

**Education**

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Education, vocational training and lifelong learning play a vital role in both an economic and social context. The opportunities which the EU offers its citizens for living, studying and working in other countries make a major contribution to cross-cultural understanding, personal development and the realisation of the EU's full economic potential. Each year, well over a million EU citizens of all ages benefit from EU-funded educational, vocational and citizenship-building programmes.

The Treaty establishing the European Community <sup>(27)</sup> acknowledged the importance of these areas by stating that 'the Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action ... The Community shall implement a vocational training policy which shall support and supplement the action of the Member States'. As such, the European Commission follows up on policy cooperation and work with the Member States, while funding programmes, such as the Lifelong Learning Programme.

(27) Consolidated version of the Treaty establishing the European Community, Chapter 3, Articles 149(1) and 150(1) (OJ C 352, 24.12.2002, p. 33); for more information: [http://eur-lex.europa.eu/en/treaties/dat/12002E/pdf/12002E\\_EN.pdf](http://eur-lex.europa.eu/en/treaties/dat/12002E/pdf/12002E_EN.pdf).

The European Council adopted in 2001 a set of goals and objectives for education and training systems that are to be attained by 2010 <sup>(28)</sup>, with education ministers agreeing on three goals:

- to improve the quality and effectiveness of education and training systems;
- to ensure that they are accessible to all;
- to open up education and training to the wider world.

These ambitious goals were subsequently subdivided into specific objectives covering the various types and levels of education and training, including areas such as: teacher training; basic skills; the integration of information and communication technologies (ICTs); efficiency of investments; language learning; lifelong guidance; flexibility to make learning accessible to all; mobility; and citizenship education.

(28) For more information: [http://ec.europa.eu/education/policies/2010/doc/rep\\_fut\\_obj\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/rep_fut_obj_en.pdf).



Under the principle of subsidiarity every Member State retains responsibility for organising their education system and deciding its content. The EU does however promote cooperation in this field through a variety of funding and action programmes – such as Socrates (for education) or Leonardo da Vinci (for vocational training), while making policy recommendations and communications on issues such as lifelong learning. The Lifelong Learning Programme (LLP) has recently become the flagship programme in the field of education and training and covers all learning opportunities from childhood to old age. Over the period 2007 to 2013, this successor to the Socrates, Leonardo da Vinci and eLearning programmes has a budget of EUR 7 000 million in order to support projects and activities that foster interchange, cooperation and mobility between education and training systems within the EU.

The measurement of progress towards objectives within the field of education policy requires a range of comparable statistics on enrolment in education and training, numbers of graduates and teachers, language learning, student and researcher mobility, educational expenditure, as well as data on educational attainment and adult learning.

The standards on international education statistics are set by the three international organisations jointly administering the UOE data collection:

- the United Nations Educational, scientific, and Cultural Organisation Institute for Statistics (UNESCO-UIS);
- the Organisation for Economic Co-operation and Development (OECD), and;
- the Statistical Office of the European Union (Eurostat).

The UNESCO/OECD/Eurostat (UOE) questionnaire on education statistics constitutes the main source of information and is the basis for the core components of the Eurostat database on education statistics; Eurostat also collects data on regional enrolments and foreign language learning. The definitions and methodological requirements for the joint UOE data collection and for the Eurostat data collection on regional enrolments and foreign language learning are available at: [http://circa.europa.eu/Public/irc/dsis/edtcslibrary?l=/public/unesco\\_collection](http://circa.europa.eu/Public/irc/dsis/edtcslibrary?l=/public/unesco_collection).

Data on educational attainment and adult learning are provided by household surveys, mainly the EU Labour Force Survey, which will soon be complemented by the Adult Education Survey.

#### EUROSTAT DATA IN THIS DOMAIN:

##### Population and social conditions

##### Education and training

Education

Training

## 2.1 SCHOOL ENROLMENT AND LEVELS OF EDUCATION

### INTRODUCTION

Demographic trends in the last three decades reflect reductions in birth rates, that have resulted in the structure of the EU's population ageing and the proportion of those aged under 30 decreasing in the majority of Member States. These changes can have a significant impact on human and material resources required for the sound functioning of education systems – such as average class sizes or teacher recruitment strategies.

According to Eurydice <sup>(29)</sup>, Spain, France, Ireland and Portugal are the only Member States where there will not be a decrease in the number of pupils at ISCED level 1 by 2015. Some of the expected reductions are likely to be considerable, with Lithuania, Poland, Slovakia and Bulgaria forecast to record falls of at least 30 % in their number of primary school pupils aged between 5 and 9 between 2000 and 2015. Demographic changes will not result exclusively in smaller numbers of pupils, as Spain, France, Ireland and Italy are expected to see increases in secondary education enrolments between 2010 and 2015, such that the number of pupils aged between 10 and 14 will be higher in 2015 than in 2000.

Most Europeans spend significantly longer in education than the legal minimum requirement. This reflects the choice to enrol in higher education, as well as increased enrolment in pre-primary education and wider participation in lifelong learning initiatives, such as mature (adult) students returning to education – often in order to retrain or equip themselves for a career change.

At the age of 4, a high proportion of children in the EU are already enrolled in pre-primary educational institutions. The general objectives for pre-primary education are fairly similar across countries, focusing on the development of children's independence, well-being, self-confidence, citizenship, and preparation for life and learning at school.

(29) For more information: <http://www.eurydice.org>.



On average, compulsory education lasts 9 or 10 years in the EU: lasting longest in Hungary, the Netherlands and the United Kingdom. Age is the sole criterion for admission to compulsory primary education, which starts at the age of 5 or 6 in most countries, although the Nordic countries, as well as Bulgaria and Estonia have a compulsory starting age of 7.

While national curricula include broadly the same subjects across the Member States, the amount of time allocated to each subject varies considerably. In addition, there are wide-ranging differences in the freedoms that teachers have to shape the content of their classes or follow a strict curriculum. The most significant differences between countries tend to relate to the degree of instruction given in foreign languages, information and communication technology, or religion. In contrast, all countries allocate a considerable amount of time to teach their mother tongue and mathematics.

Teaching time tends to be more evenly spread across subjects in compulsory secondary education, with more emphasis given to natural and social sciences, as well as foreign languages. Pupils from a particular country follow the same common curriculum throughout their full-time compulsory education in most Member States, although in Germany, Luxembourg, the Netherlands and Austria parents have to choose a particular type of education for their child at the end of primary school.

#### DEFINITIONS AND DATA AVAILABILITY

The International Standard Classification of Education (ISCED) is the basis for international education statistics, describing different levels of education, as well as fields of education and training <sup>(30)</sup>. The current version, ISCED 97 distinguishes seven levels of education:

- ISCED level 0: pre-primary education – defined as the initial stage of organised instruction; it is school- or centre-based and is designed for children aged at least 3 years;
- ISCED level 1: primary education – begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years;
- ISCED level 2: lower secondary education – continues the basic programmes of the primary level, although teaching is typically more subject-focused; usually, the end of this level coincides with the end of compulsory education;
- ISCED level 3: upper secondary education – generally begins at the end of compulsory education; the entrance age is typically 15 or 16 years and entrance qualifications and other minimum entry requirements are usually needed; instruction is often more subject-oriented and typical duration varies from two to five years;

- ISCED level 4: post-secondary non-tertiary education – straddles the boundary between upper secondary and tertiary education; typical examples are programmes designed to prepare pupils for studies at level 5 or programmes designed to prepare pupils for direct labour market entry;
- ISCED level 5: tertiary education (first stage) – entry normally requires the successful completion of level 3 or 4; includes tertiary programmes with academic orientation which are largely theoretically based and occupation orientation which are typically shorter and geared for entry into the labour market;
- ISCED level 6: tertiary education (second stage) – leads to an advanced research qualification (Ph.D. or doctorate).

ISCED is used for indicators on enrolments and graduates in specific fields; note that the ratios presented exclude the number of students classified as 'unknown' from the denominator of any calculation.

The indicator for four-year-olds in education presents the percentage of four-year-olds who are enrolled in education-oriented pre-primary institutions. These institutions provide education-oriented care for young children. They must recruit staff with specialised qualifications in education. Day nurseries, playgroups and day care centres, where the staff are not required to hold a qualification in education, are not included.

Pupil-teacher ratios are calculated by dividing the number of full-time-equivalent pupils and students in the specific level of education by the number of full-time-equivalent teachers at the same level. All institutions, both public and private, are included. This ratio should not be confused with average class-size, as: there can be a difference between the number of hours of teaching provided by teachers and the number of hours of instruction prescribed for pupils; more than one teacher can be teaching in a class at the same time; or teachers for special education needs can work with small groups or on a one-to-one basis.

Youth education attainment is defined as the proportion of the population aged 20 to 24 having completed at least upper secondary education. The denominator consists of the total population of the same age group, excluding non-response. Note that this indicator has recently been changed so that it reflects annual averages instead of the spring reference period.

The indicator for early school leavers is defined as the proportion of the population aged 18 to 24 with at most a lower secondary level of education, who are no longer in further education or training (respondents declared not having received any education or training in the four weeks preceding the survey). The denominator consists of the total population of the same age group, excluding non-response.

(30) For more information: [http://www.unesco.org/education/information/nfsunesco/doc/isced\\_1997.htm](http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).



## MAIN FINDINGS

There were about 98.3 million pupils and students enrolled in educational establishments in the EU-27 in 2005, almost 2.5 million more than in 2000. The highest share of pupils and students in the EU-27 total was accounted for by the United Kingdom, where 16.7 million pupils and students attended education establishments in 2005; this figure was 2.2 million higher than the next largest student population that was registered in Germany.

The proportion of students found in each level of education varied considerably and reflects, to some degree, the demographic structure of populations. The high proportion of pupils in primary education in Luxembourg (48.1 %) reflects the lack of a developed tertiary education sector in this country. Ireland, Cyprus and Portugal also reported a relatively high proportion of students within primary education – reflecting relatively high birth rates in these countries. At the other end of the spectrum, Greece, Latvia, Slovenia and Finland had relatively high proportions of their student populations within the tertiary education sector.

The figures above exclude pre-primary education – with an average of 85.7 % of all four-year olds attending such establishments in the EU-27 in 2005. Enrolment rates in pre-primary education ranged from 100 % in Belgium, France and Italy, to less than one child in two across Finland, Ireland and Poland.

Pupil/teacher ratios within primary education ranged from an average of less than 11 pupils per teacher in Italy, Luxembourg (2004), Hungary and Portugal in 2005, to almost double that rate in the United Kingdom. Between 2000 and 2005 there was a general reduction in most Member States as regards the average number of pupil per teacher.

Data on educational attainment show that, in 2006, just over three quarters (77.8 %) of the EU-27's population aged 20 to 24 had completed at least an upper secondary level of education. However, 15.3 % of those aged 18 to 24 (17.5 % of men and 13.2 % of women) were early school leavers, with at most a lower secondary education. In general, higher education qualifications would appear to reduce the risk of unemployment – offering protection against unemployment (see Figure 5.14 on page 263 for more details on unemployment rates by level of educational attainment). A gender breakdown would tend to suggest that women find themselves unemployed more frequently than men with the same qualifications, while men with fewer qualifications were more seriously affected by unemployment than women.

