



European
Commission

Education and Training Monitor 2019

Ireland



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EUROPEAN COMMISSION

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Volume 2 of the Education and Training Monitor 2019 includes twenty-eight individual country reports. It builds on the most up-to-date quantitative and qualitative evidence to present and assess the main recent and ongoing policy measures in each EU Member State. It therefore complements other sources of information which offer descriptions of national education and training systems.

Section 1 presents a statistical overview of the main education and training indicators. Section 2 briefly identifies the main strengths and challenges of the country's education and training system. Section 3 focuses on teachers and challenges of teaching profession. Section 4 looks at investment in education and training. Section 5 deals with policies to modernise early childhood and school education. Section 6 discusses measures to modernise higher education. Finally, section 7 covers vocational education and training, while section 8 covers adult learning.

The Education and Training Monitor 2019 was prepared by the Directorate-General for Education, Youth, Sport and Culture (DG EAC), with contributions from the Directorate-General of Employment, Social Affairs and Inclusion (DG EMPL) and the Eurydice Network. DG EAC was assisted by the Education and Youth Policy Analysis Unit from the Education, Audiovisual and Culture Executive Agency (EACEA), Eurostat, Cedefop and the JRC's Human Capital and Employment Unit, Directorate Innovation and Growth. The Members of the Standing Group on Indicators and Benchmarks (SGIB) were consulted during the drafting phase.

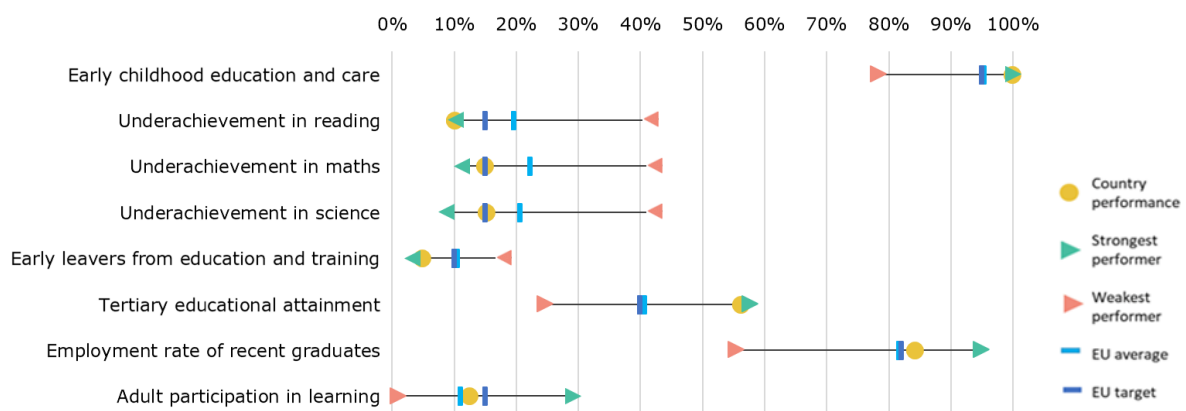
*The manuscript was completed on 26 August 2019.
Additional contextual data can be found online (ec.europa.eu/education/monitor)*

1. Key indicators

| | | Ireland | | EU average | | |
|---|---|-----------------------|------------------------|-------------------------|-------------------------|------------------------|
| | | 2009 | 2018 | 2009 | 2018 | |
| Education and training 2020 benchmarks | | | | | | |
| Early leavers from education and training (age 18-24) | | 11.8% | 5.0% | 14.2% | 10.6% | |
| Tertiary educational attainment (age 30-34) | | 50.4% | 56.3% | 32.3% | 40.7% | |
| Early childhood education and care (from age 4 to starting age of compulsory primary education) | | 73.6% | 100.0% ^{17,d} | 90.8% | 95.4% ^{17,d} | |
| Proportion of 15 year-olds underachieving in: | Reading | 17.2% | 10.2% ¹⁵ | 19.5% ^{EU27} | 19.7% ¹⁵ | |
| | Maths | 20.9% | 15.0% ¹⁵ | 22.3% ^{EU27} | 22.2% ¹⁵ | |
| | Science | 15.2% | 15.3% ¹⁵ | 17.7% ^{EU27} | 20.6% ¹⁵ | |
| Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year) | ISCED 3-8 (total) | 77.3% | 84.3% | 78.3% | 81.6% | |
| Adult participation in learning (age 25-64) | ISCED 0-8 (total) | 6.6% | 12.5% | 9.5% | 11.1% | |
| Learning mobility | Degree-mobile graduates (ISCED 5-8) | : | 5.7% ¹⁷ | : | 3.6% ¹⁷ | |
| | Credit-mobile graduates (ISCED 5-8) | : | : ¹⁷ | : | 8.0% ¹⁷ | |
| Other contextual indicators | | | | | | |
| Education investment | Public expenditure on education as a percentage of GDP | 4.7% | 3.3% ¹⁷ | 5.2% | 4.6% ¹⁷ | |
| | Expenditure on public and private institutions per student in € PPS | ISCED 0 | : ¹² | €5 392 ¹⁶ | : | €6 111 ^{15,d} |
| | | ISCED 1 | €6 667 ¹² | €6 161 ¹⁶ | €5 812 ^{12,d} | €6 248 ^{15,d} |
| | | ISCED 2 | €8 467 ¹² | €7 167 ¹⁶ | €6 937 ^{12,d} | €7 243 ^{15,d} |
| | | ISCED 3-4 | €9 095 ¹² | €6 995 ¹⁶ | : | €7 730 ^{14,d} |
| | ISCED 5-8 | €11 500 ¹² | €9 996 ¹⁶ | €10 549 ^{12,d} | €11 413 ^{15,d} | |
| Early leavers from education and training (age 18-24) | Native-born | 11.2% | 5.4% | 13.1% | 9.5% | |
| | Foreign-born | 14.9% ^u | 3.4% ^u | 26.1% | 20.2% | |
| Tertiary educational attainment (age 30-34) | Native-born | 48.5% | 54.4% | 33.1% | 41.3% | |
| | Foreign-born | 56.4% | 59.7% | 27.7% | 37.8% | |
| Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year) | ISCED 3-4 | 65.0% | 74.4% | 72.5% | 76.8% | |
| | ISCED 5-8 | 84.3% | 89.5% | 83.8% | 85.5% | |

Sources: Eurostat; OECD (PISA); Learning mobility figures are calculated by the European Commission's Joint Research Centre from UOE data. Further information can be found in section 10 and in Volume 1 (ec.europa.eu/education/monitor). Notes: EU averages of 2009 PISA do not cover Cyprus; d = definition differs, u = low reliability, : = not available, 12 = 2012, 14 = 2014, 15 = 2015, 16 = 2016, 17 = 2017.

Figure 1 Position in relation to strongest and weakest performers



Source: European Commission, Directorate-General for Education, Youth, Culture and Sport (DG EAC) calculations, based on data from Eurostat (LFS 2018, UOE 2017) and OECD (PISA 2015).

2. Highlights

- Ireland has a strong framework to ensure highly qualified teachers and further plans to meet emerging needs, including teacher shortages.
- Early school leaving has continued to decline, and participation in early childhood education and care is to be supported by new national schemes.
- Despite increased public spending on education, investment in higher education has not kept up with rising student numbers.
- Ireland is implementing initiatives aimed at upskilling and increasing adult participation in learning and training, but the numbers of low-skilled adults in the population remain sizeable.

