

Data can inform lifelong learning policies

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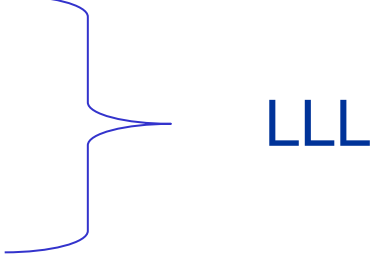
*CEI Conference “Identifying Barriers of Lifelong Learning
and Their Removal”*

18-19th November 2010, Prague

OVERVIEW

- Participation of non-EU CEI countries in lifelong learning (LLL)
- Multifaceted barriers
- Can data help?

Lifelong learning

- Formal education
 - All-age continuous learning
 - Non-formal and informal
- 
- LLL
- Use of human capital, notably in the labour market
 - Returns from investments in human capital

Lifelong learning, how does it take place?

- Participation in formal education programmes
- Attendance of non-formal training through the employer, in-company training
- Training through the Public Employment Service
- Self-motivated education and training
- Informal learning, on-the-job or outside

Education and training opportunities unevenly distributed among the population (table)

South-East and Eastern Europe and three EU benchmarks in education

	EU 27 2009	EU 2010 object ives	EU 2020 object ives	AL	HR	MK	ME	RS	BEL	MD (08)	UKR
Early school leavers % of 18-24 with at most lower secondary education (ISCED 2) and not in further education or training (A)	14.4	10%	10%	39 (08)	5.4	16.2	15.5 (m) 9.2 (f)	9		20.1	
Youth educational attainment % of 20-24 having completed at least ISCED 3 level (B) % of pupils with low reading literacy Level 1 or below (PISA) 2006(D)	78.6 24.1	85% 17%	 15%	47.6 (08) 71.0 (00)	95.1 21.5	81.9 63.0 (00)	 56.3	89.1		22.1 (25- 34)	
Lifelong learning % of 25-64 participating in education and training (E)	9.3 (p)	12.6%	15%	2 (08)	2.3	3.3		3 (08)		0.8	(6.2*)

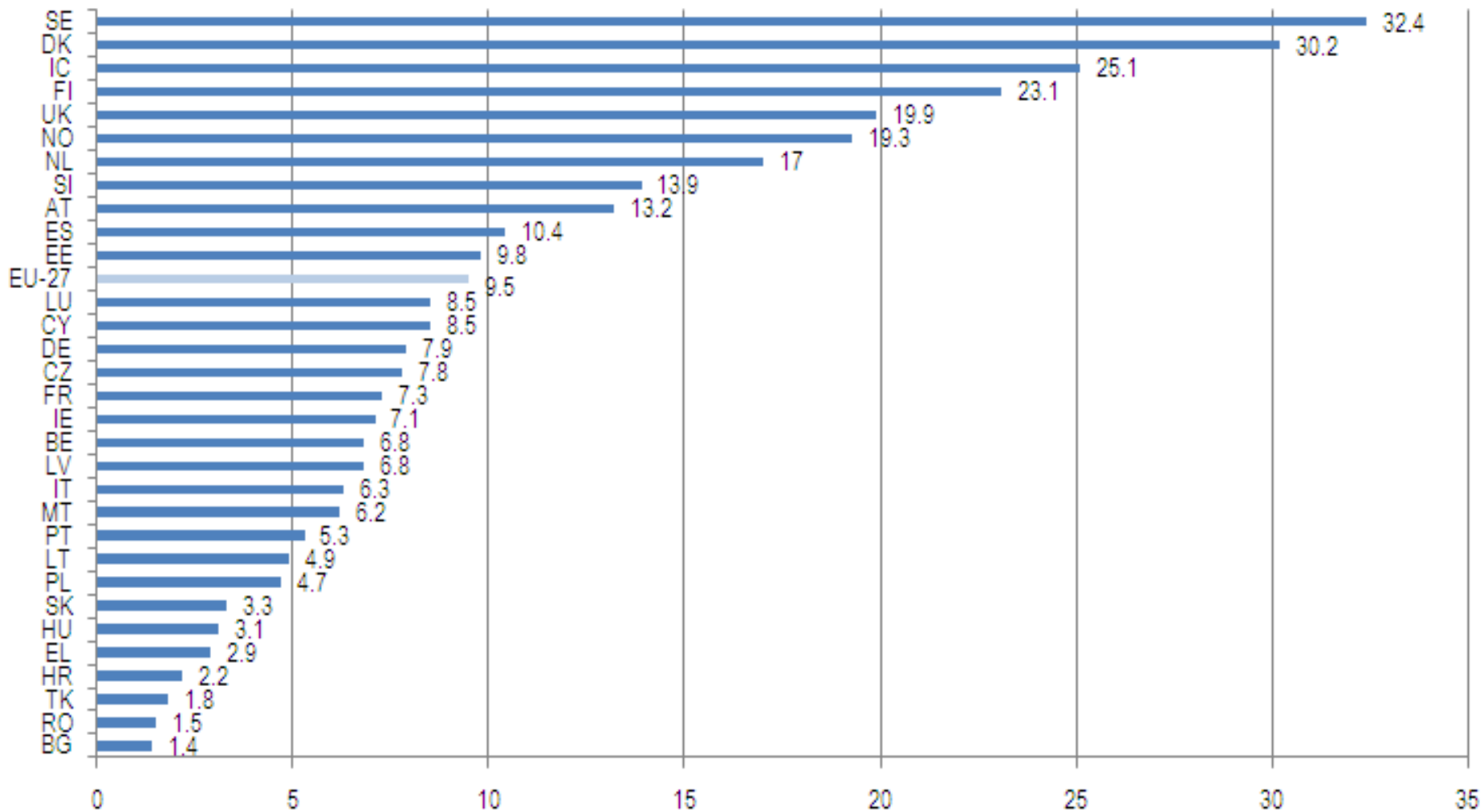
Sources: Eurostat; national LFS; UNDP; OECD; EC. *Torino Process report

