

**Introductory Overview: Nine Challenges to Promoting Equity, Social
Cohesion and Active Citizenship**

Workshop 5: Promoting equity, social cohesion and active citizenship

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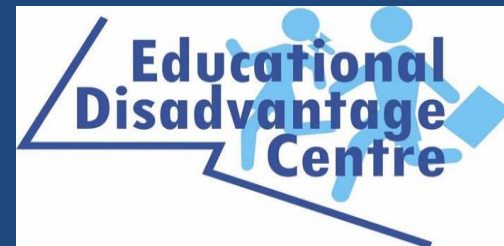
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Challenge 1: To Continue to Reduce Early School Leaving across EU

In 2013, 12 % of all 18 to 24 years olds in the EU had not completed upper secondary education and were no longer in education and training. This represents over 5.1 million young people.

In 2012, 40.1% of early school leavers were unemployed; overall the unemployment of young people under 25 years old was, comparatively, at 22.8% across the EU (Education and Training Monitor 2013)

		2005	2009	2010	2011	2012	2013	Target
Early leavers from education and training	% of population aged 18-24	15.7	14.2	13.9	13.4	12.7	12	10

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‘The data on earnings also point to a widening gap between the educational “haves” and “have-nots”. Across OECD countries, the difference in income from employment between adults without upper secondary education and those with a tertiary degree continues to grow’ (OECD 2014).

*If we consider that the average income for 25-64 year-olds with an upper secondary education is represented by an index of 100, the income level for adults without upper secondary education was 80 in 2000 and fell to 76 in 2012, while the average income of tertiary-educated adults increased from 151 in 2000 to 159 in 2012. (OECD 2014 Education at a glance)

Challenge 2: Lower SES and Access to Higher Education

Survey of Adult Skills in 2012, of 35-44 year-old adults, 68% of the adults with at least one tertiary-educated parent had also attained a tertiary education

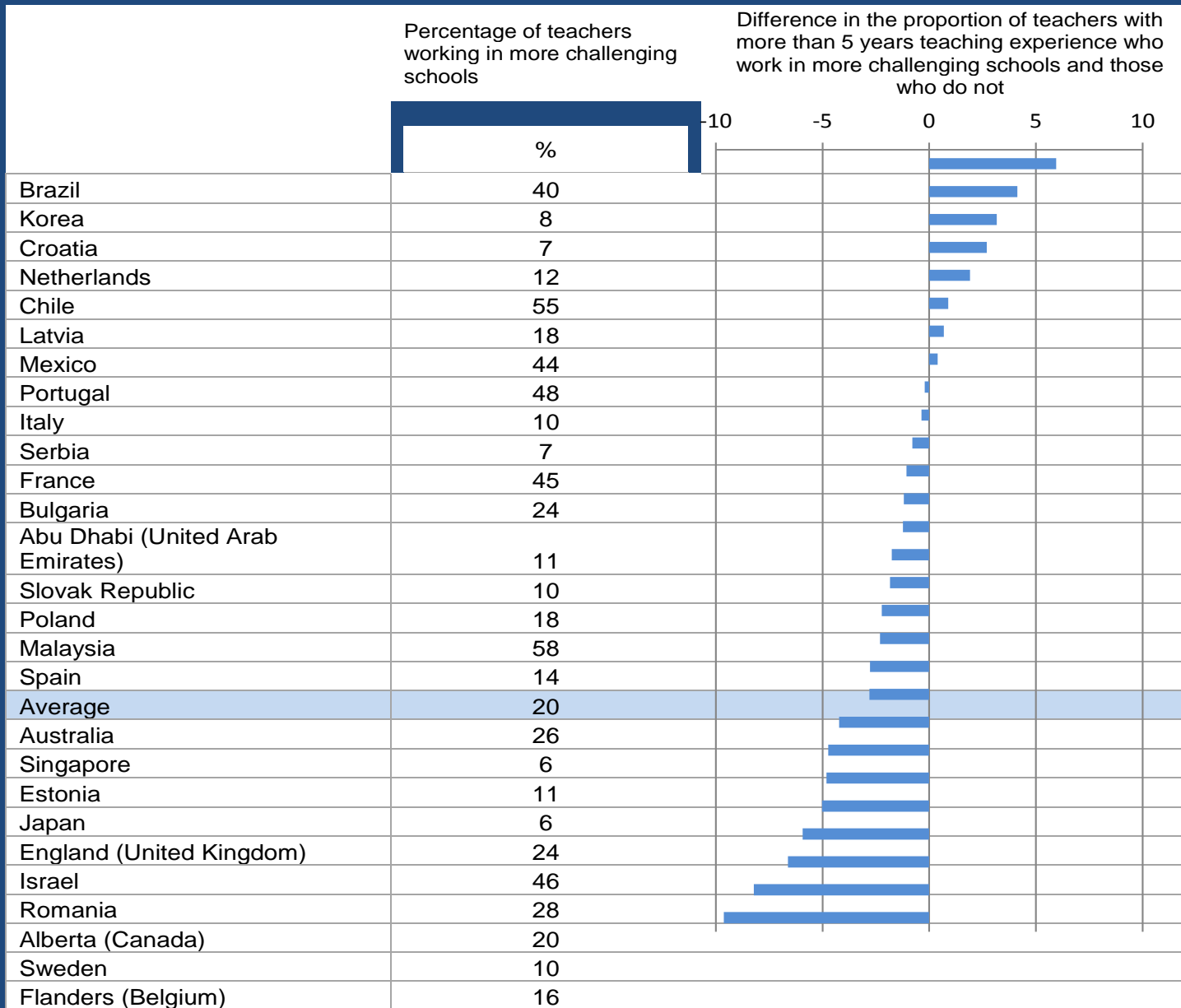
*only 24% of adults whose parents had not attained an upper secondary education had a tertiary degree.