3. A focus on teachers

The teaching profession attracts high academic performers, and measures are being taken to increase diversity. National research (Heinz and Keane, 2018) on 2014 entrants to initial teacher education confirmed that primary teaching remained a popular career choice attracting high academic achievers. It also showed that only 18% of the entrants were men, and an absence of non-Irish nationals. This confirms EU-level analysis showing that migrant groups are poorly represented in Ireland's teaching profession (Donlevy et al., 2016). The gender gap has widened: the proportion of women teachers from primary to upper secondary levels increased by 8 pps to 80% over 2005-2016, above the OECD EU-22 average of 77% (OECD, 2018). The proportion of women among university teachers, where they are under-represented, has also increased, by 5 pps to 44%, approaching an equal distribution. Ireland has recently launched several programmes to increase diversity among teachers. The 'Turn to teaching' programme, funded under PATH¹, at Maynooth University aims to support over 100 students from marginalised backgrounds to become teachers, including from the Traveller community, migrants, mature students, lone parents and disadvantaged backgrounds. In September 2019, Dublin City University will launch a teacher education programme for students who are deaf or hard of hearing. Other universities have announced similar initiatives².

Measures to address teacher shortages have been reinforced but results are still awaited. There have been concerns about teacher supply in primary and post-primary schools — at primary level for substitute teachers, and at post-primary level for teachers of maths, sciences, Irish, modern languages and home economics. Forward planning has been hampered by data gaps on post-primary teacher supply and demand (European Commission/EACEA/Eurydice, 2018b). The Teacher Supply Action Plan³ published in November 2018 aims to: increase the numbers of teacher graduates, review school placement guidelines, promote the profession, collect data on the primary and post-primary sectors, and develop a recruitment portal for teachers by 2019/2020. Higher education institutions are to expand the number of places in undergraduate and postgraduate teacher education programmes from 1 650 in 2018 to 1 900 in 2019, and new programmes are proposed in the subject areas affected by shortages. The Action Plan for Education 2019 endorses the teacher supply plan, including baseline data collection and analysis, with a focus on immediate supply gaps. While pay levels for teachers at each stage of the career compare well with the rest of the EU, (European Commission/EACEA/Eurydice, 2018a), there is continued concern as teachers who entered the profession after 2010 are on lower pay scales. Unions argue that teacher recruitment difficulties result, at least partly, from this practice⁴. National surveys in 2018 confirm also low satisfaction among secondary school teachers⁵ and school heads⁶ caused mainly by heavy workload and stress. On 24 September 2018, an agreement was reached between the government

¹ The Programme for Access to Higher Education Fund

² See: <https://www.irishtimes.com/news/education/teaching-initiative-aims-to-diversify-white-middle-class-profession-1.3464830>

³ See: <https://www.education.ie/en/Publications/Education-Reports/teacher-supply-action-plan.pdf>

⁴ See: <https://www.breakingnews.ie/ireland/minister-to-address-issue-of-pay-for-new-teachers-as-union-warn-of-recruitment-crisis-900082.html>

⁵ 2018 survey of members by second-level teacher trade union, the ASTI:

<https://www.rte.ie/news/education/2018/0327/950431-teachers-asti-survey/>, <https://www.asti.ie/news/latest-news/news-article/article/survey-finds-increased-work-demands-impacting-teachers-job-satisfaction-and-wellbeing/>

⁶ See: <https://www.irishtimes.com/news/education/leadership-crisis-why-do-so-few-teachers-want-to-be-principals-1.3684293>

and the public services committee of ICTU on accelerated incremental progression for teachers recruited since 2011.

Ireland continues to improve initial teacher education. All initial teacher education programmes that lead to registration must have professional accreditation from the Teaching Council of Ireland. Both primary and post-primary programmes were extended and reconfigured in accordance with the National Strategy to Improve Literacy and Numeracy among Children and Young People (2011-2020)⁷ and the Teaching Council's Policy Paper on the Continuum of Teacher Education and Criteria and Guidelines for Programme Providers (2011). The increased duration allows for substantial periods of school placement. Specific minimum entry requirements for primary initial teacher education in Irish, English and Mathematics have been increased for entrants for Bachelor of Education programmes (2019) and the Professional Master of Education (2021). Since 2016/2017, *Droichead* became the induction route for newly qualified teachers. Its main objective is to support their professional learning through engagement with more experienced colleagues and reflection on professional learning and practice. As teachers have up to 36 months to complete *Droichead*, this induction moves quite seamlessly into continuing professional development (CPD).

CPD is considered both a right and a responsibility of teachers. This is specified in the Policy on the Continuum of Teacher Education⁸. *Cosán*, which is the national framework for teachers' learning since 2016, sets out the values, principles and standards that guide teachers' learning. National evidence shows that teachers engage in personal and professional learning in various ways: formal and informal, school-based and external to the school, individual and collaborative. However, as indicated in *Cosán*, teachers' learning needs to be monitored to ensure that this strong engagement keeps up with emerging needs. The Action Plan for Education 2019 commits to developing programmes to support specific curricular areas at primary and secondary levels and implementation of the junior cycle reform. The plan also commits to implementing the framework for professional development in STEM (science, technology, engineering, mathematics). It will be important to see how effective these supports are in equipping teachers to deliver the subjects concerned.

School heads receive structured support. Since 2016, support for school leaders has been largely provided by the Centre for School Leadership (CSL) through individual mentoring. In 2018/2019, CSL has matched 288 newly appointed principals with mentors. A new postgraduate Diploma in School Leadership jointly awarded by a consortium of third-level institutions was established in September 2018 at the request of the Department of Education and Skills (DES) and CSL. The programme is a part-time (18 months) blended learning professional diploma; it is open to approximately 300 participants annually.

Box 1: Improving initial teacher education

Ireland aims to further improve initial teacher education 'to provide practitioners with the right skills for 21st century teaching, learning and assessment'

The goals of the Action Plan for Education 2019 are ambitious. It states that 'leadership, management, quality frameworks, teaching methods, and initial and continuing training will be supported to operate to the highest standards across the spectrum of education and training provision, with a range of inspection and evaluation models providing transparency and quality assurance'.

Among the key actions planned for 2019 are measures to improve professional qualifications and standards within the early-years sector, in particular the development of a workforce development plan.

A new 'teacher workforce data model' should facilitate better planning of teacher supply and demand, and help to address teacher shortages.