Participation in VET and in lifelong learning

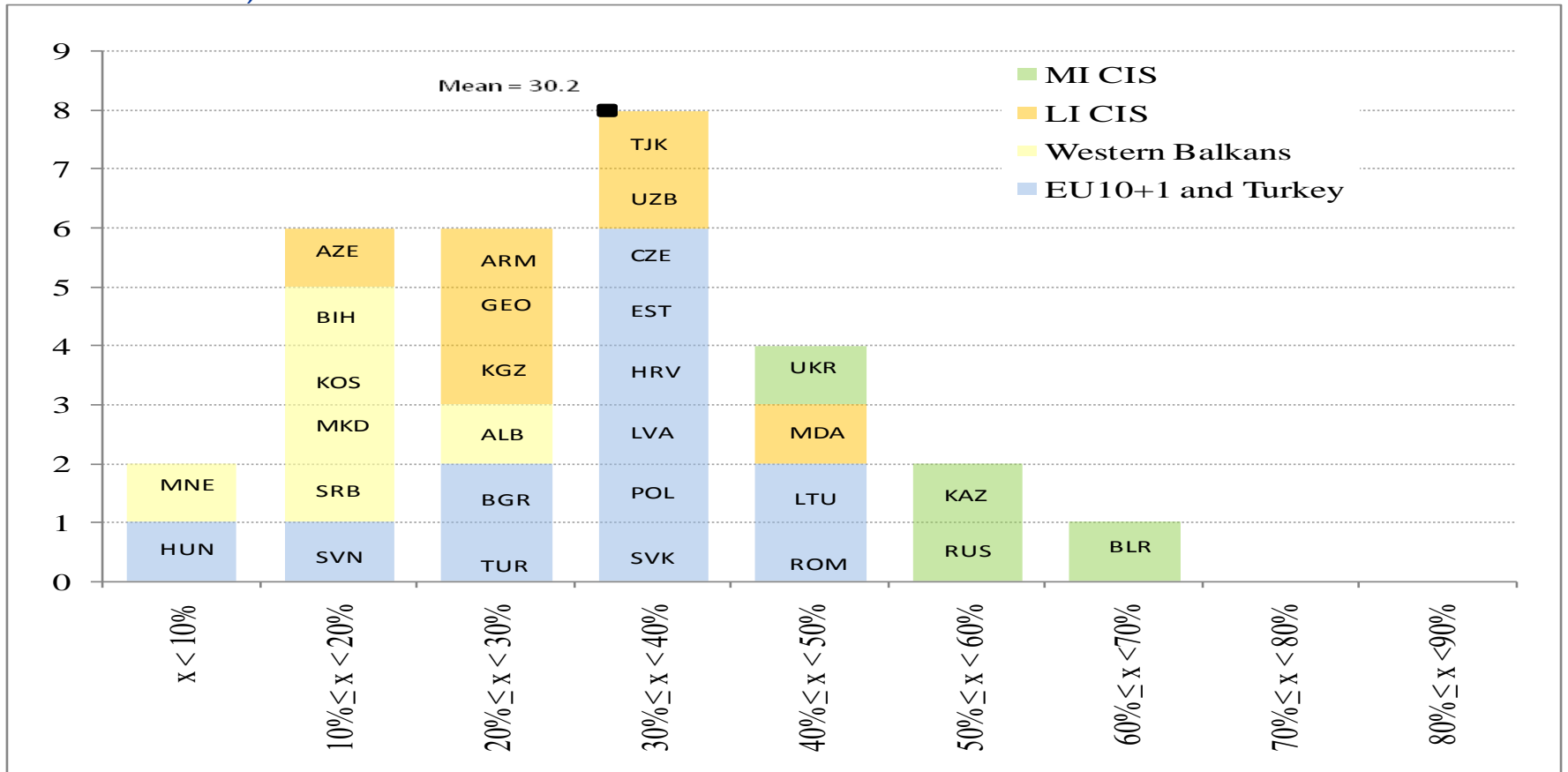
	AL	BH	HR	MK	RS	BEL	MDA	UKR	EU27
VET in % of upper secondary education 2008	16.9 (04)	75.1	72.9	59.8	76.1	44.1 (07)	34.5	24.9	50.3
VET in % of tertiary education 2008	1.3 (04)	4.0 (07)	30.2 (07)	3.4	22.5	26.9	12.1	15.5	
% of 25-64 in LLL 2009	2 (08)		2.3	3.3	3 (08)		0.8	(6.2*)	9.3 (p)

