

The education and training. Priorities of the European Union

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Abstract. *The education must be considered an important component of any nation. Open and innovative education and training must include the elements of the digital era. Teachers should be a strong supporter in generating training and education. The Bologna program uses transferable credits, which ensure the continuation of education, inventiveness and innovation. In appreciating the quality of primary education, we use the average level of children per teacher. On average, 14 children are recruited in a Member State of the European Union, and in Romania there are about 19 children in a primary school teacher and 17 kindergarten children. The secondary school ensures the continuing education of children, following vocational programs. Tertiary education is carried out by universities or higher education institutions. Expenditure on education must be a priority for each country. Health and education are the two elements of physical and intellectual health of a country's population. In interpreting this indicator, we take into account the value in absolute figures of GDP, and more realistic, GDP per capita.*

Keywords: education, expenditures, tertiary education, vocation, indicator.

JEL Classification: H52, I21, I25.

I. Introduction

In this article, the authors focused on the study of education as a basic form of vocational training in the Member States of the European Union. In the structure of the presentation, reference was made to the need to find the way in which the entire population of a country is included in the education cycle, at least primary. The analysis has been deepened by presenting the situation and evolution of each member country of the European Union with regard to inclusion in secondary and tertiary education. The work, without abundance, includes representative tables and charts that highlight the situation under consideration, the figures are edifying the situation in each member country. A particular emphasis is placed on the situation of school dropout. There are presented the causes that lead to too much abandonment in the context of analyzing the situation in European states. The study on the situation of continuing education and the level of spending allocated by each country to education, in general and education, is irrelevant. The paper contains series of data (tables) and graphical representations that make the article easier to understand.

II. Literature review

Anghelache and Anghel (2017) analyzed the results recorded by Romania in the ten years since it was a member of the European Union. Anghelache, Gogu and Anghel (2017) studied the quantitative and qualitative evolution of the university education system in Romania. Anghelache (2017) has conducted an extensive study of Romania's socio-economic evolution over the last 25 years. Barrow, Markman and Rouse (2009) presented the positive effects of computer-assisted training. Belfield, Nores, Barnett and Schweinhart (2006) conducted a cost-benefit analysis of a pre-school education program. Bettinger and Long (2010) assessed the impact of the use of deputy instructors on students' results. Cappelen, List, Samek and Tungodden (2016) addressed issues related to the influence of early education on social preferences. Cunha, Heckman, Lochner and Masterov (2006) investigated the development of life cycle skills. A similar theme is studied by Pépin (2007), which shows how lifelong learning has become a strategic goal. Deem, Mok and Lucas (2008) presented a series of elements on higher education. Duncan and Magnuson (2013) discussed investment in day care programs. Hoffmann and Oreopoulos (2009) studied the correlation between teacher qualities and student achievements. Jackson, Rockoff and Staiger (2014), Saarinen and Ursin (2011) highlighted aspects of educational policy. A similar theme is dealt with by Schlicht, Stadelmann-Steffen and Freitag (2010), which focuses on educational inequality in the European Union.

III. Research methodology, data, results and discussions

Education must be viewed equally and equitably, without discrimination and as a civic component for the entire population. On the other hand, open and innovative education as well as training must include the elements that it offers era digital. Teachers should be a

strong supporter in generating training and education. Education, as well as further training, must be transparent and based on the qualities of individuals, but also be geared to the mobility demanded by the labor force in the economy of each country. It must also ensure quality investment sustainability that guarantees the efficiency of education and training. The measures we have mentioned must guarantee the quality of the teaching staff, the teaching factor, develop those qualities that guarantee the symbiosis between the teaching staff and the trained staff, and last but not least, to guarantee a high level of international standards, which international education requires. The Bologna program provides for training based on transferable credits, which ensures, under all circumstances, the possibility of continuing the development of education, inventiveness, innovation and so on. At international level, the United Nations Educational, Scientific and Cultural Organization's UNESCO and United Nations Institute of Statistics requirements should be taken into account. The OECD provisions must also be respected and the standards contained in the Eurostat documents, the Office of the European Union's Statistics Office, should be taken into account.

▪ **The whole population should be included in primary education**

The school helps the young population to develop their native qualities, to put the skills necessary for their harmonious development. The quality of school-age children aims not only at their development, but at the same time determines their inclusion in society, their participation in an adequate education standard. The quality of education for the younger generation in primary education certainly depends on the standard of teaching staff that ensures their training. Teachers will be well prepared if they are inclined to do so, and if they have the satisfaction of their work. In the European Union, there are more than 15 million active pre-school-age people, 1.9 times higher, approximately 28 million. There are 1.2 million preschool staff, a number that has increased in recent years to about two million. An important element in the quality of primary education is the indicator of the average level of children in each of the teaching staff in this field. Thus, in the school year 2013-2014, the number of children returning to a teaching staff was small, ensuring a good involvement and education. In the Member States, the number of children returning to a teacher is 9 in Estonia, reaching 16.6 in Cyprus, Romania and Portugal, in France being 21.6. On average, 14 children are recruited in a Member State of the European Union. Table 1 shows the ratio between the number of pupils and teachers in primary education in the Member States of the European Union in 2015.