## SOURCES

### Statistical books

Key Data on Education in Europe 2005

### Methodologies and working papers

UOE data collection on education systems – volume1 – concepts, definitions and classifications

Development of a methodology for the collection of harmonised statistics on childcare

Classification of learning activities – manual

### Website data

#### Education

Thematic indicators – Progress towards the Lisbon objectives in education and training

Education indicators – non-finance

Enrolments, graduates, entrants, personnel and language learning – absolute numbers



Table 2.1: Pupils and students (excluding pre-primary education) (1)

	Breakdown of total number of pupils and students (% of total)									
	Total (ISCED 1-6) (1 000)		Primary level of education (ISCED 1)		Lower secondary level of education (ISCED 2)		Upper and post-secondary non-tertiary education (ISCED 3-4)		Tertiary education (ISCED 5-6)	
	2000	2005	2000	2005	2000	2005	2000	2005	2000	2005
<b>EU-27</b>	95 840	98 318	32.5	29.3	23.7	23.8	27.2	27.9	16.6	18.8
<b>Euro area</b>	56 682	57 585	31.4	30.4	27.4	26.8	23.2	23.4	17.8	19.3
<b>Belgium</b>	2 235	2 380	34.6	31.0	16.7	18.1	32.8	34.5	15.9	16.4
<b>Bulgaria</b>	1 357	1 226	29.0	23.7	27.0	25.9	24.7	31.0	19.3	19.4
<b>Czech Republic</b>	1 906	1 912	33.8	26.3	27.5	25.9	25.3	30.2	13.3	17.6
<b>Denmark</b>	1 003	1 144	38.3	36.2	20.6	20.5	22.2	23.0	18.9	20.3
<b>Germany</b>	14 549	14 467	25.1	22.9	38.2	37.7	22.0	23.3	14.1	15.7
<b>Estonia</b>	303	289	40.7	29.6	20.2	22.0	21.3	24.9	17.7	23.5
<b>Ireland</b>	990	1 037	45.4	43.8	18.8	16.9	19.6	21.3	16.2	18.0
<b>Greece</b>	1 883	2 053	34.3	31.7	19.5	16.5	23.9	20.4	22.4	31.5
<b>Spain</b>	7 769	7 537	32.7	34.8	26.4	26.3	17.4	:	23.5	24.0
<b>France</b>	11 934	12 315	32.6	32.6	27.7	27.2	22.2	22.3	16.9	17.8
<b>Italy</b>	9 049	9 409	31.3	29.7	20.0	19.5	29.1	29.5	19.6	21.4
<b>Cyprus</b>	138	147	46.3	41.8	23.7	22.2	:	:	7.5	13.7
<b>Latvia</b>	499	491	27.1	17.2	33.1	33.0	21.6	23.2	18.3	26.6
<b>Lithuania</b>	767	805	28.5	19.6	42.1	40.2	13.5	15.9	15.9	24.3
<b>Luxembourg</b>	69	73	47.2	48.1	23.1	24.5	26.1	27.4	3.5	:
<b>Hungary</b>	1 906	1 976	26.3	21.8	26.6	24.9	31.0	31.3	16.1	22.1
<b>Malta</b>	78	80	44.2	37.1	37.2	35.3	10.5	15.7	8.1	11.8
<b>Netherlands</b>	3 171	3 289	40.3	38.9	23.8	24.0	20.5	20.0	15.4	17.2
<b>Austria</b>	1 459	1 462	26.9	24.8	26.1	27.3	29.1	31.2	17.9	16.7
<b>Poland</b>	9 074	8 887	43.7	30.6	6.8	18.7	32.1	26.8	17.4	23.8
<b>Portugal</b>	2 032	1 913	40.2	40.4	20.9	19.9	:	19.8	18.4	19.9
<b>Romania</b>	3 962	3 847	30.0	25.2	33.0	26.7	25.5	28.9	11.4	19.2
<b>Slovenia</b>	389	409	22.3	22.8	26.0	20.3	30.1	29.5	21.5	27.4
<b>Slovakia</b>	1 123	1 101	27.6	22.0	36.4	32.7	23.9	28.8	12.1	16.5
<b>Finland</b>	1 152	1 240	33.7	30.8	17.2	16.2	25.7	28.3	23.4	24.7
<b>Sweden</b>	2 089	2 114	37.1	34.0	17.0	19.8	28.3	26.0	16.6	20.2
<b>United Kingdom</b>	14 955	16 714	31.0	27.7	15.3	14.0	:	:	13.5	13.7
<b>Croatia</b>	:	736	:	26.7	:	28.3	:	:	:	18.3
<b>FYR of Macedonia</b>	386	374	32.8	29.4	33.6	31.7	24.0	25.7	9.6	13.2
<b>Turkey</b>	13 169	16 021	75.3	65.9	:	:	:	:	7.7	13.1
<b>Iceland</b>	73	83	42.6	37.1	16.0	16.5	28.3	28.1	13.2	18.3
<b>Liechtenstein</b>	5	6	46.6	37.1	34.8	26.7	:	27.4	10.8	8.7
<b>Norway</b>	989	1 052	42.4	40.8	16.0	17.7	22.3	21.2	19.3	20.3
<b>Switzerland</b>	:	1 334	:	39.3	:	22.3	:	22.7	:	15.0
<b>Japan</b>	20 583	19 218	36.6	37.6	20.7	19.2	22.0	21.0	19.3	21.0
<b>United States</b>	62 323	66 597	40.1	36.7	19.8	19.8	19.0	17.6	21.2	25.9

(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

Source: Eurostat (tps00051 and educ\_enr1t1)

This table includes the total number of persons who are enrolled in the regular education system in each country. It covers all levels of education from primary education to postgraduate studies. It corresponds to the target population for education policy.


**Table 2.2: Pupil / teacher ratio in primary, lower and upper secondary education (1)**

(average number of pupils per teacher)

	Primary level of education (ISCED 1)		Lower secondary or second stage of basic education (ISCED 2)		Upper secondary education (ISCED 3)	
	2000	2005	2000	2005	2000	2005
	<b>Belgium</b>	:	12.8	:	9.4	:
<b>Bulgaria</b>	16.8	16.3	12.1	12.6	11.6	11.9
<b>Czech Republic</b>	21.0	17.5	15.6	13.5	13.4	12.8
<b>Denmark</b>	10.7	:	10.6	11.9	12.1	:
<b>Germany</b>	19.8	18.8	15.7	15.5	13.9	19.2
<b>Estonia</b>	15.0	:	11.2	:	10.1	:
<b>Ireland</b>	21.5	17.9	15.8	:	15.8	15.6
<b>Greece</b>	13.4	11.1	10.8	7.9	10.5	8.8
<b>Spain</b>	14.9	14.3	13.7	12.5	9.7	8.1
<b>France</b>	19.5	19.4	14.5	14.2	10.6	10.3
<b>Italy</b>	11.0	10.6	10.4	10.1	10.5	11.0
<b>Cyprus</b>	18.1	17.9	:	11.9	12.7	11.5
<b>Latvia</b>	18.0	12.2	12.7	11.2	13.3	12.1
<b>Lithuania</b>	16.7	11.3	11.4	8.8	:	:
<b>Luxembourg (2)</b>	:	10.7	:	:	:	9.0
<b>Hungary</b>	10.9	10.6	10.9	10.4	9.9	12.2
<b>Malta</b>	19.1	12.1	9.0	8.4	16.2	17.4
<b>Netherlands</b>	16.8	15.9	:	:	17.1	16.2
<b>Austria</b>	:	14.1	:	10.6	:	11.3
<b>Poland</b>	12.7	11.7	11.5	12.7	16.9	12.9
<b>Portugal</b>	12.4	10.8	10.4	8.2	8.5	:
<b>Romania</b>	:	17.4	15.0	12.4	12.8	16.0
<b>Slovenia</b>	13.4	15.0	13.8	11.1	13.1	14.5
<b>Slovakia</b>	18.3	18.9	13.5	14.1	12.8	14.3
<b>Finland</b>	16.9	15.9	10.7	10.0	17.0	18.0
<b>Sweden</b>	12.8	12.2	12.8	12.0	15.2	14.0
<b>United Kingdom</b>	21.2	20.7	17.6	17.0	19.3	7.9
<b>Croatia</b>	:	18.1	:	12.8	:	10.7
<b>FYR of Macedonia</b>	21.2	:	11.1	:	18.4	17.5
<b>Turkey</b>	30.5	25.8	:	-	14.0	16.2
<b>Iceland (2)</b>	12.7	:	:	11.4	9.7	11.1
<b>Liechtenstein</b>	:	10.3	:	7.0	:	9.8
<b>Norway (2)</b>	:	11.9	11.6	10.5	9.7	9.6
<b>Japan</b>	:	19.4	:	15.1	:	13.0
<b>United States</b>	:	14.9	:	15.1	:	16.0

 (1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

(2) 2004 instead of 2005.

Source: Eurostat (tps00054 and educ\_iste)

The pupil-teacher ratio is calculated by dividing the number of full-time equivalent pupils by the number of full-time equivalent teachers. Only teachers in service (including special education teachers) are taken into account. The pupil-teacher ratio should not be confused with average class size as it does not take into account special cases, like the small size of groups of special needs pupils or specialised/minority subject areas, or the difference between the number of hours of teaching provided by teachers and the number of hours of instruction prescribed for pupils for example in the case a teacher is working in a shift system.



Table 2.3: Youth education attainment and early school leavers (1)

	Youth education attainment level (%)		Early school leavers (%)					
			Total		Male		Female	
	2001	2006	2001	2006	2001	2006	2001	2006
<b>EU-27</b>	76.6	77.8	17.3	15.3	19.4	17.5	15.2	13.2
<b>Euro area</b>	72.7	73.8	19.5	17.8	22.2	20.4	16.9	15.1
<b>Belgium</b>	81.7	82.4	13.6	12.6	15.0	14.9	12.3	10.2
<b>Bulgaria</b>	78.1	80.5	20.3	18.0	21.1	18.2	19.5	17.9
<b>Czech Republic</b>	90.6	91.8	:	5.5	:	5.7	:	5.4
<b>Denmark</b>	78.4	77.4	9.0	10.9	9.8	12.8	8.2	9.1
<b>Germany</b>	73.6	71.6	12.5	13.8	12.2	13.9	12.8	13.6
<b>Estonia</b>	79.8	82.0	14.1	13.2	17.1	19.6	11.0	:
<b>Ireland</b>	83.9	85.4	:	12.3	:	15.6	:	9.0
<b>Greece</b>	80.2	81.0	17.3	15.9	21.3	20.7	13.4	11.0
<b>Spain</b>	65.0	61.6	29.2	29.9	35.6	35.8	22.7	23.8
<b>France</b>	81.8	82.1	13.5	13.1	15.0	15.1	12.0	11.2
<b>Italy</b>	67.9	75.5	26.4	20.8	30.2	24.3	22.6	17.3
<b>Cyprus</b>	80.5	83.7	17.9	16.0	23.9	23.5	13.1	9.2
<b>Latvia</b>	71.7	81.0	:	19.0	:	21.6	:	16.1
<b>Lithuania</b>	80.5	88.2	13.7	10.3	18.4	13.3	9.3	7.0
<b>Luxembourg</b>	68.0	69.3	18.1	17.4	19.0	20.9	17.2	14.0
<b>Hungary</b>	84.7	82.9	12.9	12.4	13.3	14.0	12.6	10.7
<b>Malta</b>	40.1	50.4	54.4	41.7	55.3	44.6	53.5	38.8
<b>Netherlands</b>	72.7	74.7	15.3	12.9	16.5	15.1	14.1	10.7
<b>Austria</b>	85.1	85.8	10.2	9.6	9.7	9.3	10.7	9.8
<b>Poland</b>	89.7	91.7	7.9	5.6	9.7	7.2	6.0	3.8
<b>Portugal</b>	44.4	49.6	44.0	39.2	51.2	46.4	36.7	31.8
<b>Romania</b>	77.3	77.2	21.3	19.0	21.4	19.1	21.3	18.9
<b>Slovenia</b>	88.2	89.4	7.5	5.2	9.3	6.9	5.6	3.3
<b>Slovakia</b>	94.4	91.5	:	6.4	:	7.3	:	5.5
<b>Finland</b>	86.1	84.7	10.3	8.3	13.0	10.4	7.7	6.4
<b>Sweden</b>	85.5	86.5	10.5	12.0	11.3	13.3	9.7	10.7
<b>United Kingdom</b>	76.9	78.8	17.7	13.0	18.7	14.6	16.7	11.4
<b>Croatia</b>	:	94.6	:	5.3	:	5.3	:	5.3
<b>Turkey</b>	39.6	44.7	57.3	50.0	65.4	56.6	48.8	42.7
<b>Iceland</b>	46.1	49.3	30.9	26.3	35.0	30.5	26.5	22.0
<b>Norway</b>	96.2	93.3	9.2	5.9	10.0	7.4	8.4	4.3
<b>Switzerland</b>	80.4	76.0	4.7	7.8	5.7	8.7	3.7	6.9

