upper secondary attainment	Maths, science and tech graduates	Adult lifelong learning	Rank
Germany						1
Portugal						
Bulgaria						2
Czech Rep.						
Denmark						
France						
Hungary						
Italy						
Latvia						
Netherlands						
Poland						
Romania						

Germany, Portugal and Turkey have made progress in all the five benchmark areas since 2000.
10 other countries have made progress in all benchmark areas but one.



European Union Strategic Framework of cooperation 2010-2020

- **Making lifelong learning and mobility a reality**
- **Improving the quality and efficiency of education and training**
- **Promoting equity, social cohesion and active citizenship**
- **Enhancing creativity and innovation**



Five EU benchmarks for 2020

- at least 95% of children between 4 years old and the age for starting compulsory primary education should participate in early childhood education
- the share of early leavers from education and training should be less than 10%
- the share of low-achieving 15-years olds in reading, mathematics and science should be less than 15%.
- the share of 30-34 year olds with tertiary educational attainment should be at least 40%
- an average of at least 15 % of adults should participate in lifelong learning

Reference framework of 8 key competencies

EU Recommendation of the EP and the Council (Dec. 2006)

Communication in the mother tongue

PISA | PIRLS

Communication in foreign languages

SURVEYLANG

Math, science and technology competence

PISA | TIMSS

Digital competence

SITES | PIAAC

Learning to learn competences

L2L

Social and civic competences

ICCS

Sense of initiative and entrepreneurship

ENCREATIVITY

Cultural awareness and expression

CREATIVITY

Coherent framework of indicators and benchmarks

Data sources



LFS
UOE
CVTS 3
AES
ICT survey

Attainment, participation
Mobility, financing, graduates
VET
Self reported skills (adults)
Self reported ICT skills