Sources: UNESCO; Eurostat; National Bureaus of Statistics. *Torino Process report

Participation of adults in LLL, 2008

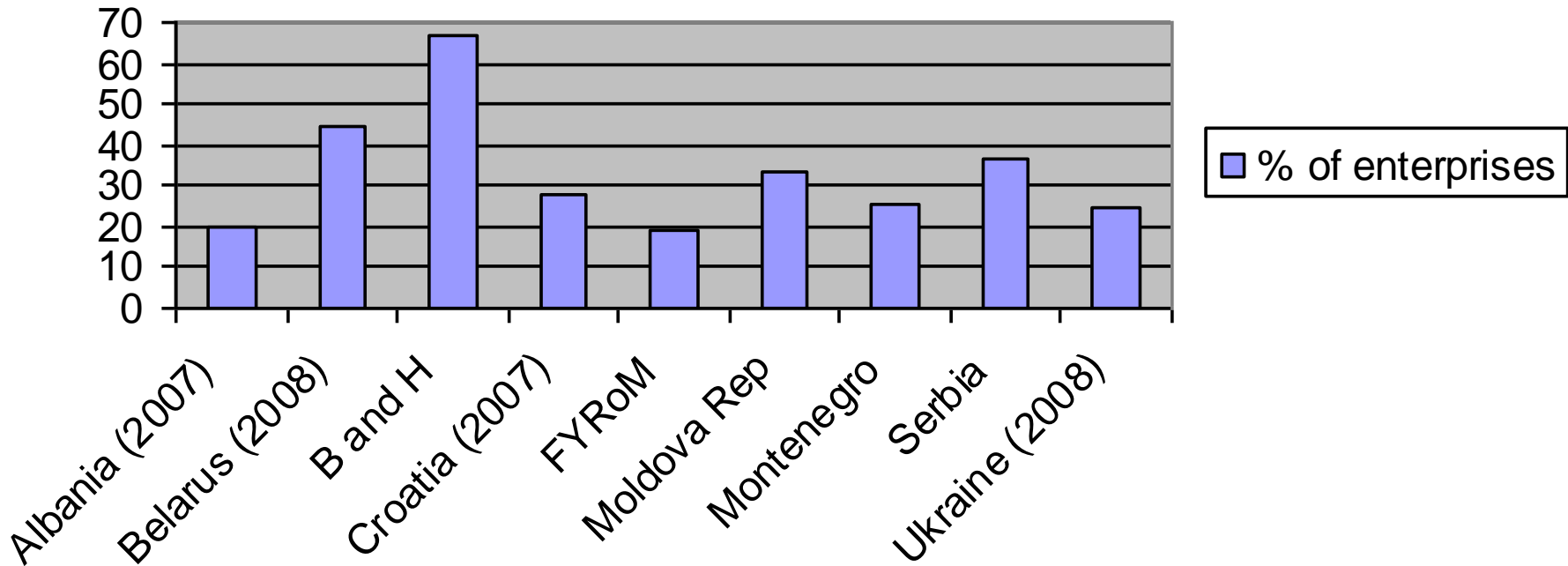


Workers' Skills Had Become a Constraint on Firm Expansion by 2008 (Percentage of firms that consider workers' skills a 'major' or 'very severe' constraint)



Source: Turmoil at Twenty, World Bank 2009

Enterprises offering training to permanent full-time employees (BEEPS, 2009)