(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

Source: Eurostat (tsiir091, tsisc051, tsisc053 and tsisc052)

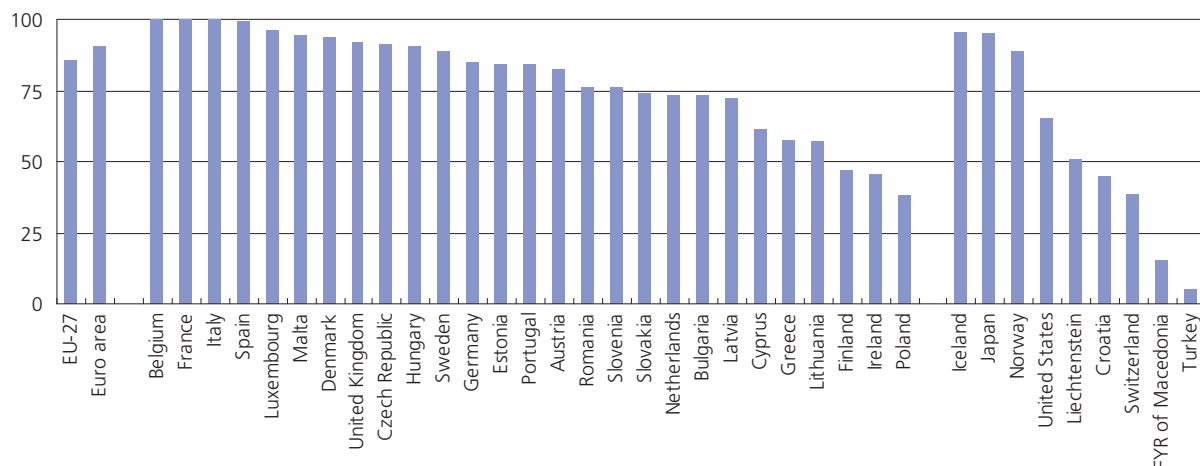
The indicator youth education attainment level is defined as the percentage of young people aged 20-24 years having attained at least upper secondary education attainment level, i.e. with an education level ISCED 3a, 3b or 3c long minimum (numerator). The denominator consists of the total population of the same age group, excluding no answers to the question highest level of education or training attained. Both the numerators and the denominators come from the EU Labour Force Survey (LFS). From 27 October 2006, this indicator is based on annual averages of quarterly data instead of one unique reference quarter in spring. See footnotes for further details.

Early school leavers refers to persons aged 18 to 24 in the following two conditions: the highest level of education or training attained is ISCED 0, 1, 2 or 3c short and respondents declared not having received any education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding no answers to the questions highest level of education or training attained and participation to education and training. Both the numerators and the denominators come from the EU Labour Force Survey.



**Figure 2.1: Four-year-olds in education, 2005 (1)**

(% of all four-year-olds)



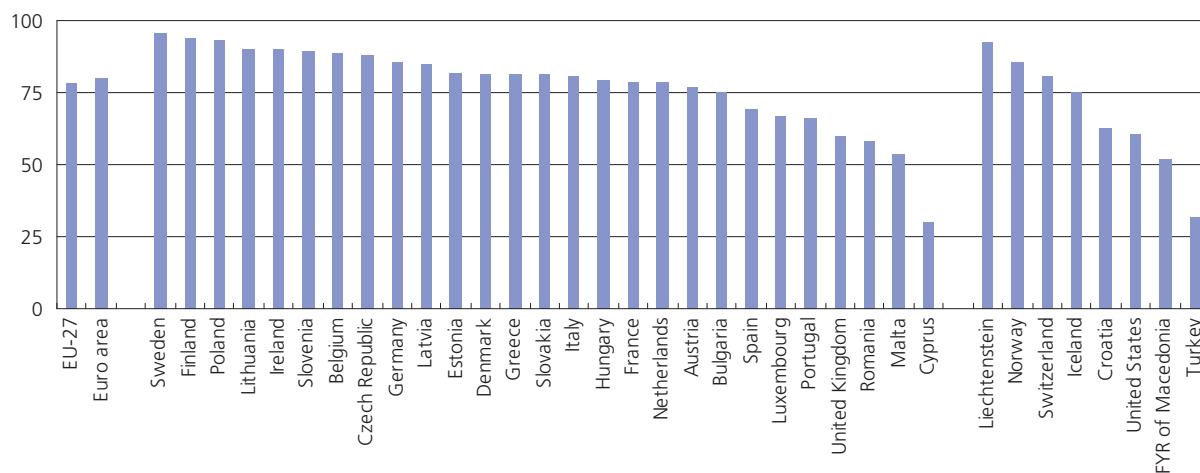
(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

Source: Eurostat (tps00053)

This indicator presents the percentage of the 4 year olds who are enrolled in education-oriented pre-primary institutions. These institutions provide education-oriented care for young children. They can either be schools or non-school settings, which generally come under authorities or ministries other than those responsible for education. They must recruit staff with specialised qualifications in education. Day nurseries, playgroups and day care centres, where the staff are not required to hold a qualification in education, are not included.

**Figure 2.2: 18-year-olds in education, 2005 (1)**

(% of all 18-year-olds)



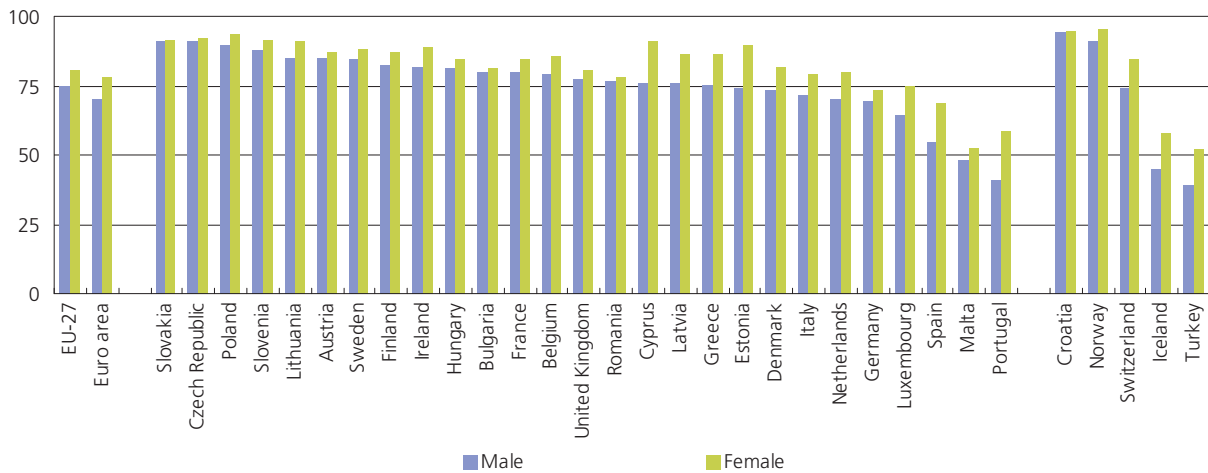
(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

Source: Eurostat (tps00060)

This indicator gives the percentage of all 18-year-olds who are still in any kind of school (all ISCED levels). It gives an indication of the number of young people who have not abandoned their efforts to improve their skills through initial education and it includes both those who had a regular education career without any delays as well as those who are continuing even if they had to repeat some steps in the past.

**Figure 2.3: Youth education attainment level, 2006**

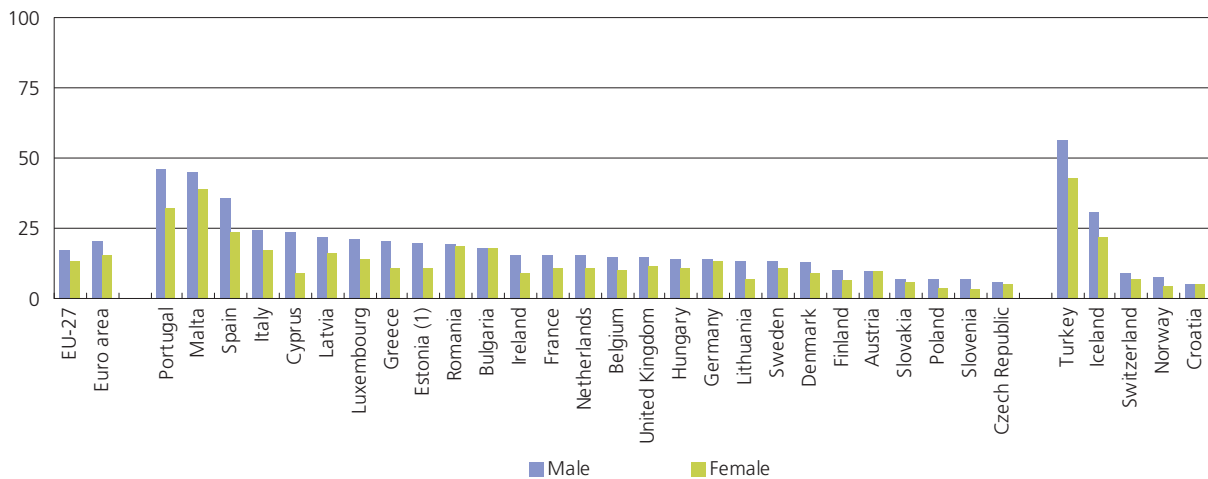
(% of the population aged 20 to 24 having completed at least upper secondary education)



Source: Eurostat (tsiir093 and tsiir092)

**Figure 2.4: Early school leavers, 2006**

(% of the population aged 18-24 with at most lower secondary education and not in further education or training)



(1) Estimates; 2005 for female early school leavers.

Source: Eurostat (tsisc053 and tsisc052)



## 2.2 FOREIGN LANGUAGE LEARNING

### INTRODUCTION

The EU recognises 23 official languages, in addition to which there are regional, minority languages, and languages spoken by migrant populations. School is the main opportunity for the vast majority of people to learn these languages – although linguistic diversity is actively encouraged within schools, universities, adult education centres and the workplace.

For several decades it has been mandatory for most European children to learn at least one foreign language during their compulsory education, with the time devoted to foreign language instruction generally increasing in recent years as the importance of languages has been increasingly recognised.

In 2002, the Barcelona European Council recommended that at least two foreign languages should be learnt from a very early age by each pupil. This recommendation has been implemented to varying degrees, usually for compulsory secondary education, either by making it mandatory to learn a second language, or ensuring that pupils have the possibility to study a second foreign language as part of their curriculum.

The European Commission has financed many projects in this area, notably through the Socrates and Leonardo da Vinci programmes, which have promoted language teaching and learning in the fields of education and vocational training. On 27 July 2003 the European Commission adopted an action plan for the promotion of language learning and linguistic diversity<sup>(31)</sup>, which focused on: extending the benefits of language learning to all citizens as a lifelong activity; improving the quality of language teaching, and; building an environment favourable to languages.

