

# Population aged 25–34 with tertiary educational attainment (ISCED 5–8), 2020

(% of population aged 25–34)

■ 2020 — EU-level target 2030



# Key Data On Education In The European Union 97

**Jessica J Manson**



## **Key Data On Education In The European Union 97:**

Key Data on Education in the European Union, 1997      **Key Data on Education in Europe** European Commission. Directorate-General for Education and Culture, 2002 This is the fifth edition of this publication which provides a combination of statistical data and descriptive information on the organisation of education systems and the participation of young people at all levels of education in 30 European countries These are the 15 EU member states three EFTA EEA countries and 12 candidate countries to the EU The book contains 145 statistical indicators and five chapters arranged by educational level as well as a discussion of key issues including the teaching of foreign languages staffing issues and financing aspects      **Key Data on Education in the European Union** European Commission. Education, Training, Youth, Eurydice, European Communities. Statistical Office, 1997      *Key Data on Vocational Training in the European Union*, 1999      *Education Policy Analysis 1998* OECD, 1998-09-25 This book covers experience and policy in OECD countries on access and participation in education and training changes in the teaching process and new roles for teachers pathways through initial education to employment and financing tertiary education through students      *Higher Education and the World of Work* Ulrich Teichler, 2019-02-11 What does higher education offer to make students competent actors in the world of work and other life spheres This issue is most controversially debated in economically advanced countries since about four decades when higher education in economically advanced countries began to serve larger ranges of the occupational pyramid than merely the intellectually and professionally chosen few The author of this volume analyzes a broad range of issues over four decades of his academic career Employers and graduate surveys secondary analyses of education and employment statistics as well as analyses of policy and academic debates form the basis of the key argument Neither trust in expectations formulated by employers or in income and status as measures of successful study nor isolated claims for the pursuit of academic knowledge for its own sake and for the critical functions of higher education are a suitable reference frame for understanding the dynamic links between higher education and the world of work A match between the number of graduates and the corresponding positions or between the competences acquired during study and job requirements cannot be expected Students are more ambitious and strive for a broader range of goals than they can expect to be rewarded Graduates have to be both highly qualified experts and sceptics as far as conventional wisdom is concerned and they have to be prepared for indeterminate tasks Key themes of this collection of essays are the causes and consequences of an imperfect match between higher education and employment the tensions between employment and work orientation in higher education opportunities of a highly educated society the dynamics of the variety of students the patterns of the higher education system and the horizontal and vertical diversity of careers different notions of higher education and the world of work among economically advanced countries major controversial notions of professional relevance of study in policy and research debates      **The RoutledgeFalmer Reader in Higher Education** Malcolm Tight, 2004 All those with an interest in higher education and

higher education research will find this comprehensive collection of the past two decades most influential readings on the topic an absolutely essential companion *Institutional Context of Education Systems in Europe* R.H. Hofman, W.H.A. Hofman, J.M. Gray, P. Daly, 2006-01-16 Based on empirical analysis using configuration theory and multi dimensional scaling this book provides insight into types of relationships that can be found between groups of countries with certain institutional context features and into the quality and equity of their education system In this volume the authors take up the challenge of considering what a European settlement might look like In doing so they take into account worldwide trends and the increasing evidence of convergence across educational systems The outcomes of comparative analyses seem to suggest that strong education systems in terms of finance governance and choice could be preferable To a greater or lesser extent therefore all the systems of education currently in use in Europe face some common challenges The way in which these challenges are addressed will determine the future of these systems Key elements in the current debate that are considered in greater detail in this volume include changing views on a centre local relations with signs of an increasing commitment to decentralisation as a guiding principle for developing school governance b school autonomy which is now increasingly regarded as the engine room for school improvement especially in relation to sustaining it and c the celebration of community and school choice as a means of securing higher levels of parental involvement This volume will be of interest to researchers and practitioners working in education educational research and sociology of education It will also be of relevance to those interested in the comparison of various education systems and in governance funding of education and school choice **Eurostat Publications and Databases** Statistical Office of the European Communities, 2001