Table 1. Number of children in pre-school and primary education, 2015 (thousand)

	Early childhood development	Pre-primary education	Primary education
<i>EU-28</i>	-	13.7	15.1
Belgium	-	15.1	12.8
Bulgaria	-	12.7	17.8
Czech Republic	-	13.5	19.0
Denmark	12.0	9.7	11.9
Germany	5.0	9.7	15.4
Estonia	-	8.6	13.3
Ireland	-	-	16.4
Greece	-	11.8	9.4
Spain	9.3	14.9	13.7
France	-	21.5	19.0
Croatia	9.0	12.0	14.3

	Early childhood development	Pre-primary education	Primary education
Italy	-	13.2	12.4
Cyprus	28.0	14.0	12.2
Latvia	-	10.2	11.6
Lithuania	10.4	10.6	10.3
Luxembourg	-	10.8	10.7
Hungary	10.0	12.5	11.2
Malta	-	12.9	13.6
Netherlands	-	16.3	16.6
Austria	9.0	13.5	1.8
Poland	-	15.1	11.1
Portugal	-	17.4	13.7
Romania	36.7	16.0	19.1
Slovenia	5.1	9.3	15.9
Slovakia	-	12.4	17.2
Finland	-	10.2	13.6
Sweden	5.3	6.4	12.8
United Kingdom	15.2	17.7	18.4
Iceland	3.2	5.4	10.7
Liechtenstein	-	11.2	10.5
Norway	9.1	16.0	10.3
Switzerland	-	15.7	13.8
FYR of Macedonia	-	-	15.4
Serbia	9.0	12.3	15.8
Turkey	-	16.7	19.3

Source: Eurostat Statistics.

The situation of young children, i.e. early development, kindergarten and primary school, is presented. Romania is in a somewhat good position, meaning that the preschool is an amount of 581,100 children, and in the primary school 932,000 children.

▪ **Analysis of the situation of secondary education in the member countries of the European Union**

The children entering the secondary school, according to the situation presented by the countries of the European Union, are those in the age range of 10-13 years. There are two levels of secondary school, with the overall level being generally between 14 and 16 when children complete their knowledge by going to such schools. In non-tertiary post-secondary schools, the continuation of education is ensured. In the European Union, over 20 million children attend secondary school, some 81.9% in the public sector, few go to the private sector. The post-secondary school ensures further education of children, so that in most countries 90.8% of the children attending these courses go and follow vocational programs. In the Annex 1, the situation in the member states of the European Union regarding the follow-up of the secondary school on the three levels is presented, namely: secondary school in the public and private domain, then upper secondary advanced school and the post-secondary school; or non-tertiary.

The table shows concrete data on children's participation in these forms of education, in the private sector and the public sector. The data are presented in both absolute and percentage figures. Romania, for example, has 812,200 children, of which 99.7% go to state schools and only 0.3% private schools. Upper secondary school attends 851,500 children, of which 97.8% are in state schools and only 2.2% are in private schools. At post-secondary, non-tertiary, 92,900 are enrolled, of which 51.5% are state schools and 48.5% private schools.

It is noted that, as the level of education advances, the private education network has developed in Romania. A number of comparisons can be made in this context, with some curiosities, such as: Italy where, in secondary, non-tertiary schools, all children go to private schools, and in Cyprus, even in this category, 100% go to public schools. The same situation is also found in Luxembourg, Malta, the Netherlands, where non-tertiary secondary education is carried out only in the public sector.

▪ **Evolution of Tertiary Education in the Member States of the European Union**

Tertiary education is carried out by universities or higher education institutions and follows the secondary school level. It plays an important role in society, because the banks of these higher education institutions come and form specialists for the national economy. In the European Union, there are 19.6 million tertiary students, of which 7.5% attend short, tertiary courses, 60.7% attend Bachelor degree studies, 28.1% master classes, and 3.7% in the field of doctoral studies. One third of tertiary students study Social Sciences, Business, or Law, where there are more female than male. The second, most common field, is Engineering Education, where we meet 5.7% of students. In this area, three quarters of the students are male. In the area of health, we meet 3.2% of students with university, master and doctoral courses. Approximately 4.8 million students who have completed tertiary education courses have also found employment in these economies. The number of graduates of these tertiary schools is headed by countries such as France with 734,000 graduates, the UK with 792,000 graduates, Poland with 598,000 and Germany with 496,000. The analysis of the tertiary education distribution according to the field reveals that most of them are in the field of Social, Business and Law, then in Engineering, Health, Humanities, Mathematics and Computers in Education, Services, Agriculture and other areas. The Annex 2 highlights the number of students attending higher-level courses, with a structure based on the total number of tertiary course students, those who attend short courses, i.e. post-secondary, those who have graduated courses, those who follow the masters or the equivalent master and doctoral students.

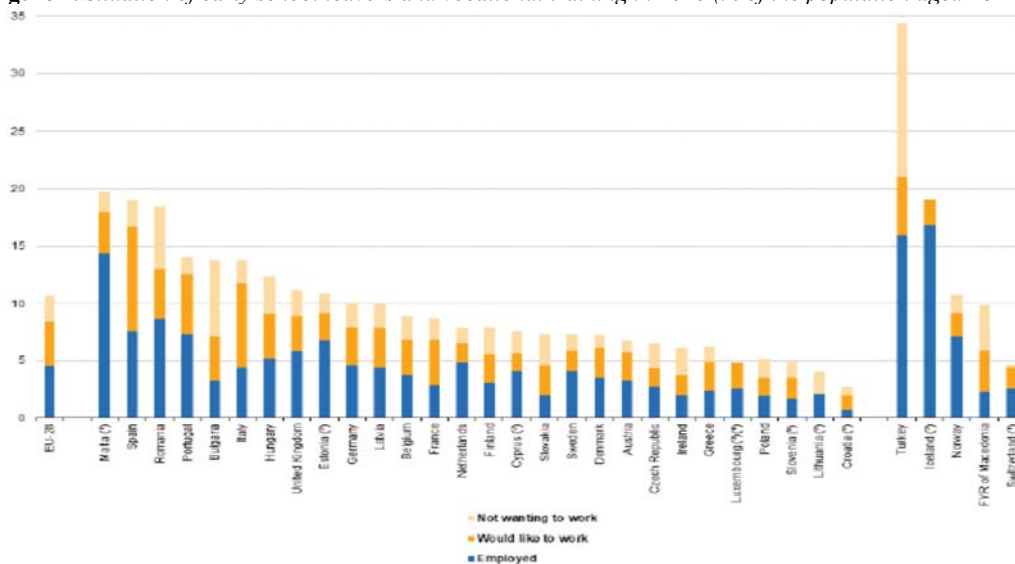
Interestingly, in the case of Romania, there are 284,900 men and 333,200 women attending such courses. Short-term post-secondary courses are not highlighted in the case of Romania, and for undergraduate courses, 199,100 girls and 210,500 boys study. The equivalent of the master is attended by 75,000 boys and 112,200 girls. In doctoral schools, there is a balance - 10,800 boys and 10,500 girls. Comparative analysis can also be made with other countries, but it results, in a certain way, that Romania, considering the size of the population, is in a middle position among the European countries. At the PhD, Germany is ranked first, followed by France, Great Britain, countries with extensive experience in this field, with developed and balanced economy that also provides jobs for graduates. Another aspect is school abandonment.