⁷ See: https://www.education.ie/en/Publications/Policy-Reports/lit_num_strategy_full.pdf

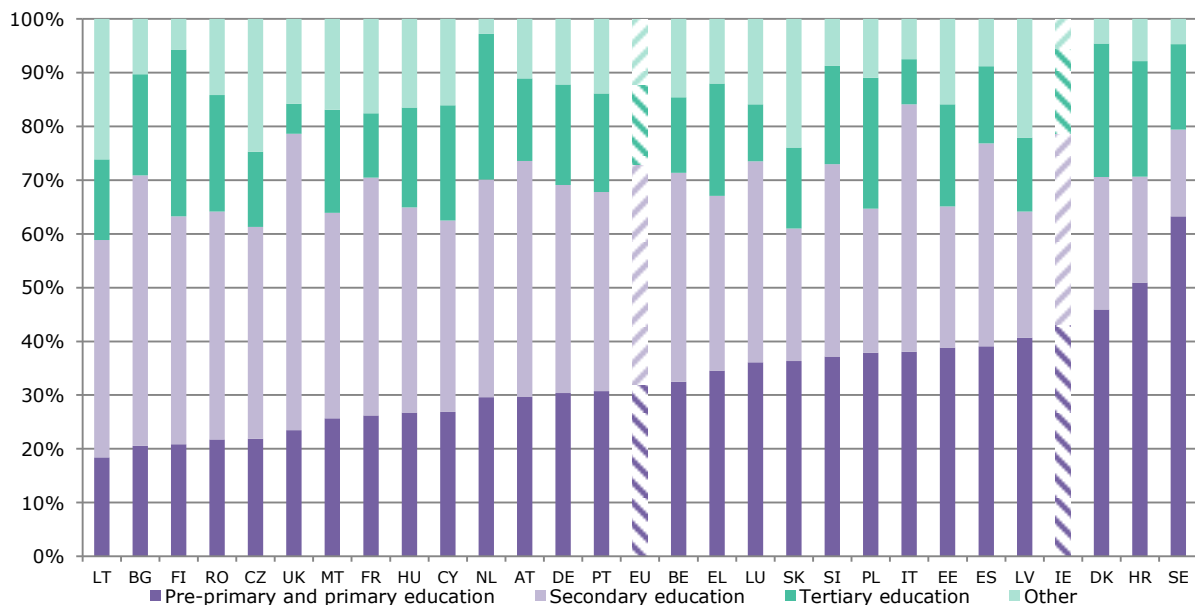
⁸ See: <https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Policy-on-the-Continuum-of-Teacher-Education.pdf>

4. Investing in education and training

Ireland continues to increase expenditure on education. Public expenditure on education as a proportion of GDP is not a fully reliable indicator, given the specific structure of Irish GDP⁹. Measured as a percentage of the total public budget, Ireland spent 12.4 % on education in 2017, more than in 2016 (12.1%) and above the EU average (10.2%). In real terms, public spending on education increased by 3% between 2016 and 2017. Pre-primary and primary education received half of the new funding; the share devoted to this sector is among the highest in the EU (Figure 2). For 2019, Ireland has dedicated EUR 10.8 billion to education, up 7% from 2018. Preschool, primary and secondary education account for EUR 7.4 billion, up 5%; higher education accounts for EUR 1.6 billion, up 1%. The two largest percentage increases are for skills development, at EUR 436 million (up 16%), funded in part by the national training fund levy on employers, and capital services, at EUR 852 million (up 23 %) (Rogers, M., 2018).

Public expenditure on higher education remains insufficient compared to the rising number of students. While the number of higher education students increased by 15.5% between 2007-2009 and 2014-2016, total real public expenditure decreased by 12.5%¹⁰. In 2016, spending per third-level student (EUR 9 699.5) was the lowest since 2012, dropping by 16% against 2015 (EUR 11 557).¹¹ Recent research by the European Universities Association shows that Ireland is one of just two European countries where higher education is considered to be 'in danger' due to a funding shortfall and rising student numbers¹². In 2018, Ireland decided to reform the funding model for higher education (DES, 2018b), but precise plans to address the need for significant additional spending as recommended by the expert review are still awaited¹³ (Ryan J., 2018).

Figure 2 General government expenditure on education by level of education, 2017



Source: Eurostat. General government expenditure by function (COFOG)

Ireland has adopted the Action Plan for Education 2019. In March 2019, the Prime Minister launched *Empowering through Learning*, the Action Plan for Education 2019, which is part of the DES's multiannual framework Strategy Statement 2019-2021 (DES, 2019). For 2019, the Action

⁹ Using GDP, the figure would be 3.3% in 2017, whereas using the GNI* specifically adapted to Ireland, it would be c. 5.3% (DG EAC own calculations based on Eurostat, UOE, 2017).

¹⁰ Eurostat, UOE, 2017. Online data codes: gov_10a_exp, educ_uoe_enra01 and educ_enr1tl.

¹¹ Eurostat, UOE, 2017. Online data code: educ_uoe_fine09.

¹² See: <https://www.irishtimes.com/news/education/third-level-system-in-danger-from-underfunding-and-rising-student-numbers-1.3775066>.

¹³ The Action Plan for Education 2019 envisages undertaking, by end-2019, economic analysis of the options included in the Expert Group Report on Future Funding for Higher Education requested by the Joint Oireachtas Committee on Education. The preparation of the report is supported by the European Commission's Structural Reform Support Service.

Plan sets out more than 280 actions, including a strategy for foreign languages¹⁴, strengthening STEM subjects and increasing participation of women in STEM education. Other priorities include: supporting disadvantaged students and improving their access to higher education; the Teacher Supply Action Plan; review of the senior cycle following junior cycle reform; Irish-medium schools; and a renewed focus on apprenticeships and traineeships (Eurydice, 2019).

Early childhood education and care (ECEC) features strongly in the infrastructure investments set out in the National Development Plan (2018-2027)¹⁵. Public investment in early learning and care and school-age childcare (ELC and SAC)¹⁶ will rise from EUR 486 million in 2018 to EUR 575 million in 2019. Cumulatively, in the last four budgets there has been a spending increase of 117% (Irish Government, 2019). It is planned that investment in ELC and SAC should at least double over the next decade, and a new funding model for sustainable financing is to be developed (Irish Government, 2019).

5. Modernising early childhood and school education

ECEC continues to feature prominently in Irish policy and programmes reform, which aim to improve accessibility, affordability and quality. In 2017, the ECEC participation rate for children 4+ reached 100%¹⁷. Access to the universal free pre-school programme has been extended to 2 years, while per-pupil subvention increases of 7% for providers in September 2018 are intended to support improvements in the quality of provision (Irish Government, 2019). Two major policy developments in this sector took place in 2018. Firstly, the Childcare Support Act 2018¹⁸ provides for the establishment of the National Childcare Scheme¹⁹, which will offer universal support to all families for children under 3, and an income-based subsidy to families with children aged 2-15. It starts in October 2019. Secondly, a broader 'First 5' strategy (2019-2028) launched in November 2018 aims to provide: a broader range of options for parents to balance working and caring; a new model of parental support; a new funding model for ECEC; and measures to support socio-economically disadvantaged communities (Irish Government, 2018). The strategy has been welcomed for its strong emphasis on addressing educational disadvantage. (The *Growing Up in Ireland* longitudinal study²⁰ showed wide socio-economic disparities in key school readiness and cognitive measures among 5-year olds.) The Childminding Action Plan due end-2019 will be important in bringing greater regulation of the childminding sector. The impact of these reforms will need to be monitored. In 2019, Ireland received a country-specific recommendation from the Council of the EU to 'Increase access to affordable and quality childcare' (Council of the European Union, 2019).

Ireland continues to perform well on early school leaving rates. The proportion of early school leavers in Ireland continues to decrease, reaching 5% in 2018, substantially below both the 8% Europe 2020 national target and the EU average of 10.6%. Latest research (Smyth et al., 2019) highlights that early school leavers have become more marginalised and will require intensive support to progress to employment and other forms of education and training. The government plans to offer a wider range of post-school options to learners, including by expanding the apprenticeship system to new sectors as set out in the Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016-2020²¹. Apprenticeship registrations have grown by almost 80% over the first 3 years (Irish Government, 2019). Government statistics show that participation by Irish Traveller pupils in education drops off sharply after the junior certificate cycle, indicating that the rate of school dropout remains high for this group (DES, 2017).