PISA survey
TALIS survey
PIAAC survey

Maths, reading , science skills
Teacher professional dev.
Adult skills



ICCS survey
TIMMS
PIRLS

Civic skills
Math science skills
Reading skills

Surveylang
L2L survey

Language skills
Learning to learn skills



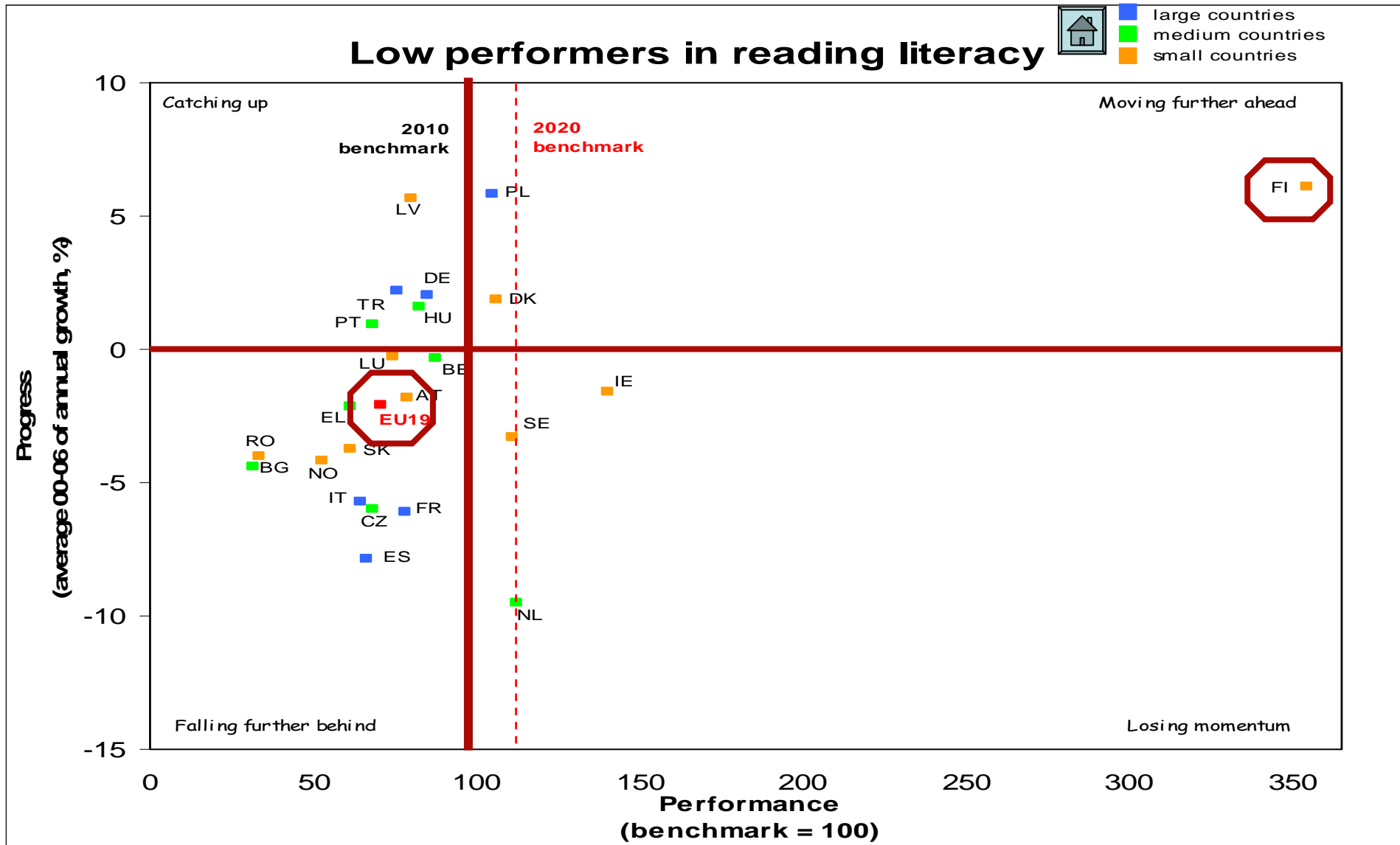
International surveys :

- ❖ help us understand how to improve the quality and efficiency of education
- ❖ they encourage mutual learning across national and regional borders; and
- ❖ they help us appreciate the role of education in our economies and societies.