A problem that has developed and which takes into account two correlations: job offer after university graduation, for those who complete the courses, then the material situation that allows them to finish the courses, so that throughout the school from the beginning to the graduation of the master's degree, we record the exit from education, either voluntarily or imposed by certain situations. Early learning also depends on the difficulties the labor market faces. For example, when it is difficult to get a job to secure their income and living

standards, many are limited to attending school formally and leaving it out. The European Union is targeting a common strategy so that by 2020 the dropout rate is reduced to a maximum of 10%. The percentage of school drop-outs is different for primary, secondary, tertiary education. Another cause would be that, in very few cases, a perfect correlation is ensured between the subjects being taught, the child's loading of classes, their linking to practice, most of the times the practical activities being formal or uncorrelated, the whole, with the specifics of the courses attended by students in secondary and tertiary education. Overall, we find that there has been some reduction in the number of early school leavers. Thus, between 2010 and 2015, there is a reduction in this e-school leaving 2.9 percent. As a rule, it is found that the level of school dropouts is lower for boys and slightly higher for girls. Between 2006 and 2016, the total dropout rate was 5%, on average, yearly for girls and 3.7% for boys.

The distribution of those who drop out of education before leaving classes between the ages of 18 and 24 shows us how many of them are entering the labor force, how many do not enter the workforce, how many of them are men and would like to work, and how many of them are who would not want to work. In the case of Romania, the total number of those who drop out of school and are in or out of work is 19,100 per year, out of which 9,350 are in the workforce, 9,750 do not work. Of these, 4.4% are those who do not, and would like to find a job, and 5.3% would not want (Annex 3). It is a situation that is particular to each country and which also depends on the education system, the incentives that those who are called upon to attend and finish the courses will see them in terms of their future (Figure 1).

Figure 1. Situation of early school leavers and vocational training in 2016 (% of the population aged 18-24)



Note: ranked on overall share of early leavers.

(*) Not wanting to work: low reliability.

(*) Not wanting to work and would like to work: low reliability.

(*) Not wanting to work: not available due to a very low reliability.

(*) Would like to work: low reliability.

(*) Low reliability.

(*) 2015 instead of 2016. Not wanting to work and employed: low reliability. Would like to work: not available due to a very low reliability.

Source: Eurostat (online data code: edat_itse_14)

Source: Eurostat Statistics.

▪ **Learning continues in the long run. Education funding**

Any specialist who has completed a complex training between the ages of 25 and 64 must propose to pursue a long-term training. This can be done through specialization courses, through professional reconversion, by following particular forms in the field of research, application, innovation. From this point of view, in 2015, the proportion of people aged 25-64 on the total European Union who participated in continuing education and training was 10.7%, which represents 1.4% more compared to 2010. The proportion of people who wanted and participated in further training was 11.7% for women and 9.7% for men, and it is expected that in the next five years, by 2020, these percentages will increase to some extent. There is an appreciation and analysis also from the point of view of the people who complete their training and at higher ages, all depending on the requirements of the labor market, the incentives that the students see and use as training, training to acquire a position better social. In Table 2, the percentages are given for the continuation of studies of people aged 25-64 in the field of education and training.

Table 2. *The situation of continuous learning in 2011 and 2016 (% of the population aged between 25 and 64), in the member countries of the European Union*

GEO/TIME	Total		Male		Female	
	2011	2016	2011	2016	2011	2016
European Union	9.1	10.8	7.0	6.5	7.8	7.5
Belgium	7.4	7.0	1.5	2.1	1.6	2.3
Bulgaria	1.6	2.2	11.4	8.6	11.9	9.0
Czech Republic	11.6	8.8	25.6	22.8	39.0	32.7
Denmark	32.3	27.7	7.9	8.7	7.8	8.3
Germany	7.9	8.5	9.2	12.9	14.5	18.4
Estonia	11.9	15.7	6.8	5.9	7.5	6.5
Ireland	7.2	6.2	2.9	4.0	2.6	4.0
Greece	2.8	4.0	10.3	8.6	12.1	10.2
Spain	11.2	9.4	5.1	16.3	5.9	21.2
France	5.5	18.8	2.9	3.1	3.3	2.9
Croatia	3.1	3.0	5.3	7.8	6.1	8.7
Italy	5.7	8.3	7.7	6.7	7.9	7.1
Cyprus	7.8	6.9	4.1	6.1	6.5	8.5
Latvia	5.4	7.3	4.5	5.1	7.3	6.8
Lithuania	6.0	6.0	14.5	16.7	13.3	16.9
Luxembourg	13.9	16.8	2.8	5.6	3.1	7.0
Hungary	3.0	6.3	6.2	6.9	7.1	8.1
Malta	6.6	7.5	16.9	18.0	17.3	19.6
Netherlands	17.1	18.8	12.3	13.5	14.6	16.3
Austria	13.5	14.9	3.9	3.4	4.9	4.0
Poland	4.4	3.7	10.8	9.6	12.1	9.7
Portugal	11.5	9.6	1.7	1.2	1.5	1.2
Romania	1.6	1.2	13.8	10.2	18.3	13.2
Slovenia	16.0	11.6	3.5	2.6	4.6	3.2
Slovakia	4.1	2.9	19.9	22.6	27.7	30.3
Finland	23.8	26.4	18.7	22.7	32.0	36.7
Sweden	25.3	29.6	14.4	13.0	18.2	15.8
United Kingdom	16.3	14.4	23.3	21.3	29.5	28.3
Iceland	26.4	24.7	17.5	17.9	19.7	21.4
Norway	18.6	19.6	30.0	31.7	27.9	31.1
Switzerland	28.9	31.4	3.6	2.8	3.5	3.0
FYR of Macedonia	3.6	2.9	3.5	6.0	3.2	5.6
Turkey	3.4	5.8	8.3	9.8	9.8	11.7

