



Education and Culture DG

Lifelong Learning Programme

INVOLVE - Learner with the low educational background

RESEARCH PHASE I – Description of educational system and summary of collected data from partner's countries



RESEARCH PHASE I

1. Short introduction to school system

1.1 General information of school system

At the same beginning it is necessary to point out, that the description of school system in partner's countries is of qualitative and quantitative nature and presents a general picture of education in Europe, with its models and or typical patterns relating to its structure and functioning.

The overview of the school system of 7 partner's countries gives us the opportunity to define and compare the learner with low educational background. As mentioned above the following description including charts with statistics figures can not show us all aspects of the national educational system in each country but some of them may be of high importance for our definition and understanding of the learner with low educational background.

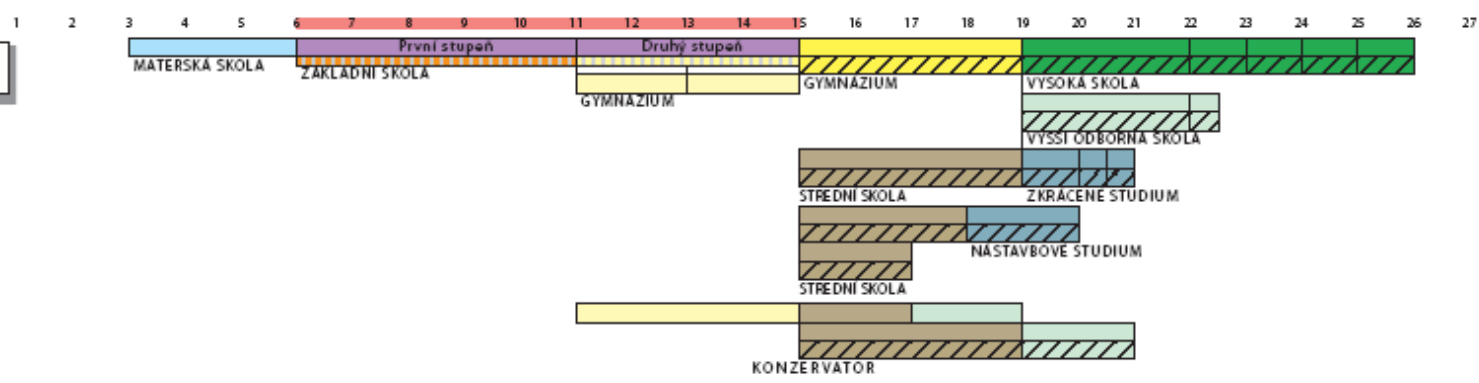
In some countries Pre-primary education is provided in primary schools while in others primary and lower secondary education are incorporated within a single structure. Compulsory education usually starts at the age of 5 or 6 and generally corresponds to entry into primary school. The end of compulsory full-time education often coincides with the transition between lower and upper secondary education or with the end of the single structure. However, in some countries, e.g. Great Britain (England) the transition between lower and secondary education takes place two years before the end of full time compulsory schooling (please see the following charts).

In Upper-secondary education, different educational options are established provided in all countries. It is possible to distinguish between two main categories: the general education options which prepares the pupils for tertiary education and the vocational options, which prepares pupils both for working life and for further studies. In the United Kingdom (for further education institutions) vocational and general training may be offered with the same establishment and students may follow a general or vocational programme or even combine the types of education (e.g. also in details described in Helen's and Elizabeth's research – studio schools and UTC).

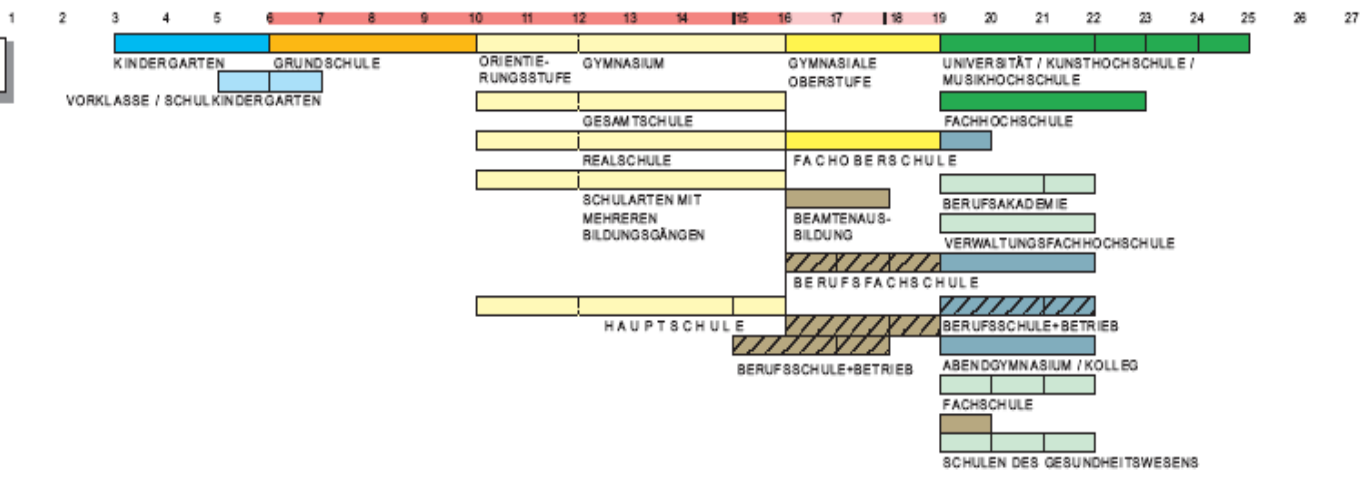
1.2 Charts of school system

The charts below give an overview of the educational structures for mainstream schooling from pre-primary level (whether under the responsibility of the Ministry of Education or not) up to tertiary education (except for post-graduate level education and doctoral studies). In an attempt to summarise and facilitate comparison of the different national educational structures, only the paths/programmes of study considered to be the most representative have been taken into account.

CZ



DE

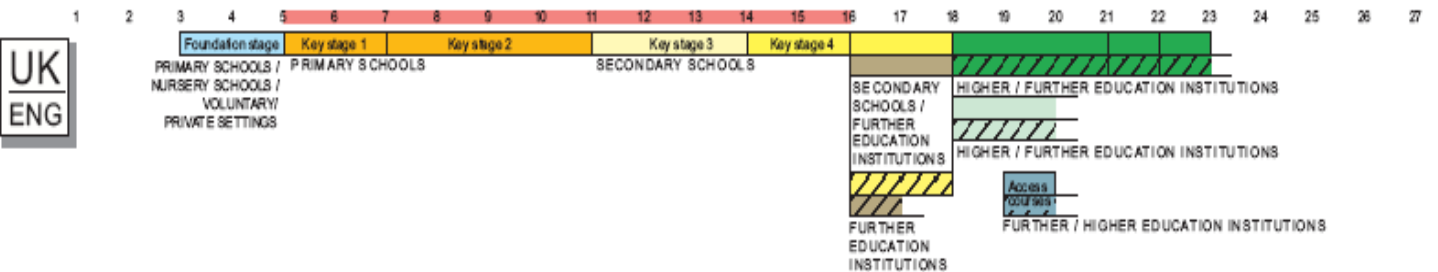
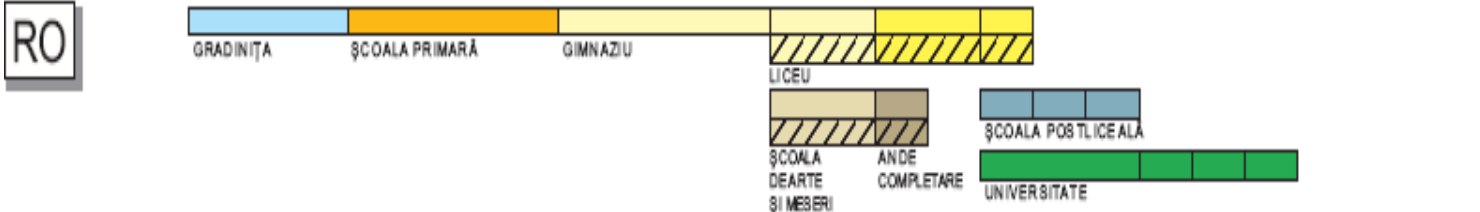


