

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 2013-2016: Croatia, Cyprus, Hungary

	2016 Total	Trend	2016	
			ISCED 3-4	ISCED 5-8
EU	78.2	2.8	72.6	82.8
Belgium	81.2	2.1	69.6	87.9
Bulgaria	72.0	4.3	60.8	78.5
Czech Republic	86.7	6.3	87.2	86.3
Denmark	83.9	2.0	80.8	86.4
Germany	90.2	0.5	87.8	93.1
Estonia	77.1	0.3	78.7	75.5
Ireland	79.5	6.5	67.2	86.7
Greece	49.2	9.2	37.8	55.0
Spain	68.0	8.1	56.8	72.3
France	71.7	-4.6	62.8	77.3
Croatia	72.5	18.7	70.0	74.7
Italy	52.9	4.4	45.6	61.3
Cyprus	73.3	11.2	59.0	76.4
Latvia	81.4	3.2	71.7	88.4
Lithuania	82.4	6.9	70.3	91.1
Luxembourg	85.4	6.3	79.9	89.0
Hungary	85.0	10.8	81.2	90.5
Malta	96.6	4.5	95.7	97.0
Netherlands	90.1	4.1	85.1	94.2
Austria	87.6	-2.1	84.9	90.5
Poland	80.2	7.0	72.7	87.0
Portugal	73.8	6.0	69.4	77.8
Romania	69.3	2.1	59.6	80.7
Slovenia	76.7	2.9	70.3	80.2
Slovakia	79.6	9.3	75.9	82.5
Finland	77.4	-2.4	75.5	80.4
Sweden	86.7	1.8	81.6	91.4
UK	84.4	0.6	77.8	87.9
Iceland	94.7	7.5	93.7	95.7
Norway	90.1	0.3	84.6	93.6
Switzerland	86.8	2.3	83.6	90.0
FY*	46.9	3.6	39.9	51.8
Turkey	61.1	-0.6	50.7	64.1

A CLOSER LOOK: Assuring the relevance of education for the labour market requires labour market forecasting and graduate tracking. 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 2013-2016 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, Denmark, Finland
MOST PROGRESS 2013-2016: Estonia, Hungary, Luxembourg

	2016 Total	Trend	2016		
			ISCED 0-2	ISCED 3-4	ISCED 5-8
EU	10.8	0.1	4.2	8.8	18.6
Belgium	7.0	0.1	2.8	5.3	11.5
Bulgaria	2.2	0.2	:	2.0	3.8
Czech Republic	8.8	-1.2	2.3	7.0	16.0
Denmark	27.7	-3.7	19.4	25.2	34.4
Germany	8.5	0.6	3.7	7.4	12.9
Estonia	15.7	3.1	5.0	10.9	25.0
Ireland	6.4	-1.2	2.5	5.6	9.0
Greece	4.0	0.8	0.7	4.1	7.0
Spain	9.4	-2.0	3.4	9.4	16.3
France	18.8	1.0	7.5	15.3	30.4
Croatia	3.0	-0.1	(0.3)	2.8	5.4
Italy	8.3	2.1	2.3	9.3	19.1
Cyprus	6.9	-0.3	(1.5)	5.0	11.3
Latvia	7.3	0.5	3.0	5.2	12.2
Lithuania	6.0	0.1	:	3.3	10.1
Luxembourg	16.8	2.2	6.9	13.4	24.1
Hungary	6.3	3.1	2.7	4.9	12.4
Malta	7.5	-0.1	3.0	9.0	17.9
Netherlands	18.8	0.9	9.1	18.3	26.2
Austria	14.9	0.8	5.1	11.4	25.7
Poland	3.7	-0.6	0.9	1.9	8.5
Portugal	9.6	-0.1	4.1	11.7	20.0
Romania	1.2	-0.8	:	1.2	2.7
Slovenia	11.6	-0.9	(2.4)	8.8	20.7
Slovakia	2.9	-0.2	:	1.9	7.0
Finland	26.4	1.5	12.9	22.8	33.9
Sweden	29.6	1.2	19.3	24.7	38.6
UK	14.4	-2.2	6.0	11.9	20.7
Iceland	24.7	-1.6	13.9	21.4	33.6
Norway	19.6	-1.2	12.6	16.3	25.4
Switzerland	32.9	2.5	10.5	26.9	45.1
FY*	2.9	-0.8	(0.1)	3.1	6.6
Turkey	5.8	1.3	2.8	8.6	13.6

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 2013-2016 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.

() = data lack reliability due to small sample size

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

^b = break in time series

*FY = 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 2017 (ec.europa.eu/education/monitor)



compare countries and sub-groups across time with the online visualisation tool

ec.europa.eu/education/monitor

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Education and Training Monitor 2017

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, Lithuania, Slovenia
MOST PROGRESS 2013-2016: Portugal, Spain, Greece