Source: Eurostat Statistics.

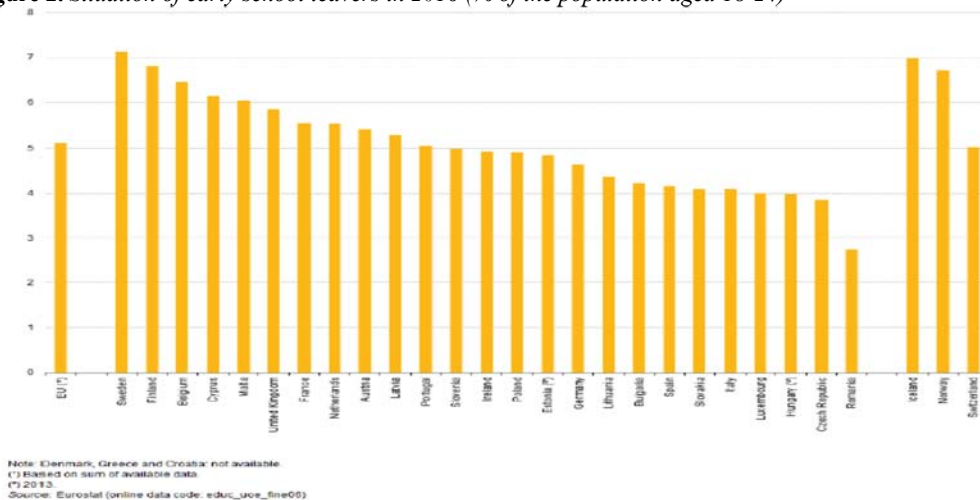
In Romania, we register 1.4% in 2010 and 1.3% in 2015, i.e. slightly lower. From the point of view of men, who continued their training, we recorded 1.3% equal to that of the female. The percentages have not changed in the two periods, and therefore, it is difficult to tell what the trend will be by 2020, taking into account the supply that the national economy provides as an incentive for those who finish and want to materialize, and highlight the acquired knowledge.

▪ **Expenditure on education - national priority**

Expenditure on education must be a priority for each country. Health and education are the two elements of physical and intellectual health of a country's population. Speaking about each country, the issue of education allocations is related to the level of development of the country concerned, the national education system, the labor market supply, and, last but not least, the gross domestic product size, which is an essential element for concerning the allocation of funds for national expenditure. In most Member States of the European Union, education expenditure is borne by the government, but in the last period and in the future, the private education system will be developed, which will complement the public spending on education by Member States. Public spending on education in 2012 was 672 billion more than a decade ago. There are countries where education allocations were 5.3% of gross domestic product. To our surprise, this group also includes countries such as Greece and Croatia. The highest level of government education allocations is in Denmark with 8.8% of GDP, Malta, Cyprus, Belgium, with allocations of between 3.1 and 6.5% of GDP, but also countries such as Lithuania, Romania, Latvia, which were well below this level, of the national budget allocations expressed as a percentage of gross domestic product to have a benchmark.

In Figure 2, we have the public education expenditures, allocated in the member countries, where we find that Slovakia, Romania and Latvia are long behind. In Romania, the total value in euros in 2012 was 3,476 billion, which represented 2.6% of gross domestic product and 2.7% of net domestic product. Over time, this figure has grown, reaching almost 2.8%, as a result of Romania's GDP growth over the last four years. Compared with other countries, we find that both in absolute figures and in percent of gross domestic product, a number of other states are much better, and they also get educational results. For example, Sweden allocates 7.4% in 2012 and 8.9% in 2016, Belgium 6.6% in 2012, 8.7% in 2016, Malta 6.8% in 2012, reaching 8.3% in 2016, UK 6.1% in 2012, reaching 8.2% in 2016. We can also express an opinion on how countries such as Germany or France allocate smaller or larger amounts. Here is a comparison: Denmark gives 8.8% in 2012 and now stands at almost 10%, while Germany only 4.8% in 2012 and 6.3% in 2016. These figures are reported as a percentage of gross domestic product, made by each State.