The picture is diversified

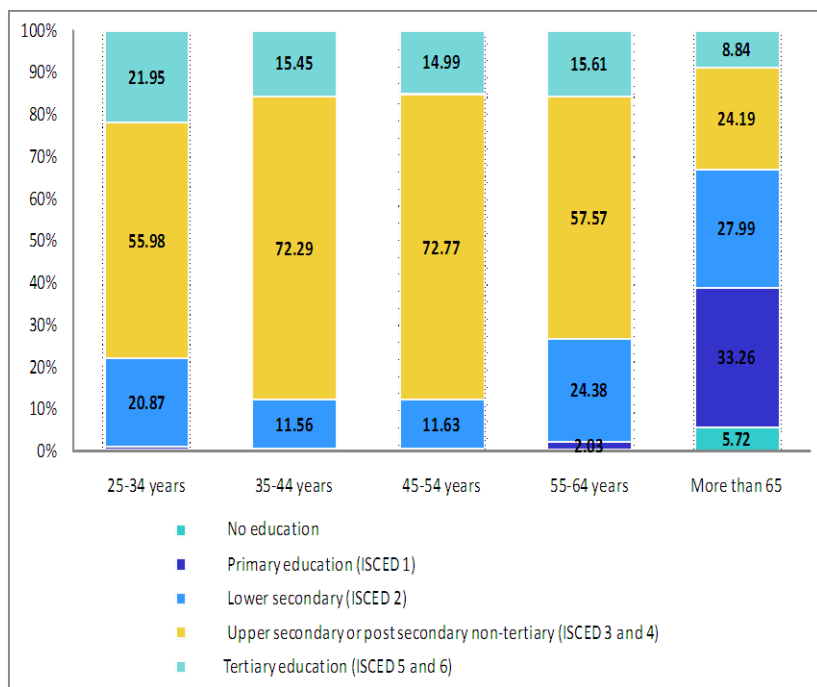
- Investments in training depend also on
 - Sectors
 - Geographical location
 - Size

- Access may be limited (in addition to the above) by
 - Previous qualifications
 - Is prior learning recognised?
 - Learning to learn skills

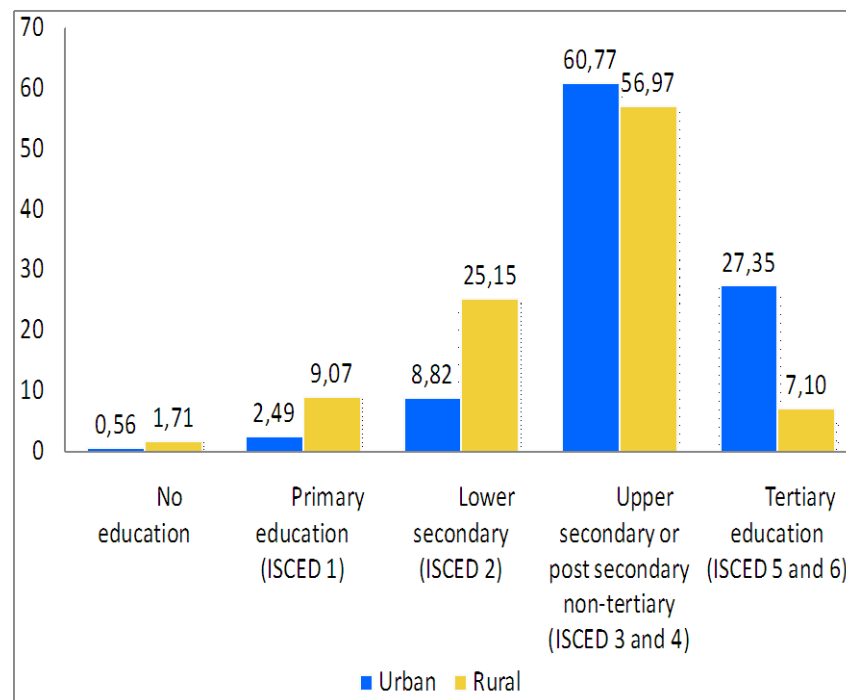
- Continuing training in technical fields for unemployed develops at slow pace