Maroš Šefčovič – Commissioner for Education

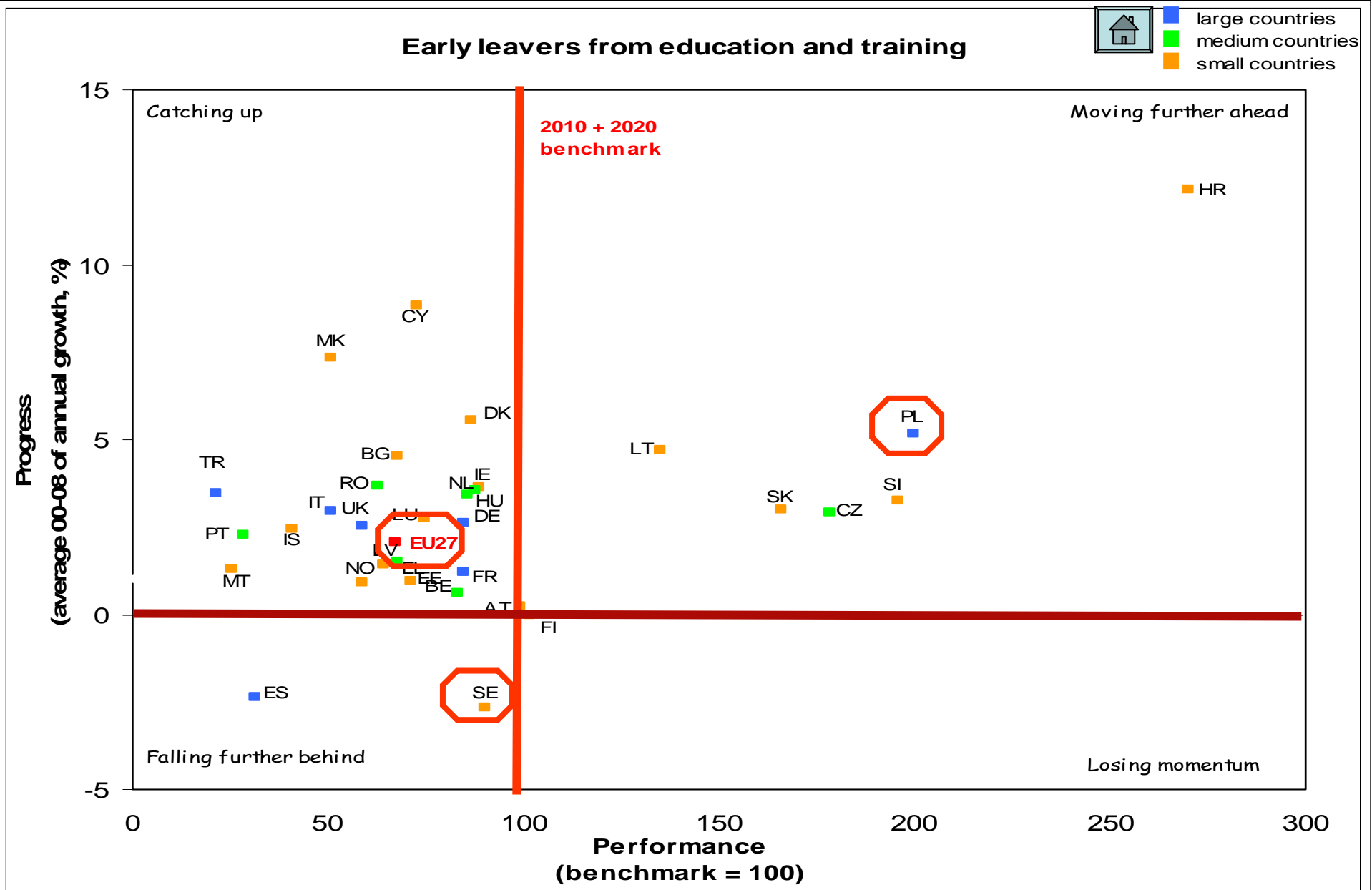
Benchmark 2010 and 2020

Low Performers in reading literacy (2000-2006)



Benchmark 2010 and 2020

Early leavers from education an training (2000-2008)



Secondary analysis of international survey data - still many needs and unanswered questions !

Tracking and disparities

Instruction time / homework

Socio-economic background

Student motivation

Gender differences

School autonomy

School evaluation

School resources

Role of parents

.....