(31) For more information:  
[http://ec.europa.eu/education/doc/official/keydoc/actlang/act\\_lang\\_en.pdf](http://ec.europa.eu/education/doc/official/keydoc/actlang/act_lang_en.pdf).

### DEFINITIONS AND DATA AVAILABILITY

Data on the number of pupils studying foreign languages are related to the corresponding numbers of students enrolled; mentally handicapped students enrolled in special schools are excluded.

The average number of foreign languages learned per pupil is collected for different ISCED levels. The data refer to all pupils, even if teaching languages does not start in the first years of instruction for the particular ISCED level considered. This indicator is defined as the sum of language students divided by the total number of students enrolled in the educational level considered. Each student studying a foreign language is counted once for each language he or she is studying, i.e. students studying more than one language are counted as many times as the number of languages studied.

### MAIN FINDINGS

Within secondary education establishments across the EU, English, French, German, Spanish and Russian account for 95 % of all languages that are learnt. There is a clear pre-eminence in terms of the proportion of pupils that (choose to) study English and this trend would appear to be steadily increasing, as the proportion of pupils learning English was usually increasing between 2000 and 2005, often to the detriment of the share of pupils choosing to learn German or French.

Learning English is mandatory in a number of countries, as witnessed by the (near) 100 % shares of pupils learning this language in a majority of the Member States. The relative importance of English as a foreign language is further magnified because pupils tend to receive more tuition in their first foreign language than they do for any subsequent languages they may choose to study.

The 12 new Member States that have joined the EU since 2004 are in a particular position with respect to language teaching, as many of them used to make it compulsory to study Russian. This situation has since changed and now most pupils have a free choice as to the language(s) they wish to study. In these countries too there has also been a marked increase in the proportion of pupils learning English. Luxembourg is also of particular interest, insofar as this country has three official languages, with pupils receiving tuition in Luxembourgish, German and French, while also having to study English.

**SOURCES****Statistical books**

Key Data on Education in Europe 2005

**Methodologies and working papers**

UOE data collection on education systems – volume1 – concepts, definitions and classifications

Classification of learning activities – manual

**Website data****Education**

Thematic indicators – Progress towards the Lisbon objectives in education and training

Foreign language learning

Education indicators – non-finance

Languages

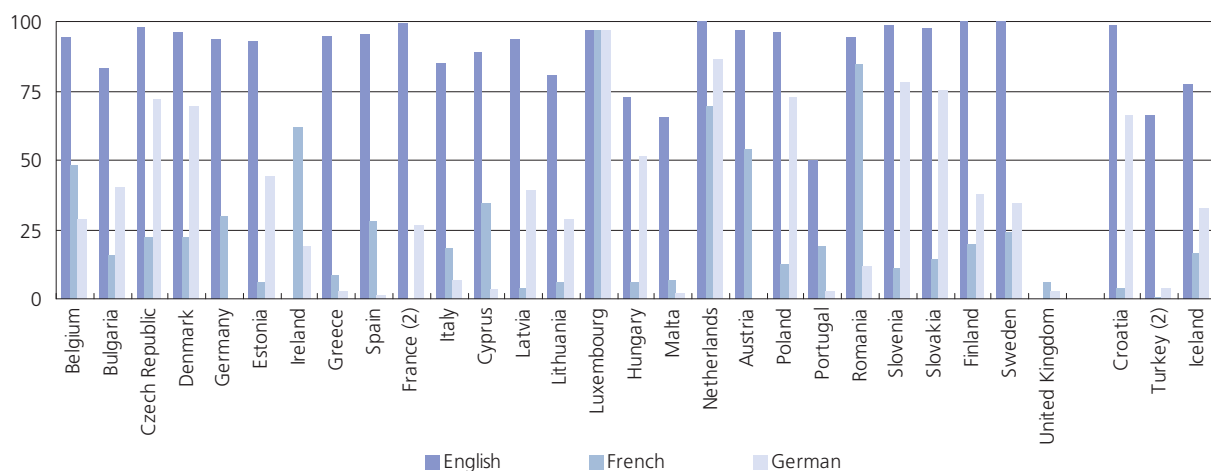
Enrolments, graduates, entrants, personnel and language learning – absolute numbers

Students in ISCED 1-3 by modern foreign language studied

Students in ISCED 1-3 by number of modern foreign languages studied

**Figure 2.5: Proportion of pupils learning foreign languages in secondary education, by language, 2005 (1)**

(%)

(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

(2) 2004.

Source: Eurostat (tps00057, tps00058 and tps00059), Unesco, OECD

This indicator presents the percentage of all pupils in upper secondary education (ISCED level 3) who are learning English/French/German as a foreign language. It only covers general and not vocational education in countries where English/French/German is described as a foreign language in the curriculum or other official document relating to education in the country.



Table 2.4: Foreign languages learnt per pupil in upper secondary education (ISCED level 3) (1)

	Average number of foreign languages learnt per pupil (number)		Pupils learning English in general programmes (%)		Pupils learning French in general programmes (%)		Pupils learning German in general programmes (%)	
	2000	2005	2000	2005	2000	2005	2000	2005
<b>Belgium</b>	1.3	1.7	92.4	94.4	48.2	47.8	30.8	28.4
<b>Bulgaria</b>	1.2	1.4	80.3	83.1	22.0	15.4	36.9	40.3
<b>Czech Republic</b>	1.3	1.4	100.0	98.1	15.1	22.4	75.4	72.2
<b>Denmark</b>	1.3	1.5	100.0	96.4	31.2	21.9	79.6	69.3
<b>Germany</b>	0.7	0.9	90.9	93.8	30.9	30.0	-	-
<b>Estonia</b>	2.1	2.2	88.3	92.6	4.4	6.1	45.1	44.1
<b>Ireland</b>	0.9	0.9	-	-	65.4	61.7	20.0	19.1
<b>Greece</b>	:	1.2	:	94.5	:	8.6	:	2.4
<b>Spain</b>	1.1	1.2	95.3	95.3	18.2	28.0	0.9	1.3
<b>France (2)</b>	1.6	1.7	99.3	99.4	-	-	32.6	26.8
<b>Italy</b>	1.2	1.3	84.4	85.1	29.6	18.1	8.0	6.5
<b>Cyprus</b>	1.9	1.6	100.0	89.1	100.0	34.5	-	3.4
<b>Latvia</b>	:	:	88.7	93.7	4.1	3.6	55.5	38.8
<b>Lithuania</b>	1.8	1.4	72.1	80.2	8.2	5.9	37.4	28.4
<b>Luxembourg</b>	2.2	2.3	92.7	96.7	88.2	96.7	86.9	96.7
<b>Hungary</b>	1.2	1.2	57.6	73.0	6.1	6.0	47.1	51.4
<b>Malta</b>	0.8	0.6	64.8	65.6	11.2	6.6	1.8	1.7
<b>Netherlands</b>	:	:	:	100.0	:	69.5	:	86.2
<b>Austria</b>	1.3	1.4	96.9	96.9	44.1	54.1	-	-
<b>Poland</b>	1.4	1.7	88.6	96.3	15.8	12.1	62.2	72.5
<b>Portugal</b>	:	0.8	:	49.9	:	19.1	:	2.5
<b>Romania</b>	1.3	1.5	82.6	94.2	85.0	84.2	10.5	11.9
<b>Slovenia</b>	1.5	1.6	97.7	98.8	9.5	10.9	84.2	78.2
<b>Slovakia</b>	1.4	1.5	96.2	97.3	12.2	14.4	80.6	75.2
<b>Finland</b>	:	:	99.4	99.7	22.6	19.3	44.6	37.9
<b>Sweden</b>	1.7	1.6	99.8	100.0	26.4	24.2	54.5	34.5
<b>United Kingdom</b>	:	0.1	:	-	:	6.1	:	2.5
<b>Croatia</b>	:	1.4	:	98.4	:	3.8	:	66.2
<b>FYR of Macedonia</b>	1.3	1.5	:	:	:	:	:	:
<b>Turkey (3)</b>	:	0.7	:	66.1	:	0.8	:	3.8
<b>Iceland</b>	1.3	1.5	67.4	77.2	16.8	16.4	35.6	32.4
<b>Norway</b>	:	0.8	:	:	:	:	:	:

(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

(2) English and German, 2004 instead of 2005.

(3) 2004 instead of 2005.

Source: Eurostat (tps00056, tps00057, tps00058 and tps00059), Unesco, OECD

The average number of foreign languages learned per pupil in upper secondary education (ISCED 3) is obtained by dividing the total number of pupils learning foreign languages by the number of pupils at that level. A foreign language is recognised as such in the curriculum or other official document relating to education in the country. Irish, Luxembourgish and regional languages are excluded, although provision may be made for them in certain Member States. Allowing for exceptions, when one of the national languages is taught in schools where it is not the teaching language, it is not considered as a foreign language.



## 2.3 TERTIARY EDUCATION

### INTRODUCTION

The proportion of the population that has attained qualifications at the tertiary level is one indicator of a country's ability to profit from technological and scientific progress. More generally higher education plays a central role in the development of human beings and modern societies, enhancing social, cultural and economic development, as well as active citizenship and ethical values.

While the Member States retain full responsibility for organising their tertiary education systems there are a number of pan-European initiatives within this domain. The Bologna Declaration <sup>(32)</sup> set out plans to create a European area for higher education by 2010, facilitating student mobility, the transparency and recognition of qualifications, while promoting a European dimension within higher education and the attractiveness of European institutions to non-Community students.

Apart from Socrates and Erasmus, a range of programmes have been on offer to higher education institutions, such as Tempus (covering inter-university cooperation with the Balkans, Community of Independent States and southern Mediterranean countries), the Community framework programmes for research and technological development, or Jean Monnet (that promotes studies on European integration). These programmes have enabled more than a million students, teachers and trainees to pursue their studies and training in another European country.

To facilitate this movement still further, a recommendation <sup>(33)</sup> was adopted by the Council and the Parliament regarding the mobility of students and teachers within the EU. There are a number of initiatives that cover the recognition of studies abroad, for both academic and professional purposes, including:

- the European Qualifications Framework (EQF) <sup>(34)</sup>, designed to allow employers and individuals to compare qualifications across diverse education and training systems;
- the European Credit Transfer and Accumulation System (ECTS) <sup>(35)</sup>, and;
- the Diploma Supplement (in cooperation with the Council of Europe and UNESCO) <sup>(36)</sup>.

(32) For more information: [http://ec.europa.eu/education/policies/educ/bologna/bologna\\_en.html](http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html).

(33) Recommendation 2001/613/EC on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers; for more information: [http://eur-lex.europa.eu/LexUriServ/site/en/oj/2001/L\\_215/L\\_21520010809en00300037.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2001/L_215/L_21520010809en00300037.pdf).

(34) For more information: [http://ec.europa.eu/education/policies/educ/eqf/index\\_en.html](http://ec.europa.eu/education/policies/educ/eqf/index_en.html).

(35) For more information: [http://ec.europa.eu/education/programmes/socrates/ects/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/ects/index_en.html).

(36) For more information: [http://ec.europa.eu/education/policies/rec\\_qual/recognition/diploma\\_en.html](http://ec.europa.eu/education/policies/rec_qual/recognition/diploma_en.html).

### DEFINITIONS AND DATA AVAILABILITY

The International Standard Classification of Education (ISCED-97) is used to define the levels of education. Tertiary education includes both programmes which are largely theoretically-based and designed to provide qualifications for entry to advanced research programmes and professions with high skill requirements, as well as programmes which are classified at the same level of competencies but are more occupationally-oriented and lead to direct labour market access.

Indicators that are based on shares and ratios of particular student subpopulations exclude the number of graduates in fields of study that are unknown from their denominator, although these students are included when counting the total population of students.