**CEDEFOP Info about Vocational Training in the European Union**, 1998 **Key Publications of the European Union**, 1999 **Universities and the Europe of Knowledge** A. Corbett, 2005-09-27 This is a story of the EC at work over 50 years seen from the perspective of a developing European higher education policy The book provides a rich background narrative to current strategic efforts to develop the Europe of Knowledge and to the Bologna Process Its analytic interest in ideas and individual policy entrepreneurs underpins the story and advances understanding of the EU policy process and of the phenomenon of policy entrepreneurship Education Policy Analysis 1999 OECD, 1999-10-26 Drawing on the policy experience and trends in OECD countries this book covers growth in participation in formal education to meet lifelong learning needs policy options to secure the benefits of early childhood education the uses of ICT in education and participation from the underrepresented **Education in a Single Europe** Dr Colin Brock, Colin Brock, Withold Tulasiewicz, 2002-03-11 This book brings together contributors from the different member states of the European Union in order to understand the different degrees of subscription to the concept of Europe and the role education plays in such a process This second edition includes the new countries which have become part of the union and also considers recent developments in policy and practice Countries covered are Austria Belgium Denmark Finland France Germany Greece

Ireland Italy Luxembourg Netherlands Portugal Spain Sweden and the UK All sectors of education are dealt with in each case and the central theme of the European dimension is examined throughout      **Human Resource Development** John P.

Wilson,1999 The definitive guide to human resource development Reflecting the changing role of training and learning this detailed text is the ideal handbook for all professional trainers and HRD professionals Clearly structured with detailed sections covering each aspect of the training cycle the book also includes a section on managing the HRD function Individual chapters cover such specific topics as The adult learner The reflective practitioner IT and training Flexible learning and Costing and auditing the HRD function Readership Trainers HR managers line managers responsible for training students of postgraduate courses in the subject      **Careers of University Graduates** Ulrich Teichler,2007-05-16 Graduates from

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Kamwangamalu,Pauline Bryant,2013-09-13 In foreign language education decisions must be taken on what languages to teach who will teach them in which schools i e all only urban only rural in which grades the number of hours a week and the cost involved This book explores the answers to these questions across a number of Asian polities It illustrates why some of the efforts undertaken are successful and why some are not why despite significant investments of time and resources some students do not seem to acquire the languages being taught and why some teachers responsible for instruction in the designated foreign languages have problems achieving fluency in the designated language or have other language teaching difficulties It suggests some strategies various polities might attempt to achieve their stated language learning objectives This book was originally published as a special issue of Current Issues in Language Planning      **Men and the Classroom**

Sheelagh Drudy,Maeve Martin,John O'Flynn,Mairide Woods,2005-08-26 The teaching of young children has long been dominated by women The authors of this groundbreaking book have undertaken the largest most in depth study ever carried

out on this topic in order to assess both teachers and students views Spanish Society After Franco S. Mangen, 2001-08-14 Spanish Society After Franco investigates the origins of collective social welfare from the early nineteenth century to set the context for an analysis of contemporary social policy from the perspective of economic and political trends since the transition of democracy in the mid 1970s The review of policy evolution is complemented by an examination of the critical impact of social change particularly the decline of the power of the church regional devolution the gender dimension and social exclusion

**Implementing European Union Education and Training Policy** D. Phillips, H. Ertl, 2007-05-08 The papers which make up this volume have for the most part emerged from the work of a team of young researchers based for varying periods at the Department of Educational Studies of the University of Oxford as part of an international network funded by the European Union The network known as PRESTiGE Problems of Educational Standardisation and Transition in a Global Environment involves teams at six European universities each of which can only employ young researchers from Member States other than that in which it is situated The Oxford part of PRESTiGE has been concerned with the interpretation transmission and implementation of European Union education and training policy in four Member States France Germany Sweden and the United Kingdom As the leader of the Oxford team I had the good fortune to work with young researchers from Denmark Germany Greece Sweden and Portugal Their work is included here So too are contributions from Jake Murdoch a member of the Dijon team based at the Universit de Bourgogne and Professor Ant nio N voa the leader of the Lisbon team Together the papers which we have allowed to overlap to some extent so that each one can be read independently represent a genuinely international collaborative effort to understand the intentions and the effects of EU education and training policy and we hope that they will contribute to further discussion of the important issues that those with an interest in European co operation and development will wish to pursue

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