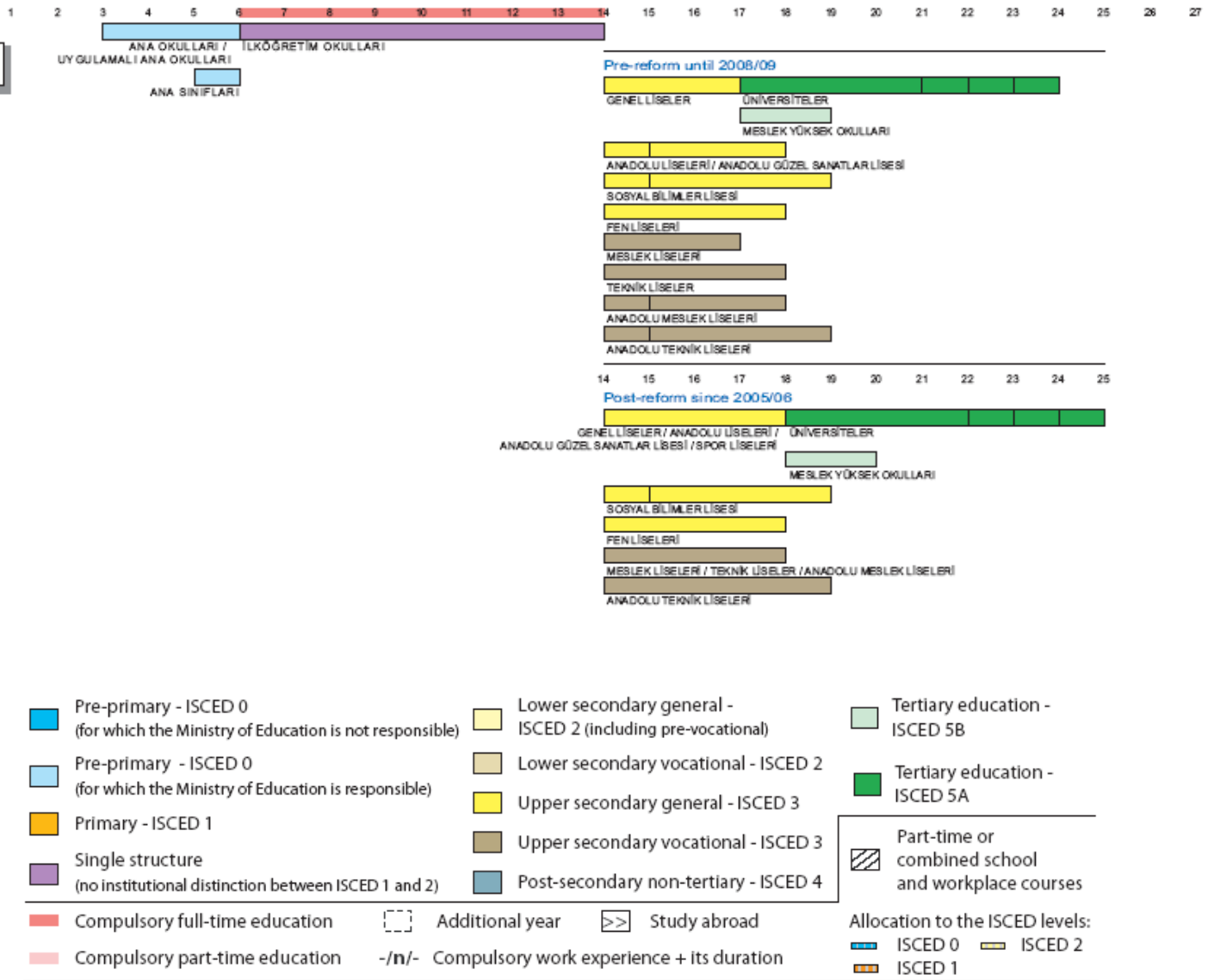
ES



Source: Eurydice.

IT





ISCED 2 –Lower secondary education

It continues the basic programmes of the primary level. Usually, the end of this level coincides with the end of compulsory education

ISCED 3 – Upper secondary education

This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (end of compulsory educations) and other minimum entry requirements are usually needed. Thy typical duration of ISCED level 3 varies from two to five years.

¹ chart Turkey

¹ please the chart from Turkey was not up-dated in eurydice database (in Turkey the system has recently changed, compulsory ed. 7-15)

1.3 Compulsory education

In the most of countries, compulsory full-time education lasts for nine or ten years and continues up to at least the age of 15 or 16. However, it lasts for eleven years in the United Kingdom (England, Wales and Scotland). Compulsory education generally corresponds with the lower secondary education. Exceptions are Turkey and the Czech Republic – there is a single structured compulsory primary education including lower secondary education with no formal separation between them. As mentioned above in Great Britain (England) the transition between lower and secondary education takes place two years before the end of full time compulsory schooling. In Germany the full -time compulsory education lasts between nine and ten years (depending on the Lander). In Italy the length of compulsory education has been prolonged up to 18 years of age (i.e. that has the right/duty to education and training for at least 12 years at schools or to obtain a three-year vocational qualification before reaching 18 years of age).

Country	Full- time compulsory education		Duration (in years)
	starting age	ending age	
CZ	6	15	9
DE	6	15(16)	9(10)
ES	6	16	10
RO	6	16	10
IT	6	16	10
UK (ENG)	5	16	11
TR	7	15	8

1.4 Learners with low educational background and the definition in system of partner's countries

Depending on the description of the educational system and relating to the compulsory education in partner's countries we can describe the learner with low educational background as the learner, which has or has not finished the compulsory education. It is usually the learner who has finished Lower secondary degree and less, i. e. ISCED 2 (Romania, Italy, Turkey, and Germany). However, in the Czech Republic the learner with low educational background is the learner who has left the education with less than A-level, i.e. the learner with Secondary education without A-level and less (ISCED 3 and less). In England it is someone who has left education with less than a Level 2, it means in national education system less than GCSE 5 A-C, less than 6th Form at school, usually at the age of 15-16 (the compulsory education is till 16). In Spain it is also generally the learner who has or has not obtained the graduate in Lower secondary and compulsory education. There is also a group of learners who have or have not finished successfully a PCPI in Spain (Programs of Initial and Professional Qualification).

Country	the learner	Age approx.
CZ	without A-level and less	17 (18) and less
DE	has completed compulsory education (Hauptschulabschluss) and less	15(16)
ES	has completed lower secondary education and less	16
RO	has not completed the compulsory education	
IT	has completed the Lower secondary education	16
UK (ENG)	have passed GCSE , D-G and less	15(16)
TR	has not completed the compulsory education	

2. The target group

2.1 General information about countries

Depending on the country the target group generally consists of learners, who have or have not finished the secondary education without A-level (CZ), the lower secondary education or the compulsory education and everything what it is less than this.