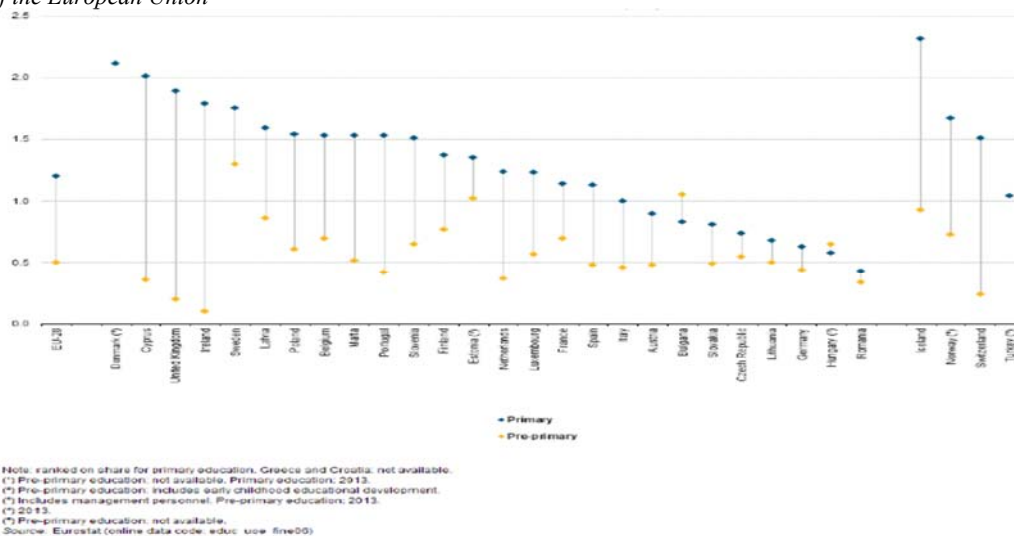
Figure 2. Situation of early school leavers in 2016 (% of the population aged 18-24)



Source: Eurostat Statistics.

Figure 3 is the public expenditure allocated to pre-primary and primary education as a percentage of the Gross Domestic Product by each member country of the European Union in 2014. It is noted that a number of Member States, such as Germany, Spain, the UK, high percentage of GDP in this category of education may, in fact, be the most important at the start of childcare. Romania is still far from being in a satisfactory position.

Figure 3. Public expenditure on pre-school and primary education % of GDP in 2014, in the member countries of the European Union



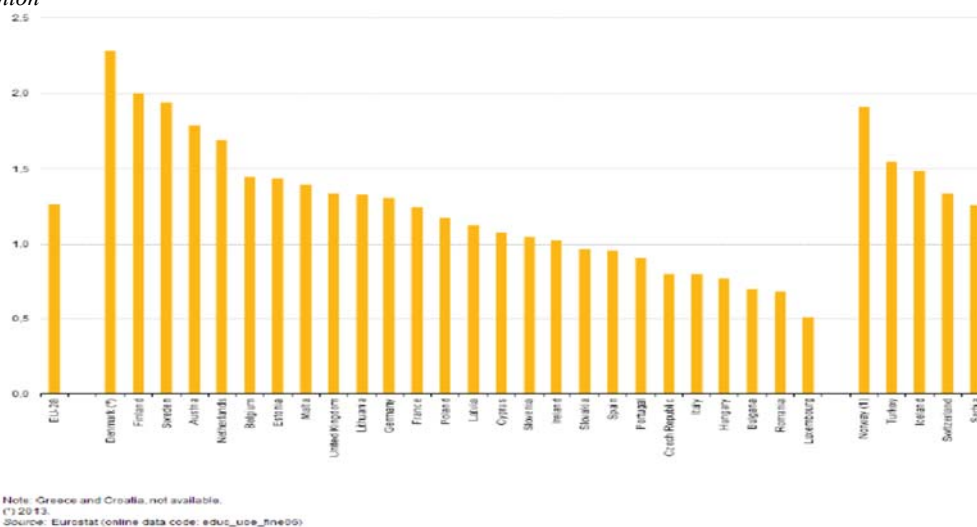
Source: Eurostat Statistics.

Concerning public spending on secondary education, as a percentage of the Gross Domestic Product, allocated by each Member State in 2016, the situation varies from one country to another. In this chapter of spending, we find that countries such as France, Denmark, the UK and others, with old states in the European Union, are financing this form of education

more consistently. Romania is also in this category of spending on a modest position. In interpreting this indicator, as well as all the indicators based on percentages of Gross Domestic Product, we must also take into account the absolute value of the macroeconomic indicator of outputs (GDP). More realistic and close to the economic realities in each state would be the Gross Domestic Product per capita indicator.

Figure 4 shows public spending on tertiary education, calculated as a percentage of Gross Domestic Product, allocated by each member state of the European Union in 2014.

Figure 4. Public expenditures for tertiary education % of GDP in 2014 in the member countries of the European Union



Source: Eurostat Statistics.

The allocations are somewhat similar to those in the first groups of education previously expressed. In the avant-garde are the same states, and Romania occupies an equally modest position.

IV. Conclusion

From the study, a series of theoretical and practical conclusions are drawn. Thus, for the European states, population inclusion in education must become a priority. Learning must be continuous and provide a positive flow of knowledge. Allocation of expenditure on education needs to be more substantial in most Member States of the European Union. School abandonment is a controversial phenomenon. On the one hand, Internet access offers a lot of information and knowledge in a number of areas. On the other hand, writing and study become difficult, talking “well-documented illiterates”, but not educated.

The school offers a number of attributes for preparing a young person for access to social life.

The topic of education remains a very important one, especially for the vocational training of the population.