It is rare for countries to have details concerning numbers of students studying abroad. Instead, these statistics are usually collected by summing the numbers of students studying in receiving countries. A general lack of data on the distribution of students according to their nationality is likely to lead to underestimation. Note however that as foreign student statistics generally relate to citizenship, students who are permanent residents in one country with the citizenship of another are generally reported as foreign students.

### MAIN FINDINGS

There were more than 16 million students active within tertiary education in the EU in 2005 (excluding France and Luxembourg). Proportionally more young men than women opt for a vocational education, while women outnumber men within tertiary education. This may reflect the desire of some young men to enter a vocational profession as rapidly as possible, as well as changing social attitudes and professional activity concerning the position of women. As the emphasis placed on qualifications grows in relation to entering further education or obtaining a job, it is important to note that the participation rate of girls in education after the completion of compulsory education is higher than that for boys in most Member States, and that girls obtain more upper secondary education qualifications than boys.

The highest number of students in tertiary education was recorded in Germany and the United Kingdom – 2.3 million, equivalent to almost 14 % of the EU total, while there were close to 2 million students studying in Poland, Italy and Spain.



Gender disparities in educational enrolment and attainment at a tertiary level have been reversed in many Member States during the last couple of decades, with women accounting for 54.9 % of the total number of tertiary students in 2005 in the EU-27; Germany was the only country where the proportion of male tertiary students was higher than the share accounted for by women.

Educational policies have increasingly shifted to promote particular subject areas, where take-up among female students remains relatively low (for example, science, mathematics and computing, or engineering, manufacturing and construction-related studies). Women have a higher propensity to study health and welfare, humanities and arts, social sciences, business and law, while a higher proportion of men chose to study science and technology related subjects, as well as agriculture and veterinary related subjects. Some 36.9 % of tertiary students in science, mathematics and computing disciplines in the EU-27 were female in 2005, while the proportion of female students among those studying engineering, manufacturing and construction-related studies was 24.3 %.

Some 2.3 % of the tertiary education student population in the EU-27 in 2005 was found to be studying in another EU-27, EEA or candidate country. With the exception of Cyprus, where a majority of students went abroad to study at a tertiary level, the proportion of students studying abroad in the remaining Member States never reached more than 9 %. The lowest proportion of students studying in another EU-27, EEA or candidate country was lowest in the United Kingdom (0.4 %).

## SOURCES

### Statistical books

Key Data on Education in Europe 2005

### Methodologies and working papers

UOE data collection on education systems – volume1 – concepts, definitions and classifications

Classification of learning activities – manual

Task force report on adult education survey

### Website data

#### Education

Thematic indicators – Progress towards the Lisbon objectives in education and training

Education indicators – non-finance

Enrolments, graduates, entrants, personnel and language learning – absolute numbers

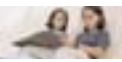
Table 2.5: Students in tertiary education, 2005 (1)

	Total number of students in tertiary education (1 000)	of which, studying (%)						
		Humanities and arts	Social sciences, business and law	Science, math. and computing	Engineering, manuf. and construction	Agriculture and veterinary	Health and welfare	Services
<b>EU-27</b>	16 342	12.4	33.5	10.5	14.4	2.1	11.9	3.7
<b>Euro area</b>	8 924	13.1	32.1	11.3	15.9	2.3	12.6	3.5
<b>Belgium</b>	390	10.4	31.7	6.2	10.4	2.5	16.7	1.1
<b>Bulgaria</b>	238	8.4	42.3	5.4	21.2	2.3	6.0	6.9
<b>Czech Republic</b>	336	9.5	28.1	9.5	19.7	3.8	9.8	4.5
<b>Denmark</b>	232	15.0	29.8	8.2	10.3	1.4	22.0	2.0
<b>Germany</b>	2 269	15.7	27.5	15.0	15.7	1.4	14.7	2.5
<b>Estonia</b>	68	11.3	38.1	10.4	12.2	2.6	8.8	8.6
<b>Ireland</b>	186	16.9	21.8	12.3	10.3	1.3	11.5	4.2
<b>Greece</b>	647	11.6	31.9	15.7	16.5	5.9	6.9	5.0
<b>Spain</b>	1 809	10.5	32.2	12.2	17.6	2.3	10.9	5.4
<b>France</b>	:	:	:	:	:	:	:	:
<b>Italy</b>	2 015	15.7	36.7	7.7	15.9	2.3	12.5	2.5
<b>Cyprus</b>	20	8.7	43.9	12.8	5.0	0.1	4.7	13.8
<b>Latvia</b>	131	6.6	54.5	5.2	9.5	1.5	4.7	4.4
<b>Lithuania</b>	195	7.0	41.2	6.2	18.6	2.3	8.9	2.9
<b>Luxembourg</b>	:	:	:	:	:	:	:	:
<b>Hungary</b>	436	7.8	42.7	5.5	12.4	3.1	7.6	7.9
<b>Malta</b>	9	13.5	41.6	5.9	7.8	0.8	14.5	0.2
<b>Netherlands</b>	565	7.9	39.8	7.6	7.9	1.6	15.8	3.0
<b>Austria</b>	244	13.7	35.9	12.0	12.1	1.5	9.4	2.0
<b>Poland</b>	2 118	8.5	39.9	8.3	11.7	2.1	3.9	6.5
<b>Portugal</b>	381	8.6	31.4	7.6	21.8	2.0	14.5	5.5
<b>Romania</b>	739	10.6	47.1	4.7	20.3	3.0	6.3	3.1
<b>Slovenia</b>	112	7.6	43.8	5.4	15.8	3.2	7.2	7.9
<b>Slovakia</b>	181	5.7	27.5	9.1	17.4	3.2	14.0	6.8
<b>Finland</b>	306	14.5	22.3	11.6	26.4	2.3	12.9	4.7
<b>Sweden</b>	427	12.9	26.5	9.5	16.4	0.8	16.9	1.7
<b>United Kingdom</b>	2 288	16.7	26.9	14.2	8.1	0.9	18.5	0.6
<b>Croatia</b>	135	9.3	37.4	7.6	16.3	3.6	7.5	13.5
<b>FYR of Macedonia</b>	49	10.9	32.8	7.4	18.1	4.0	9.0	4.5
<b>Turkey</b>	2 106	4.8	17.8	7.5	13.9	2.7	5.4	3.1
<b>Iceland</b>	15	14.3	35.5	8.7	6.7	0.6	12.6	1.8
<b>Liechtenstein</b>	1	5.3	69.1	0.0	25.6	0.0	0.0	0.0
<b>Norway</b>	214	11.5	32.2	9.4	6.9	0.9	19.0	3.8
<b>Switzerland</b>	200	12.7	37.8	11.1	13.2	1.4	9.8	3.6
<b>Japan</b>	4 038	16.2	28.7	2.9	16.6	2.2	11.9	6.8
<b>United States</b>	17 272	10.6	27.3	8.9	6.7	0.6	13.9	5.1

(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

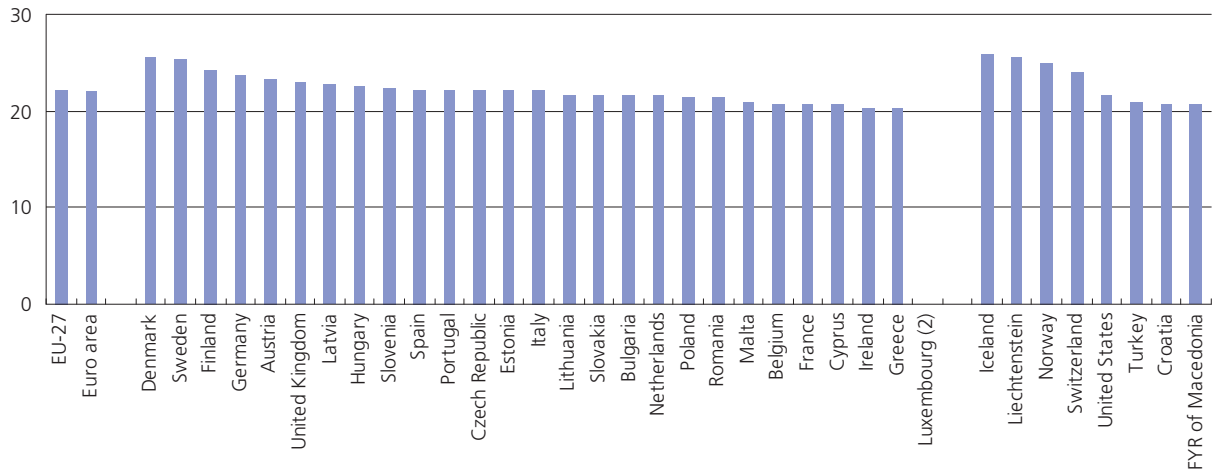
Source: Eurostat (tps00062 and educ\_enr15)

This table includes the total number of persons who are enrolled in tertiary education (including university and non-university studies) in the regular education system in each country. It corresponds to the target population for policy in higher education. It provides an indication of the number of persons who had access to tertiary education and are expected to complete their studies, contributing to an increase of the educational attainment level of the population in the country in case they continue to live and work in the country at the end of their studies.



**Figure 2.6: Median age in tertiary education, 2005 (1)**

(years)



(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

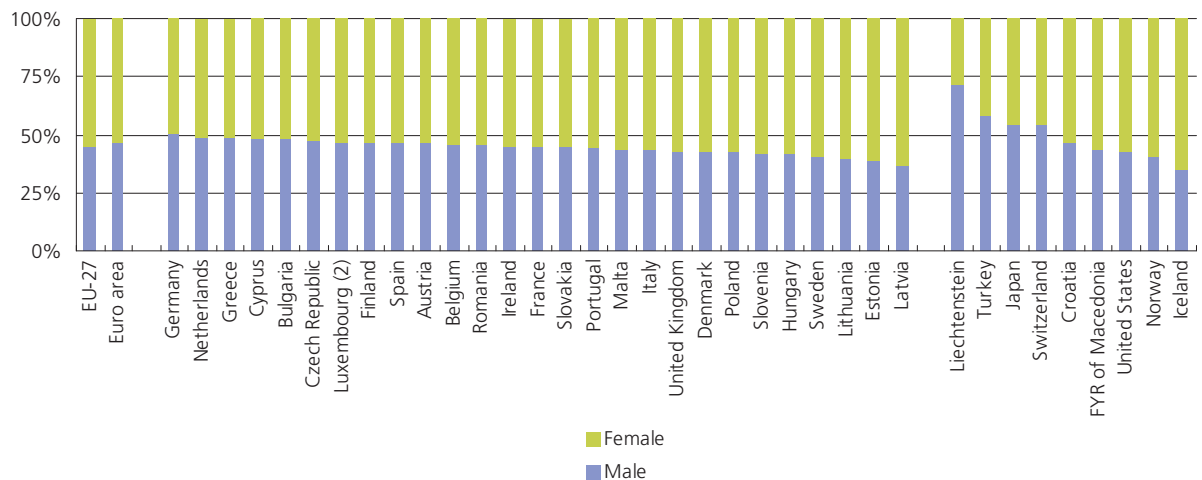
(2) Not available.

Source: Eurostat (tps00061)

The median age of a given population is the age separating the group into two halves of equal size. In the case of this indicator it means that half of the student population, i.e. persons enrolled in tertiary education (ISCED levels 5 and 6), is younger than the median age and the other half is older.

**Figure 2.7: Gender breakdown of tertiary students, 2005 (1)**

(% of total number of tertiary students)



(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

(2) 2003.