As the learner covers different groups in different countries it is quite hard to find always the accurate percentage of population. Some of countries have skipped some information in their researches, so that the description and following comparison is based only on data that were given or were found in database www.eurydice.org.

2.2 Figures of TG in categories

There is always a short description of particular partner's countries followed by chart or table when possible.

2.2.1 TG - % of population

Spain - Total number of population with low educational background is **55, 4%**. The target group has two main groups. These are the following: those who finished at the primary school (the 28,2%) and the second main group is those who finished at Lower secondary school (24,7%).

The Czech Republic: Primary education and without education 18, 7%, Secondary without A-level 35, 8 %, total **53, 5 %** of population is considered as the learner with low educational background.

Italy: Percentage of population aged 25- 64 having completed at most Lower secondary education: in year 2008 it was 46, 7 % and in 2009 it was **45, 7 %**.

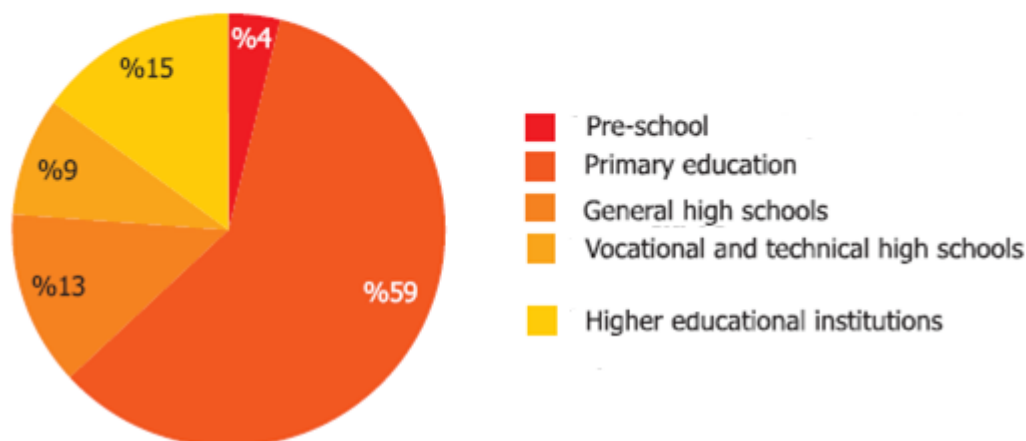
Turkey: Primary education has completed 98, 17%, i.e. the target group is then **7, 83%** the secondary education 64, 9% (2009/2010) of population.

1.5 Schools, teachers, enrollments and graduates in primary education

		Teachers			Enrollments			Graduates	
		Number of schools	Total	Females	Division	Total	Females	Total	Females
				(%)			(%)		(%)
Primary education	2005/'06	34 990	389 859	46.85	382 061	10 673 935	47.39	1 108 986	46.00
	2006/'07	34 656	402 829	48.03	387 351	10 846 930	47.59	1 130 599	46.44
	2007/'08	34 093	445 452	49.85	392 521	10 870 570	47.78	1 193 761	46.81
	2008/'09	33 769	453 318	50.44	408 221	10 709 920	48.14	1 180 162	46.86
	2009/'10	33 310	485 677	52.04	416 930	10 916 643	48.41
Public	2005/'06	34 262	370 316	45.66	371 486	10 484 845	47.42	1 083 361	46.04
	2006/'07	33 899	381 354	46.78	375 554	10 633 859	47.63	1 102 095	46.50
	2007/'08	33 227	422 264	48.76	379 541	10 644 383	47.73	1 163 458	46.86
	2008/'09	32 862	428 429	49.25	394 733	10 469 932	48.20	1 148 238	46.90
	2009/'10	32 431	458 046	51.04	402 770	10 664 676	48.46
Private	2005/'06	728	19 543	69.42	10 575	189 090	45.48	25 625	44.58
	2006/'07	757	21 475	70.18	11 797	213 071	45.51	28 504	44.09
	2007/'08	866	23 188	69.68	12 980	226 187	45.72	30 303	44.61
	2008/'09	907	24 889	71.00	13 488	239 988	45.77	31 924	45.28
	2009/'10	879	27 631	68.61	14 160	251 967	45.97

Source: MONE, National Education Statistics, 2009/'10
Note. Enrollment in the open primary education is included.

The distribution of enrollment by educational institutions
2008/'09

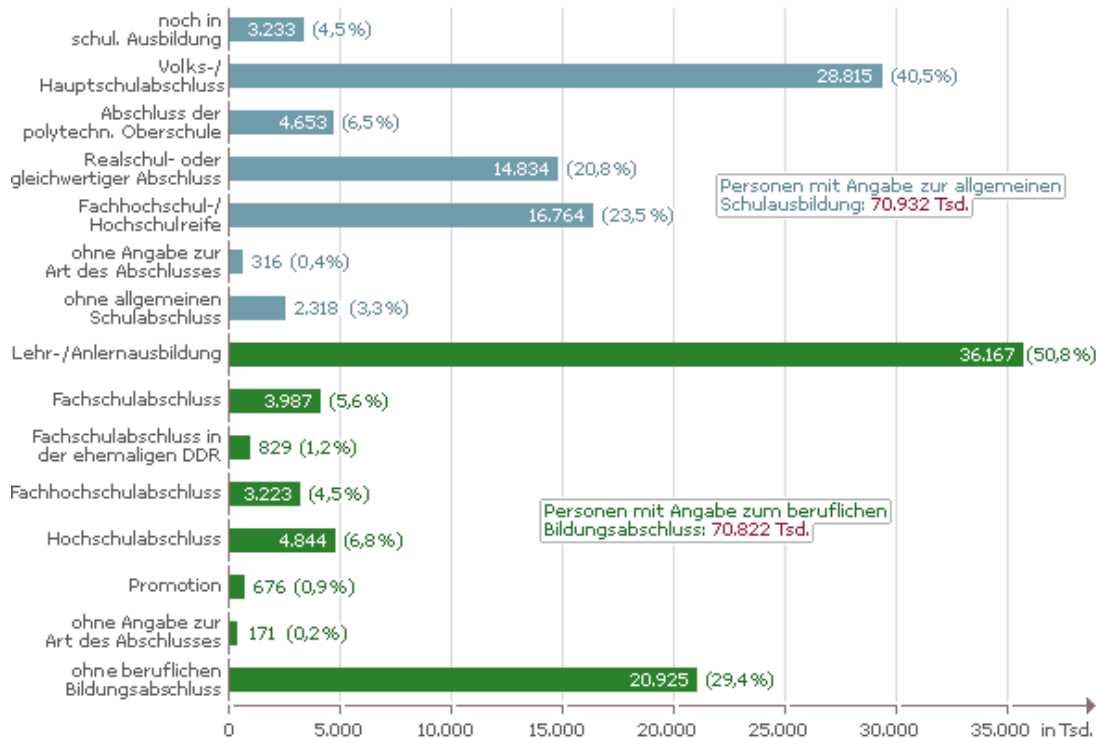


Germany: The Target Group means the learners with Lower secondary degree (Hauptschulabschluss – compulsory education) and less According to the tables the total percentage of TG is **43, 8%**.

