

## 5. Employment rate of recent graduates

**BENCHMARK 2020:** 82% of recent graduates from upper secondary to tertiary education (age group 20-34) who are no longer in education or training should be in employment.

**BEST EU PERFORMERS:** Malta, Germany, Netherlands  
**MOST PROGRESS 2014-2017:** Bulgaria, Slovenia, Portugal

	2017 Total	Trend	2017	
			ISCED 3-4	ISCED 5-8
<b>EU</b>	<b>80.2</b>	<b>4.2</b>	<b>74.1</b>	<b>84.9</b>
Belgium	81.9	2.9	68.7	89.4
Bulgaria	77.7	12.3	61.0	86.5
Czech Republic	89.9	8.6	87.5	91.6
Denmark	82.9	-0.8	81.7	83.8
Germany	90.9	0.9	89.1	93.0
Estonia	81.5	0.6	80.1	83.0
Ireland	83.6	7.9	72.6	89.5
Greece	52.0	7.7	44.8	55.8
Spain	71.9	6.8	57.9	76.6
France	74.4	-0.8	61.6	83.0
Croatia	65.9	3.9	59.1	71.6
Italy	55.2	10.2	48.4	62.7
Cyprus	71.5	2.8	54.6	75.2
Latvia	78.0	1.0	69.6	84.9
Lithuania	83.9	3.2	72.2	91.5
Luxembourg	88.5	4.7	87.9	88.9
Hungary	84.7	6.2	81.6	88.7
Malta	94.5	1.5	91.3	96.1
Netherlands	90.4	4.2	85.7	94.0
Austria	89.4	2.2	87.6	91.3
Poland	82.1	6.5	74.3	89.2
Portugal	80.7	11.3	77.2	83.9
Romania	76.0	9.8	65.9	87.4
Slovenia	81.6	11.5	79.8	82.4
Slovakia	81.5	8.8	80.7	82.1
Finland	77.0	0.0	73.3	82.1
Sweden	88.3	3.3	84.4	91.7
UK	86.6	3.4	79.7	89.7
Iceland	94.8	6.0	94.3	95.2
Norway	89.2	3.1	83.7	92.9
Switzerland	86.2	-1.2	82.1	90.4
MK*	50.0	7.4	41.6	55.4
Turkey	61.2	-1.3	53.9	63.2

**A CLOSER LOOK:** Enhancing the relevance of education for the labour market requires a systematic use of labour market forecasting or graduate tracking surveys. Introducing incentives or requirements for work placements for students in vocational and tertiary programmes can also increase employability.

Source: Eurostat (EU-LFS), online data code [edat\_lfs\_e\_24]. Notes: the indicator measures the employment rate of persons aged 20-34, who graduated from ISCED 3-8 one to three years earlier and who are no longer in education or training. The trend depicted refers to the 2014-2017 change in percentage points.

## 6. Adult participation in learning

**BENCHMARK 2020:** An average of at least 15% of adults (age group 25-64) should participate in formal or non-formal learning [1].