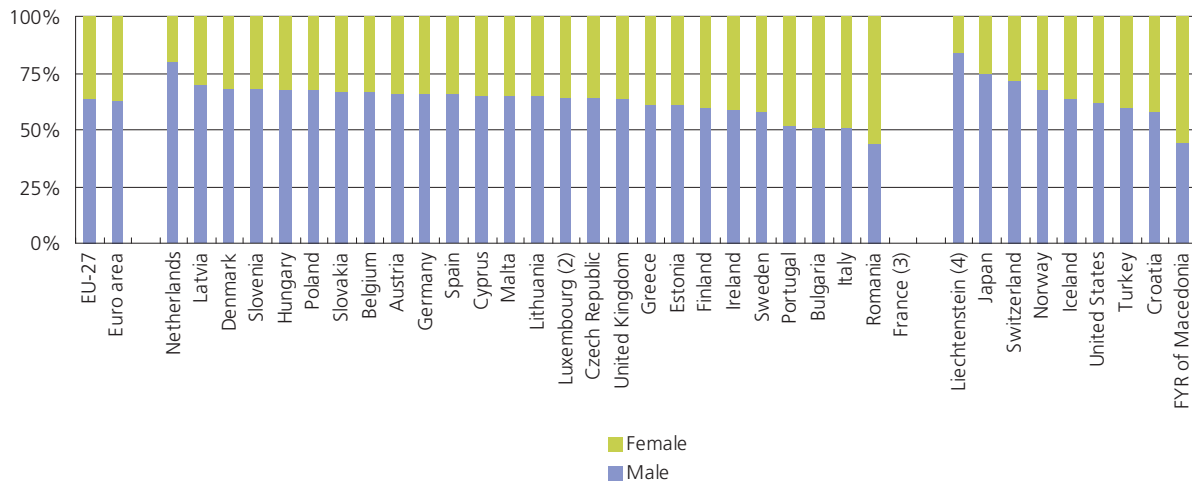
Source: Eurostat (tps00063)

This indicator presents the percentage of women among all students in tertiary education irrespective of field of education and among all students in the fields of mathematics, science and computing and in the fields of engineering, manufacturing and construction. The levels and fields of education and training used, follow the 1997 version of the International Standard Classification of Education (ISCED97) and the Eurostat manual of fields of education and training (1999).



**Figure 2.8: Gender breakdown of tertiary students in science, mathematics and computing, 2005 (1)**

(% of total number of tertiary students in the field)

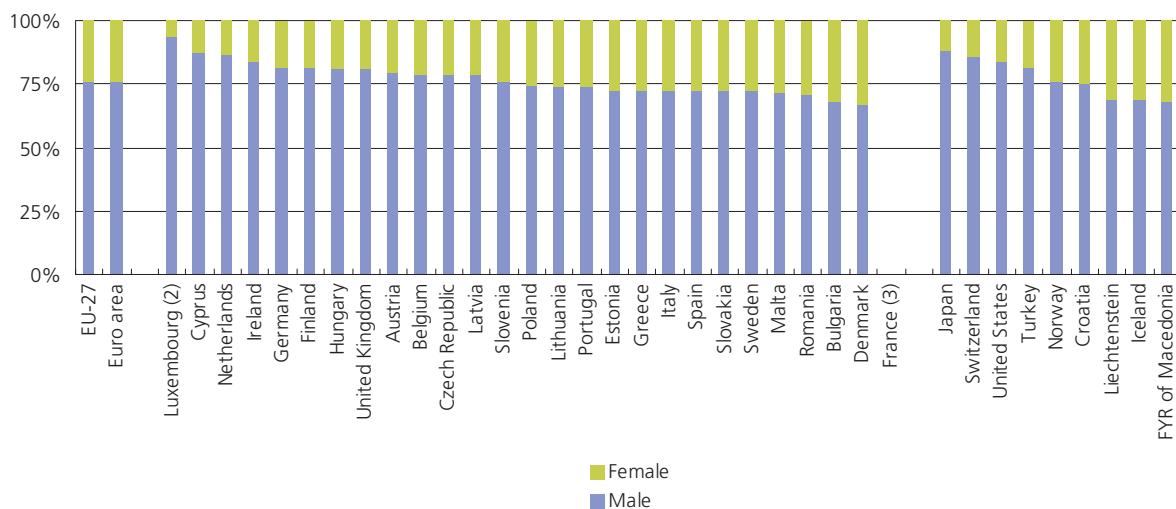


- (1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).  
 (2) 1999.  
 (3) Not available.  
 (4) 2003.

Source: Eurostat (tps00063)

**Figure 2.9: Gender breakdown of tertiary students in engineering, manufacturing and construction, 2005 (1)**

(% of total number of tertiary students in the field)



- (1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).  
 (2) Not available.  
 (3) 1999.

Source: Eurostat (tps00063)



Table 2.6: Graduates from tertiary education, by field of education, 2005 (1)

(1 000)

	Total	Humanities and arts	Social sciences, business and law	Science, math. and computing	Engineering, manuf. and construction	Agriculture and veterinary	Health and welfare	Services
<b>EU-27</b>	3 753	430	1 359	376	478	60	535	148
<b>Euro area</b>	2 058	247	711	219	309	33	312	88
<b>Belgium</b>	80	8	23	7	8	2	14	1
<b>Bulgaria</b>	46	4	22	2	7	1	3	3
<b>Czech Republic</b>	55	5	18	4	9	2	6	3
<b>Denmark</b>	50	7	15	4	5	1	12	2
<b>Germany</b>	344	36	83	37	56	8	83	13
<b>Estonia</b>	12	1	4	1	1	0	1	1
<b>Ireland</b>	60	14	18	10	7	0	6	1
<b>Greece</b>	60	8	17	9	7	2	6	5
<b>Spain</b>	288	26	84	30	48	6	41	22
<b>France</b>	665	83	280	82	97	4	81	25
<b>Italy</b>	298	48	118	20	49	5	36	8
<b>Cyprus</b>	4	0	2	0	0	0	0	1
<b>Latvia</b>	26	2	14	1	2	0	1	1
<b>Lithuania</b>	41	3	17	2	7	1	4	1
<b>Luxembourg</b>	:	:	:	:	:	:	:	:
<b>Hungary</b>	74	5	33	3	5	2	6	8
<b>Malta</b>	3	0	1	0	0	0	0	0
<b>Netherlands</b>	107	8	40	8	9	2	18	3
<b>Austria</b>	33	3	10	3	7	1	3	1
<b>Poland</b>	501	37	231	34	37	8	36	29
<b>Portugal</b>	70	7	21	8	11	2	15	5
<b>Romania</b>	157	16	72	8	28	4	18	4
<b>Slovenia</b>	16	1	7	1	2	0	2	1
<b>Slovakia</b>	36	2	10	3	6	1	5	2
<b>Finland</b>	39	5	9	3	8	1	7	2
<b>Sweden</b>	58	4	14	5	11	1	14	1
<b>United Kingdom</b>	633	97	194	89	51	6	116	4
<b>Croatia</b>	20	2	7	1	2	1	2	3
<b>FYR of Macedonia</b>	6	1	2	0	1	0	1	0
<b>Turkey</b>	272	18	76	25	51	11	23	12
<b>Iceland</b>	3	0	1	0	0	0	0	0
<b>Liechtenstein</b>	0	0	0	0	0	0	0	0
<b>Norway</b>	32	2	8	3	2	0	8	2
<b>Switzerland (2)</b>	60	4	24	6	7	1	7	5
<b>Japan</b>	1 059	164	267	31	196	23	132	118
<b>United States</b>	2 558	337	983	240	190	29	326	158

(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

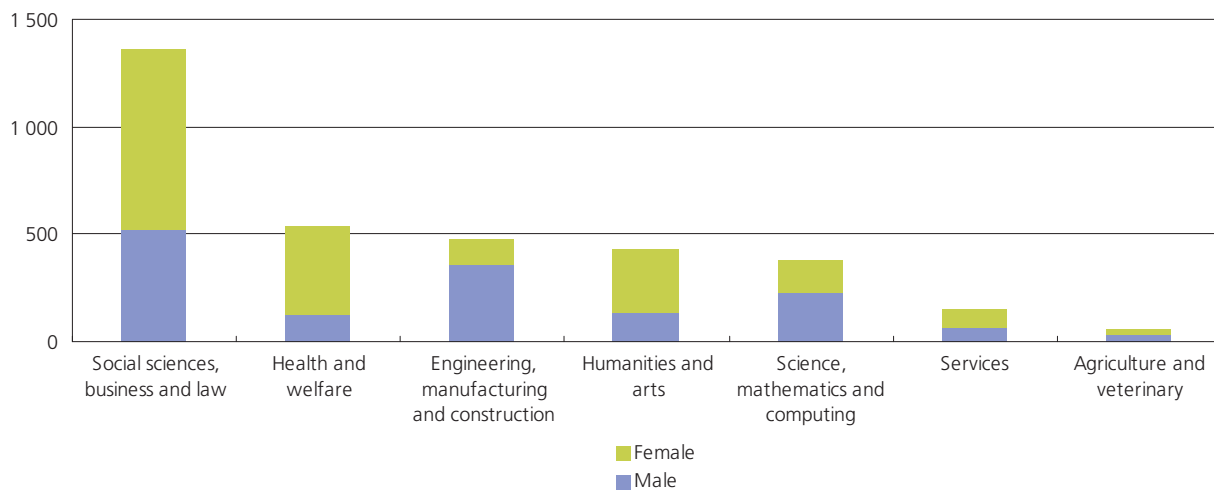
(2) 2004.

Source: Eurostat (educ\_grad5)



**Figure 2.10: Graduates from tertiary education, by field of education and gender, EU-27, 2005 (1)**

(1 000)

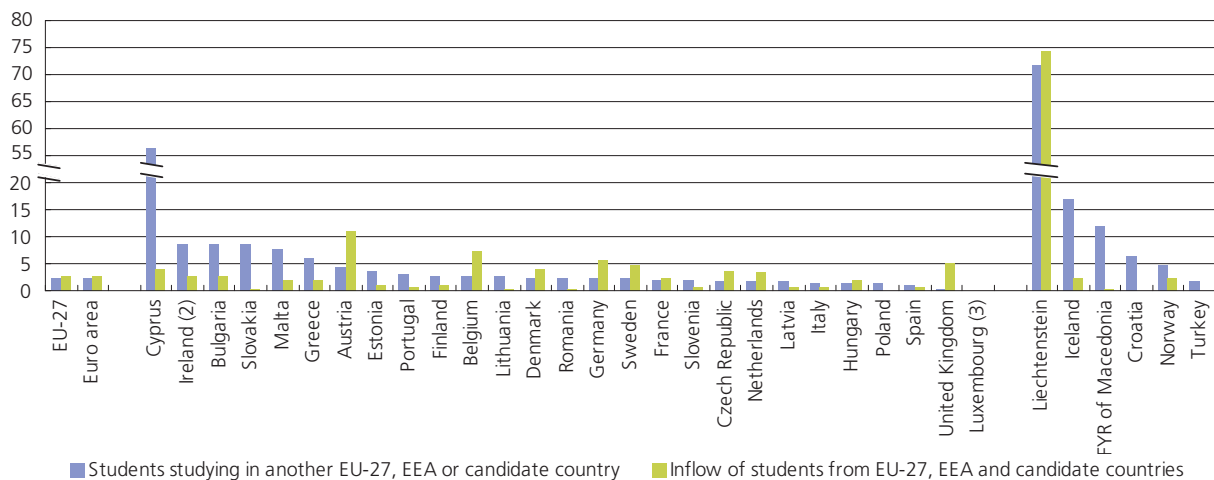


(1) Estimates.

Source: Eurostat (educ\_grad5)

**Figure 2.11: Student mobility in tertiary education (ISCED 5-6), 2005 (1)**

(% of all students)

(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

(2) Inflow of students, 2004.

(3) Not available.