	2016 Total	Trend	2016	
			Males	Females
EU	10.7	-1.2	12.2	9.2
Belgium	8.8	-2.2	10.2	7.4
Bulgaria	13.8	1.3	13.7	13.9
Czech Republic	6.6	1.2	6.6	6.6
Denmark	7.2b	-0.8	8.5	5.9
Germany	10.2	0.4	10.9	9.4
Estonia	10.9	1.2	14.3	7.4
Ireland	6.3	-2.1	7.8	4.6
Greece	6.2	-3.9	7.1	5.3
Spain	19.0	-4.6	22.7	15.1
France	8.8	-0.9	10.1	7.5
Croatia	(2.8)	-1.7	(3.5)	(2.0)
Italy	13.8	-3.0	16.1	11.3
Cyprus	7.7	-1.4	11.4	4.3
Latvia	10.0	0.2	13.7	6.2
Lithuania	4.8	-1.5	(6.0)	(3.6)
Luxembourg	5.5	-0.6	6.8	(4.2)
Hungary	12.4	0.5	12.9	11.8
Malta	19.6	-0.9	23.1	15.8
Netherlands	8.0	-1.3	10.1	5.8
Austria	6.9	-0.6	7.7	6.0
Poland	5.2	-0.4	6.4	3.9
Portugal	14.0	-4.9	17.4	10.5
Romania	18.5	1.2	18.4	18.7
Slovenia	4.9	1.0	6.7	(3.1)
Slovakia	7.4	1.0	7.6	7.2
Finland	7.9	-1.4	9.0	6.9
Sweden	7.4	0.3	8.2	6.4
UK	11.2	-1.2	12.8	9.5
Iceland	19.8	-0.7	23.6	15.6
Norway	10.9	-2.8	12.9	8.9
Switzerland	4.8	-0.6	4.6	4.9
FY*	9.9	-1.5	8.9	10.9
Turkey	34.3	-3.2	32.7	35.8

A CLOSER LOOK: Early leavers from education and training risk having insufficient skills and qualifications for finding a job. Preventing early leaving from education and training include increasing participation in early childhood education, promoting socio-economic inclusion in schools and offering 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 2013-2016 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, Luxembourg, Cyprus
MOST PROGRESS 2013-2016: Austria, Greece, Lithuania

	2016 Total	Trend	2016	
			Males	Females
EU	39.1	2.0	34.4	43.9
Belgium	45.6	2.9	40.4	50.7
Bulgaria	33.8	4.4	27.2	41.0
Czech Republic	32.8	6.1	27.2	38.7
Denmark	47.7b	4.3	41.0	54.6
Germany	33.2	0.3	33.4	33.0
Estonia	45.4	2.9	38.8	52.4
Ireland	52.9	0.3	46.6	58.5
Greece	42.7	7.8	36.2	48.8
Spain	40.1	-2.2	33.5	46.6
France	43.6	-0.4	38.1	48.8
Croatia	29.5	3.9	22.4	36.7
Italy	26.2	3.7	19.9	32.5
Cyprus	53.4	5.6	43.7	62.1
Latvia	42.8	2.1	30.1	56.1
Lithuania	58.7	7.4	48.1	68.8
Luxembourg	(54.6)	2.1	52.7	(56.5)
Hungary	33.0	0.7	26.4	39.6
Malta	29.8	3.8	27.4	32.4
Netherlands	45.7	2.5	41.7	49.7
Austria	40.1	13.0	38.3	42.0
Poland	44.6	4.1	35.6	53.9
Portugal	34.6	4.6	27.3	41.6
Romania	25.6	2.7	23.9	27.4
Slovenia	44.2	4.1	33.6	55.3
Slovakia	31.5	4.6	24.0	39.4
Finland	46.1	1.0	38.4	54.4
Sweden	51.0	2.7	43.4	59.2
UK	48.1	0.7	45.9	50.3
Iceland	48.8	4.9	42.2	55.8
Norway	50.1	1.3	42.4	58.2
Switzerland	53.5	7.4	54.6	52.4
FY*	29.1	6.0	24.5	33.8
Turkey	26.5	7.0	28.3	24.7

A CLOSER LOOK: The equity dimension of higher education calls for supporting 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 2013-2016 change in percentage points.

3. Early childhood education and care (ECEC)

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

BEST EU PERFORMERS: France, Malta, United Kingdom
MOST PROGRESS 2012-2015: Lithuania, Poland, Cyprus

	2015 Total	Trend	2015	
			Age 4	Age 5+
EU	94.8	0.9	93.9	96.1
Belgium	98.0	0.0	98.1	98.0
Bulgaria	89.2	2.1	80.8	89.2
Czech Republic	88.0	1.9	85.3	88.0
Denmark	98.5	0.5	98.0	98.6
Germany	97.4	0.9	96.7	97.4
Estonia	91.6	1.6	90.6	91.6
Ireland	92.7	-6.4	89.4	92.7
Greece	79.6	4.4	62.0	96.4
Spain	97.7	0.3	97.4	97.7
France	100.0	0.0	100.0	100.0
Croatia	73.8	2.1	59.6	73.8
Italy	96.2	-3.0	95.8	96.2
Cyprus	89.6	5.8	84.7	89.6
Latvia	95.0	1.7	91.6	95.0
Lithuania	90.8	6.0	85.7	90.8
Luxembourg	96.6	-1.2	94.8	96.6
Hungary	95.3	0.8	95.1	95.3
Malta	100.0	0.0	100.0	100.0
Netherlands	97.6	-2.0	96.0	96.0
Austria	95.0	1.2	92.7	95.0
Poland	90.1	5.8	79.4	90.1
Portugal	93.6	-1.4	90.3	93.6
Romania	87.6	2.1	86.3	87.6
Slovenia	90.5	-0.4	89.3	93.4
Slovakia	78.4	1.3	75.6	78.4
Finland	83.6	8.5	74.5	83.6
Sweden	95.0	-0.9	92.9	95.0
UK	100.0	2.7	99.1	99.1
Iceland	97.6	0.4	:	:
Norway	97.3	0.0	:	:
Switzerland	81.3	2.9	46.5	81.3
FY*	34.4	3.1	:	:
Turkey	52.3	8.2	:	:

A CLOSER LOOK: In addition to widening participation, key areas for reforming the ECEC cover the 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 [tps00179 (2012); educ_uae_enra10 (2015); educ_uae_enra19(age4); educ_uae_enra18(age5+)]. Notes: [1] the age for starting 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 2012-2015 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
FY*	70.7	:	70.2	:	62.9	:
Turkey	40.0	18.4	51.4	9.4	44.5	18.1

A CLOSER LOOK: 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.