**BEST EU PERFORMERS:** Sweden, Finland, Denmark  
**MOST PROGRESS 2014-2017:** Estonia, Hungary, Luxembourg

	2017 Total	Trend	2017		
			ISCED 0-2	ISCED 3-4	ISCED 5-8
<b>EU</b>	<b>10.9</b>	<b>0.1</b>	<b>4.3</b>	<b>8.9</b>	<b>18.6</b>
Belgium	8.5	1.1	3.2	6.0	13.7
Bulgaria	2.3	0.2	:	1.9	4.1
Czech Republic	9.8	0.2	3.1	7.7	17.6
Denmark	26.8	-5.1	17.3	24.4	33.9
Germany	8.4	0.4	4.5	7.3	12.5
Estonia	17.2	5.6	7.0	12.3	26.1
Ireland	8.9	2.1	3.1	7.1	12.7
Greece	4.5	1.3	0.7	4.6	7.7
Spain	9.9	-0.2	3.5	10.4	16.7
France	18.7	0.3	7.7	15.1	29.8
Croatia	2.3	-0.5	(0.6)	1.9	4.5
Italy	7.9	-0.2	2.0	8.9	18.3
Cyprus	6.9	-0.2	(1.0)	4.7	11.4
Latvia	7.5	1.9	3.2	5.8	11.5
Lithuania	5.9	0.8	:	3.1	10.0
Luxembourg	17.2	2.7	6.0	13.8	25.7
Hungary	6.2	2.9	2.8	4.9	11.5
Malta	10.1	2.7	3.7	13.0	23.0
Netherlands	19.1	0.8	9.5	18.4	26.2
Austria	15.8	1.5	6.6	11.7	26.6
Poland	4.0	0.0	1.2	2.1	8.6
Portugal	9.8	0.2	4.1	11.5	20.4
Romania	1.1	-0.4	:	0.9	2.7
Slovenia	12.0	-0.1	2.9	8.4	21.4
Slovakia	3.4	0.3	:	2.6	6.7
Finland	27.4	2.3	13.8	23.4	35.0
Sweden	30.4	1.2	20.5	25.4	39.2
UK	14.3	-2.0	6.0	12.2	20.1
Iceland	23.6	-2.7	12.8	22.0	30.5
Norway	19.9	-0.2	13.3	16.3	25.8
Switzerland	31.2	0.7	10.1	25.1	43.9
MK*	2.3	-0.9	(0.2)	3.0	3.9
Turkey	5.8	0.1	2.8	8.4	13.8

**A CLOSER LOOK:** In several countries the gap between average population and adults with disadvantaged status has been increasing. Effective support for adults with low basic skills or low qualifications should start from skills validation schemes, including skills assessment, guidance support and outreach campaigns. Second chance education can also support low-skilled adults in further learning.

Source: Eurostat (EU-LFS), online data code [trng\_lfs\_02]. Notes: [1] the indicator covers formal and non-formal learning but excludes informal learning. The trend depicted refers to the 2014-2017 change in percentage points.

### General notes:

The percentage point trends and progress shown in this leaflet are calculated with 1-decimal figures and do not exclude any intermediate breaks in series.

( ) = low reliability

: = data either not available or not reliable due to very small sample size

b = break in time series

\*MK = Former Yugoslav Republic of Macedonia

Member States that have reached EU benchmark at national level for the given year

ISCED: International Standard Classification of Education (2011)

- 0 Early childhood education
- 1 Primary education
- 2 Lower secondary education
- 3 Upper secondary education
- 4 Post-secondary non-tertiary education
- 5 Short-cycle tertiary education
- 6 Bachelor's or equivalent level
- 7 Master's or equivalent level
- 8 Doctoral or equivalent level

For further descriptions, analysis and notes see the Education and Training Monitor 2018 ([ec.europa.eu/education/monitor](http://ec.europa.eu/education/monitor))



[ec.europa.eu/education/monitor](http://ec.europa.eu/education/monitor)

European Commission  
 Directorate-General for Education, Youth, Sport and Culture  
 B-1049 Bruxelles / Brussel  
[eac-monitor@ec.europa.eu](mailto:eac-monitor@ec.europa.eu)

Release: October 2018

ISBN: 978-92-79-89759-7  
 ISSN: 2466-9954  
 doi: 10.2766/385258

© European Union, 2018  
 Reuse is authorised provided the source is acknowledged. The reuse policy of European Commission documents is regulated by Decision 2011/833/EU (OJ L 330, 14.12.2011, p. 39). For any use or reproduction of photos or other material that is not under the EU copyright, permission must be sought directly from the copyright holders.