Source: Eurostat (educ\_thmob)



## 2.4 LIFELONG LEARNING

### INTRODUCTION

Lifelong learning encompasses learning for personal, civic and social purposes as well as for employment-related purposes. It takes place in a variety of environments in and outside the formal education and training systems. Lifelong learning implies raising investment in people and knowledge; promoting the acquisition of basic skills, including digital literacy and broadening opportunities for innovative, more flexible forms of learning. The aim is to provide people of all ages with equal and open access to high-quality learning opportunities, and to a variety of learning experiences, throughout Europe.

The EC Treaty recognised the importance of vocational training in Article 150 by stating that 'Community action shall aim to ... facilitate access to vocational training ...; stimulate cooperation on training between educational or training establishments and firms' (37).

A European Commission communication of November 2001 entitled 'Making a European area of lifelong learning a reality' (38) underlines in paragraph 1.1 that the 'Lisbon European Council confirmed lifelong learning as a basic component of the European social model'. As such, learning is no longer given weight only in the area of education; it is also seen as a critical factor in the areas of employment and social security, economic performance and competitiveness.

The European employment strategy (EES) (39), agreed on 22 July 2003, introduced two guidelines to tackle the need for improved skills levels through lifelong learning. These guidelines called upon the Member States to address labour shortages and skills bottlenecks and also encourage them to implement comprehensive lifelong learning strategies in order to equip all individuals with the skills required of a modern workforce. The guidelines stated that policies should aim to increase investment in human resources, in particular through the training of adults by enterprises. At the beginning of 2005, the European Commission made a proposal for a revision of the Lisbon strategy, completely revising the EES, by publishing employment guidelines in conjunction with macro-economic and micro-economic guidelines.

The Lifelong Learning Programme (LLP) for Community Action in the Field of Lifelong Learning was established by Decision 1720/2006/EC of the European Parliament and of the Council on 15 November 2006 (OJ L327 of 24/11/2006) (40). The general

objective of the LLP is to contribute through lifelong learning to the development of the Community as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, co-operation and mobility between education and training systems within the Community so that they become a world quality reference. The LLP will run for 7 years (2007-2013) and has a total budget for this period of almost EUR 7 000 million.

### DEFINITIONS AND DATA AVAILABILITY

Lifelong learning encompasses all purposeful learning activity, whether formal, non-formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence. The intention or aim to learn is the critical point that distinguishes these learning activities from non-learning activities such as cultural activities or sports activities.

Within the domain of lifelong learning statistics, formal education corresponds to education and training in the regular system of schools, universities and colleges. Non-formal education and training includes all types of taught learning activities which are not part of a formal education programme. The information collected relates to all education or training whether or not relevant to the respondent's current or possible future job.

The target population of the lifelong learning statistics refers to all persons in private households aged between 25 and 64 years old. Data are collected through the EU Labour Force Survey (LFS).

Note that the statistics presented do not cover informal learning, which corresponds to self-learning (through the use of printed material, computer-based learning/training, online Internet-based web education, visiting libraries, etc).

### MAIN FINDINGS

In 2006, the proportion of persons aged 25 to 64 within the EU-27 receiving some form of education or training in the four weeks preceding the survey was 9.6 %. This figure was 2.5 points higher than the corresponding share for 2001. The proportion of the population who had participated in lifelong learning activities was higher among women (10.4 % in 2006) than among men (8.8 %).

Denmark, the United Kingdom and Finland stood out as they reported considerably higher proportions of population participating in lifelong learning (between 29 % and 23 %); in contrast, Bulgaria, Greece and Romania reported lifelong learning participation rates of less than 2 %.

(37) Consolidated version of the Treaty establishing the European Community, Chapter 3, Article 150(2) (OJ C 352, 24.12.2002, p. 33); for more information: [http://eur-lex.europa.eu/en/treaties/dat/12002E/pdf/12002E\\_EN.pdf](http://eur-lex.europa.eu/en/treaties/dat/12002E/pdf/12002E_EN.pdf).

(38) 'Making a European area of lifelong learning a reality', COM(2001) 678 final of 21 November 2001; for more information: [http://ec.europa.eu/education/policies/lll/life/communication/com\\_en.pdf](http://ec.europa.eu/education/policies/lll/life/communication/com_en.pdf).

(39) For more information: [http://ec.europa.eu/employment\\_social/employment\\_strategy/index\\_en.htm](http://ec.europa.eu/employment_social/employment_strategy/index_en.htm).

(40) For more information: [http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l\\_327/l\\_32720061124en00450068.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_327/l_32720061124en00450068.pdf).

**SOURCES****Statistical books**

Key Data on Education in Europe 2005

**Methodologies and working papers**

Classification of learning activities – manual

Task force report on adult education survey

**Website data****Training**

Lifelong learning

Any training activities

Formal education

Non formal education and training

Informal learning

**Table 2.7: Lifelong learning (1)**

(% of the population aged 25 to 64 participating in education and training)

	Total		Male		Female	
	2001	2006	2001	2006	2001	2006
<b>EU-27</b>	7.1	9.6	6.6	8.8	7.6	10.4
<b>Euro area</b>	5.2	8.2	5.2	7.9	5.2	8.6
<b>Belgium</b>	6.4	7.5	6.9	7.4	5.9	7.6
<b>Bulgaria</b>	1.4	1.3	1.3	1.3	1.4	1.3
<b>Czech Republic</b>	:	5.6	:	5.4	:	5.9
<b>Denmark</b>	18.4	29.2	16.1	24.6	20.7	33.8
<b>Germany</b>	5.2	7.5	5.7	7.8	4.8	7.3
<b>Estonia</b>	5.4	6.5	3.8	4.2	6.9	8.6
<b>Ireland</b>	:	7.5	:	6.1	:	8.9
<b>Greece</b>	1.2	1.9	1.2	2.0	1.1	1.8
<b>Spain</b>	4.4	10.4	4.0	9.3	4.9	11.5
<b>France</b>	2.7	7.5	2.5	7.2	3.0	7.8
<b>Italy</b>	4.5	6.1	4.4	5.7	4.6	6.5
<b>Cyprus</b>	3.4	7.1	3.4	6.5	3.4	7.8
<b>Latvia</b>	:	6.9	:	4.1	:	9.3
<b>Lithuania</b>	3.5	4.9	2.3	2.9	4.6	6.6
<b>Luxembourg</b>	5.3	8.2	5.9	7.6	4.7	8.7
<b>Hungary</b>	2.7	3.8	2.2	3.1	3.1	4.4
<b>Malta</b>	4.6	5.5	5.8	5.5	3.4	5.6
<b>Netherlands</b>	15.9	15.6	16.5	15.3	15.2	15.9
<b>Austria</b>	8.2	13.1	8.7	12.2	7.7	14.0
<b>Poland</b>	4.3	4.7	3.7	4.3	4.9	5.1
<b>Portugal</b>	3.3	3.8	2.9	3.7	3.6	4.0
<b>Romania</b>	1.0	1.3	1.1	1.3	1.0	1.3
<b>Slovenia</b>	7.3	15.0	6.7	13.8	7.9	16.3
<b>Slovakia</b>	:	4.3	:	4.0	:	4.6
<b>Finland</b>	17.2	23.1	14.7	19.3	19.7	27.0
<b>Sweden (2, 3)</b>	17.5	32.1	15.4	27.9	19.7	36.5
<b>United Kingdom</b>	20.9	26.6	17.5	22.0	24.4	31.2
<b>Croatia (3)</b>	:	2.1	:	2.0	:	2.4
<b>Turkey</b>	1.0	2.0	0.7	1.6	1.2	2.4
<b>Iceland (3)</b>	23.5	25.7	19.0	21.6	28.1	29.8
<b>Norway</b>	14.2	18.7	13.8	17.2	14.5	20.2
<b>Switzerland (3)</b>	36.0	26.9	41.8	27.4	30.2	26.5

(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

(2) Break in series, 2001.

(3) 2005 instead of 2006.

Source: Eurostat (tsiem051, tsiem053 and tsiem052)

Lifelong learning refers to persons aged 25 to 64 who stated that they received education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding those who did not answer to the question participation to education and training. Both the numerator and the denominator come from the EU Labour Force Survey. The information collected relates to all education or training whether or not relevant to the respondent's current or possible future job. From 27 October 2006, this indicator is based on annual averages of quarterly data instead of one unique reference quarter in spring. See footnotes for further details.



## 2.5 EDUCATIONAL EXPENDITURE

### INTRODUCTION

Expenditure on education is an investment that can help to foster economic growth, enhance productivity, contribute to personal and social development, and reduce social inequality. The proportion of total financial resources devoted to education is one of the key choices made in each country by governments, enterprises and individual students and their families.

The increasing demands on education systems to meet the challenges set by the revised Lisbon strategy are likely to require additional sources of funding. As a result, there is an ongoing debate in many Member States as to how to increase education funding, improve efficiency and promote equity. Possible approaches include charging tuition fees, administrative or examination charges, the introduction of grants, or income-contingent loans to try to stimulate enrolment rates in higher education, in particular among the less well-off members of society. Another possible area for raising funds is through promoting partnerships between business and higher educational establishments.

Education accounts for a significant proportion of public expenditure in all of the Member States – the most important budget item being expenditure on staff. The cost of teaching increases significantly as a child moves through the education system, with expenditure per pupil/student considerably higher across universities than within primary schools. Although tertiary education costs the most per head, the highest proportion of education spending is devoted to secondary education systems, as these teach a higher share of the total number of pupils/students.

### DEFINITIONS AND DATA AVAILABILITY

Indicators on education expenditure cover schools, universities and other public and private institutions involved in delivering or supporting educational services. Expenditure on institutions is not limited to expenditure on instructional services but also includes public and private expenditure on ancillary services for students and families, where these services are provided through educational institutions. At the tertiary level, spending on research and development can also be significant and is included, to the extent that the research is performed by educational institutions.

Total public expenditure on education includes direct public funding for educational institutions and transfers to households and firms. In general, the public sector finances educational expenditure by assuming direct responsibility for the current and capital expenditure of schools (direct public financing of schools), or by offering financial support to pupils/students and their families (public-sector grants and loans) and by subsidising the education or training activities of the private business sector or non-profit organisations (transfers to households and firms).

Expenditure on educational institutions from private sources comprises school fees; materials such as textbooks and teaching equipment; transport to school (if organised by the school); meals (if provided by the school); boarding fees; and expenditure by employers on initial vocational training.

Expenditure per pupil/student in public and private institutions measures how much central, regional and local levels of government, private households, religious institutions and firms spent per pupil/student. It includes expenditure for personnel, other current and capital expenditure.

Public-sector schools/institutions are defined as those which are directly or indirectly administered by a public education authority. Private schools/institutions are directly or indirectly administered by a non-governmental organisation (such as a church, trade union, a private business concern or another body) and are considered to be independent if they get less than 50 % of their funding from the public sector.

### MAIN FINDINGS

Public expenditure on education in the EU-27 in 2004 was equivalent to 5.1 % of GDP, while the expenditure of both public and private sources of funds on educational institutions amounted to 5.4 % of GDP.

The highest public spending on education was observed in Denmark (8.5 % of GDP), while Sweden (7.4 %), Cyprus (6.7 %) and Finland (6.4 %) also recorded relatively high rates. Most Member States reported that public expenditure on education accounted for between 4 and 6 % of their GDP, although the proportion of public expenditure on education fell to below 4 % of GDP in Luxembourg and Romania; note that the tertiary education system in Luxembourg is underdeveloped and that the majority of tertiary students attend courses in another Member State.

It should be noted that GDP growth can mask significant increases that have been made in terms of education spending over the last decade within the majority of Member States. Note also that declining birth rates will result in reduced school age populations, which will have an effect on ratios such as the average expenditure per pupil (given that expenditure is held constant).