Educational degrees	2006		2007		2008	
	1 000	%	1 000	%	1 000	%
After general school education						
Still in school education	3 288	4,6	3 233	4,5	2 674	3,8
Lower secondary degree (including adult education centers)	29 274	41,2	28 815	40,5	27 979	39,3
degree of the polytechnic grammar school	4 589	6,5	4 653	6,5	4 696	6,6
Secondary degree (and similar degrees)	14 692	20,7	14 834	20,8	15 047	21,1
A-level	16 305	22,9	16 764	23,5	17 409	24,4
Without information on educational level	5 31	0,7	316	0,4	319	0,4
Without educational degree	2 422	3,4	2 318	3,3	2 748	3,9
Vocational degrees						
Vocational education	35 705	50,2	36 167	50,8	36 169	50,8
Degree from a vocational school	4 028	5,7	3 987	5,6	4 119	5,8
Degree from a vocational school from the former GDR	850	1,2	829	1,2	869	1,2
Degree from a University of Applied Science	3 085	4,3	3 223	4,5	3 526	5,0
Degree from a University	4 663	6,6	4 844	6,8	5 013	7,0
Postdoctoral	648	0,9	676	0,9	726	1,0
Without information on the kind of degree	405	0,6	171	0,2	205	0,3
Without vocational degree	21 732	30,6	20 925	29,4	20 088	28,2

Bevölkerung nach Bildungsabschluss

Personen im Alter von 15 Jahren und mehr, in absoluten Zahlen und Anteile in Prozent, 2007



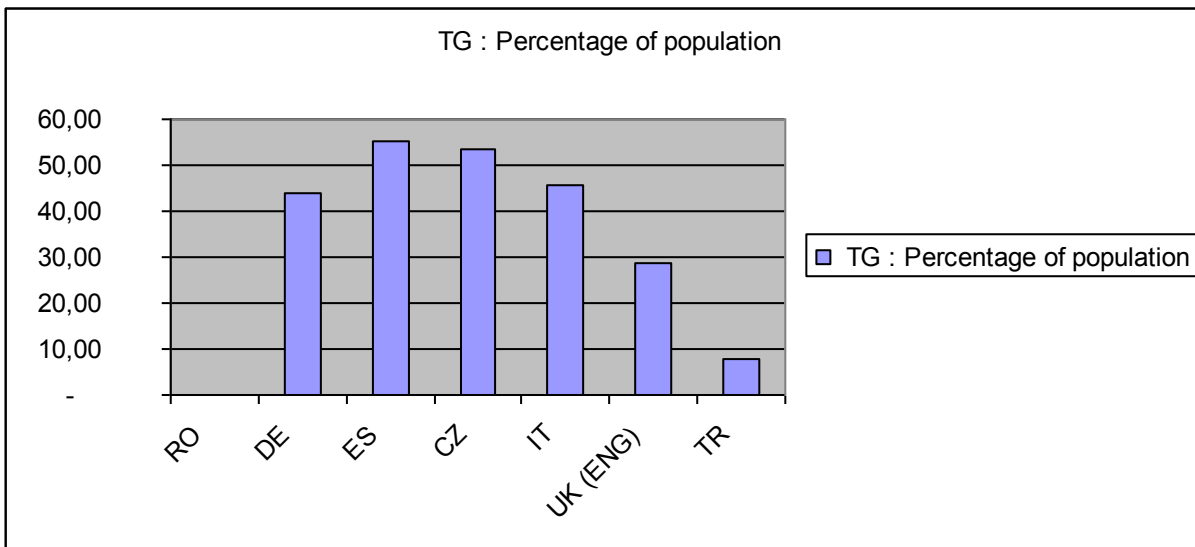
Quelle: Statistisches Bundesamt: Mikrozensus
Lizenz: Creative Commons by-nc-nd/2.0/de
Bundeszentrale für politische Bildung, 2008



Romania: no data available

UK (ENG): The table shows the data for the whole UK, other qualifications is 13, 7 % and no qualifications is 15%, in total **28, 7%**. If we take into account England there is no big difference between the given figures (in total 29, 1%). In the United Kingdom eighty-three per cent of 16-year olds and 70 per cent of 17-year olds were in full-time post-compulsory education and Government-supported training (GST) in 2006/07. In 2006/07, 45.2 per cent of young people in the United Kingdom achieved 2 or more A level passes or equivalent. At GCSE/NQ Standard Grade level, 61.3 per cent of pupils in their last year of compulsory schooling gained 5 or more passes at grades A*-C/1-3.

Table of percentage TG in population



Summary: the comparison of given data shows that the high percentage of learners with low educational background is in Spain, the Czech Republic and in Italy. The proportion of the target group is nearly 30 % in the UK. The lowest percentage of learners with low educational background is in Turkey as the target group is defined the learner without compulsory education. There were no available data from the Romanian research.

2.2.2 TG - % of unemployed people

While age is a determining factor in securing a job in the European Union, the level of qualifications held by individuals is another significant factor. The employment rate for people with tertiary education (ISCED 5-6) was much higher than for people with lower-level qualifications (ISCED 0-2). Indeed, the employment rate for people with higher education qualification aged between 25 and 39 years was around 20 percentage points higher than that for other people in the same age group but less well qualified. This correlation between employment rates and levels of qualification is typical of the EU-27 nations and is more pronounced among the 40-64 age group than for younger people.

The collected data from our researches show a little bit different figures than the source of eurydice. The main difference is caused by the increase of unemployment rate in last two years as an impact of economic crisis especially in secondary sector and in tertiary sector. The eurydice table comes from the year 2007.