Teacher/trainer support

Investment

Migrant background

Informal learning

Special education needs

Student assessments

School climate

Adult learning

ICT

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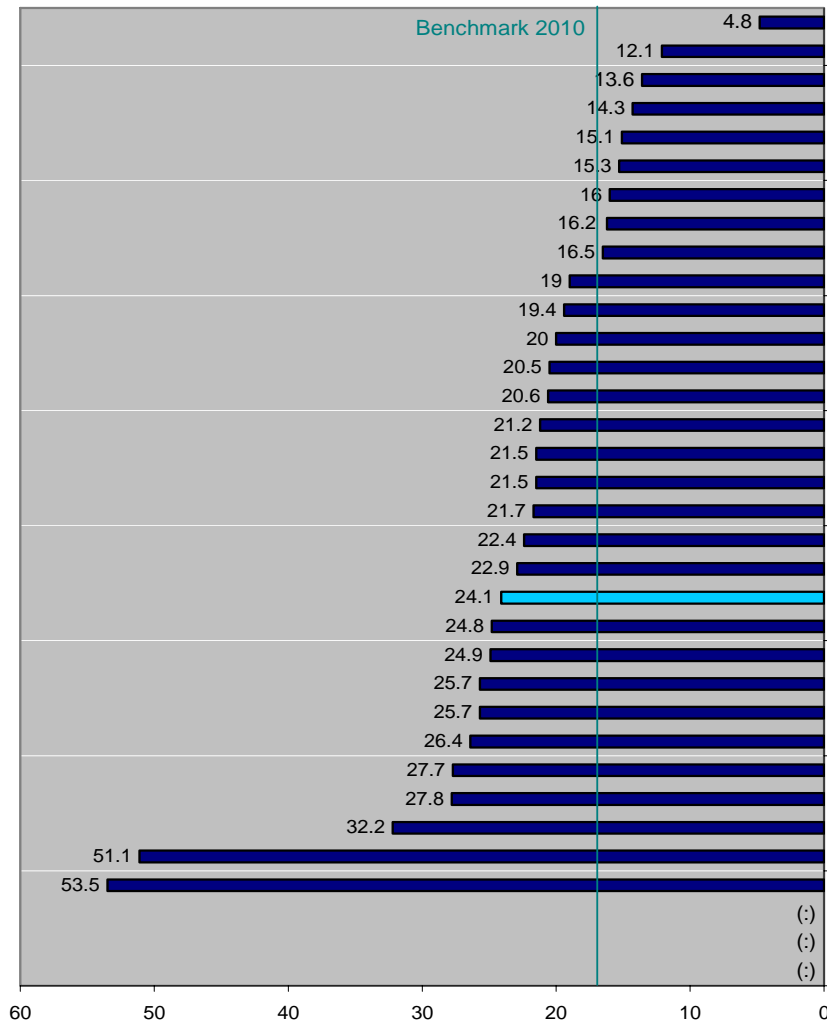
Thank you for your participation