Ireland is investing in digital skills, IT infrastructure in schools and online safety. Under the Digital Strategy for Schools 2015-2020 total funding for information and communications technology (ICT) infrastructure has reached EUR 110 million. This sits alongside other supports,

¹⁴ Ireland has one of the EU's lowest proportions of pupils in compulsory education learning two or more languages.

¹⁵ See: <https://www.gov.ie/en/publication/83fec4-national-development-plan/>

¹⁶ ELC - care and education for children aged 0-6; SAC - non-scholastic, structured programme offerings for school children aged 4-12 years, provided by childminders or in formal settings, outside of normal school hours.

¹⁷ ECEC participation includes participation in primary schools as well as ECEC centres.

¹⁸ Childcare Support Act 2018, No 11/2018: <https://www.oireachtas.ie/en/bills/bill/2017/153/>

¹⁹ See: <https://www.dcy.gov.ie/docs/EN/11-03-2019-National-Childcare-Scheme/5189.htm>

²⁰ See: <https://www.growingup.ie/>

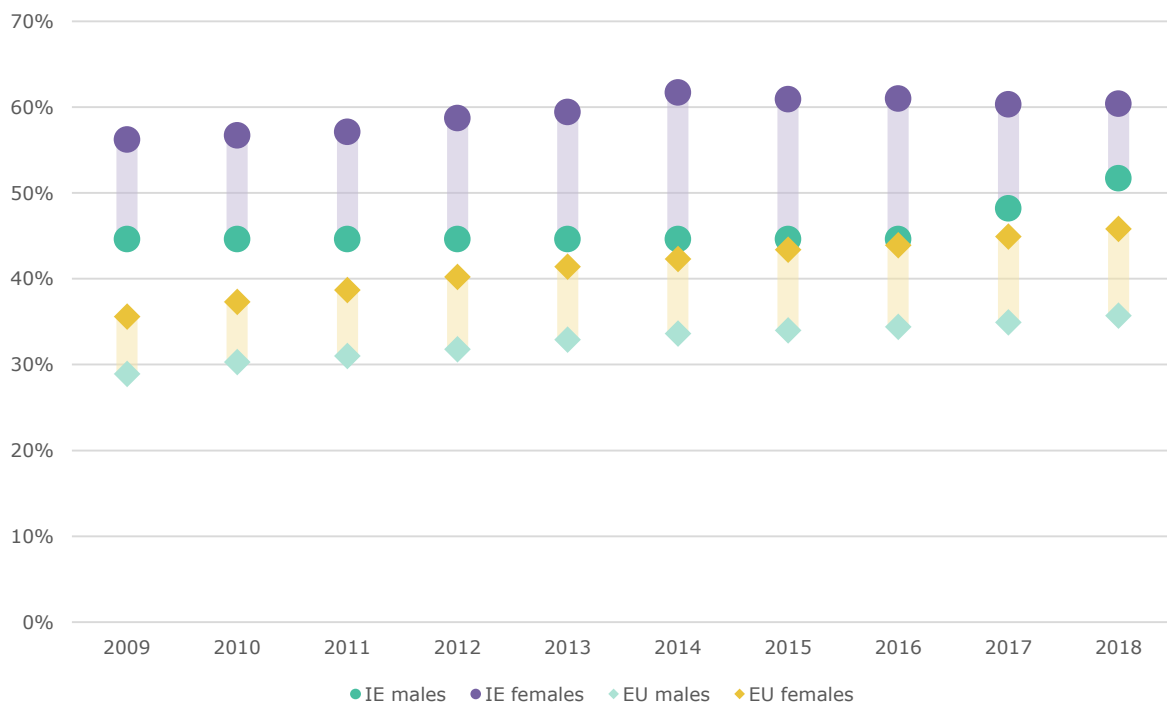
²¹ See: <https://www.education.ie/en/Publications/Policy-Reports/Action-Plan-Expand-Apprenticeship-Traineeship-in-Ireland-2016-2020.pdf>

(e.g. the Digital Learning Framework and Digital Learning Planning Resource) to help schools embed digital technologies in their work. One of the key challenges is to teach students digital critical thinking and online safety (Mooney, 2018). As OECD notes, digital technology 'poses a major risk of widening social inequality and blocking opportunities for people without the skills to navigate the online world safely' (OECD, 2019). In July 2018, the government launched the Action Plan for Online Safety and in March 2019 and the Minister for Communications announced plans for an Online Safety Act and the appointment of an Online Safety Commissioner. These measures have been welcomed given the high rates of cyber-bullying and extreme internet use among Irish teenagers (Edwards, E., 2019). The Action Plan for Education 2019 highlights the importance of increasing students' digital abilities. This is to be achieved by developing i) 'Technology Enhanced Learning Plans' in the Education and Training Boards and ii) digitised and online services.

6. Modernising higher education

Ireland is striving for better gender balance in higher education, both among staff and students, particularly in STEM subjects. In 2018, the tertiary attainment rate reached 56.3%, one of the highest in the EU (EU average: 40.7%). The gender gap has been closing recently, dropping to 8.7 pps, which is better than the EU average of 10.1 pps (Figure 3). In November 2018, the government launched a Gender Equality Action Plan for Higher Education Institutions, to be supported by the new Centre of Excellence for Gender Equality. The proportion of STEM graduates in 2017 was 23.9% (EU average: 25.8%). It is estimated that women make up just 25% of people working in STEM-related jobs (DES, 2016). Two national initiatives on improving gender equality among STEM students have been operational since 2015. The 'I Wish' initiative aims to build confidence among women at second level and raise awareness of STEM learning and career opportunities. The second, 'A World of Opportunities', run by Dublin City University, provides a STEM careers guide for parents, teachers and students. Following the Technological Universities Act that came into force in March 2018, the first Technological University has been established, which was welcomed by stakeholders.

Figure 3 Gender gaps in tertiary educational attainment in Ireland and the EU (2009-2018)



Source: Eurostat, Labour Force Survey. Online code: [edat_lfse_03](#)

Progress has been made in improving access to higher education for under-represented groups. A progress review of the National Access Plan (DES, 2018a) found progress in improving access to higher education for students with disabilities (from 6% of all new entrants in 2012/2013 to 10% in 2016/2017²²). The same goes for students from socio-economically disadvantaged groups (proportion of students from the semi/unskilled manual worker group: from 26% in 2012/2013 to 36% in 2016/2017; proportion from the non-manual worker group: from 23% in 2012/2013 to 27% in 2016/2017). This was achieved in the context of a marked increase in overall student numbers (new entrants rose from 41 413 in 2012/2013 to 43 569 in 2016/2017) and with significant additional investment (more than EUR 16 million over 3 years via PATH). However, key challenges remain, including difficulties in meeting targets set for mature students²³ and Irish Travellers²⁴. An action plan to increase Traveller participation will be developed as the next phase to the NAP (Irish Government, 2019). A study of mature student participation in higher education will also commence towards the end of 2019.

7. Modernising vocational education and training

Expansion of the apprenticeship system is continuing, increasing the number of programmes and attracting more apprentices. VET is rarely seen as a post-secondary route in Ireland and only 10.3% of upper secondary graduates took VET programmes in 2018. All of them benefited from a period of work experience during their programme and their employment rate rose from 71.9% in 2017 to 76.9% in 2018 (EU average: 79.5%). The action plan to expand apprenticeship and traineeship²⁵ aims over 2016-2020 to increase apprenticeship places to 31 000 (from 12 000) and apprenticeship programmes to more than 70 (from 27). In 2018, 5 648 new apprentices were registered, against 4 843 in 2017. Currently, 20 new apprenticeship programmes are operational, and a further 36 are in development.