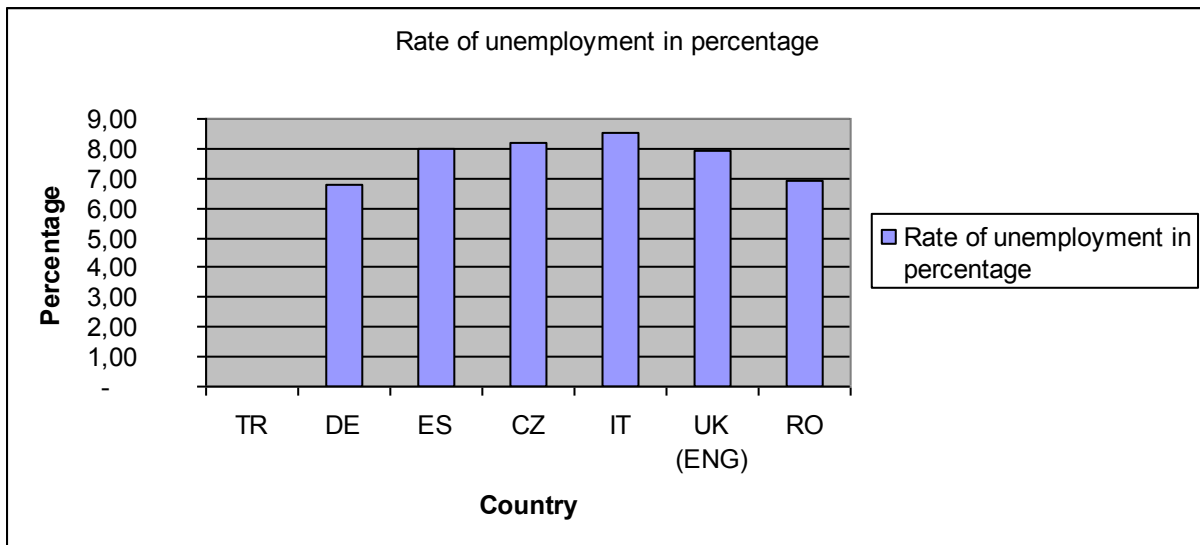
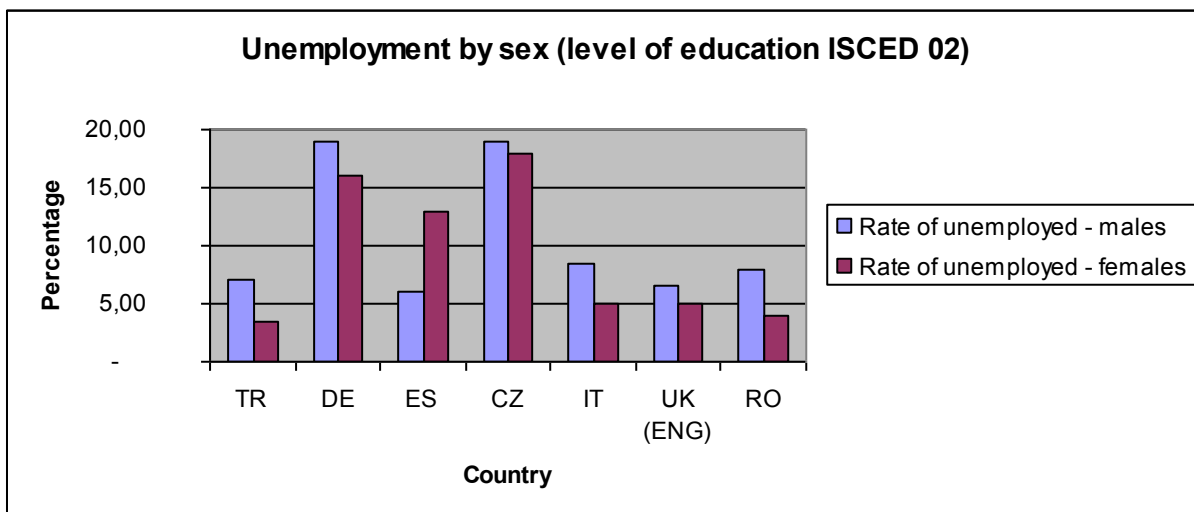
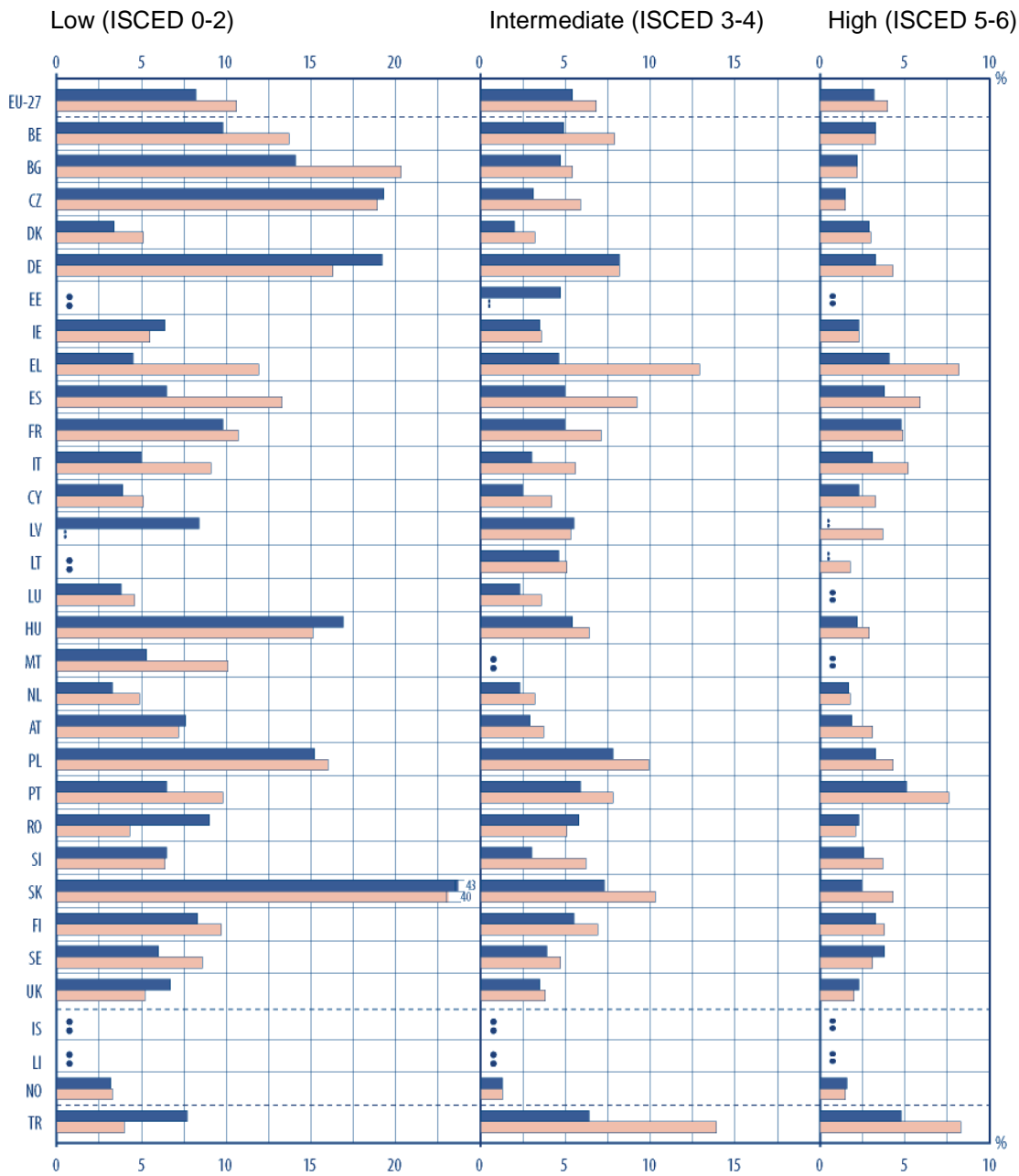


Table of unemployment rate by sex (category ISCED 02) in partner's countries



Unemployment rates for the 25-64 age group by level of education and by sex, 2007



The unemployment rates by level of education show that the less educated people build the biggest group of unemployed people and that there is a higher percentage of unemployed women than men at the same level of education in most countries.

Spain: On the one hand, the groups from prevocational training are the less affected by unemployment. On the other hand, people from Lower secondary or Primary education are the ones who most suffer from it. Primary education 21,1% and the Lower secondary 35,8%

The Czech Republic – according the given data we know that in the 2010 the unemployment rate was 8, 2 %. The proportion of young learners with secondary education was about 10%. This figure does not include those, who have or have not completed only the compulsory education. The level of education of individuals does not only influence situation on the labour market, but also by general level of education the inhabitants. In the Czech Republic there is the number of people with tertiary education lower than in EU. Although the number of people at universities increases in the last 5 year, the comparison to other European countries is still bad.