NC-AM-18-001-EN-F



# Education and Training MONITOR 2018

## EU targets for 2020



## 1. Early leavers from education and training

**EUROPE 2020 HEADLINE TARGET:** The share of early leavers from education and training should be less than 10%.

**BEST EU PERFORMERS:** Croatia, Slovenia, Poland  
**MOST PROGRESS 2014-2017:** Portugal, Spain, Greece

	2017 Total	Trend	2017	
			Males	Females
EU	10.6	-0.6	12.1	8.9
Belgium	8.9	-0.9	10.4	7.3
Bulgaria	12.7	-0.2	12.0	13.5
Czech Republic	6.7	1.2	6.8	6.7
Denmark	8.8	1.0	11.3	6.2
Germany	10.1	0.6	11.1	9.0
Estonia	10.8	-1.2	14.2	7.3
Ireland	5.1	-1.8	6.2	3.9
Greece	6.0	-3.0	7.1	4.9
Spain	18.3	-3.6	21.8	14.5
France	8.9	-0.1	10.5	7.2
Croatia	3.1	0.3	(3.8)	(2.2)
Italy	14.0	-1.0	16.6	11.2
Cyprus	8.6	1.8	9.4	7.8
Latvia	8.6	0.1	12.0	5.0
Lithuania	5.4	-0.5	7.0	:
Luxembourg	7.3	1.2	9.8	(4.6)
Hungary	12.5	1.1	12.0	13.0
Malta	18.6	-1.7	21.9	15.1
Netherlands	7.1	-1.6	9.4	4.6
Austria	7.4	0.4	9.0	5.8
Poland	5.0	-0.4	6.0	3.9
Portugal	12.6	-4.8	15.3	9.7
Romania	18.1	0.0	18.0	18.1
Slovenia	4.3	-0.1	5.8	(2.5)
Slovakia	9.3	2.6	8.5	10.3
Finland	8.2	-1.3	9.5	6.9
Sweden	7.7	1.0	8.2	7.2
UK	10.6	-1.2	12.1	9.0
Iceland	17.8	-1.3	22.5	12.7
Norway	10.4	-1.3	12.8	7.9
Switzerland	4.5	-1.1	5.0	3.9
MK*	8.5	-4.0	8.3	8.7
Turkey	32.5	-5.8	31.0	34.0

**A CLOSER LOOK:** Early school leaving is a determinant of educational poverty. Relevant measures to help preventing early leaving from education and training include increasing participation in early childhood education, promoting socio-economic inclusion in schools and offering systematic career guidance to school students.

Source: Eurostat (EU-LFS), online data code [edat\_lfse\_14]. Notes: the indicator covers 18 to 24 year-olds with ISCED 2 at most and who are no longer in formal or non-formal education and training. The trend depicted refers to the 2014-2017 change in percentage points.

## 2. Tertiary educational attainment

**EUROPE 2020 HEADLINE TARGET:** The share of 30 to 34 year-olds with tertiary educational attainment should be at least 40%.

