



LEARNING MATTERS

SYMPOSIUM ON THE FUTURE PERSPECTIVES OF EUROPEAN EDUCATION AND TRAINING FOR GROWTH, JOBS AND SOCIAL COHESION

BRUSSELS, 19-20 JUNE 2007

CENTRE DES CONFÉRENCES ALBERT BORSCHETTE, 36 RUE FROISSART

Organized by DG-EAC of the European Commission and supported by the European Expert Network on Economics of Education (EENEE) and the Network of Experts in the Social Sciences of Education and Training (NESSE)

At a time of major societal changes within Europe and internationally, education and training do not only contribute to current social, political, economic and cultural development processes, but also build the intellectual foundations, knowledge, skills and resources for dealing with **future challenges**, foreseen as well as unexpected. Generating in-depth, shared understanding of such complex challenges and providing an improved knowledge base for decisions on relevant strategies and policies, requires an improved scientific understanding of education and training structures and processes and of the powerful interconnections of learning with other policy fields.

In this context, the *European Network of Experts on Economics of Education* ([EENEE](#)) and the *Network of Experts on Social Sciences of Education and Training* ([NESSE](#)) are currently supporting the Commission in the analysis of education and training policies and reforms and of their implications at national, regional and European level. In close cooperation with DG-EAC, these two networks of independent experts will participate in a first joint symposium in Brussels on **19 and 20 June 2007**.

This event is a follow-up activity to the 2006 Commission's [Communication on the Efficiency and Equity in European Education and Training Systems](#) and to the main concerns expressed by Education Ministers in the [relevant Council Conclusions](#) as well as to the reorientations from the European Council for the revised Lisbon strategy and the future perspectives of education and training systems.

Drawing on state-of-the-art European and international research, the symposium aims to:

1. highlight the importance of learning within the broader European policy framework not only for growth and employment but also for active citizenship and social cohesion;
2. identify the main challenges and opportunities for European education and training systems in the foreseeable future and consider the policy directions and policy options and their consequences.

The symposium will bring together policy makers from the European and national levels, with researchers from DG-EAC's two networks of experts. Two representatives from the ministries of education and training have been invited. A large number of European-level stakeholder organisations will participate in the discussions and will contribute the practical stakeholder's viewpoint. Representatives of the social partners will participate. Also other actors and international organisations such as the OECD, the European Investment Bank, the UNESCO Institute for Lifelong Learning, CEDEFOP, Eurydice, the Council of Europe, and the ETF. The programme includes presentations from both researchers and policy-makers. In order to increase interaction, each presentation from a researcher will be followed by a presentation by a policy maker and both will be followed by a broader debate.

TUESDAY, 19 JUNE 2007

SYMPOSIUM CHAIRMAN: DAVID WHITE, DIRECTOR FOR EDUCATION AND TRAINING POLICIES, DG-EAC

14.00 REGISTRATION

14:30 INTRODUCTION BY ODILE QUINTIN, DIRECTOR-GENERAL, DG-EAC

14:45-15:45 SESSION 1: CONTRIBUTION OF EDUCATION AND TRAINING TO INNOVATION AND GROWTH

Chair: Prof. Bártoło Campos, Ministry of Education/University of Porto, Portugal (PT Presidency)
Speaker 1: Prof. Ludger Wössmann (EENEE), IFO Institute for Economic Research, University of Munich
Speaker 2: Gert Jan Koopman, Director for Industrial Policy and Economic Reforms, DG-ENTR
Discussion

15:45-16:00 Coffee break

16:00-17:00 SESSION 2: DEMOGRAPHIC CHANGES, IMMIGRATION, AND THE CONTRIBUTION OF EDUCATION AND TRAINING TO SOCIAL COHESION

Chair: Martin Rømer, European Trade Union Committee for Education (ETUCE)
Speaker 1: Prof. Roger Dale (NESSE), University of Auckland (NZ) and University of Bristol
Speaker 2: X. Prats Monné, Director for Employment, Lisbon Strategy, International Relations, DG-EMPL
Discussion