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Annex 1. Number of students in secondary education, 2015 (thousands)

	Lower secondary			Upper secondary					Post-secondary non-tertiary				
	Total	Public	Private	Total	Public	Private	General	Vocational	Total	Public	Private	General	Vocational
<i>EU-28</i>	20594.5	16750.4	3844.1	21815.9	15691.8	6124.1	11498.0	10317.9	1616.5	997.2	635.2	151.3	1465.2
Belgium	444.6	182.3	262.3	773.3	320.2	453.2	312.7	460.6	66.1	15.1	51.1	4.9	61.3
Bulgaria	223.7	216.5	7.2	277.7	267.2	10.5	131.5	146.2	1.6	0.2	1.5	-	1.6
Czech Republic	370.4	358.4	12.0	400.1	341.1	59.0	107.2	292.9	65.4	59.6	5.8	55.7	9.7
Denmark	241.7	173.5	68.2	311.6	304.5	7.1	179.2	132.4	-	-	-	-	-
Germany	4543.3	4088.8	454.5	2569.6	2362.1	207.5	1367.2	1202.4	764.5	561.8	202.7	69.7	694.7
Estonia	37.2	35.9	1.3	40.7	39.5	1.2	26.2	14.5	10.2	9.8	0.5	-	10.2
Ireland	189.7	189.7	0.0	165.0	162.3	2.6	165.0	-	81.1	80.9	0.2	-	81.1
Greece	320.8	306.3	14.4	342.0	328.2	13.8	239.7	102.3	55.9	29.2	26.7	-	55.9
Spain	1624.8	1116.7	508.1	1688.3	1254.7	433.6	1094.2	594.1	28.0	2.8	25.2	-	28.0
France	3376.3	2640.3	736.1	2606.5	1823.5	783.0	1525.2	1081.4	33.7	23.0	10.7	15.7	18.0
Croatia	178.7	177.7	1.0	181.6	174.4	7.1	53.8	127.8	-	-	-	-	-
Italy	1772.8	1709.1	63.7	2833.2	2577.4	255.7	1252.5	1580.7	1.7	0.0	1.7	-	1.7
Cyprus	27.1	22.9	4.3	30.0	24.3	5.7	25.3	4.7	0.3	0.3	-	-	0.3
Latvia	55.3	54.5	0.9	62.4	60.3	2.1	37.6	24.8	4.5	4.3	0.2	-	4.5
Lithuania	182.7	176.8	5.9	80.5	79.0	1.5	59.0	21.6	19.9	19.7	0.2	-	19.9
Luxembourg	21.7	17.5	4.2	25.4	20.9	4.5	9.8	15.6	0.8	0.8	0.0	-	0.8
Hungary	385.3	323.6	61.7	441.3	318.0	123.4	339.0	102.3	75.1	35.6	39.5	-	75.1
Malta	12.5	6.6	5.9	19.8	14.8	5.1	14.8	5.1	0.2	0.1	0.1	0.2	0.0
Netherlands	816.5	803.6	12.9	797.0	714.5	82.6	250.8	546.3	-	-	-	-	-
Austria	333.5	301.9	31.6	357.5	319.1	38.4	108.9	248.7	20.0	11.7	8.4	-	20.0
Poland	1116.9	1045.6	71.3	1431.5	1220.6	210.9	708.6	722.9	261.9	41.7	220.2	-	261.9
Portugal	385.0	336.5	48.4	393.6	312.5	81.1	217.0	176.6	12.2	10.0	2.1	-	12.2
Romania	785.1	782.2	2.9	777.9	763.5	14.3	340.1	437.7	105.6	59.9	45.6	-	105.6
Slovenia	54.6	54.4	0.2	88.7	85.5	3.1	28.8	59.8	-	-	-	-	-
Slovakia	253.7	234.5	19.2	200.4	170.1	30.3	62.1	138.3	15.3	12.6	2.8	-	15.3
Finland	178.4	169.7	8.7	361.7	291.6	70.1	103.9	257.8	23.0	19.0	4.1	-	23.0
Sweden	333.7	279.3	54.5	510.4	426.2	84.2	315.2	195.2	22.5	9.7	12.8	5.2	17.3
United Kingdom	2334.7	951.5	1383.2	4040.0	908.1	3131.9	2420.5	1619.5	-	-	-	-	-
Iceland	12.7	12.6	0.1	24.1	19.1	5.0	16.2	7.9	0.9	0.3	0.6	0.0	0.9
Liechtenstein	1.6	1.5	0.1	1.8	1.8	0.0	0.6	1.2	-	-	-	-	-
Norway	188.1	180.9	7.3	248.9	225.1	23.9	124.1	124.8	6.8	2.0	4.9	-	6.8
Switzerland	261.6	238.5	23.2	352.8	302.2	50.6	122.3	230.5	13.6	2.9	10.7	2.0	11.6
FYR of Macedonia	84.9	84.9	-	84.0	81.9	2.2	34.0	50.0	0.2	0.2	-	-	0.2
Serbia	286.0	285.7	0.3	263.1	260.8	2.3	65.6	197.5	1.8	1.8	-	-	1.8
Turkey	5278.1	5069.7	208.4	5691.1	5450.9	240.2	2903.0	2788.1	-	-	-	-	-

Source: Eurostat Statistics.

Annex 2. *The situation of the number of students enrolled in tertiary education, by sex and state, 2015 (thousand)*

