



Education and Culture

A Coherent Framework for education and training indicators

Richard Deiss, DG EAC
Berlin, February 2008

Lisbon European Council

March 2000

Goal of making Europe the most competitive knowledge based economy by 2010, with better jobs and greater social cohesion.



- ❖ **Importance of human capital (education) acknowledged**
- ❖ **Open method of coordination identified as a key tool**



Stockholm European Council March 2001



3 strategic objectives
for education and
training



❖ Detailed Work Programme requested



Barcelona European Council

March 2002

European Education
and Training systems
to become a world
reference by 2010



- ❖ Detailed Work Programme endorsed
- ❖ Language indicator requested, goal for pre-primary



Detailed Work programme of 2002

Later called 'Education and Training 2010'



Adopted by the Council in February 2002

3 strategic objectives

13 detailed objectives

Indicative List of 33 Indicators

Strategic objectives:

- Increasing quality and effectiveness of education
- *Access to education for all (important for higher education)*
- Opening of education systems to the wider world



Monitoring of the objectives

Standing Group on Indicators and Benchmarks

set up, first meeting in July 2002

(Member States, Commission, others; 2-3 meetings/year)

29 indicators

identified in the first half of 2003

for monitoring 13 objectives of Detailed Work programme

Progress Report

First issue published January 2004

Reports published in 2005 and 2006, 2007 issue in preparation



5 Education benchmarks

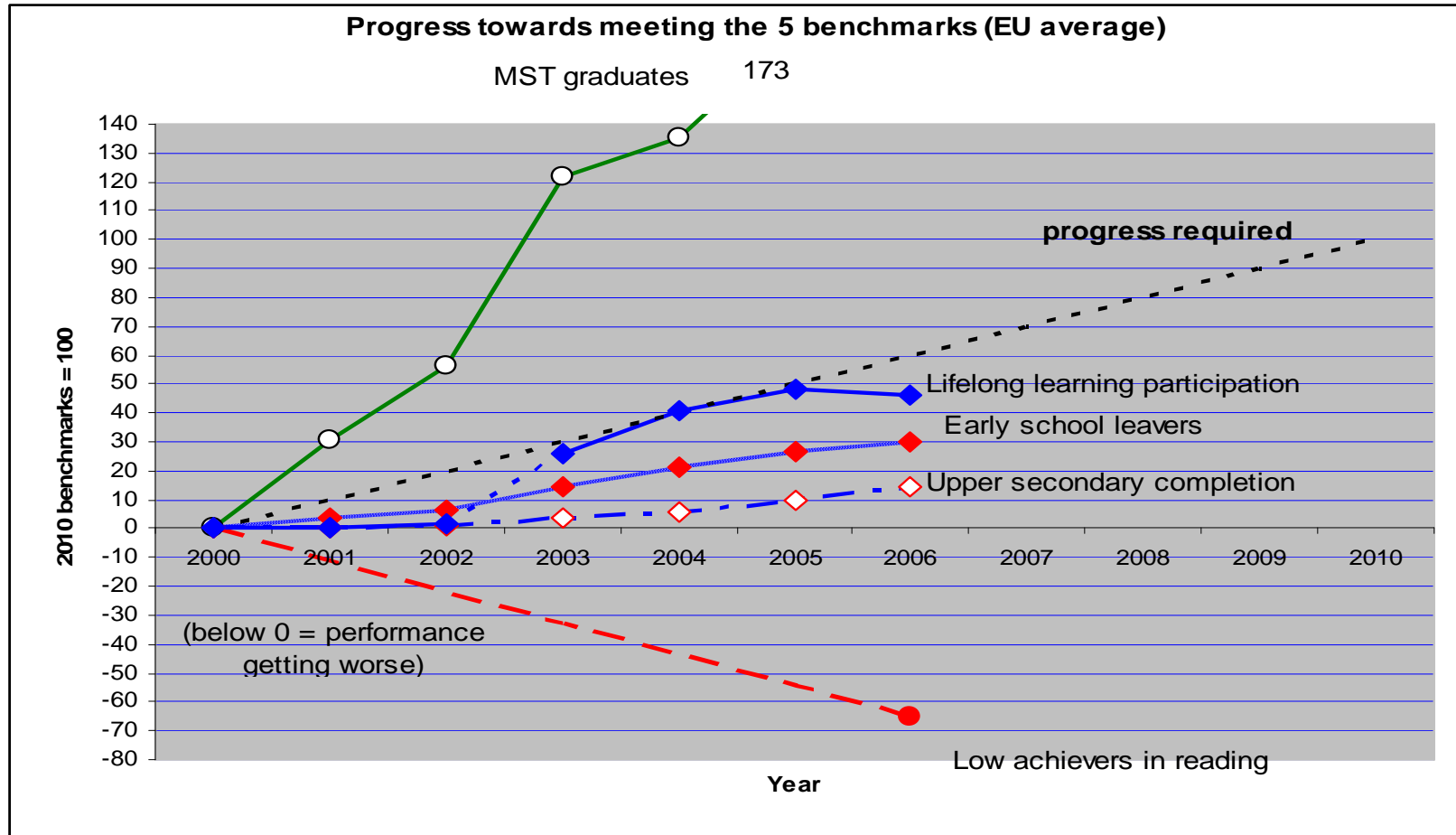
5 benchmarks adopted by the Council in May 2003 (to be achieved by 2010)