8. Developing adult learning

During 2018, a number of initiatives were introduced to support upskilling²⁶ and adult participation in learning and training. The proportion of low-qualified adults decreased from 17.5% in 2017 to 16.8% in 2018 while the employment rate among this group rose from 51.3% to 52.3%. However, there are still 420 000 low-qualified adults, well in excess of the estimated 190 000 elementary jobs available. Substantial progress was made in overall adult participation in learning, which increased from 9% in 2017 to 12.5% in 2018. The Skills to Advance employee development policy launched in 2018 offers targeted support for vulnerable groups in the workforce, particularly for employees with skills below level 5 on the national framework of qualifications, i.e. European Qualification Framework (EQF) 3. The policy aims to have over 40 000 workers engaged in state supported skills development by 2021. The EXPLORE programme is a pilot developed by the Regional Skills Fora in 2018 to address the lack of transversal and digital skills among people over 35 in manufacturing employment and the key issue of skills obsolescence. Springboard+ continues providing higher education upskilling and reskilling opportunities for those in employment, the unemployed and returners to work. The 'Skills for Growth audit tool' will make it easier for small and medium-sized businesses to identify their existing and future skill needs. Regional Skills Fora are partnering companies with the education and training system to increase the reach of skills audits. Nevertheless, the greatest need for improvement is among older workers in employment and among low-skilled workers, regarding transversal and digital skills. The 2019 country-specific recommendation that Ireland received from the Council of the EU calls on it to 'Provide personalised active integration support and facilitate upskilling, in particular for vulnerable groups and people living in households with low work intensity (Council of the European Union, 2019²⁷).

²² In 2017/2018, participation reached 10.5%

²³ Above 23 years old

²⁴ Ireland has set a target of 80 students participating in higher education by 2019, which is unlikely to be met (in 2017/2018 there were 61)

²⁵ See: <http://www.solas.ie/SolasPdfLibrary/ActionPlanDec16.pdf>

²⁶ See: European Council Recommendation on Upskilling Pathways (2016) https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ%3AJOC_2016_484_R_0001

²⁷ See: https://ec.europa.eu/info/sites/info/files/file_import/2019-european-semester-country-specific-recommendation-commission-recommendation-ireland_en.pdf

The review of the National Training Fund (NTF) was completed and reforms reflected in the 2019 budget. It provides additional funding to continue expanding apprenticeships and traineeships, upskilling and reskilling opportunities, including Springboard. It also supports Skillnet Ireland in addressing skills gaps. The government has ring-fenced EUR 300 million of the NTF surplus from 2020 to 2024 with a view to transforming the NTF into a strategic, enterprise-focussed response to the skills needs of the economy.

There are 10 Further Education Teacher (FET) qualifications accredited by the Teaching Council of Ireland. These are offered at degree/post-graduate levels (EQF levels 6-7) through universities, Institutes of Technology and Teacher Training Colleges. SOLAS, the FET authority, funds a number of organisations to provide professional development services to the FET sector. The Further Education and Support Service provides national, regional and local professional development workshops. The Waterford Institute of Technology/National Adult Literacy Agency accreditation project designs and delivers nationally recognised programmes.

Developments concerning teachers and trainers are guided by the 2017-2019 FET professional development strategy. Staff at Education and Training Boards are trained to identify training needs within companies. Programmes have also been developed for FET practitioners to improve teachers' technology-enhanced learning²⁸ practices and tailor approaches to the needs of different types of learners. Workplace supervisors from 31 companies offering traineeship places were trained on how to provide structured work-based learning support to learners.

Box 2: Employment for People from Immigrant Communities (EPIC) programme

The EPIC programme, co-financed by the European Social Fund (ESF), supports business and government to help immigrants find employment and education in Ireland.

The overall objective of the programme, running from 2017 to 2021, is to promote active inclusion, equal opportunities, active participation and to improve the employability and integration of migrants. It supports disadvantaged and vulnerable migrants, including those distant from the labour market, to raise their skills and actively helps them to find employment and training opportunities including work placements and mentoring.

Participants in EPIC are disadvantaged migrants from the European Economic Area and beyond who are legally entitled to work in Ireland.

The ESF contribution is EUR 962 500. See: <https://www.bitc.ie/business-action-programmes/business-action-on-employment/are-you-a-jobseeker/>

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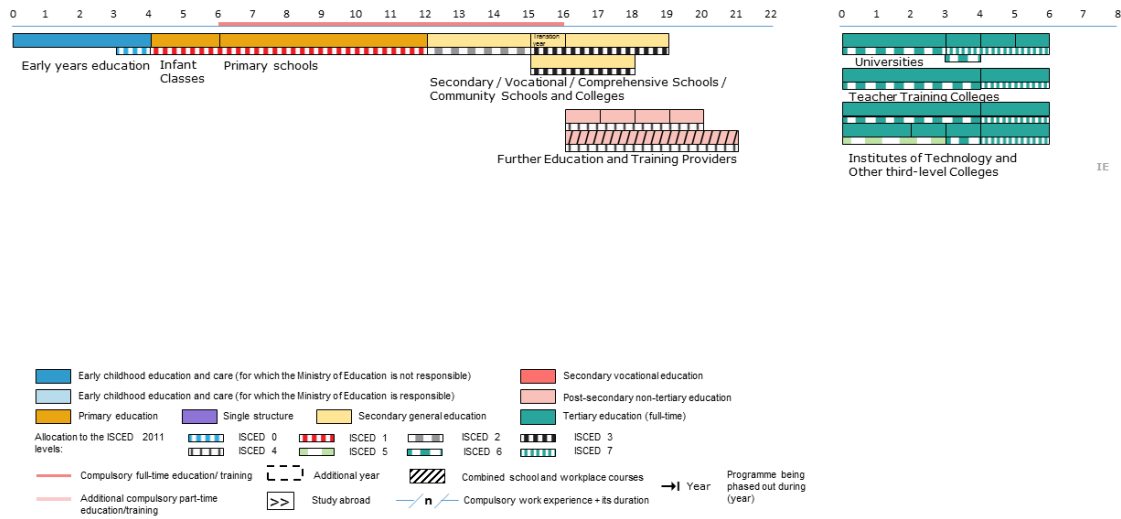
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Annex I: Key indicator sources

| Indicator | Eurostat online data code |
|--|---|
| Early leavers from education and training | edat_lfse_14 + edat_lfse_02 |
| Tertiary educational attainment | edat_lfse_03 + edat_lfs_9912 |
| Early childhood education and care | educ_uoe_enra10 |
| Underachievement in reading, maths, science | OECD (PISA) |
| Employment rate of recent graduates | edat_lfse_24 |
| Adult participation in learning | trng_lfse_03 |
| Public expenditure on education as a percentage of GDP | gov_10a_exp |
| Expenditure on public and private institutions per student | educ_uoe_fini04 |
| Learning mobility: | |
| - Degree-mobile graduates | JRC computation based on Eurostat / UIS / OECD data |
| - Credit-mobile graduates | |

Annex II: Structure of the education system



Source: European Commission/EACEA/Eurydice, 2018. The Structure of the European Education Systems 2018/19: Schematic Diagrams. Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union.