	Tertiary total			Short-cycle tertiary			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
EU-28	19530.6	8969.2	10561.3	1397.5	668.8	728.7	11984.4	5597.4	6387.0	5423.1	2324.0	3099.1	725.5	379.0	346.54
Belgium	504.7	222.7	282.0	24.4	9.0	15.4	365.9	160.0	205.9	97.9	44.8	53.1	16.5	8.9	7.60
Bulgaria	279.0	126.8	152.2	-	-	-	186.7	88.4	98.3	85.6	35.1	50.5	6.6	3.2	3.40
Czech Republic	395.5	168.9	226.6	1.0	0.4	0.6	236.9	101.2	135.7	133.1	53.6	79.5	24.6	13.7	10.87
Denmark	313.8	134.7	179.1	35.0	17.7	17.2	195.1	80.2	114.8	73.8	31.9	41.9	9.9	4.9	5.07
Germany	2977.8	1550.1	1427.6	0.4	0.1	0.3	1792.4	981.5	811.0	988.8	459.5	529.3	196.2	109.1	87.10
Estonia	55.2	22.7	32.5	-	-	-	36.3	15.4	20.9	16.0	6.1	10.0	2.9	1.2	1.67
Ireland	214.6	105.4	109.3	16.5	7.6	8.9	161.3	80.6	80.7	28.6	13.1	15.5	8.2	4.1	4.12
Greece	690.9	354.8	336.1	-	-	-	604.7	314.2	290.5	53.3	22.6	30.7	32.9	18.0	14.92
Spain	1963.9	920.2	1043.7	372.4	193.0	179.4	1204.4	553.6	650.8	355.1	157.5	197.6	32.1	16.1	15.91
France	2424.2	1102.9	1321.2	495.5	250.7	244.8	991.2	412.6	578.5	868.9	403.2	465.7	68.6	36.4	32.18
Croatia	162.0	70.5	91.5	0.1	0.0	0.1	100.9	47.1	53.8	57.9	22.0	35.9	3.1	1.3	1.79
Italy	1826.5	797.6	1028.9	6.5	4.9	1.6	1076.7	491.4	585.3	710.5	285.2	425.2	32.8	16.1	16.68
Cyprus	37.2	16.1	21.1	3.1	1.5	1.6	20.0	9.5	10.5	12.9	4.5	8.4	1.1	0.5	0.62
Latvia	85.9	34.7	51.2	16.1	6.4	9.7	50.6	21.8	28.9	16.9	5.7	11.3	2.2	0.9	1.34
Lithuania	140.6	59.7	81.0	-	-	-	108.1	48.2	59.9	29.9	10.4	19.5	2.6	1.1	1.57
Luxembourg	6.9	3.4	3.5	0.6	0.3	0.3	3.2	1.6	1.6	2.5	1.2	1.3	0.6	0.3	0.25
Hungary	307.7	139.9	167.8	11.7	4.3	7.3	214.7	100.3	114.5	74.1	31.7	42.4	7.2	3.6	3.64
Malta	13.2	5.8	7.4	2.5	1.1	1.4	7.0	3.0	4.0	3.5	1.6	2.0	0.1	0.1	0.04
Netherlands	842.6	401.9	440.7	18.7	8.1	10.6	646.9	311.0	335.8	162.6	75.5	87.1	14.5	7.3	7.22
Austria	426.0	199.2	226.7	77.9	36.0	41.8	183.8	87.0	96.8	140.3	63.3	76.9	24.1	12.9	11.18
Poland	1665.3	682.1	983.2	2.7	0.5	2.2	1104.4	483.8	620.6	514.8	178.0	336.8	43.4	19.9	23.55
Portugal	337.5	157.7	179.8	0.4	0.3	0.1	203.8	94.1	109.8	114.0	54.3	59.7	19.3	9.0	10.27
Romania	541.7	251.0	290.7	-	-	-	354.2	172.5	181.7	168.2	68.4	99.7	19.3	10.0	9.29
Slovenia	85.6	35.8	49.8	11.5	6.6	4.9	48.9	20.0	28.9	22.6	8.0	14.6	2.6	1.2	1.43
Slovakia	184.4	74.5	109.9	2.8	1.0	1.8	102.4	42.2	60.3	70.0	26.6	43.4	9.1	4.7	4.34
Finland	302.5	140.4	162.1	-	-	-	219.4	105.2	114.2	63.2	25.8	37.4	19.9	9.4	10.47

	Tertiary total			Short-cycle tertiary			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Sweden	428.6	174.9	253.7	25.2	12.7	12.5	246.4	91.2	155.2	135.6	59.8	75.7	21.4	11.1	10.25
United Kingdom	2330.3	1021.9	1308.4	272.5	106.5	166.0	1523.9	681.7	842.2	421.1	174.3	246.8	112.8	59.4	53.45
Iceland	18.9	7.0	11.9	0.5	0.2	0.2	13.4	5.2	8.2	4.5	1.4	3.1	0.5	0.2	0.32
Liechtenstein	0.8	0.5	0.2	-	-	-	0.4	0.3	0.1	0.2	0.2	0.1	0.1	0.1	0.03
Norway	268.2	113.0	155.2	9.8	8.2	1.6	188.8	74.0	114.8	62.1	27.2	34.9	7.5	3.6	3.84
Switzerland	294.5	147.8	146.6	10.3	4.2	6.1	195.4	99.3	96.1	65.0	31.5	33.5	23.7	12.8	10.86
FYR of Macedonia	63.5	29.0	34.5	-	-	-	59.4	27.2	32.2	3.9	1.7	2.2	0.3	0.1	0.15
Serbia	241.1	106.6	134.5	-	-	-	194.7	88.4	106.3	37.8	14.6	23.2	8.6	3.6	4.93
Turkey	6062.9	3276.7	2786.2	2013.8	1062.8	950.9	3527.6	1915.9	1611.7	443.3	252.4	190.9	78.2	45.5	32.69

Source: Eurostat Statistics.