- among 25-34 year-olds: of the adults with at least one tertiary-educated parent, 65% attained a tertiary qualification, while of the adults with low-educated parents only 23% did.

‘In other words, the benefits of the expansion in education were shared by the middle class, but did not trickle down to less-advantaged families’. (2014) OECD Education at a glance

Challenge 3: Teaching Experiences in Schools with High Levels of Social Exclusion and Early School Leaving: High Teacher Turnover

Challenge 4: Experience of School Belonging and School Climate for Socio-Economically Excluded Groups



Source: OECD, TALIS 2013 Database, Table 2.11.

Percentage of socio-economically 'disadvantaged' students who agree/disagree with the following statements (PISA 2012)

Countries	I feel like I belong at school % S.E.	I feel like an outsider (or left out of things at school) % S.E.
Austria	82 (1.6)	89.9 (1.1)
Belgium	63.5 (1.6)	88.4 (1.0)
Czech Republic	73.6 (1.9)	80.5 (1.6)
Denmark	69.3 (1.6)	90.3 (1.0)
Estonia	78.2 (1.8)	90.0 (1.3)
Finland	80.5 (1.1)	89.2 (1.0)
France	38 (1.7)	73.2 (1.8)
Germany	83.8 (1.6)	89.7 (1.4)
Greece	87.8 (1.2)	83.9 (1.4)
Hungary	83.5 (1.1)	85.6 (1.6)
Ireland	76.7 (1.5)	91.6 (1.0)
Italy	75 (0.9)	89.3 (0.6)
Luxembourg	71.9 (1.7)	85.9 (1.2)
Netherlands	82.4 (1.7)	89.8 (1.3)
Poland	73.2 (1.8)	88.2 (1.3)
Portugal	87.9 (1.2)	87.4 (1.5)
Slovak Republic	75.4 (1.8)	74.0 (2.3)

Challenge 5: Early School Leaving Rates among Migrants and Roma

Across the EU, early school leaving rates amongst the foreign-born population are more than twice as high as the early school leaving rates for the native-born population

The native-born/foreign-born disparity has slightly decreased (from 14.7 percentage points in 2009 to 13.9 percentage points in 2012), but is still “astounding” in a number of Member States. (Education and Training Monitor 2013)

In some Member States, only a limited number of Roma children complete primary school. Roma children tend to be over-represented in special education and segregated schools. (An EU Framework for National Roma Integration Strategies up to 2020, Commission 2011)

Challenge 6: Adult Literacy for Most Marginalised

PIAAC 2012 Programme for the International Assessment of Adult Competencies: OECD (2013), OECD Skills Outlook 2013: First Results from the Survey of Adult Skills, OECD – 20 OECD countries

Across countries, 12.2% of adults score at **Level 1**. Countries with the largest proportions of adults scoring at or below Level 1 include Italy (27.7%), Spain (27.5%) and France (21.6%), while Japan (4.9%), Finland (10.6%), the Slovak Republic (11.6%) and the Netherlands (11.7%) have the smallest proportion of adults scoring at or below Level 1.

Challenge 7: Low SES and participation in lifelong learning (combining both nonformal and formal)

OECD (2014), Education at a Glance 2014

*Adults who grew up in disadvantaged families (defined here as having two parents who have less than an upper secondary education) participate less in formal and/or non-formal adult education activities. This is **even true among those who have achieved high levels of literacy proficiency**, as measured by the Survey of Adult Skills.

*In general, countries with high participation rates in formal education among adults also tend to have high adult participation rates in non-formal education. Two out of three adults in formal education also participate in non-formal education.