- Low achievers in reading (measured by PISA study) : -20%
- Early school leavers: not more than 10%
- Upper secondary attainment: at least 85%
- **Tertiary MST graduates: 15% increase, better gender balance**
- Lifelong learning participation: at least 12.5%

4 of the underlying indicators are at the same time **Structural Indicators** (underpinning the Annual Report to the Spring European Council).

In addition quantitative goals set by **Barcelona 2002 Spring European Council** (languages, pre-school, R&D) and Commission proposal for a 2% goal for **investment in higher education**.

Evolution in the 5 benchmarks



Progress achieved

Based on data 2000-2003/06



Benchmark already achieved:

- Tertiary mathematics, science and technology graduates

Constant, but not sufficient progress:

- Early school leavers
- Upper secondary attainment
- Lifelong learning participation



No progress yet:

- Low achievers in PISA



Other quantitative EU goals relating to higher education

- ❑ Barcelona (2002) goal of spending 3% of GDP on research and development by 2010
- ❑ Commission proposal (2006) for an objective of investing 2% of GDP in higher education (2003: 1.3%)
 - ❑ **Lifelong learning programme (2007-2013):**
3.3 million Erasmus students by 2012
(1987-2006: 1.5 million students)



Development of new indicators

**Commission Staff Working Paper
on New Indicators of November 2004**



**Council Conclusions on
New Indicators in education and training of 24 May 2005**

Creation of
CRELL



**Commission Communication on
a Coherent Framework for Indicators of February 2007**



**Council Conclusions on
a Coherent Framework for indicators of 24-25 May 2007**



Council conclusions on new indicators

Invited the Commission in May 2005

Where data collections already exist or EU surveys are planned to further develop and submit strategies in the areas:
-efficiency of investment, ICT, Mobility, Adult education, Teachers and trainers, Vocational education and training, Social inclusion and active citizenship

Where no comparable data exist to present to the Council detailed survey proposals for the development of new indicators in the areas of
-learning-to-learn, language skills

☞ Commission requested to report back by end 2006 on progress made towards the establishment of a coherent framework of indicators and benchmarks for following up on the Lisbon objectives in the area of education and training, including a reconsideration of the suitability of existing indicators for monitoring progress.

Commission Communication on a coherent framework (March 2007)

Coherence with the policy framework sought

Objectives framework needed adaptation to policy development since the Detailed Work programme of 2002. Key developments that had to be taken into account:

- Integration of **Bologna process** into EU policies and increased importance of higher education
- Copenhagen process** in vocational education and training
- Spring 2005 European Council and the new Lisbon focus on **jobs and growth**
- Joint Interim report of 2006 and the importance of **making best use of resources**
- Conclusions of Spring 2006 European Council (**efficiency and equity, higher education**)
- Proposal for a recommendation on **key competencies**

8 Domains:

- | | |
|--|--|
| 1. Improving equity in education and training | 5. Modernising school education |
| 2. Promoting efficiency in education and training | 6. Modernising vocational education and training |
| 3. Making lifelong learning a reality | 7. Modernising higher education (Bologna process) |
| 4. Key competencies among young people | 8. Employability |