Annex 3. Situation of early school leavers 18-24 years of age depending on work status, 2016

	Total (young men and women)					Young men					Young women				
	of which					of which					of which				
	Total (employed and not employed)	Employed	Not employed	of which		Total (employed and not employed)	Employed	Not employed	of which		Total (employed and not employed)	Employed	Not employed	of which	
				Would like to work	Not wanting to work				Would like to work	Not wanting to work				Would like to work	Not wanting to work
EU-28	8.8	4.5	6.2	4.0	2.2	12.2	5.9	6.3	4.8	1.6	9.2	3.1	6.1	3.2	2.8
Belgium	13.8	3.7	5.2	3.2	2.0	10.2	4.6	5.6	3.9	1.7	7.4	2.7	4.7	2.5	2.2
Bulgaria	6.6	3.2	10.6	4.0	6.6	13.7	4.3	9.3	4.7	4.7	13.9	2.0	11.9	3.2	8.7
Czech Republic	7.2	2.7	3.9	1.6	2.3	6.6	3.4	3.3	2.0	1.3	6.6	2.0	4.6	1.2	3.4
Denmark	10.3	3.5	3.8	2.7	1.1	8.5	4.2	4.2	3.1	1.1	5.9	2.6	3.3	2.3	1.0
Germany	10.9	4.7	5.6	3.5	2.1	11.0	5.6	5.3	3.8	1.5	9.5	3.6	5.9	3.1	2.8
Estonia	6.2	6.8	4.1	2.4	1.7	14.3	10.7	3.6	2.8	:	7.4	2.9	4.5	:	2.6
Ireland	6.2	2.5	3.7	1.9	1.8	7.9	3.4	4.5	2.7	1.8	4.4	1.5	2.9	1.0	1.8
Greece	19.0	2.4	3.9	2.5	1.4	7.1	3.5	3.6	2.6	1.0	5.3	1.2	4.2	2.4	1.8
Spain	8.8	7.6	11.4	9.1	2.3	22.7	10.1	12.6	10.9	1.8	15.1	4.9	10.1	7.3	2.8
France	2.8	2.9	5.9	4.0	1.9	10.1	3.7	6.3	5.0	1.3	7.5	2.0	5.5	3.0	2.4
Croatia	13.8	0.7	2.1	1.3	0.8	3.5	1.2	2.3	1.6	0.7	2.0	:	1.8	0.9	0.9
Italy	7.6	4.4	9.4	7.4	2.0	16.1	6.0	10.1	8.8	1.3	11.3	2.7	8.7	5.9	2.8
Cyprus	10.0	4.0	3.6	1.6	2.0	11.4	6.6	4.8	2.5	2.3	4.3	1.8	2.5	:	1.6
Latvia	4.8	4.4	5.6	3.5	2.1	13.7	6.3	7.4	5.8	:	6.2	2.4	3.8	:	2.7
Lithuania	5.5	:	3.1	:	:	6.0	:	3.8	:	:	3.6	:	:	:	:
Luxembourg	12.4	2.6	2.8	2.2	:	6.8	:	4.3	3.2	:	4.2	2.8	:	:	:
Hungary	19.7	5.2	7.2	3.9	3.3	12.9	7.3	5.7	4.3	1.4	11.8	3.0	8.8	3.4	5.4
Malta	8.0	14.5	5.2	3.6	1.7	22.9	18.7	4.1	3.1	:	16.3	9.9	6.4	4.1	2.3
Netherlands	6.9	4.8	3.2	1.8	1.3	10.1	6.5	3.6	2.2	1.4	5.8	3.2	2.7	1.4	1.3
Austria	5.2	3.2	3.7	2.6	1.0	7.7	3.9	3.8	3.0	0.9	6.0	2.5	3.5	2.3	1.2

	Total (young men and women)					Young men					Young women				
	of which					of which					of which				
	Total (employed and not employed)	Employed	Not employed	of which		Total (employed and not employed)	Employed	Not employed	of which		Total (employed and not employed)	Employed	Not employed	of which	
				Would like to work	Not wanting to work				Would like to work	Not wanting to work				Would like to work	Not wanting to work
Poland	14.0	1.9	3.2	1.6	1.6	6.4	3.0	3.3	2.0	1.3	3.9	0.8	3.1	1.2	2.0
Portugal	18.5	7.4	6.5	5.2	1.4	17.4	10.0	7.4	6.1	1.3	10.5	4.8	5.7	4.2	1.5
Romania	4.9	8.7	9.8	4.4	5.3	18.4	11.4	7.0	4.9	2.1	18.7	5.9	12.8	3.7	9.1
Slovenia	7.4	1.7	3.2	1.8	1.4	6.7	2.9	3.9	2.0	1.8	3.1	:	2.6	1.6	1.0
Slovakia	7.9	2.0	5.4	2.6	2.8	7.6	2.8	4.7	3.2	1.6	7.2	1.1	6.1	2.0	4.2
Finland	7.4	3.1	4.8	2.5	2.4	9.0	3.6	5.4	2.9	2.5	6.9	2.6	4.3	2.1	2.2
Sweden	11.2	4.1	3.3	1.9	1.4	8.2	4.9	3.3	2.1	1.2	6.4	3.2	3.2	1.5	1.7
United Kingdom	19.8	5.9	5.3	3.0	2.3	12.7	7.3	5.5	3.5	2.0	9.5	4.4	5.2	2.5	2.7
Iceland	10.9	16.8	2.9	2.3	:	23.6	20.3	3.2	:	:	15.6	13.0	:	:	:
Norway	4.9	7.2	3.7	2.0	1.6	12.9	8.7	4.2	2.7	1.5	8.9	5.7	3.2	1.4	1.8
Switzerland	9.9	2.7	2.3	1.9	0.4	4.9	2.5	2.4	1.9	0.5	5.0	2.8	2.2	1.9	:
FYR of Macedonia	34.3	2.3	7.6	3.7	3.9	8.9	3.4	5.6	:	0.8	10.9	1.1	9.7	2.6	7.1
Turkey	8.8	16.0	18.3	5.0	13.3	32.7	23.1	9.6	6.1	3.5	35.8	8.8	27.0	3.9	23.1

Source: Eurostat Statistics.