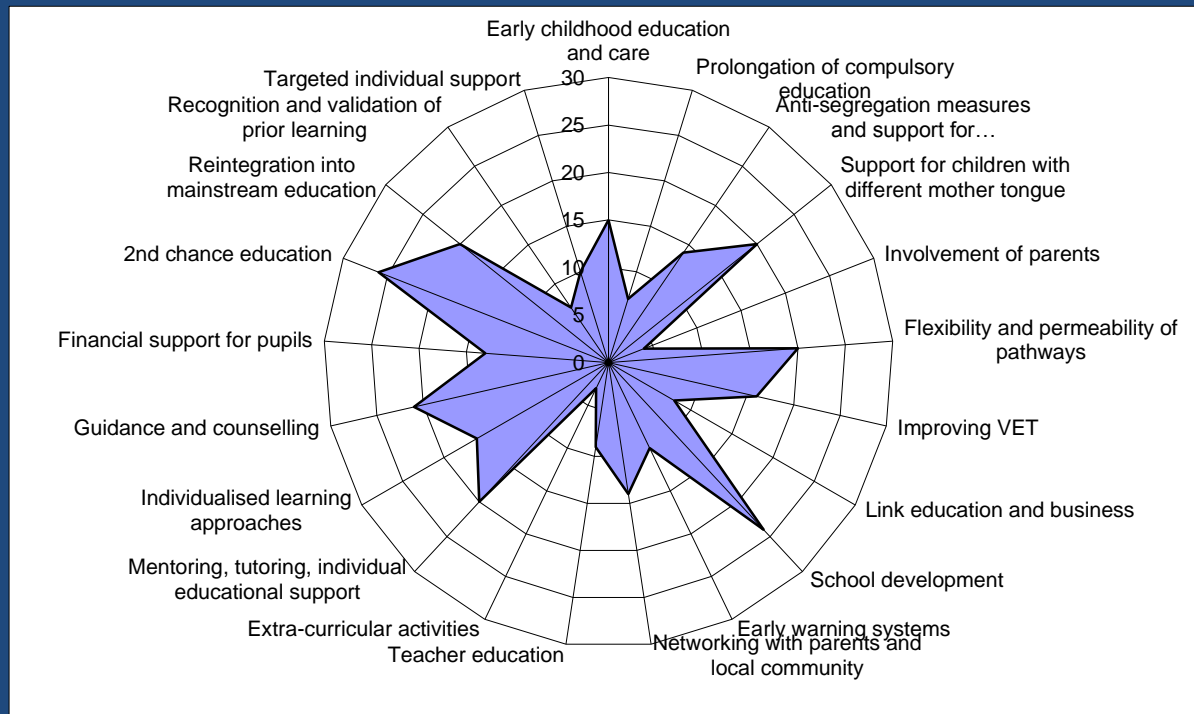
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- Group 1, with participation rates above 60%, includes Denmark, Finland, the Netherlands, Norway and Sweden.
- Group 2, with participation rates between 55% and 59%, includes Australia, Canada, England/Northern Ireland (UK) and the United States.
- Group 3, with participation rates around the OECD average of 48% to 53%, includes Austria, the Czech Republic, Estonia, Flanders (Belgium), Germany, Ireland and Korea.
- Group 4 consists of two countries with participation rates between 38% and 47%: Japan and Spain.
- Group 5, with participation rates between 33% and 36%, includes France, Poland and the Slovak Republic.
- Group 6, with participation rates below 25%, consists of Italy and the Russian Federation.

Challenge 8: Parental Involvement in Schools and Children's Education of Low SES Families - A dimension of Active Citizenship

Commission Staff Working Document (2011) analysis of the implementation of the Strategic Framework for European cooperation in education and training (ET 2020) and the European and national levels.

Frequency of measures against Early School Leaving mentioned in National Reports across Europe



Challenge 9: Regional Inequalities within a Country

OECD 2014 Education at a Glance:

*The tertiary attainment of 30-34 year-olds in Italy in 2011 ranged from a low of 15% in Campania to a high of 27% in Puglia

*The tertiary attainment rates for 30-34 year-olds in the United Kingdom ranged from 32% in Merseyside to 69% in Inner London.

*Examples of countries with large differences in tertiary education attainment rates (i.e. more than double) among 30-34 year-olds in sub-national regions include Greece, Hungary, Portugal, the Slovak Republic, Spain, and Turkey.

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Challenge 5: Early School Leaving Rates among Migrants and Roma

Challenge 6: Adult Literacy for Most Marginalised

Challenge 7: Low SES and participation in lifelong learning (combining both nonformal and formal)

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