17:00-18:00 SESSION 3: CONTRIBUTION OF EDUCATION AND TRAINING TO FINANCIAL SUSTAINABILITY

Chair: Henri Bogaert, chairman of the Economic Policy Committee Ageing Working Party
Speaker 1: Prof. Angel de la Fuente (EENEE), Universitat Autònoma de Barcelona
Speaker 2: Fabienne Ilzkovitz, Head of Unit in the Directorate for Structural Reforms and Lisbon Strategy-Economic Evaluation, DG-ECFIN
Discussion

20:00 Dinner

WEDNESDAY, 20 JUNE 2007

9:30-10:30 SESSION 4: INEQUALITIES AND SOCIAL EXCLUSION: THE CONTRIBUTION OF E & T TO SOCIAL INCLUSION AND SOCIAL INTEGRATION

Chair: Elise Willame, chair of the Social Protection Committee
Speaker 1: Prof. Kathleen Lynch (NESSE), University College Dublin
Speaker 2: Maria Da Graça Carvalho, Bureau of European Policy Advisers (BEPA)
Discussion

10:30-10:50 Coffee break

10:50-11:50 SESSION 5: CONTRIBUTION OF EDUCATION AND TRAINING TO EMPLOYMENT

Chair: Emilio Gabaglio, chairman of the Employment Committee
Speaker 1: Prof. Francis Kramarz (EENEE), Département de recherches, CREST-INSEE, Paris
Speaker 2: Matthew Higham, BUSINESSEUROPE (previously UNICE)
Discussion

11:50-12:50 SESSION 6: CONTRIBUTION OF EDUCATION AND TRAINING TO THE OVERALL LISBON OBJECTIVES

Chair: Mirko Zorman, Ministry of Education, Slovenia (SI Presidency)
Speaker 1: Karin Henriksson, Education Counsellor, Permanent Representation of Sweden to the EU
Speaker 2: Michel Servoz, Director for Better Regulation and Coordination, the European Commission's Secretariat-General
Discussion

12:50-13:00 CONCLUSIONS BY DAVID WHITE, DIRECTOR FOR EDUCATION AND TRAINING POLICIES, DG-EAC

13.00 BUFFET LUNCH

INFORMATION ON THE SPEAKERS AND PRESENTATION ABSTRACTS

LUDGER WOESSMANN is coordinator of the *European Expert Network on the Economics of Education* (EENEE). He is Professor of Economics, especially Economics of Education, at the University of Munich and holds a joint appointment as Head of the Department Human Capital and Innovation at IFO Institute for Economic Research. He has spent research visits at Harvard University, the National Bureau of Economic Research, Stanford University and Aarhus Business School. His main areas of research include the economics of education, with special focus on microeconomic analyses of international student achievement tests, as well as the economics of growth and innovation. He was awarded the European Investment Bank Prize 2001, the EEA Young Economist Award 2003 and the IEA Bruce H. Choppin Memorial Award 2005.

Abstract: Theories of economic growth increasingly emphasize the contribution of education to innovation and growth, both as “human capital” and as generator of new knowledge. Recent empirical evidence shows that the cognitive skills of the population – rather than mere school attainment – are powerfully related to long-run economic growth. New results suggest that both a decent “education for all” and a sufficient number of “rocket scientists” are important for growth. The estimated impact of educational quality on growth is extremely robust to a variety of alternative specifications, observation periods, and tests of alternative mechanisms. Its mechanism appears to operate primarily through affecting an economy’s rate of technical progress, rather than through increasing the returns to a year of education or through a static upward shift in output. Thus, policies that aim to promote long-run economic performance should concentrate on the effective improvement of the quality of the population’s education.

GERT JAN KOOPMAN is Director for “Industrial policy and economic reforms” in DG Enterprise & Industry of the European Commission. Mr. Koopman and his team are providing strong support for the renewed Lisbon strategy – by co-ordinating the structural reforms pillar of the strategy as well as through a team of country desks covering the 27 Member States. The activities of his Directorate include Industrial Policy and Better Regulation – notably the management of the Commission's Action Programme to reduce Administrative Burdens by 25% by 2012. Mr Koopman also sits on the Commission's Impact Assessment Board which reports directly to the President of the Commission on the quality of Commission Impact Assessments. Following the Spring 2007 European Council Conclusions, Mr Koopman's Directorate leads the work on "Greening of Industrial Policy" which aims to better reconcile Environmental sustainability with Competitiveness concerns by turning challenging environmental objectives into opportunities for Industry.