Italy: National unemployment rate, by age group – (%)(Eurostat)
National Unemployment rate by gender - % (Eurostat)

Year	Males	Females	Total
2010	7,6	9,6	8,5
2005	6,25	10,1	7,8
2000	8,25	14,6	10,7

Regional unemployment rate (%)(Eurostat)

Year	Lombardia	Campania
2009	5,4	12,9
2008	3,7	12,6

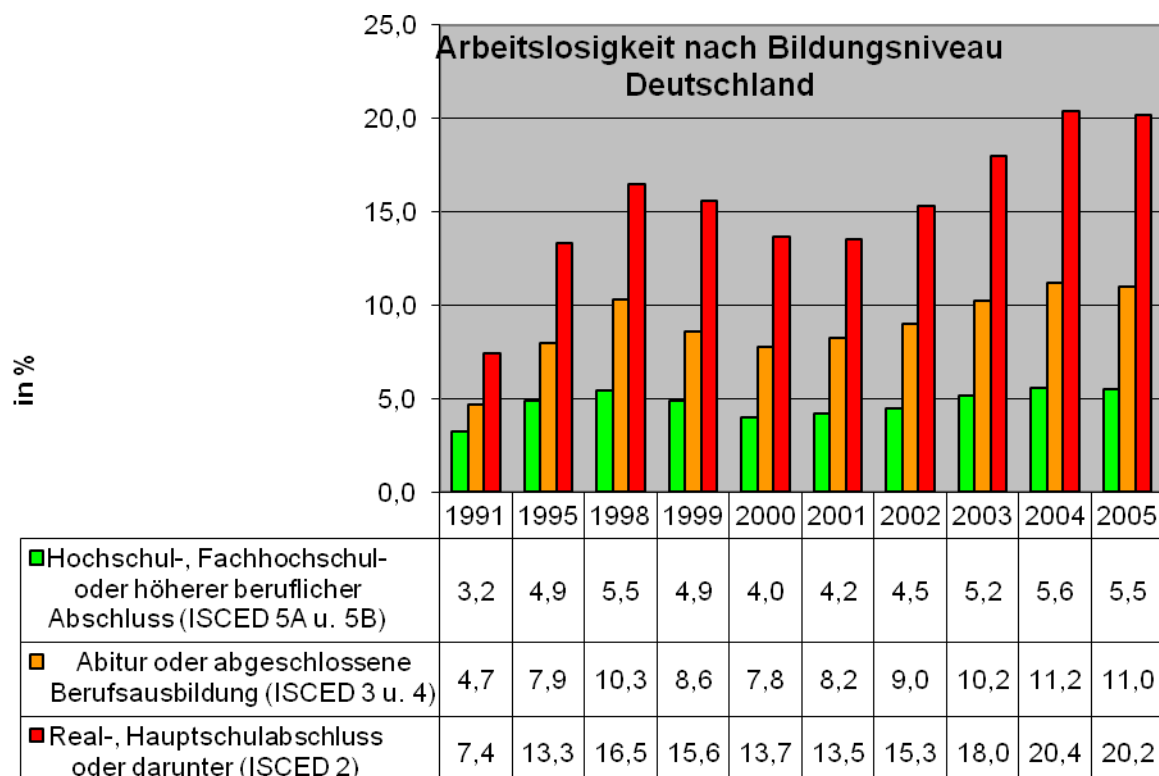
Turkey: no data given by partner

Romania: unemployment rate: 6, 95%

66.09 % of the total unemployed persons who receive social aid are graduates of gymnasium and primary vocational education (School of Crafts and Trades – lower cycle), 24.53 % are high school graduates and 7.33 % graduated higher education.

Among unemployed persons 91.49 % who do not receive social aid, graduated gymnasium and primary vocational education (School of Crafts and Trades – lower cycle), 6.42 % secondary education and 2.10 % are higher education graduates.

Germany: General rate of unemployment is 6, 8% (5, 5 % unemployed people are without a degree – 2009). The unemployment rate in this group is the highest in Germany with around 25%. Thus, the problem of school leavers without a degree becomes not just a personal drama but also becomes an expense factor for the country, because Germany has to provide social benefits etc for them.



- University, higher vocational qualification
- A-level and finalised vocational education
- Secondary degree (Realschulabschluss) and lower secondary degree (Hauptschulabschluss) and below

As we can see, the percentage of unemployed people in TG has increased in Germany in last several years – in addition mainly in the target group.(from 7, 4 to 20,2 %, years 1991 – 2005).

The UK (ENG): the unemployment rate stands at 7, 9%, the proportion of unemployed men in the UK is higher than the rate by women.

Unemployed	
2009	7.7
2010	7.8
Unemployed Males	
2009	8.8
2010	8.4
Unemployed Females	
2009	6.5
2010	7.0

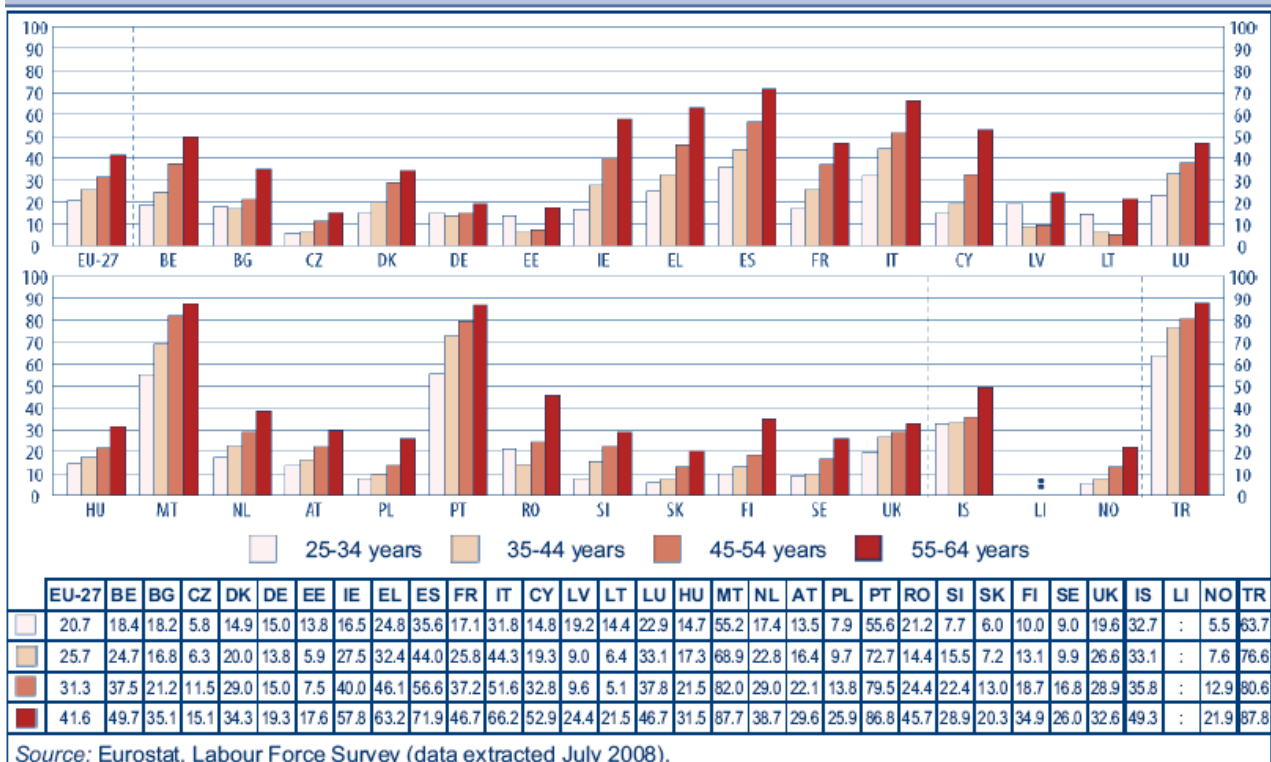
Summary: The unemployment rate in partner's countries varies from 6, 8 – 8, 5% (figures from various years from each partner). Unemployment rates for the 25-64 age group by level of education and by sex show that proportion of unemployed women is higher than by men in Spain and in Italy whereas in the other countries it is on contrary (source eurydice). In development of time the rate of unemployment have increased, especially as an impact of economic crisis (years 2008 – 2010).