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Executive summary

Highlights of the cross-national analysis

Highlights of the country analysis



Highlights of the cross-national analysis

Among all factors in the school environment, teachers are considered to have the greatest impact on students' learning outcomes. At the same time, more than 60%²⁹ of public expenditure in education in the EU is spent on teachers. Any policy effort seeking to improve educational outcomes – or the efficiency of education and training – is bound to take a close look at the role of teachers and look for ways to help teachers excel in their demanding profession. New evidence from the OECD TALIS survey sheds more light on teachers. The recent survey data inform the 2019 Education and Training Monitor, which contains a dedicated analysis of school teachers in the EU. Being a unique source of information on teachers' motivations, lifelong learning and careers, the new evidence from TALIS 2018 can help policy-makers harnessing the full potential of teachers by preventing and addressing challenges.

After the teacher-dedicated part, the 2019 Monitor sets to analyse the existing targets adopted by the Council of the European Union under the strategic framework for European cooperation Education and Training 2020 ('EU benchmarks'). This part of the report presents latest data on participation in early childhood education and care; early leaving from education and training; tertiary educational attainment; underachievement in basic skills; employment rate of recent graduates; adult learning; and learning mobility in higher education. Next, the 2019 Monitor offers analysis on education indicators used in other well-established or emerging priorities, including entrepreneurship education; digital education; multilingualism. The report concludes with a section analysing public investment in education and training.

At the core of learning: the teachers

Across the entire EU, education systems are confronted with a number of challenges relating to teachers. Several countries already face or are about to face shortages of teachers, either across the board or in particular subject areas (typically science, technology, engineering and maths); or in particular geographical areas. In view of the proportions of teachers aged 50 or plus, the 23 EU countries participating in TALIS 2018 will have to renew about one third of their teaching population in the next decade or so. At least five EU countries will have to renew around half of their secondary school teachers in the same period (Italy, Bulgaria, Lithuania, Estonia, Greece and Latvia; and the same applies to primary school teachers in the former three countries).

Successfully renewing the teachers' population requires acting upon key factors such as the number of students deciding to embark on teacher education, the number of new teachers starting in the job and the number of teachers stopping to work. To address this challenge, there is a need to improve the attractiveness of the profession and offer good working conditions for sustained professional activity.

According to survey data, only 18% of lower secondary school teachers in the EU consider their profession as valued by society; and their proportion lowers with longer years of teaching experience. Similarly, the share of teachers would still choose to work as teachers, declines significantly, in several EU countries, among more experienced teachers. Overall, there is a specific challenge in attracting men into teaching; and particularly so for primary and pre-primary education, where the proportion of female teachers reaches 85% and 96% respectively.

Salaries of teachers do not always compare favourably to salaries of other equally qualified professionals. Among EU countries with available data, in four countries (Czechia, Slovakia, Italy and Hungary) teachers at all education levels earn less than 80% of what other tertiary-educated workers do. In most Member States, primary (and especially pre-primary) teachers earn less than secondary level teachers. In secondary education, teachers' statutory salary tends to be higher at upper-secondary level than at lower-secondary level.

There are also shortages of teachers with specific profiles. Nearly 40% of principals in lower secondary schools in the EU declare that the shortage of teachers teaching students with special

²⁹ DG EAC calculation on Eurostat's general government finance statistics, reference year 2017 ([gov_10a_exp](#)).

needs hinders the quality of instruction at their school. Principals also point to shortages of teachers who have competences in teaching in a multicultural or multilingual setting (the largest shortages are in France, Italy and Portugal); and competences in teaching students from socio-economically disadvantaged homes (largest shortages in France, Italy, and Portugal). This second type of shortage is driven by change (technology; diversity in classrooms) and points to a need to improve training (initial and continued).

Furthermore, against an evolving technological and demographic background, teachers need new skills more than ever, including for dealing with cultural and linguistic diversity in the classroom, teaching in a technology-rich environment, and adopting collaborative teaching practices. While 92% of teachers report regular participation in professional development, 21% of them declare a further need for training on teaching students with special needs; 16% report a further need for training on the use of information and communication technology (ICT) for teaching; and about 13% report a further need for training in teaching in multilingual and multicultural environments.

Growing participation in education and educational attainment: main achievements in the last decade

In the last decade, the EU experienced a massive increase in tertiary educational attainment and met its target of having at least 40% tertiary graduates in the 30-34 year-old population – up from 32% in 2009. Despite this increase, there are clear patterns of inequalities in educational attainment. For example, on average, women's tertiary educational attainment (45.8%) is higher than men's (35.7%) – and the gap has been continuously increasing over recent years. Typically, women complete tertiary education earlier than men do. Also, young adults born in the reporting country or elsewhere in the EU, graduate more than their peers from non-EU countries (41.0% against 35.8% respectively). Yet, an overview of policy measures to broaden tertiary educational attainment shows that less than half of EU countries set specific targets to support participation in higher education of under-represented groups, such as, for example, people with disabilities, migrants or students from disadvantaged background.

The attendance of children from the age of 4 in early childhood education has expanded, and is, by now, almost universal. There are also high rates of participation in early childhood education by children from the age of 3. Yet the 90% participation rate for the general population decreases to 77.8% in the group of children at risk of poverty or social exclusion. Experiencing education in the early years of life has been found to be beneficial for better learning outcomes later on in life, and particularly so for children from socio-economically disadvantaged homes. The challenge of ensuring equal access to education in the early years needs to be addressed.

Since the EU cooperation framework in education and training started in 2009, the proportion of young adults leaving education and training without obtaining at least an upper secondary qualification has considerably reduced. Nonetheless, at EU level this process came to a halt after 2016. Comparing 2016 and 2018, there was progress on this indicator in large countries such as Spain or Poland, as well as in other countries such as Romania, the Netherlands and Portugal. However, this was countered by negative developments in other countries – for example, Italy, Sweden, Denmark, Slovakia, and Estonia (in descending order by size of population). Furthermore, in the past 2 years, early school leaving rates increased for both young adults born in the EU (between 2016 and 2017) and those born outside (between 2017 and 2018). Reducing early leaving remains a priority and a target of the EU, as those who leave education and training before obtaining an upper-secondary diploma will struggle with lower employment rates and lower rates of participation in adult learning.

The main challenge for the next decade: improving learning outcomes at school, and increasing adult participation in learning

Participation in education can be measured by data on enrolments, qualifications, or performance test. The latter show that reducing the number of underachieving 15-year-olds to meet the EU

target of less than 15% by 2020³⁰ remains a challenge, particularly for pupils from disadvantaged socio-economic backgrounds. Failing to achieve basic mathematics, reading or science tasks at the age of 15 impacts on individuals' chances to continue studying, find and maintain employment later in life, cope with fast-paced technological change, and develop as citizens. Between 2012 and 2015, the EU has actually moved further away from meeting this target. Approximately one fifth of pupils in the EU cannot complete basic reading tasks, and the share is slightly higher for science and maths (2015 data). Despite less favourable or sometimes adverse background conditions, around a quarter of socio-economically disadvantaged pupils born in another country are considered academically resilient. Individual factors associated with higher resilience include high academic expectations, and not repeating grades; while disengagement from school (for example skipping classes, and abusing substances) has a negative association with resilience. At school level, the use of school evaluations, connecting the students' test results to teachers' performance, adequate provision of study rooms and being surrounded by pupils with higher socio-economic status are all factors correlating positively with resilience.