From 1995 to 2004, Mr. Koopman advised Commissioner Kinnock, initially as a Member of his Cabinet with responsibility for Transport and later as Head of Cabinet when Mr. Kinnock was Vice-President for Administrative Reform. He studied Economics and Latin and Greek at the University of Amsterdam and worked as a Researcher and Policy adviser for the University of Utrecht and the Netherlands Bureau for Economic Policy Analysis before joining the European Commission’s Directorate General for Economic and Financial Affairs.

ROGER DALE is currently Professor of Education at the University of Bristol. His undergraduate work was in Sociology, and he has worked in the sociology of education throughout his career. This has involved long spells at the UK Open University, where he contributed to the Open University's very well known early work in Education, and chaired its first course on teacher education, and as Professor of Education at the University of Auckland, New Zealand, where he was able to observe at first hand the fullest and 'purest' flowering of New Public Management. Since returning to Bristol, he has co-founded (with Susan Robertson) the journal *Globalisation, Societies and Education*, and been closely involved with the Erasmus Thematic Network GENIE-*Globalisation and Europeanisation in Education*.

Abstract: Social Cohesion is one of those flexible concepts that frequently makes up the 'warm' side of a triangle whose other two points are competitiveness/productivity and employment. It is seen as both a good in itself and as a 'value-adding' factor for a range of key social and economic processes and goals, and this is essentially the role it plays in the Lisbon agenda. The presentation will consider a range of different understandings of social cohesion and the roles it can/should play, and at their implications for policy interventions in education and training. A particular focus will be on how understandings of social cohesion might inform education policy responses in respect of issues raised by changing demographic trends, and by immigration, with a particular focus on the effects of conceptions and expectations of social cohesion of increasing cultural diversity. This will include the role of education in relation to different conceptions of social cohesion, for instance as an expression of, and an instrument of, social cohesion; the relationship between education, social capital and social cohesion; the relationship between social cohesion and different levels of educational achievement; how education might be implicated in changing conceptions of citizenship, common values and identity. The presentation will conclude by opening up questions around the long term sustainability of current patterns of education and training in the face of the changes alluded to, and their implications for education's relationships with competitiveness/productivity and employment.

XAVIER PRATS MONNÉ is Director for employment, Lisbon strategy and international affairs in the Directorate-General for Employment, Social Affairs and Equal Opportunities of the European Commission. He is Spanish. He studied at the *Istituto Massimo* in Rome, Italy and majored in Social Anthropology at the *University of Madrid*. He did his post-graduate studies at the *College of Europe* and at the *Centre International des Hautes Etudes Agronomiques Méditerranéennes*. He has previously worked as Director for the European Social Fund and as Head of Unit for European Social Fund co-ordination. He has worked in the Directorate-General for Development Cooperation and in the Commission's Secretariat-General. He has also worked in the Cabinet of Commissioner Michel Barnier and in the Cabinet of the Commission's Vice-President Marin.

Abstract: Mr. Prats Monné will speak about the future challenges and opportunities that ageing and third country immigration will represent for the EU and for income distribution in particular, and about the role of human capital to meet these challenges.

ANGEL DE LA FUENTE is Associate Research Professor of Economics at the Institute for Economic Analysis, Universitat Autònoma de Barcelona. He is the editor of *Revista de Economía Aplicada*, a research fellow of CREA and CESIFo and a member of the European Expert Network on the Economics of Education (EENEE). His work has focused on the determinants of economic growth, with special attention to the role of human capital and on regional economics. He is the author of over forty academic articles and several books on these issues. He has worked as a consultant for the European Commission, the World Bank, the OECD and the Spanish Government.

Abstract

* Public expenditure on education can be seen as an investment. It increases future tax revenues and may reduce expenditure on social benefits.

* We construct estimates of the fiscal returns to a one-year increase in average attainment in 14 EU countries using econometric estimates of the effects of schooling on wages and participation and employment rates (adjusted to try to approximate general equilibrium conditions) and data on educational expenditures, academic failure rates and tax and benefit levels taken mostly from OECD sources.