**BEST EU PERFORMERS:** Lithuania, Cyprus, Ireland  
**MOST PROGRESS 2014-2017:** Slovakia, Greece, Czech Rep.

	2017 Total	Trend	2017	
			Males	Females
EU	39.9	2.0	34.9	44.9
Belgium	45.9b	2.1	40.8	50.9
Bulgaria	32.8	1.9	25.5	40.5
Czech Republic	34.2	6.0	27.7	41.0
Denmark	48.8	3.9	41.1	56.7
Germany	34.0	2.6	33.8	34.2
Estonia	48.4	5.2	41.6	55.6
Ireland	53.5b	1.3	47.5	58.9
Greece	43.7	6.5	37.0	50.5
Spain	41.2	-1.1	34.8	47.5
France	44.3	0.6	38.7	49.6
Croatia	28.7	-3.4	22.1	35.4
Italy	26.9	3.0	19.8	34.1
Cyprus	55.8	3.3	47.2	63.5
Latvia	43.8	3.9	32.1	56.0
Lithuania	58.0	4.7	47.6	68.1
Luxembourg	(52.7)	0.0	(49.8)	(55.5)
Hungary	32.1	-2.0	27.0	37.5
Malta	30.0	3.5	28.0	32.2
Netherlands	47.9	3.1	44.0	51.8
Austria	40.8	0.8	37.7	44.0
Poland	45.7	3.6	36.3	55.5
Portugal	33.5	2.2	26.2	40.4
Romania	26.3	1.3	23.9	28.9
Slovenia	46.4	5.4	34.7	58.8
Slovakia	34.3	7.4	26.7	42.4
Finland	44.6	-0.7	37.3	52.0
Sweden	51.3	1.4	44.6	58.4
UK	48.3	0.6	45.8	50.8
Iceland	53.7	7.3	43.0	65.7
Norway	49.0	-3.1	42.5	55.9
Switzerland	52.8	5.6	54.0	51.6
MK*	30.6	5.7	24.6	36.8
Turkey	27.3	5.8	28.6	26.0

**A CLOSER LOOK:** The social dimension of higher education requires urgent attention notably to support participation of students from disadvantaged groups. This can for example be achieved by better recognition of previous formal, non-formal and informal learning, and setting targets for attainment of under-represented groups.

Source: Eurostat (EU-LFS), online data code [edat\_lfse\_03]. Notes: the indicator covers 30 to 34 year-olds having successfully completed ISCED 5 to 8. The trend depicted refers to the 2014-2017 change in percentage points.

## 3. Early childhood education and care

**BENCHMARK 2020:** At least 95 % of children between the age of four and the age for starting compulsory ISCED 1 [1] should participate in education.

**BEST EU PERFORMERS:** France, United Kingdom, Ireland  
**MOST PROGRESS 2013-2016:** Poland, Cyprus, Czech Rep.

	2016 Total	Trend	2016	
			Age 4	Age 5+
EU	95.3	1.2	94.4	96.3
Belgium	98.3	-0.1	98.3	98.3
Bulgaria	86.5	-1.3	75.4	92.0
Czech Republic	90.7	5.0	90.5	91.0
Denmark	98.1	-0.2	98.1	98.2
Germany	96.6	-0.9	95.9	97.3
Estonia	92.6	2.2	91.6	93.1
Ireland	98.8	-1.0	97.9	99.6
Greece	79.8	2.4	65.4	93.7
Spain	97.3	0.2	96.4	98.1
France	100.0	0.0	100.0	100.0
Croatia	75.1	3.7	62.9	80.9
Italy	96.1	-2.6	95.9	96.4
Cyprus	89.7	5.4	85.6	93.7
Latvia	95.5	1.4	92.6	97.0
Lithuania	91.4	4.9	84.5	94.9
Luxembourg	94.2	-5.2	92.9	95.4
Hungary	95.7	1.0	95.4	96.1
Malta	98.0	-2.0	98.0	:
Netherlands	97.6	-1.9	96.0	99.2
Austria	94.9	1.0	92.7	97.0
Poland	93.1	8.3	85.6	96.6
Portugal	92.5	-1.4	90.1	94.8
Romania	88.2	1.8	88.0	88.4
Slovenia	90.9	1.1	89.7	92.1
Slovakia	76.5	-1.0	71.4	82.0
Finland	87.4	3.4	79.3	91.4
Sweden	95.6	-0.1	93.7	96.5
UK	100.0	4.1	100.0	:
Iceland	97.4	1.2	97.1	97.6
Norway	97.1	-0.3	97.0	97.3
Switzerland	82.2	3.1	48.1	99.2
MK*	38.3	4.9	36.7	39.8
Turkey	51.7	-3.0	33.6	69.7

**A CLOSER LOOK:** In addition to widening participation, key areas for successful reforms in ECEC cover workforce, curriculum, governance, and evaluation. Several countries have increased minimum qualification requirements for ECEC staff, enhanced the curricula, and provided more language support at ECEC level.

