



The Contribution of Education and Training to Social Inclusion and Social Integration

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Bureau of European Policy Advisers**

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- **What is the role of BEPA ?**
 - To provide advice to the President and Commission Services
 - Relevant issues to the President's agenda and the future of policies in the Union.
 - Focus on the early (strategic) stage of the policy cycle (policy options)
 - Interactions with academia, research institutes,...

 - **Two BEPA reports in your field of interest**
 - Europe's Social reality
 - Investing in youth: an empowerment strategy



A commission consultation launched

Timetable for social stock-take

- Discussion paper on 'Europe's Social Reality' to stimulate debate (citizen's agenda – 10 may 2006 communication);
- Not a Commission policy statement ;
- An official Commission consultation until the end of 2007
http://ec.europa.eu/citizens_agenda/social_reality_stocktaking/index_en.htm;
- No agenda on the part of the Commission



What does the report on social reality do?

1. Analyse social well-being across EU27
 - Beyond Growth and Jobs;
 - Various studies on well-being (OECD, WB...);
 - Analysis of the factors behind (jobs, income, family, health....)
2. Do MS, for all their diversity, face common challenges?



1. Trends

1.1 Is globalisation driving social change in Europe?

YES:

Some loss of low skilled jobs subject to new international competition;

- o Some 'delocalization' or outsourcing– but not as much as people think and often;
- o Increased migratory flows;
- o Intense pressure on energy and natural resources: need to tackle climate change.



1. Trends

1.2 Internal trends

But social changes are also internally driven by

1. Rapid transformation to a knowledge and service economy;
2. Development of Welfare State: new opportunities & new dependencies;
3. Gender equality, demographics, immigration;
4. Mass affluence , individualization of values.



2. Towards a knowledge and service economy

Fast shifts in occupational structure

2/3 of all jobs in services (EU25); 40% work in 'knowledge sectors' (EU15)

Between 2000 and 2004: 1.7m fewer industrial jobs; 1.1m fewer agricultural jobs; 8m more service jobs. (EU25)

50% of jobs demand high cognitive and/or personal skills; (EU25)

- o Two thirds of new jobs are skilled;
- o Bleak prospects for unskilled: unemployment rate three times higher than for graduates.

- o 1 in 3 of the EU workforce is unskilled; (EU25)
- o 1 in 6 still leaving school without skills; (EU25)
- o Educational performance, particularly attainment of intermediate skills, in decline in some MS;
- o Problems for low skilled losing jobs in mid-life.



3. Welfare state Impacts

Outcomes

- o Better health services and pensions plus the abolition of absolute poverty increasing life expectancy.
- o Dramatic European achievement in terms of life expectancy 43.5 (1900); 75.5 (2000), 82 (2050)

But, rise in dependency:

- o among 55-64 year olds over 40% of men and 60% of women have dropped out of the labour market;

Persistence of relative poverty:

- o 1 in 6 over 65s – 12 million of 72 million pensioners –at risk of poverty.
- o 1 in 5 children– 18 million of the EU's 94 million children
- o Single parent families: 4.4% of all EU households;
- o Jobless households, 60% at risk of poverty;
- o and rising in several MS



To sum up

All in All, Europeans should be optimistic about the EU's ability to prosper in a Global Age

But need to meet critical common challenges :

- o Education and skills in the knowledge economy : in some Member States educational performance in decline;
- o Generational inequity due to demographic change.
- o Europe needs more migrants : but considerable problems of social integration in many Member States;
- o Risks of social polarization : increasing poverty and inequality; declining social mobility; high level of child poverty.





An empowerment strategy: the pressing need for investing in youth

1. To improve the current situation of
 - Early School Leavers;
 - Young adult unemployment;
2. To modernise our social model in order to
 - Provide a strong start in life for all children
 - Cope with new social realities (family break-ups, lone parenting...)
3. To favour inter-generational balance as
 - Ongoing demographic change risks to increase the burden on youth (Cf. pensions, health-care)
4. As an investment in the future of
 - A sustainable, participative, inclusive society



Human capital at the center of the strategy



The knowledge Society :

- Calls for new skills (cognitive and social skills) ; gap between the skilled and the unskilled
- Benefits from more participative society

Various steps to reinforce Human capital include:

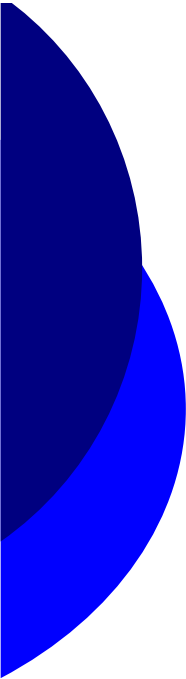
- Pre-requisites of promoting the well-being of children and good health habits
- A core investment in Education
- Measures aimed at efficiently reaping the benefits of the early investment through employment and political participation