* We find that in most EU countries post-compulsory education largely pays for itself in the long run. Using a 3% real discount rate, the average recovery rate is close to 90%--leaving the net cost of post-compulsory schooling per student and year at \$700 in the average EU country. In six countries there is a net fiscal surplus that ranges between 500 and \$6,000 per student and year.

FABIENNE ILZKOVITZ is head of the unit "Product markets, competitiveness, competition and innovation policies" in the Directorate General for Economic and Financial Affairs of the European Commission. She is also associate professor in the Faculty of Economics and in the Solvay Business School of the Université Libre de Bruxelles and in a Brussels Business School. Before entering the European Commission in 1985, she has worked as research assistant in the Université Libre de Bruxelles (1976-1983) and as attaché in the research department of the National Bank of Belgium (1983-1985). She has published several papers and contributed to several books dealing with European integration, international aspects of EMU, competition policy and industrial economics.

Abstract: The objective of this presentation is to put the issue of investment in education and training in a broader perspective. Spending on education and training is generally recognised as growth-enhancing. However, in the light of overall budgetary constraints there is a danger that growth-enhancing expenditures are squeezed out by other consumption-oriented expenditures. With ageing populations, spending on education could decrease over the next decades relative to spending on pensions, but at the same time Member States' efforts to raise skill levels should increase public spending on education. It is interesting, therefore, to have a closer look at the trends in the composition of public spending. Moreover, it is important that public spending is efficient. Recent studies show that better results of educational performance could have been reached with the same resources deployed. Efficiency gains are possible.

At its last meeting, the ECOFIN Council agreed that this is an important topic and more knowledge is necessary on these issues. Therefore, the presentation will also outline a possible way forward.

KATHLEEN LYNCH is the Professor of Equality Studies at University College Dublin (UCD) and a Senior Lecturer in Education. She is an Irish Government Senior Research Fellow for 2006-7 and was also made a Fellow of Lucy Cavendish College Cambridge this year. She is an active Board member of the *Women's Health Council* of Ireland (2003-2009) the *National Consultative Committee on Racism and Inter-culturalism* (2006-2009) and the *Association for Higher Education and Access for People with Disabilities* (2005-2008).

Prof. Lynch is a founder of the UCD *Equality Studies Centre* (1990) and played a leading role in the establishment of the *School of Social Justice in UCD* in 2005. Her recent education books include *Diversity in School* (2005), and *Equality and Power in Schools* (2005). Her forthcoming book with John Baker and her colleagues in the UCD Equality Studies Centre is *Affective Equality: Who Cares?* (2008). This book is a sequel to *Equality: From Theory to Action* (2004).

Abstract: *Equality of Condition as a Pre-requisite for a Dynamic and Inclusive Education*

Social scientific research tends to assess the levels of inequality in education in terms of the principles of *formal equality of opportunity*. It does so by measuring levels of *access to* and *participation within* different levels of formal education for different social groups (to much lesser degree measuring attainment outcomes) and devising policies accordingly. Most of the empirical work in the field tends to focus on levels of opportunity for different *socio-economic (sometimes social class) groups* and to a lesser degree on gender. There is little focus in most studies as to how a range of other social identities – including ethnic and/or cultural identity, migrant status, citizenship status, religion, disability, sexual orientation and age – either interface with social class, gender or each other, or operate independently, to determine educational outcomes.

There are two key issues to be addressed therefore: issues arising from the how equality is defined in the first instance, and issues arising from the way different identities interface with social class and gender in perpetuating inequalities and exclusions in education.

While equalizing access and participation are key basic equality objectives, this presentation will demonstrate why we need a more holistic *equality of condition* approach to the achievement of educational equality if we are to promote greater social cohesion within and through education in Europe. A brief outline of the empirical evidence showing the limitations of equal opportunities policies will be presented highlighting how, in very economically unequal societies, equal opportunities policies in education merely offer equal opportunities to become unequal. The presentation will then specify the basic principles of *equality of condition* showing how they apply to four major equality problems within education: *equality of resources, equality of power, affective equality, and equality of respect and recognition*. An equality of condition perspective redefines not only what we measure in equality and inclusion terms, but also who we regard as experiencing inequality in education in the first instance.