Annual expenditure on public and private educational institutions per pupil/student shows that an average of PPS 5 535 was spent per pupil/student in 2004 in the EU-27. Average expenditure per pupil/student generally rose with the level of education, with the PPS 7 966 spent on each tertiary student in the EU-27 in 2004, which was some 1.8 times as high as per capita spending within primary education (PPS 4 418).

**SOURCES****Statistical books**

Key Data on Education in Europe 2005

**Methodologies and working papers**

UOE data collection on education systems – volume1 – concepts, definitions and classifications

A guide to educational expenditure statistics

**Website data****Education**

Thematic indicators – Progress towards the Lisbon objectives in education and training

Investments in education and training

Indicators on education finance

Expenditure on education in current prices

Expenditure on education in constant prices

Expenditure on education as % of GDP or public expenditure

Expenditure on public educational institutions

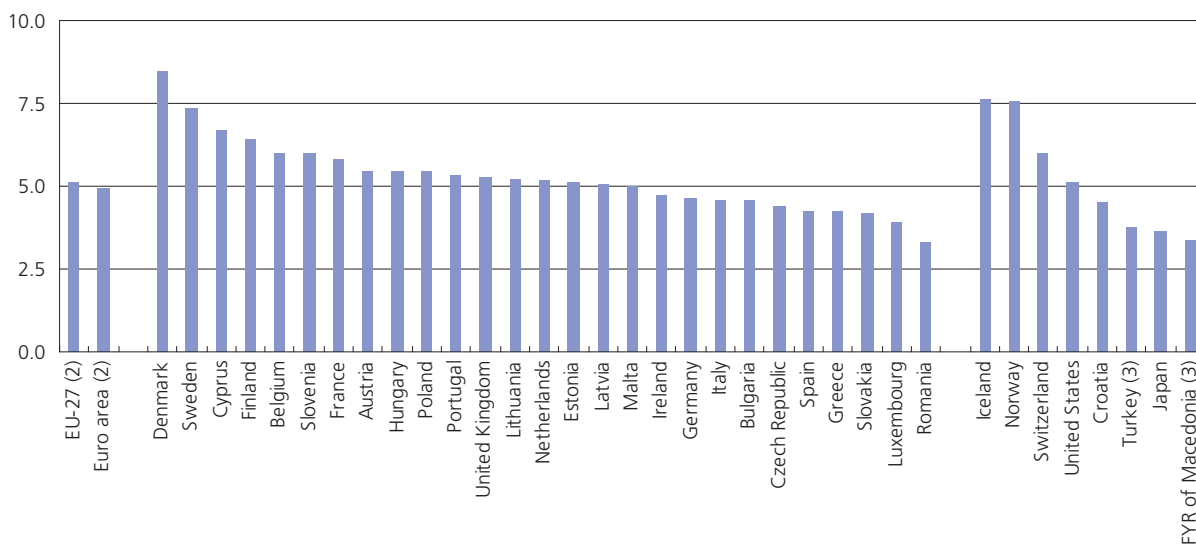
Expenditure on public and private educational institutions

Financial aid to students

Funding of education

**Figure 2.12: Total public expenditure on education, 2004 (1)**

(% of GDP)

(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

(2) Estimate.

(3) 2003.

Source: Eurostat (tsiir010), Unesco, OECD

Generally the public sector funds the education either by bearing directly the current and capital expenses of educational institutions (direct expenditure for educational institutions) or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfers to private households and firms). Both types of transaction together are reported as total public expenditure on education.



Table 2.8: Expenditure on educational institutions (1)

	Public expenditure	Private expenditure	Annual expenditure on public and private	
	(% of GDP)	(% of GDP) (2)	educational institutions per pupil/student	
	2004	2004	1999	2004
<b>EU-27</b>	4.8	0.6	4 453	5 535
<b>Euro area</b>	4.7	0.6	5 022	5 991
<b>Belgium</b>	5.7	0.3	5 023	6 489
<b>Bulgaria</b>	3.9	0.6	1 150	1 821
<b>Czech Republic</b>	4.2	0.6	2 535	3 736
<b>Denmark</b>	6.9	0.3	6 802	7 658
<b>Germany</b>	4.2	0.9	5 479	6 207
<b>Estonia</b>	4.9	:	:	:
<b>Ireland</b>	4.2	0.3	3 958	5 792
<b>Greece</b>	4.1	0.2	2 717	4 158
<b>Spain</b>	4.1	0.6	3 899	5 283
<b>France</b>	5.6	0.5	5 438	6 214
<b>Italy</b>	4.4	0.5	5 234	6 007
<b>Cyprus</b>	5.9	1.2	4 439	6 097
<b>Latvia</b>	4.7	0.8	1 671	2 412
<b>Lithuania</b>	4.8	0.5	1 764	2 403
<b>Luxembourg</b>	3.8	:	:	:
<b>Hungary</b>	5.1	0.5	2 378	3 712
<b>Malta</b>	5.0	0.5	2 801	4 094
<b>Netherlands</b>	4.6	0.5	4 821	6 567
<b>Austria</b>	5.0	0.4	6 903	7 870
<b>Poland</b>	5.4	0.6	1 773	2 747
<b>Portugal</b>	5.2	0.1	3 702	4 292
<b>Romania</b>	3.2	0.2	:	:
<b>Slovenia</b>	5.4	0.9	:	5 552
<b>Slovakia</b>	4.0	0.8	1 641	2 606
<b>Finland</b>	6.0	0.1	5 228	6 255
<b>Sweden</b>	6.5	0.2	5 632	7 081
<b>United Kingdom</b>	5.0	1.0	4 406	6 195
<b>Croatia</b>	4.5	0.2	:	2 681
<b>Turkey</b>	:	0.1	:	:
<b>Iceland</b>	7.2	0.7	6 241	7 476
<b>Norway</b>	6.2	0.0	6 974	8 695
<b>Switzerland</b>	5.6	0.6	:	:
<b>Japan</b>	3.5	1.2	5 738	6 910
<b>United States</b>	5.1	2.4	8 756	9 960

(1) Refer to the Internet metadata file ([http://europa.eu.int/estatref/info/sdds/en/educ/educ\\_base.htm](http://europa.eu.int/estatref/info/sdds/en/educ/educ_base.htm)).

(2) Turkey, 2003; Romania and Croatia, 2002.

Source: Eurostat (educ\_figdp, tps00068 and tps00067), Unesco, OECD

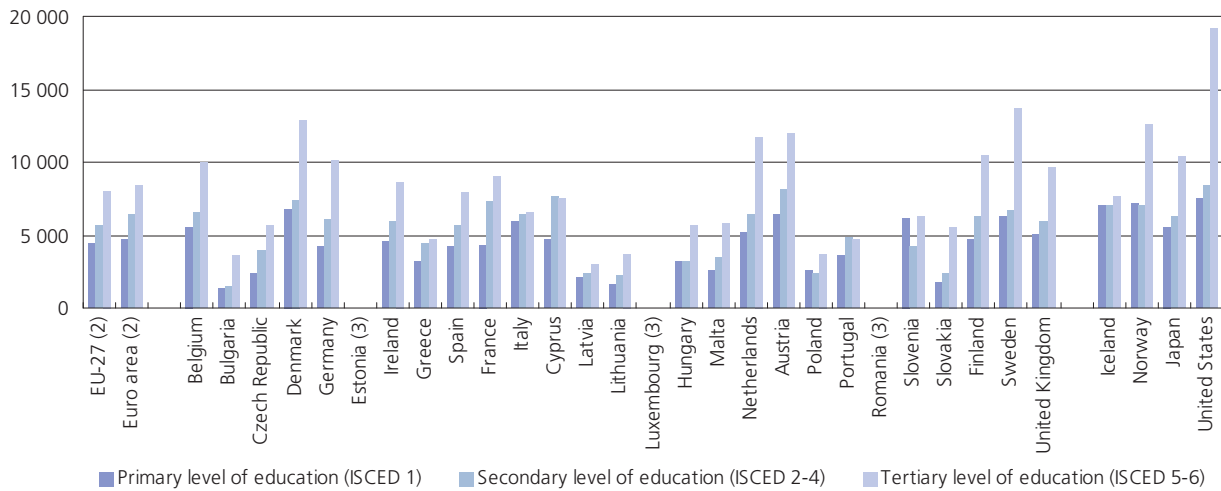
Expenditure on educational institutions from private sources comprises school fees; materials such as textbooks and teaching equipment; transport to school (if organised by the school); meals (if provided by the school); boarding fees; and expenditure by employers on initial vocational training.

The annual expenditure on public and private educational institutions per pupil/student compared to GDP per capita relates the resources (e.g. expenditure for personnel, other current and capital expenditure) being devoted to education in public and private educational institutions to the overall economic welfare of a country. It is based on full-time equivalent enrolment. The use of GDP per capita allows the comparison of levels of economic activity of different sized economies (per capita) irrespective of their price levels (in PPS).



**Figure 2.13: Public and private expenditure on educational institutions per pupil / student, 2004 (1)**

(PPS for full-time equivalents)

(1) Refer to the Internet metadata file ([http://europa.eu/estatref/info/sdds/en/educ/educ\\_list\\_of\\_indic.htm](http://europa.eu/estatref/info/sdds/en/educ/educ_list_of_indic.htm)).

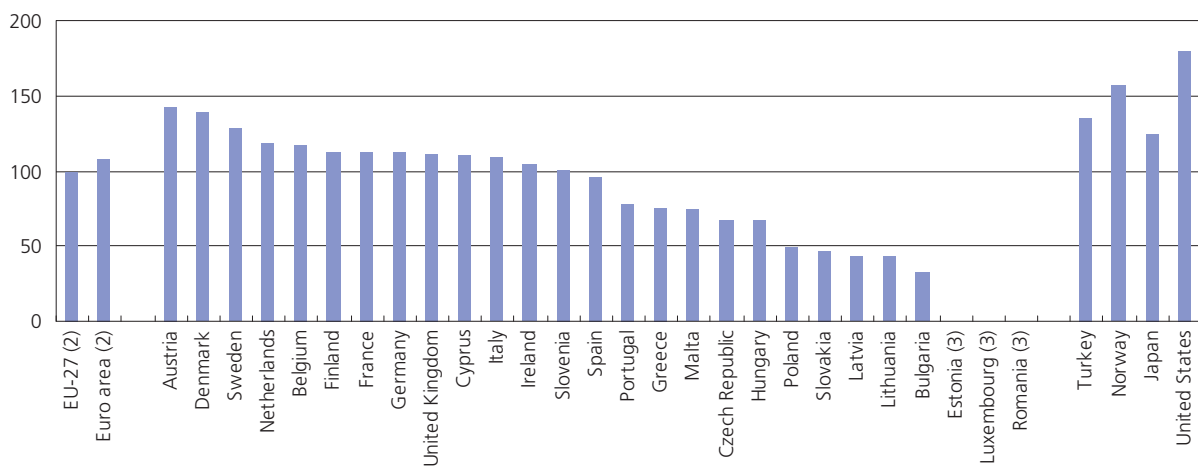
(2) Estimates.

(3) Not available.

Source: Eurostat (tps00067), Unesco, OECD

**Figure 2.14: Annual expenditure on public and private educational institutions, 2004 (1)**

(EU-27=100, based on PPS for full-time equivalents)

(1) Refer to the Internet metadata file ([http://europa.eu/estatref/info/sdds/en/educ/educ\\_list\\_of\\_indic.htm](http://europa.eu/estatref/info/sdds/en/educ/educ_list_of_indic.htm)).

(2) Estimates.

(3) Not available.

Source: Eurostat (tps00067), Unesco, OECD