2.2.3 TG - % in different age groups

Over 78 % of young people in Europe aged 20- 24 have successfully completed upper secondary education (both general and vocational programmes). In the Czech Republic this proportion rises more than 90 %. Turkey has recorded a qualification rate of less than 60 %.

Younger age groups are more likely to have completed upper secondary education. In most countries the proportion of the people without at least an upper secondary education qualification increases in the higher age groups.. According to this chart the proportion of the age group above 45 years varies from 12% (the Czech Republic) to 89% (Turkey). As we can see, the high percentage in higher age groups is in Romania, Spain and Italy.

Figure F2: Proportion of the population without at least an upper secondary education (ISCED 3), by age group, 2007



2.2.4 TG – development in time

According to the given information from partners we are able to describe the situation in last years. It is quite hard to describe the development in partner's countries as a whole.

Spain: As we can see, population with low educational background has decreased, from 2000 to 2007, the difference is not such significant and in last years we can observe a small increase again.

Percentage	2010	2009	2008	2007	2006	2005
	55,4	56,8	54,8	55,3	58,2	59,1

Italy: Percentage of population aged 25- 64 having completed at most Lower secondary education: in year 2008 it was 46, 7 % and in 2009 t was 45, 7 %.

The Czech Republic: the detailed structure follows, the number of people with lower education has decreased in last years, the number of people with secondary education with A-levels and the tertiary education has increased.

Type of education	2002	2005	2006	2007	2008
	Proportion in %				
Primary educ. and without educ.	20,9	20,0	19,4	19,1	18,7
Secondary educ. without A-level	38,3	37,7	37,2	36,7	35,8
Secondary education with A-level	30,9	31,9	32,6	33,2	33,8
Tertiary education	9,9	10,4	10,9	11,0	11,7

Germany: the table below shows the development in last years (2006 – 2008). While the number of learners with lower secondary degree is decreasing, the number of people without education is increasing.

Educational degrees	2006		2007		2008	
	1 000	%	1 000	%	1 000	%
After general school education						
Still in school education	3 288	4,6	3 233	4,5	2 674	3,8
Lower secondary degree (including adult education centers)	29 274	41,2	28 815	40,5	27 979	39,3
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Turkey: (no data and figures given by partner) Development in last years – there are still differences between rural areas and urban areas in Turkey. Also the big difference in the community, the young age groups more qualified and educated as the higher age groups (see the chart in 2.2.3)

Romania: (no data and figures given by partner) The report State of the art of education in Romania from 2006 highlights important differences between residence areas for most of the evaluation indicators of the education system. The most concerning discrepancies are registered both with regard to the participation in education, and with regard to the students' achievements at national examinations and the continuation of education at higher levels. In rural areas, few possibilities of physical access, precarious learning conditions, poverty, and relatively high costs of education (including basic education) cause the problems related to the access to education, that this community cannot afford

The UK: The GCE A level is usually taken after GCSEs and a further two years of study in a sixth form or equivalent in England, Scotland and Northern Ireland. In Scotland, Higher and Advanced Higher qualifications are usually taken at ages 17 and 18, as part of the National Qualifications framework. The proportion of pupils in the United Kingdom gaining two or more GCE A levels (or equivalent) has increased from 30 per cent in 1995/96 to 39 per cent in 2001/02. The proportion of young women who achieve this has increased from 20 per cent in 1992/93 to 43 per cent in 2001/02 (Figure 3.14). For young men over the same period, the increase has been from 18 per cent to 34 per cent. This performance gap between the sexes has widened to 9 percentage points, from just under 2 percentage points in 1992/93.

Achievement at GCE A level	Males		Females	
	two or more A-levels	one A-level	two or more A-levels	one A-level
	29.9	6.0	37.4	7.2
1998/99	30.1	6.1	37.4	7.3
1999/2000	30.5	6.0	38.6	7.1
2000/01	32.9	4.5	41.7	4.9
2001/02	34.1	4.4	43.2	4.8

Summary: Generally there is a positive development in all partners' countries; the number of higher qualified people has increased. The group of learners with low educational background has decreased (except Spain and Italy, where the differences between last two years are really low, of course the Spain and Italy have the latest figures given).

3. People involved in lifelong learning

3.1 General information about LLP in partner's countries

LLL belongs to non-formal education mainly. The percentage of people in LLL processes belonging to formal education is generally very low. In each country we can observe different institutions and forms of LLL. The aim of this category is rather to describe particular relations as age, sex and situation at the labour market as the system of lifelong learning in each country.

3.2 Relation to age, sex and situation at the labour market

Spain: relation to age: The people from 25-44 year old are those who are present in a more relevant average in this kind of education. The figures by gender and situation at labour market: the most interested group in the LLL (non- formal education) are employed people 30-35%, followed by unemployed (17 - 23 % and inactive (6-12%). The average of women is always superior in the non-formal education (valid for all three above-mentioned groups (employed, unemployed and inactive). The last category is by highest level of education – the higher the education is the more interested people in lifelong learning (lower secondary 13, 8%, medium degree studies 30, 1%, and higher degree studies 42,8%).

The Czech Republic: according to the data from Ministry of Education the most important part of people participating in lifelong learning build the group of employed people (especially in private companies). Generally the percentage of people involved in LLL is very low in the Czech republic (comparable with Romania) – total around 7% of inhabitants: formal education - total 6% of people participating in LLL, unemployed people only about 10% of people participating in LLL, the rest builds ca. 84 % of employed people (esp. further qualification and training in private companies). The reason, why the percentage of lifelong learning is very low, is the fact, that the Czech republic belongs to the states with the highest percentage of people with completed upper secondary education (a-level) and there is no such a high motivation of creating possibilities and offers for further education.

Italy: As we can see from the tables with figures the proportion of people involved in lifelong learning it is quite low, it differs according the age. The higher the percentage of participation in lifelong learning the younger age group it is. Employed people are more interested in LLL. In category according to the age groups and educational attainment we can observe the significant proportion difference between the age groups, higher age groups in not interested in formal education anymore (1,5% primary, lower sec. education and around 10% upper secondary education).

Life-long learning - Participation in education and training by age groups and labour status (Eurostat)

Unemployed people

Year	Age 15-24	Age 25-54
2009	13,2	6,3
2005	14,4	7,3

Employed people

Year	Age 15-24	Age 25-54
2009	14,3	6,1
2005	12,8	6,0

Life-long learning - Participation in education and training, age groups and educational attainment (Eurostat)