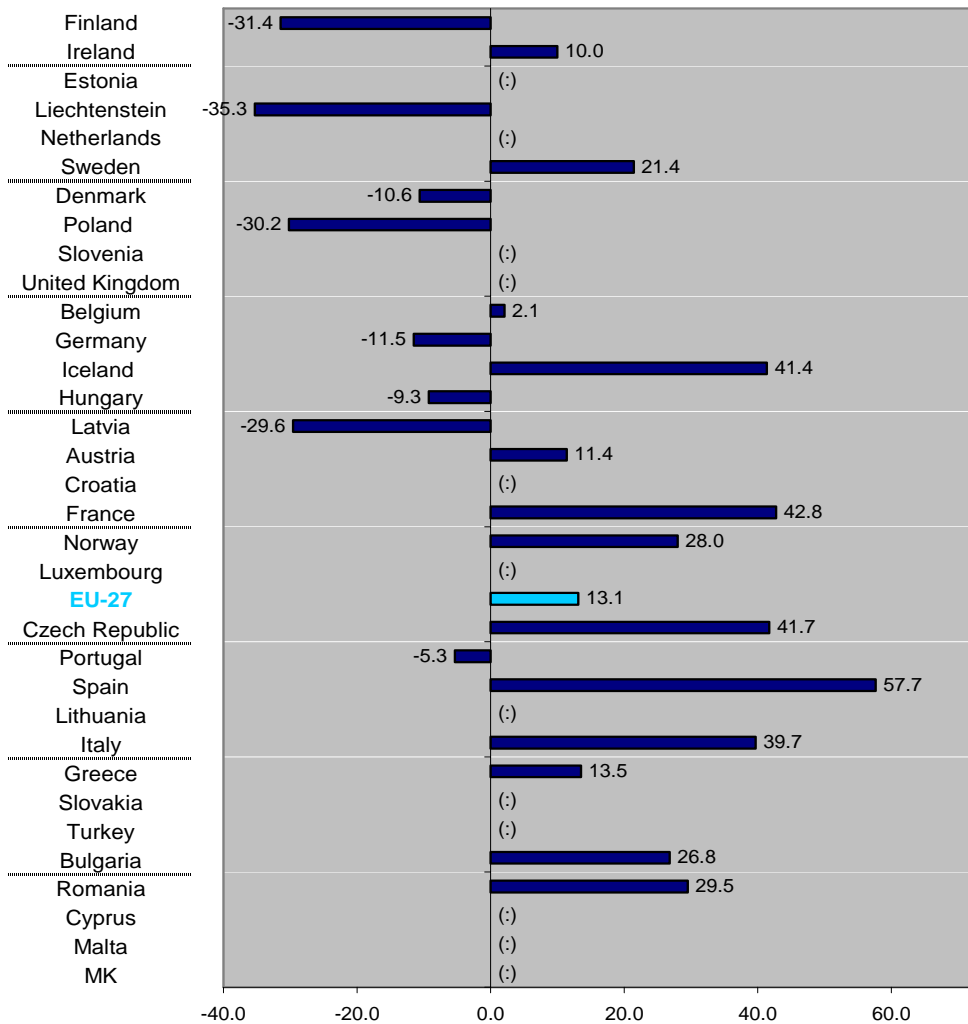
Merry Christmas

Low achievers in Reading literacy

Percentage of pupils with reading literacy proficiency level 1 and lower on the PISA reading literacy scale, 2006

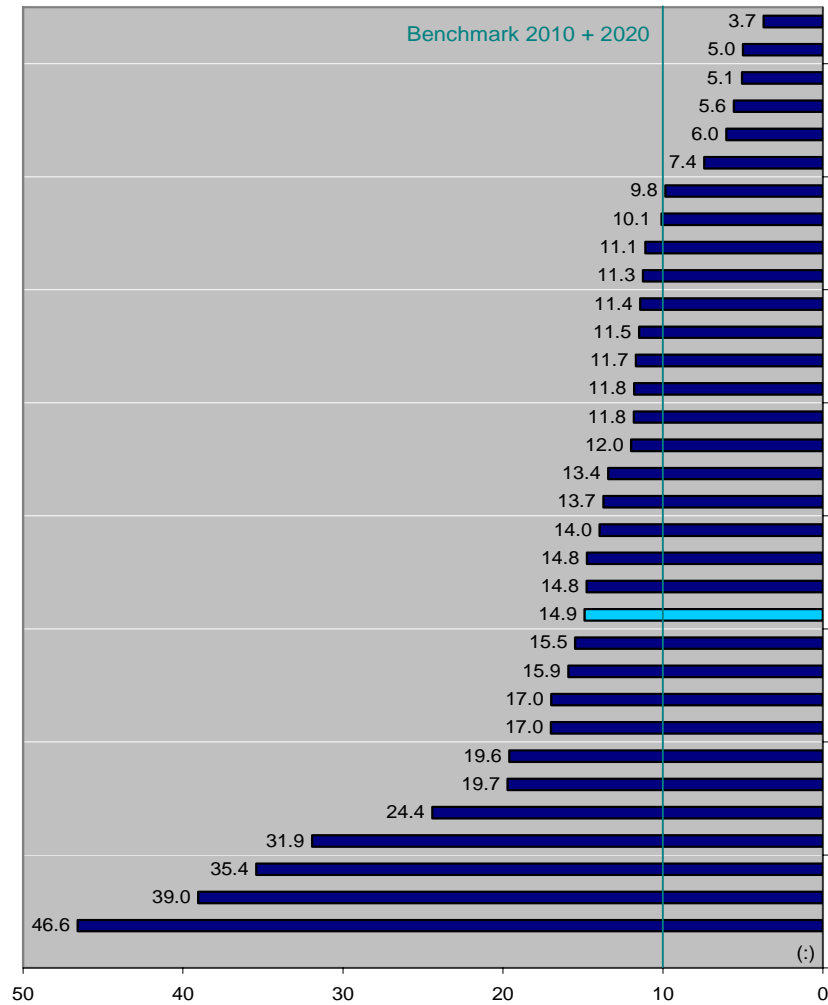


Evolution 2000-2006 (% relative change)



Early leavers from education and training

Percentage of 18-24 years old with less than upper secondary education and not in education or training, 2008



Evolution 2000-2008 (% relative change)

