A smart social inclusion policy for the EU: the role of education and training

Part 1

A CYCLE OF DISADVANTAGE...

...AND EXCLUSION
Poverty risks by level of education

Percentage of population at risk of poverty by level of education, 2008

Source: Eurostat
Economic inequality and literacy

Source: OECD 2000
E&T and the cycle of poverty

Low literacy

Poverty of adults

Child poverty

Education

Poverty in next generation

Different welfare / education regimes show different degrees of social (im)mobility.
Quasi-markets, segregation, and educational inequality

Index of free school choice / selectivity

Social determination of PISA scores in maths (2003)
Average deficit of poorest 25% in language and maths, by age of first streaming
Part 2

WHAT CAN THE EU DO?
The overall picture: how inclusive is the knowledge-based economy?

- Rising demand for high-skilled labour
- Knowledge-based economy
- Falling demand for low-skilled labour

- Better wages, empl. & working conditions for the high-skilled
  - Less social cohesion
  - Worsening wages, empl. & working conditions for the Low-skilled
Yet it can be more inclusive

- ‘knowledge-intensive’ growth: encouraging innovation, R&D, subsidising high-tech industries, liberalising international trade… (GL4 of EU2020 integrated guidelines) => boosting demand for high-skilled labour and lowering demand for low-skilled work => strengthening inequality

- ‘knowledge-extensive’ growth: investing in education and training, mainly for basic skills (adult literacy, basic ICT-skills, preventing unqualified school-leaving… - GL9 of EU2020 integrated guidelines) => reducing supply of low-skilled labour and raising supply of skilled labour => greater equality

=> Balanced policy mix is crucial
Key documents relating to the social dimension of E&T

I. ET 2020: equity objective
   + strengthening OMC
   + five benchmarks (early childhood, basic skills, early school leaving, tertiary education, lifelong learning)

II. Europe 2020
   + headline target for reduction of early school leaving (<10%)

III. Council conclusions May 2010 on social dimension of E&T
   + structural funds, Progress, LLL
Key policy instruments

1. Integration of OMC ET with social OMC
2. Transformation of benchmarks into targets
3. Strengthening of peer learning process
4. Integration of headline target into LLL programme
5. Linking flagship programme ‘Youth on the move’ with headline target
6. Mainstreaming social inclusion through E&T as key priority in structural funds
7. Stronger legal instruments: recommendations, anti-discrimination legislation in E&T
8. Mainstreaming social inclusion in other E&T policies
Key areas

- Early childhood education and care
- Targeted adult learning programmes
- Early school leaving
- Migrant children in E&T
- Inclusive education
Durchschnittliche Schülerleistungen im Bereich Mathematik

- Low average performance
- Strong socio-economic impact on student performance
- High social equity

- High average performance
- Large socio-economic disparities
- Low mathematics performance

- High social equity
- Low mathematics performance

Source: A. Schleicher (OECD)
Conclusion

At EU level,

- The knowledge-based society can be reconciled with social inclusion / cohesion if more is invested in (basic) education and training
- Lisbon 2010 has failed to achieve more inclusion / cohesion because this dimension was neglected.
- There is room for stronger coordination between social inclusion and education policies at EU level

There is no dilemma between excellence and equity