- **In five fields:** Child well being, Health, Education, Employment and civic participation
- **Inter-related and in a lifecycle approach**
 - For instance, poverty measure should be consistent with education policy; employment policy...; child poverty & ESL;
 - Reversely, failure to achieve good outcomes in one area may have impact on all the others (poor employment prospects and Child poverty)



1. Children's well-being

Stakes and Trends

- 
- o Stakes:
 - **Early education:** learning begets learning
 - Child and young parents **poverty**

 - o Trends:
 - Deficit of **early child care and education programmes**
 - Rise in **child poverty**
 - New roles of **women**





1. Children's well-being

Policy recommendations

1. Promote quality universal **access to Early Childhood Education and Care**
2. Develop an EU wide **strategy to eradicate child poverty**
3. Identify efficient income-transfers and launch a discussion on a **European “endowment” of youth**
4. Use **gender equality as a leverage** to fight child poverty and promote child well being
5. Monitor the well being of children and youth in the EU (**Annual report**)



Education Stakes

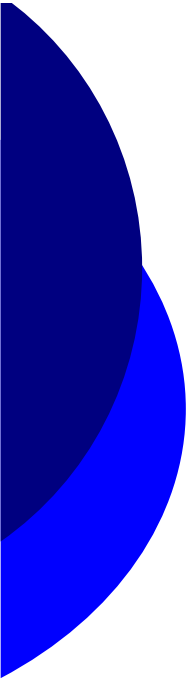
- The need to **build a knowledge society**
 - Europe is falling behind in terms of R&D
 - The low skilled are left out
 - Early education for life-long learning

- The **cost of educational failures**
 - The loss of labour market potential
 - The costs of social services

- Education and **equal opportunities**
 - Migrants
 - Gender



Education Trends

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- **The rise of Early School Leavers**
 - High level of unemployment for unskilled workers
 - The link with low socio-economic and migrant backgrounds
 - The underperformance of boys
 - **Challenges in meeting the needs of the economy**
 - Basic skills: cognitive skills and meta-skills
 - Education for all: alternative forms of education
 - Higher education and Mathematics, Science and Technology



Education

Policy recommendations (I)

Compulsory school

- Lower the **school starting age** and invest in early education for all, with focus on cognitive skills
- Create a **public-private partnership** for compulsory school
- Improve **teachers quality** and attraction of the teaching profession
- Enhance **integration** at lower educational levels
- Foster wider network of **Second Chance Schools**
- Develop strong **apprenticeship programmes** with recognition of qualifications
- Create a primary and a secondary **pan-EU standardised assessment system**



Education

Policy recommendations (II)

Higher Education

- Implement **tuition fees**, income-contingent **loans** and **scholarships**
- Ensure long term financial sustainability by mobilising **public and private funding** and efficient management
- Develop **comparability**: EU-wide quality criteria and database
- **Broaden access**
- Strengthen students **Mobility** (Erasmus)



Main recommendations: a few answers.....

1. **Children wellbeing:**
 - o Promote quality universal access to Early Childhood Education and Care; develop strategy to eradicate child poverty
2. **Health:**
 - o Mobilise stakeholders to fight obesity, stress, alcoholism
3. **Compulsory education:**
 - o Lower the school starting age, Create public-private partnerships, Improve attraction of the teaching profession, Enhance integration, Foster network of Second Chance Schools, develop apprenticeship programmes, Create a pan-EU standardised assessment system
4. **Higher education:**
 - o Implement tuition fees, income-contingent loans and scholarships, mobilise public and private funding, develop comparability: EU-wide quality criteria and database, broaden access, strengthen students Mobility
5. **Employment:**
 - o Improve transition education-employment, Improve the functioning of the labour market, safety-net
6. **Citizenship:**
 - o Develop social capital through exchange programs; value social skills and networking; Empower young people with rights and resources



A role for the EU

In many areas the EU and Member States have shared competence.

The EU can play a crucial role by

- Flagging the issue of “investing in youth”
- Mobilising all actors, including the youth themselves
- Financing investment projects (through life-long learning programmes, structural funds...)
- Widening the scope and reinforcing the accountability of the Open Method of Coordination (OMC)
- Monitoring: annual review of the situation of young people, discussed before and during each Spring Council, with youth participation
- Monitoring: building indicators of performance



Conclusion

A vision for a modern Europe

- o In which both seniors and youngsters contribute (Life-cycle approach)
- o Ready for new social realities

New social realities require investment in youth
in order to

- o Ensure performance and cohesion
- o Reunite social and economic goals



Visit our web-site

To read the full BEPA reports on youth and social realities

http://ec.europa.eu/dgs/policy_advisers/publications/index_en.htm

To follow/answer the public consultation on social stock-taking

http://ec.europa.eu/citizens_agenda/social_reality_stocktaking/index_en.htm

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