Source: Eurostat (UOE), online data code [educ\_uae\_enra10; educ\_uae\_enra19 (age4); educ\_uae\_enra18 (age5+)]. Notes: [1] the age for starting compulsory ISCED 1 is different from country to country. See Section 3.1 of the Education and Training Monitor 2017 for more information (ec.europa.eu/education/monitor). The trend depicted refers to the 2013-2016 change in percentage points.

## 4. Underachievement in reading, maths and science

**BENCHMARK 2020:** The share of 15 year-olds with underachievement in reading, mathematics and science [1] should be less than 15%.

**BEST EU PERFORMERS:**  
 Reading: Ireland, Estonia, Finland  
 Maths: Estonia, Denmark, Finland  
 Science: Estonia, Finland, Slovenia

	2015 Reading	Trend	2015 Maths	Trend	2015 Science	Trend
Belgium	19.5	3.5	20.1	1.1	19.8	2.1
Bulgaria	41.5	2.1	42.1	-1.7	37.9	1.0
Czech Republic	22.0	5.2	21.7	0.7	20.7	6.9
Denmark	15.0	0.4	13.6	-3.3	15.9	-0.8
Germany	16.2	1.7	17.2	-0.5	17.0	4.8
Estonia	10.6	1.5	11.2	0.7	8.8	3.7
Ireland	10.2	0.6	15.0	-1.9	15.3	4.2
Greece	27.3	4.7	35.8	0.1	32.7	7.2
Spain	16.2	-2.1	22.2	-1.4	18.3	2.6
France	21.5	2.6	23.5	1.1	22.1	3.3
Croatia	19.9	1.2	32.0	2.2	24.6	7.4
Italy	21.0	1.5	23.3	-1.4	23.2	4.5
Cyprus	35.6	2.9	42.6	0.6	42.1	4.1
Latvia	17.7	0.7	21.4	1.5	17.2	4.9
Lithuania	25.1	3.9	25.4	-0.6	24.7	8.7
Luxembourg	25.6	3.5	25.8	1.5	25.9	3.6
Hungary	27.5	7.8	28.0	-0.1	26.0	8.0
Malta	35.6	:	29.1	:	32.5	:
Netherlands	18.1	4.1	16.7	1.9	18.5	5.4
Austria	22.5	3.0	21.8	3.1	20.8	5.0
Poland	14.4	3.8	17.2	2.8	16.3	7.2
Portugal	17.2	-1.6	23.8	-1.1	17.4	-1.6
Romania	38.7	1.5	39.9	-0.9	38.5	1.2
Slovenia	15.1	-6.0	16.1	-4.0	15.0	2.1
Slovakia	32.1	3.9	27.7	0.2	30.7	3.9
Finland	11.1	-0.3	13.6	1.3	11.5	3.8
Sweden	18.4	-4.3	20.8	-6.2	21.6	-0.6
UK	17.9	1.3	21.9	0.1	17.4	2.4
Iceland	22.1	1.1	23.6	2.1	25.3	1.3
Norway	14.9	-1.3	17.1	-5.2	18.7	-0.9
Albania	50.3	-2.0	53.3	-7.4	41.7	-11.4
Montenegro	41.9	-1.4	51.9	-4.7	51.0	0.3
MK*	70.7	:	70.2	:	62.9	:
Turkey	40.0	18.4	51.4	9.4	44.5	18.1

**A CLOSER LOOK:** In order to tackle underachievement, most countries dedicate additional resources to schools with disadvantaged students and issue guidelines on underachievement as a topic in teacher education. Increasing participation in ECEC and improving its quality are positive measures that can help tackling underachievement.

Source: OECD (PISA 2012, 2015). Notes: [1] low achievement means failing Level 2 on the PISA scale for reading, mathematics or science. The trend depicted refers to the 2012-2015 change in percentage points.