Educational attainment in the Rep of Moldova

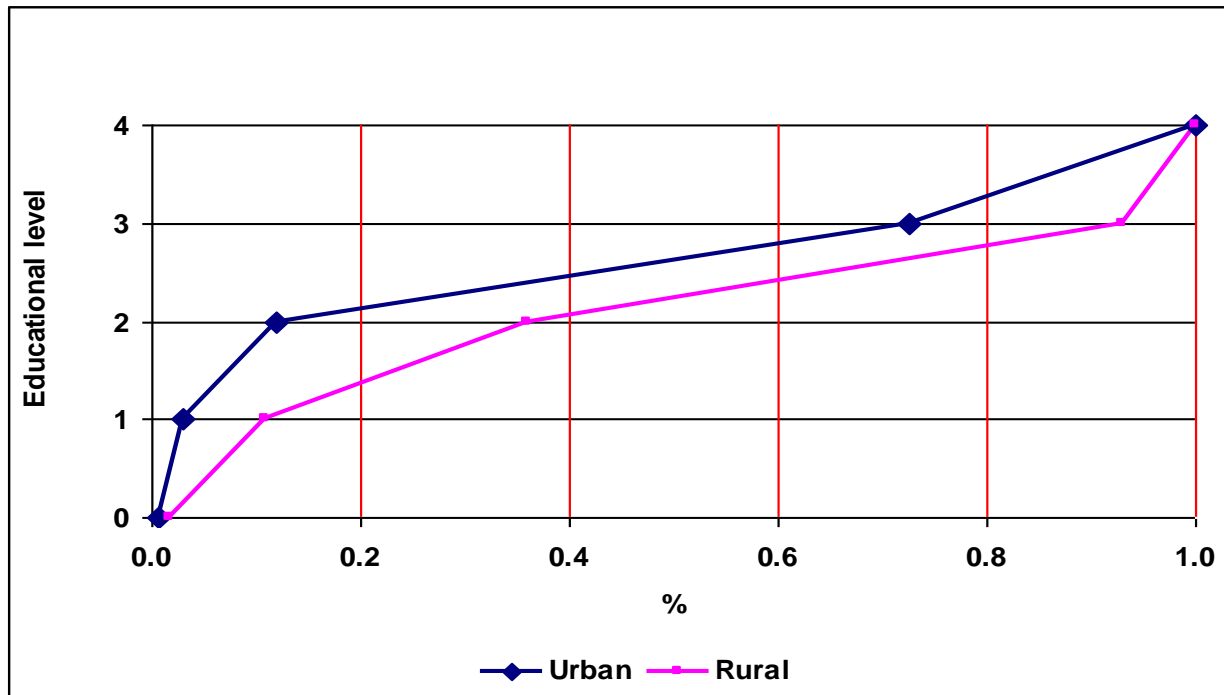
■ Educational attainment level by age groups, 2008 (%)



■ Educational attainment by urban and rural areas, 2008 (%)