Council Conclusion of May 2007 on a coherent framework

16 core indicators

- 1) Participation in pre-school education
- 2) Special needs education
- 3) Early school leavers
- 4) Literacy in reading, maths and science
- 5) Language skills
- 6) ICT skills
- 7) Civic skills
- 8) Learning to learn skills
- 9) Upper secondary completion rates of young people
- 10) Professional development of teachers
- 11) **Higher education graduates**
- 12) Cross-national mobility of students in higher education
- 13) Participation of adults in lifelong learning
- 14) Adults' skills
- 15) Educational attainment of the population
- 16) Investment in education and training

Proposals not included:

Stratification of education systems,
School management
Schools as multi-purpose
local learning centres,
Returns to education and training

Data sources



LFS
UOE
CVTS
AES
ICT survey

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



PISA survey
TALIS survey
PIAAC survey
SENDDDD

Maths, reading ,science skills
Teacher education
Adult skills
Special needs



ICCS survey

Civic skills



Language surv.
L2L survey

Language skills
Learning to learn skills

Indicator development

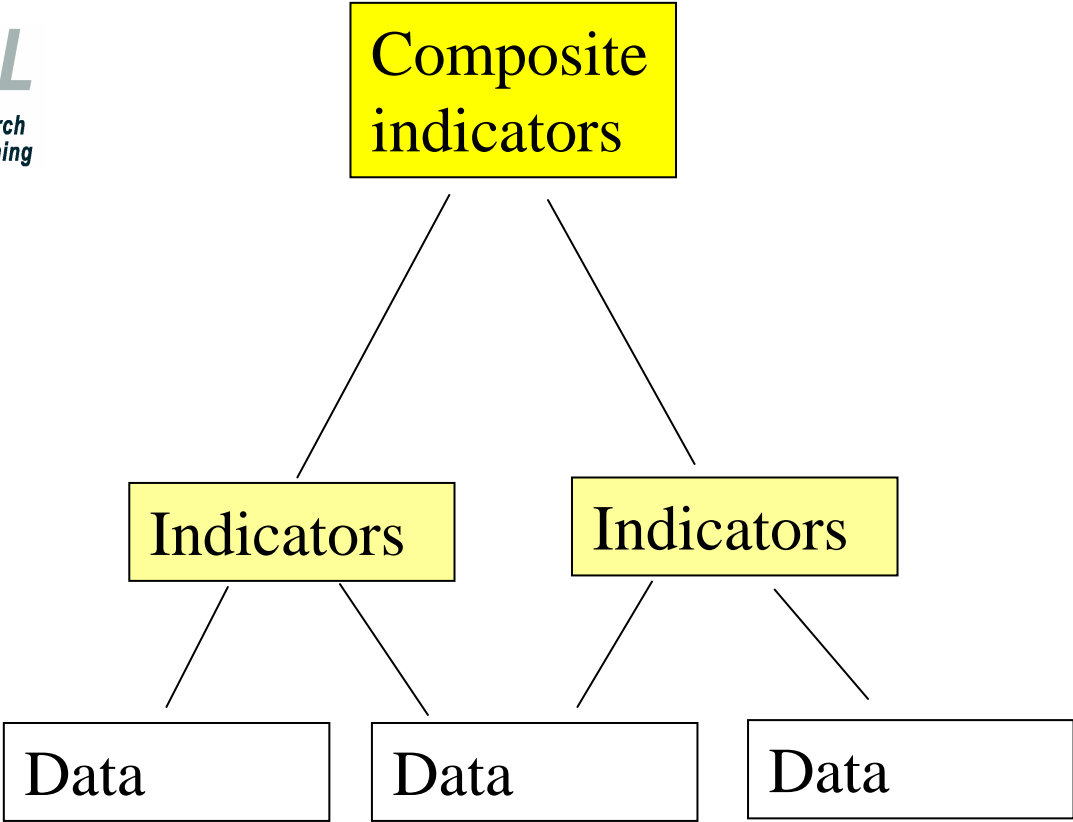
Composite indicators (researchers)



Indicator identification (policy)



Data producers (statistics)



Thank you for your attention !

**The Commission Progress report is available on the
website of DG Education & Culture**

http://ec.europa.eu/education/policies/2010/progressreport_en.html