Pre-primary, Primary and Lower Secondary education

Year	Age 15-24	Age 25-54
2009	70,2	1,5
2005	66,6	1,3

Upper Secondary and Post secondary

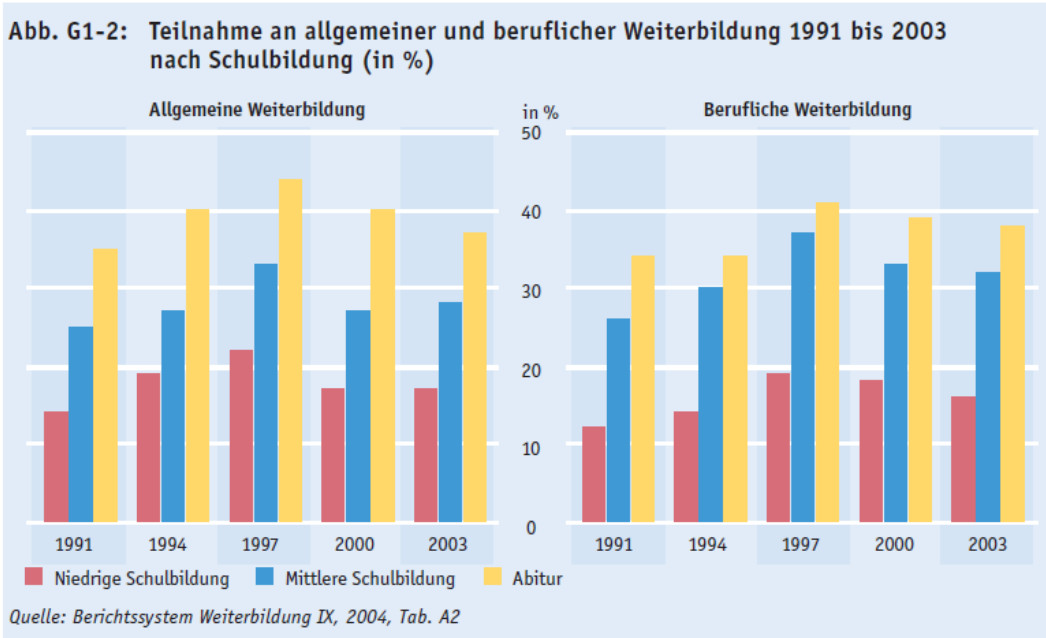
Year	Age 15-24	Age 25-54
2009	52,8	8,8
2005	53,3	10,1

Turkey: Non-formal education comes true via national education, apprentice training and distance learning. Furthermore it is given that occupation courses which are opened in Professional and technical educational associations give formal education in the secondary education level.

The figures: total inhabitants: 72mil, participation in non-formal education - 5, 76 mil. inhabitants. Relation to sex: men 3, 2 and women 2, 5 mil., i.e 8% in total, 55, 55% men and 44, 45 women).

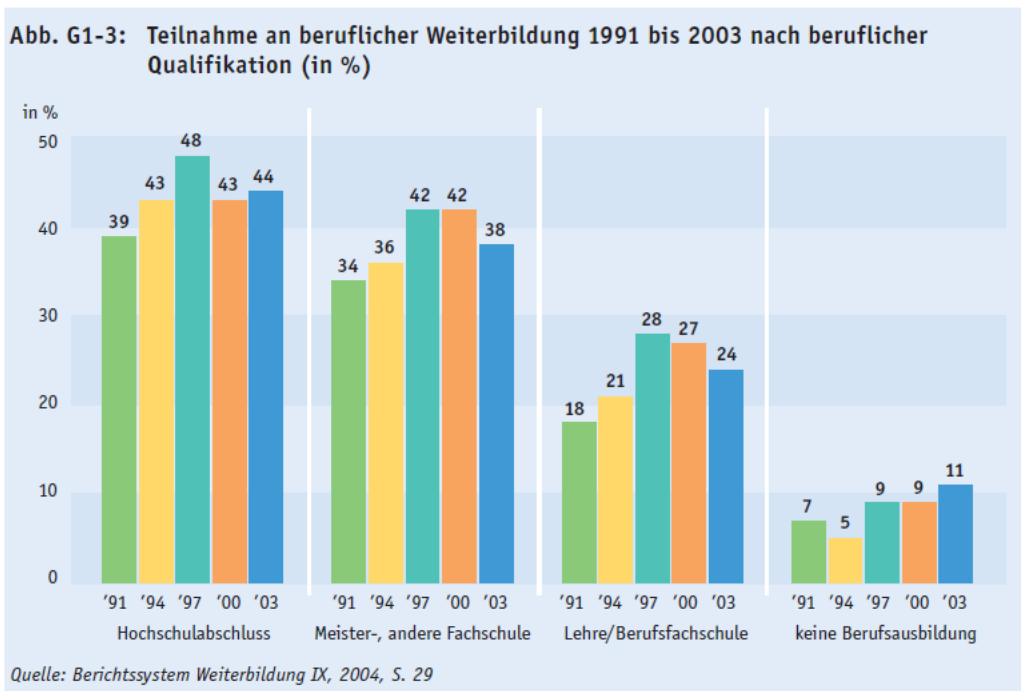
Germany: There are more categories (depending on it whether it is general training or vocational training), nevertheless the participation of group with low educational background is the lowest from all education groups. We can observe the same tendency

also on the field of lifelong learning when the people are already qualified and they undergo further education after the vocational education (see the tables below). The people with A-levels have always participated in LL in proportion of 30% - 45%, upper secondary without A-level (e.g. vocational education) 20 - 30 % and the target group 11- 19%.



Participation within general and vocational further education 1991 till 2003 by school education in percent (%)
Caption:

- low education
- Average education
- A-levels



Participation within general and vocational further education 1991 till 2003 by vocational qualification in percent (%)

Caption: Hochschulabschluss = University degree

Meister , andere Fachschule = master craftsmen

Lehre/ Berufsschule = apprenticeship/ vocational school

Keine Berufsbildung = without vocational education

Romania: Analyses carried out in recent years in relation with the participation of young people and adults in education and training show that Romania is among the last countries in Europe for such indicators as: participation of 25-64 year olds in education and training, the early school-leaving rate, the share of 15 years olds with the lowest performance levels in basic skills. According to the statistics most of the trained people are young people under 25 years old and between 25 and 34 years old; this category is easier to be integrated on the labour market. Participation by sex – the higher proportion of women in last years (above 52%)

On the other side, people over 45 years old demonstrate a lower flexibility, hardly accepting participation in vocational training and acquiring of a new qualification.

Participation in training, by sex, of the unemployed people

	2002	2003	2004	2005	2006	2007	2008 (30.04.)
Male	52%	47.4%	44%	46%	49%	48%	46.7%
Female	48%	52.6%	56%	54%	51%	52%	53.3%

Participation in training, by age, of the unemployed people

Year	Participation in training, by age (%)			
	<25 years old	25-34 years old	35-45 years old	>45 years old
2002	38,5	36,7	19,3	5,5
2003	36,5	32,14	23,1	8,26
2004	38	28,5	24,5	9
2005	36	26,02	25,9	12,08
2006	29,02	27	29,18	14,8
2007	24,7	26,5	31,4	17,4
2008 (30.04)	23	27	32	18

Participation in training, by education level, of the unemployed people

Year	Participation in training, by education level (%)		
	Primary, upper secondary education	secondary, High school, preuniversity post-high school education	University education
2002	46,4	46,3	7,3
2003	58,2	37,37	4,43
2004	52,02	43,45	4,53
2005	56,48	37,87	5,65
2006	61,06	34,38	4,56
2007	59,85	35,80	4,35
2008 (30.04)	59,01	36,52	4,38

Source: NAE, 2008

UK (ENG): There were 3.6 million further education students during the academic year 2006/07, compared with 2.2 million in 1990/91. There were 9.7 million full-time and part-time pupils in 33,700 schools in 2007/08, compared with 9.3 million pupils in 34,600 schools in 1990/91.

Summary: The fact that a significant number of young people participate in vocational training indicates that young people accept more easily to participate in training and to change their initial qualification. Also the group of people in Spain from 25-44 year old is those who are present in a more relevant average in this kind of education. The general result in categories says, that generally the number of people involved in LLL has increased, more women participate in lifelong learning (apart Turkey), less unemployed people in comparison to those who are employed and of course and the higher education is the higher participation is in lifelong learning.