Over the years, there has been limited growth in the share of adults participating in education and training during the last 4 weeks in the EU – from 9.5% in 2008 to 11.1% in 2018. In addition, in practically in all EU countries people with little or no qualifications in education – those most in need of access to learning – are the least likely to benefit from it. Age and educational attainment matter when it comes to adult participation in learning. Young adults (25-34) are more than four times more likely to participate in learning as those aged 55-64. Similarly, those with a tertiary degree are more than four times more likely to participate in learning than those holding at most an upper-secondary diploma.

Developing competences for future life and employment

Research has long established the positive outcomes of being able to study abroad. Transnational learning mobility is associated with future mobility, higher earnings, and lower risk of unemployment. 'Making learning mobility a reality for all' is one of the objectives of the European Education Area³¹. In 2017, 11.6% of higher education graduates 'were mobile', meaning that they studied partially or entirely abroad. About 8% of them were abroad for short-term periods, while 3.6% graduated in another country. The Erasmus+ programme supported about half of the short-term study periods spent abroad by EU graduates. Overall, Luxembourg, Cyprus, the Netherlands, and Finland (in descending order) have high shares of mobile graduates. As to inward mobility, capturing the volume of students coming into a country for a period of study, it can be read as a measure of the attractiveness of the education system. On this indicator the United Kingdom leads the way – both in percentage of inward graduates and in absolute numbers.

There are a number of key competences (or combination of knowledge, skills and attitude) that can support an individual's life chances and also easier transition to the labour market and career job prospects. For example, participation in entrepreneurship education increases the likelihood of engaging in entrepreneurial activities later in life by 35% on average. Of this 35%, a 7 percentage point increase is due to improved self-perceptions by participants of their entrepreneurial skills. However, available data show that participation in entrepreneurship education in the EU is mostly optional, and only a handful of countries make it compulsory.

Furthermore, the potential of digital technologies in improving educational practices is being held up by challenges that education systems still face. To successfully undergo digital transformation, schools need to support teachers' digital competence for pedagogical use, design innovative pedagogical approaches, and provide digital equipment as well as better connectivity. Capacity

³⁰ Data for this benchmark come from the OECD PISA survey. Students scoring below level 2 are considered underachievers.

³¹ In November 2017, EU leaders met in Gothenburg to discuss the social dimension of Europe, including education and culture. As part of the debate on the Future of Europe, the Commission set out its vision and concrete steps to create a European Education Area by 2025. One of the main objective of the European Area of Education is 'making mobility a reality for all', by building on the positive experiences of the Erasmus+ programme and the European Solidarity Corps and expanding participation in them, as well as by creating an EU Student Card to offer a new user-friendly way to store information on a person's academic records. Other measures to boost mobility under the European Education Area include initiating new processes to ensure the mutual recognition of diplomas; improving language learning; creating a network of European universities; and supporting teachers and their mobility.

building for digital assessment needs to be implemented for learners, teachers, schools and education systems.

Moreover, speaking several languages can increase individuals' employment prospects. Overall in Europe, between 2005 and 2015, the number of pupils who experienced compulsory language learning grew both in primary and secondary education. As to the former, 83.7% of primary school children learned at least one foreign language in 2014, against 67.3% almost a decade before. At lower secondary level, 59% of pupils learned two languages in school in 2015, against 46.7% in 2005.

After reaching the lowest point in 2013 (75.4%), the employment rate of recent graduates has been continuously increasing in the EU. With 81.6% in 2018, the rate is now close to the pre-crisis 2008 level of 82%. However, some countries still suffer from the effects of the crisis on employability of recent graduates – in particular Greece and Italy, where employment rates of recent graduates are around 55%. As compared to secondary graduates holding a vocational qualification, those with a general orientation qualification have a less easy transition into the labour market (66.3% against 79.5%). The employment rate of tertiary graduates was at 85.5% in 2018.

Public investment in education

In 2017, EU Member States invested, on average, 4.6% of their gross domestic product (GDP) in their education systems. This proportion has been slightly but continuously decreasing in the last few years, down from 4.9% in 2014. On average, EU countries spend about one third of their public expenditure for education on pre-primary and primary education; 41% on secondary education; and 15% on tertiary education. Looking at different education sectors, real expenditure on secondary and post-secondary education decreased (-1.3%, between 2016 and 2017) and increased in pre-primary and primary education (+ 1.4%), as well as tertiary education (+ 1.7%). So far trends in education expenditure have been largely independent from demographic developments, with the partial exception of expenditure on tertiary education. Due to the predicted school-age population decline in many EU countries, even constant spending on education is likely to result in an increase in spending per student.

Highlights of the country analysis

Austria

To avoid teacher shortages, Austria needs to attract enough students into initial teacher education and improve continuing professional development. Investment in higher education aims to improve the study environment. Improving digital competence is a priority in the education and training system. Discontinued recent reforms may weaken efforts to integrate students with migrant backgrounds and to improve education outcomes of students from a socially disadvantaged background.

Belgium

The Flemish Community (BE fl) will implement reforms at all levels of education, including dual learning, starting in September 2019. The French Community (BE fr) will also implement school reforms, starting with changes to governance, then the new extended common curriculum and reforming initial teacher education from September 2020. Education spending in Belgium is among the highest in the EU, but educational outcomes are comparatively low, suggesting room for increased efficiency and effectiveness. To reduce inequality and improve outcomes, teachers need more support to manage diversity in the classroom. Tertiary educational attainment is high but disparities remain between regions and groups.

Bulgaria

The modernisation of the education and training system continues while quality, labour market relevance and inclusiveness remain challenging. Demographic trends and rising skill shortages suggest that Bulgaria needs to invest better in the skills of its current and future workforce. The need to upskill and reskill the adult population is high while participation in adult learning is low. The status of the teaching profession is low, and the teacher workforce is ageing. Salaries are being increased as a means to boost the attractiveness of the profession. Steps have been taken to increase the labour market relevance of vocational education and training (VET).

Croatia

Pilot implementation of curricular reform and ambitious preparations for full implementation are under way. Reforms are under way in vocational education and training. Participation in early childhood education and care is held back by shortages of teachers and places. Plans to expand the very short average instruction time could help to improve low education outcomes.

Cyprus

The teaching profession is highly attractive. Reforms to upgrade it are promising but need to be sustained and expanded. Reforms are implemented to foster high-quality public early childhood education and care. However, provision is insufficient for the early years. Tertiary education attainment has risen further but underutilisation of skills remains a challenge given the specific features of the Cypriot labour market. Measures have been taken to upgrade vocational education and training and adult learning, but attractiveness of both sectors and participation in them remain low.

Czechia

Czechia continues to make vocational education and training more relevant to the needs of the jobs market. Authorities are making good use of EU funds to support reforms. Inclusive education is progressing but measures targeted at Roma remain limited. The attractiveness of the teaching profession remains low.

Denmark

Changes to university education are making it more flexible and labour market friendly, but the need for more STEM graduates remains. The number of apprenticeships has been increased and measures are being taken to promote adult learning. Reduced education spending is having an impact on schools and universities. There is considerable local variation in the education performance of young people from migrant backgrounds.

Estonia

Estonia is developing an education strategy for 2021-2035, aiming to bring gradual changes to the system to respond to changes in the labour market and society. Due to demographic trends and

the limited responsiveness of the education and training system to labour market needs, aligning skills supply and labour demand remains a challenge. The ageing of the teaching population coupled with the low attractiveness of the teaching profession are a long-term challenge for the functioning of the education system. Participation in adult learning has reached a record high but the need for upskilling and reskilling remains high.