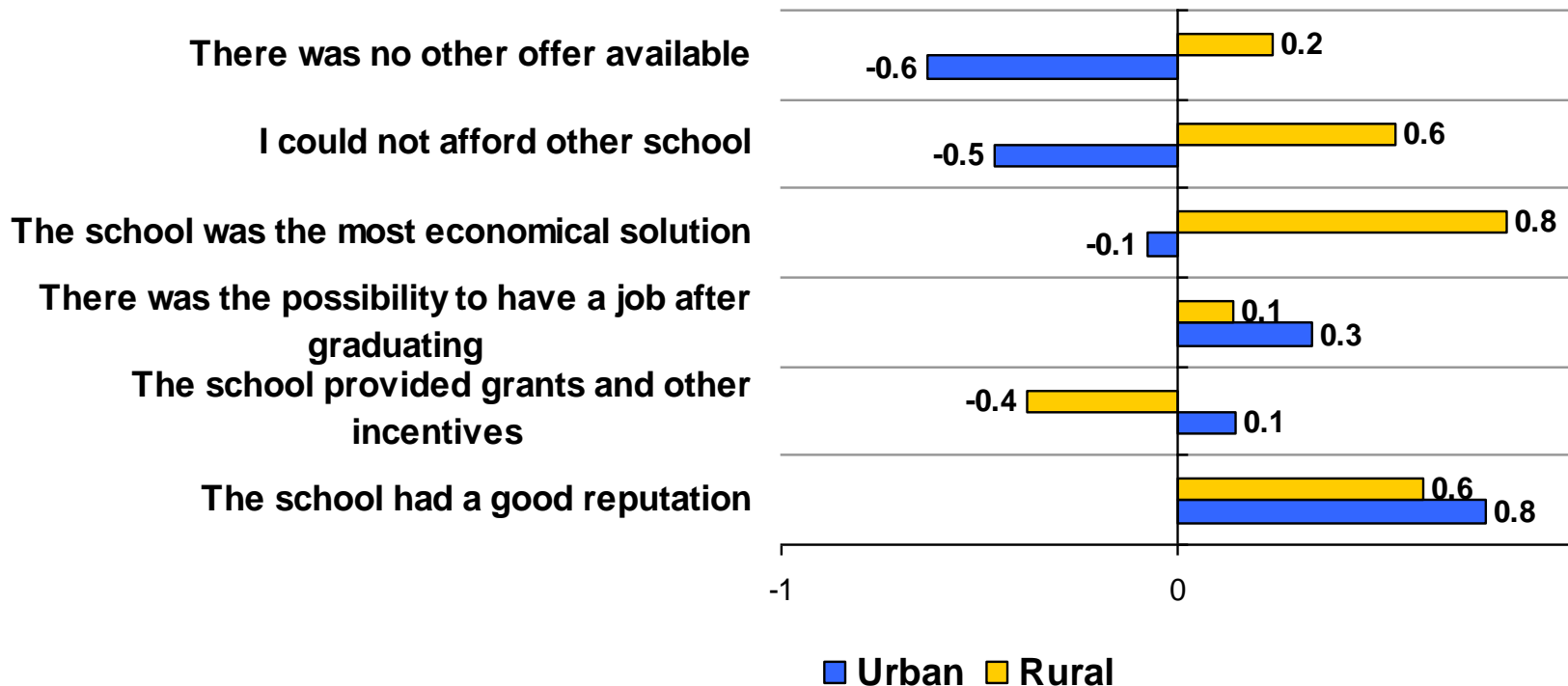


R. Moldova - Educational attainment population 25+



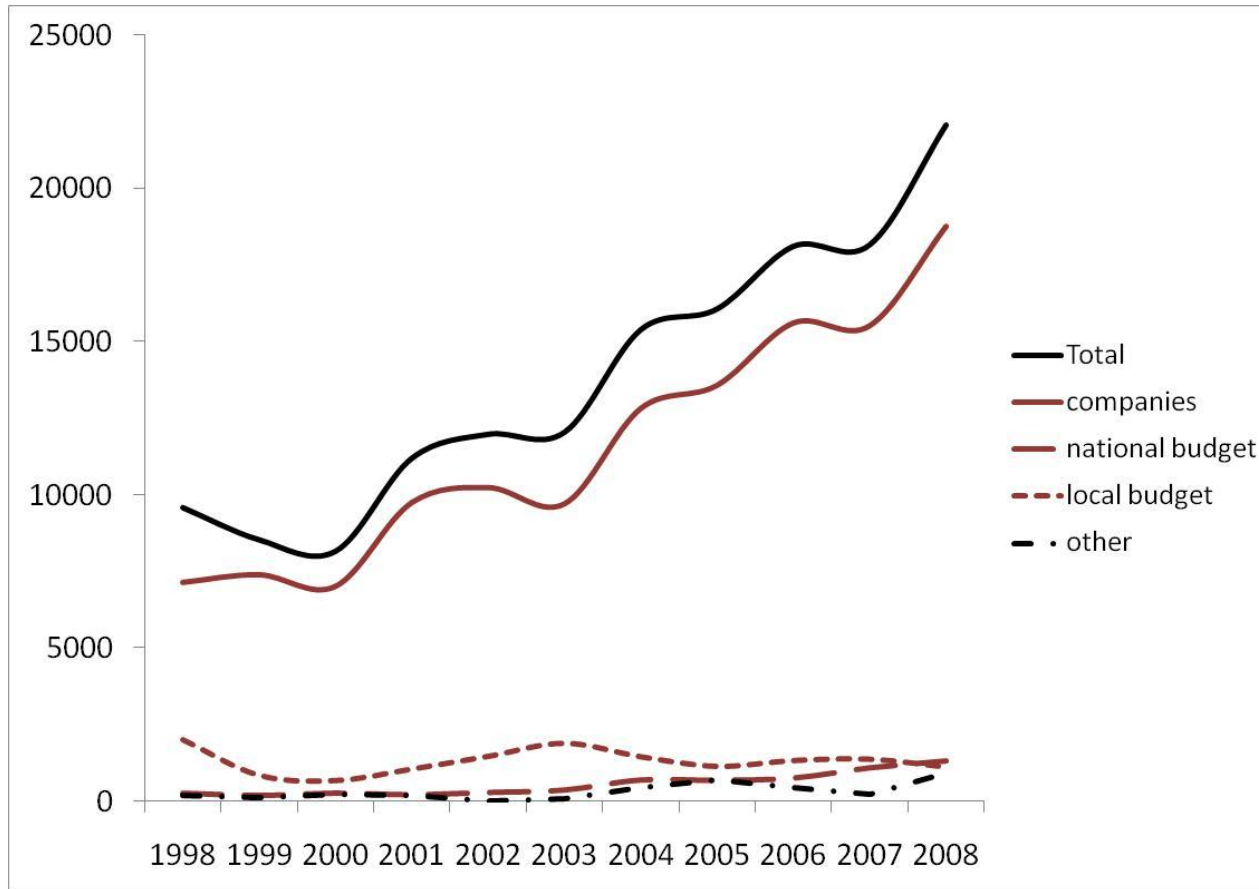
- In urban area 2.25 people complete higher education every 1 achieving basic education at most
- In rural areas only 1 person every 5 complete higher education
- Urban residents 3.9 times more likely to attain higher education compared to rural residents

R of Moldova – Do rural and urban agree on reasons for choosing the school?



- Economic reasons dominate choice of school in rural areas
- Wider offer for urban residents
- Job perspectives better for urban residents
- School reputation important for all

R. Moldova – Expenditure on staff training, by ownership (1998-2008, 1998 constant prices)



Source: NBS

Human development index 2007 and some components

Source: United Nations Development Programme (UNDP) "Human Development Report 2009"

	Human development index		Adult literacy rate	Combined gross enrolment ratio in education	Education index
	Rank (out of 182)	value	(% aged 15 and above)	(%)	
	2007		1999–2007	2007	2007
Croatia	45	0.871	98.7	77.2	0.916
Montenegro	65	0.834	96.4	74.5	0.891
Serbia	67	0.826	96.4	74.5	0.891
Albania	70	0.818	99.0	67.8	0.886
FYR of Macedonia	72	0.817	97.0	70.1	0.880
Bosnia and Herzegovina	76	0.812	96.7	69.0	0.874
Belarus	68	0.826	99.7	90.4	0.961
Moldova	117	0.720	99.2	71.6	0.899
Ukraine	85	0.796	99.7	90.0	0.960
EU27		0.937	..	91.0	..

Source: United Nations Development Programme (UNDP) "Human Development Report 2009"

Where to put the policy emphasis

- Both policy measures and personal motivation matter
- Meet the ends: connect formal and non-formal

- Strategies : is the emphasis on
 - illiteracy and gross enrolment, or
 - human capital development?

- Options guide decisions on
 - financing mechanisms – who is on the lead?
 - decentralisation