Finland

While teaching is a prestigious and attractive profession, there are teacher shortages for kindergarten and special needs education. There has been some growth in education inequalities, and spending on education has fallen. New policy measures aim to improve the quality, effectiveness and internationalisation of higher education. Demand for graduates in Information and Communications Technology (ICT) is high and difficult to meet. Implementation of vocational education and training reform is ongoing, and reforms are planned to foster adult learning.

France

Work continues on improving educational outcomes and reducing inequalities, with support for teaching staff and funding measures. A new law on education extends the length of compulsory education and training to 3-18. Authorities are faced with the challenge of combining the rapid pace of reforms with the need to consult stakeholders to ensure good ownership and optimal impact. Implementation of the vocational education and training reform is in full swing.

Germany

Germany has announced significant investments in digitalisation, higher education and research in the decade ahead, but as well in school education. Germany is preparing for fundamental change in the skills of its workforce by carrying out digital initiatives and by refocusing the system of adult learning. The teaching workforce is aging and Germany faces a challenge to replace a large number of teachers. Young people from disadvantaged socio-economic and/or migrant backgrounds continue to lag behind in educational attainment.

Greece

The teaching profession is highly attractive in Greece but opportunities and incentives to improve professionalism are lacking. Education expenditure is lower than in most EU countries and largely spent on salaries. Early school leaving has been further reduced, particularly in rural areas. Finding employment after education remains difficult, including for highly qualified people. Measures to tackle the brain drain of tertiary graduates are being implemented but internationalisation of Greek universities is underdeveloped.

Hungary

Recent measures have raised the qualification levels of staff in early childhood education and care. Measures to reduce performance gaps between pupils have been strengthened. Admission conditions for entry to higher education have been made more restrictive. A new medium-term strategy aims to modernise vocational education and training and adult education.

Ireland

Ireland has a strong framework to ensure highly qualified teachers and further plans to meet emerging needs, including teacher shortages. Early school leaving has continued to decline, and participation in early childhood education and care is to be supported by new national schemes. Despite increased public spending on education, investment in higher education has not kept up with rising student numbers. Ireland implements initiatives aimed at upskilling and increasing adult participation in learning and training but the numbers of low-skilled adults in the population remain sizeable.

Italy

Italy invests well below the EU average in education, particularly in higher education. The share of teachers satisfied with their jobs is among the highest in the EU, but only a small share believe that theirs is a valued profession. Compulsory work-based learning in vocational education and training could help provide more structured training for apprentices and ease the transition from education to work. The level of tertiary educational attainment is low, and the transition from education to work remains difficult, even for highly qualified people.

Latvia

Latvia has already met and exceeded its Europe 2020 education targets. Latvia should achieve further improvements in learning outcomes through the new competence-based curriculum, a stronger individual approach to students at risk and support for inclusion of students with special educational needs. Enrolment in vocational education and training (VET) is increasing and the employment rate of VET graduates is improving, although both remain below the EU average. In higher education, a gradual increase in investment and incremental changes in quality assurance are welcome, but the sector remains fragmented and international competitiveness low.

Lithuania

Current trends in student population and teacher workforce call for a comprehensive strategy to manage teacher supply and demand. Improving key competences and relevant skills remains a priority at all levels. Further development of monitoring and evaluation systems may help improve the quality of education and training. Measures have been put in place to increase the education system's overall efficiency, but further efforts are needed to ensure their implementation. Policy measures to address low participation in adult learning are lacking.

Luxembourg

In 2018, more flexible entry requirements for the recruitment competition for early childhood and primary education teachers attracted more candidates. Pupils' performance is heavily influenced by their ability to cope with the trilingual system. A reform of the orientation process at the end of primary education may have stopped a trend whereby many pupils were being guided to the lowest track in secondary education. Employment rates among recent graduates from all types of education are significantly higher than the EU average.

Malta

Work is underway to improve the quality of teaching and the attractiveness of the profession. Improving the quality of investment in education and developing monitoring and assessment are key challenges. Increased participation in early childhood education and care and the new secondary system may help reduce the number of early school leavers. While participation in tertiary education is increasing, its labour market relevance is still a challenge.

Netherlands

The early school leaving rate is below the Europe 2020 national target but has slightly increased. The Netherlands faces an increasing shortage of teachers, both in primary and secondary education. The 2019-2022 Quality Agreements aim to improve the quality of vocational education and training. Dutch tertiary education increasingly attracts foreign students.

Poland

Early school leaving continues declining and participation in early childhood education and care among children under 3 remains low. The higher education reform has been launched, bringing major changes to the functioning of higher education institutions. Implementing the 2017 school system changes is causing organisational, financial and curricular challenges. Further challenges relate to teachers' pay, emerging shortages, and initial and continuing training. Participation in adult learning remains low.

Portugal

Teachers are satisfied with their jobs, but the ageing teacher population, the high proportion of non-permanent staff and weaknesses in induction and continuing professional development remain challenging. Investment to upgrade infrastructure is insufficient, particularly for early childhood education and care in metropolitan areas. Regional disparities in education outcomes, grade repetition and early school leaving rates are improving. Tertiary educational attainment has grown but business demand for ICT specialists exceeds supply. There is a significant proportion of low qualified adults while participation in adult learning remains low.

Romania

Concrete ideas have been presented for major reform of the education and training system. Clear steps need to be taken for the implementation of the reform. Public spending on education is low in EU comparison, while the sector's investment needs are high. Any major reform is likely to require additional funding linked to stronger equity and efficiency mechanisms. Better support for teachers – in particular by redesigning initial teacher education and strengthening continuing professional

development – can help improve quality and equity. Efforts were made to expand dual education. Participation in adult learning remains low despite the high need for upskilling and reskilling.

Slovakia

Slovakia is improving early childhood education and care, which is particularly positive for children from deprived families. Slovakia is taking a more strategic approach to lifelong learning, upskilling and reskilling. The early school leaving rate has continued increasing since 2010, approaching 14% in Eastern Slovakia. Investment in education and training is insufficient, and this is reflected in teachers' still low salaries despite recent increases.

Slovenia

Enrolment in early childhood education and care is approaching the EU benchmark. The proportion of Slovenian upper secondary students enrolled in vocational education and training is one of the highest in the EU, and the employment rate of such graduates is high. There are enough new entrant teachers but large numbers are approaching retirement and shortages already exist in certain categories. Tertiary educational attainment is high, but the differences between men and women and the native-born and foreign-born population are large.

Spain

The teaching profession is attractive, but working conditions differ among regions and between public and private education systems. Private spending in education is significant, while public spending is static compared to GDP. Planned reforms, reflecting political uncertainties, have been slowed down. The process to modernise vocational education and training is ongoing. Adult participation in education is slowly rising.

Sweden

Tertiary educational attainment and graduate employment rates are high. The population's digital skills are among the best in the EU. There is a serious teacher shortage, and a large number of teachers lack formal qualifications. School segregation and inequality are serious and growing concerns.

United Kingdom

Efforts are being made to tackle the high proportion of teachers leaving the profession. In England, school academies are growing in number but many are facing financial pressures. The consequences of Brexit for UK higher education are unclear but policy responses to address the potential loss of EU research funding and reduced student inflows will be needed. England will introduce new qualifications as part of ongoing reforms of upper secondary VET.

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