The second part of the presentation will comment on how the generative causes of social exclusion in education vary across different social groups with some having priority at different times for different groups, while for others all may operate simultaneously. For a significant number of students, early school leaving and low attainment arises from *lack of economic resources* to participate on equal terms with others. For others it arises from *lack of respect and recognition* of their culture, language and values; for others it arises primarily from the *lack of care* for them as whole persons (with an emotional and personal life and not just an economic life); while for others it arises from the *hierarchical way power is exercised* in schools and colleges – especially where power is exercised in an institutionally authoritarian manner without democratic dialogue, and with a persistent focus on ranking, evaluation and performance appraisal, rather than affirmation.

The policies enacted to address social exclusion in education need to be tailored to the generative sources of the exclusion and these are highly culturally and context specific.

PROF. MARIA DA GRAÇA CARVALHO is Principal Adviser in the areas of Science, Higher Education, Innovation, Research Policy, Energy, Environment and Sustainable Development in the Bureau of European Policy Advisers, a Department of the European Commission reporting directly to the President of the Commission. She is a Full Professor at the Mechanical Engineering Department of the Technical University of Lisbon since 1992. In 1983 she obtained her Ph.D. at the Imperial College in London. She has participated in and coordinated a large number of international R & D Projects. She has over 500 publications in Scientific Journals, Books and International Conferences Proceedings. Her main research field is Energy, Environment and Sustainable Development. She has served as Minister of Science and Higher Education and as Minister of Science, Innovation and Higher Education in Portugal. She has also served as Director-General of the Office for International Relations in Science and Higher Education and Deputy President of the Portuguese Association of Engineers. She was a member of the Board of Directors and President of the Scientific Board of the Technical University of Lisbon. She is a member of 22 national and international scientific associations and fellow of the American Institute of Aeronautics and Astronautics and of the American Association for the Advancement of Science. She is a fellow of the World Academy of Art and Science.

Abstract (presentation prepared by Maria da Graça Carvalho with Frédéric Lerais and Roger Liddle)

The presentation will summarise two recent works produced in BEPA, "The Europe's Social Reality" and "Investing in Youth: an empowerment Strategy". Special attention will be devoted to the contribution of Education and Training to social inclusion and social integration from the early-childhood education to higher education and the links between training and education systems and the labour market.

European societies face major social challenges. The knowledge economy can seem threatening to those with low skills and low educational aspirations. Unemployment and inactivity still blights too many people's lives, as do unresolved problems of widespread poverty. Generational disadvantage may be becoming more embedded and social mobility more problematic. The social consequences of self perceptions of failure in our unequal societies may be causing new stresses and problems in terms of family life, crime and anti social behaviour, mental illness and the new diseases of affluence. The ties of solidarity may be corroding, particularly as a result of welfare dependency and the issues relating to the integration of minority communities into our societies.

The European Commission came to the view that the complex dynamics of social change within our societies need to be analysed afresh in order to strengthen Europe's response to globalisation. The BEPA Consultation Paper "Europe Social Reality" was aimed at launching a debate on Europe's social reality. This work looked at common patterns in these contrasting experiences and how social changes can be assessed against benchmarks of well-being and opened the debate about some of the key factors that contribute to well-being – such as economic opportunity, the changing nature of work, the challenges of the ageing society, demography and new patterns of family life, poverty and inequality, the barriers to good health and social mobility, quality of life, crime and anti-social behaviour, and diversity and multiculturalism.

The aim of this exercise in exploring Europe's social reality was to build a new consensus on the common social challenges facing Europeans. One of the major outcomes of the debates initiated by the social stocktaking exercise was that investing in youth is, indeed, one of the key responses for Europeans to tackle the challenges created by rapidly changing social, economic, technological and demographic environments.

The youth is the future, and timely and effective investment in youth is the key to making that future prosperous, both economically and socially. Child poverty and high youth unemployment levels attest to European countries' failure to meet the criteria of successful investment in its youth. An encompassing youth strategy is needed to adequately equip the younger generation for the future; a future that is characterized by rapid changes, the complexities of globalisation, the development of the knowledge society and an ageing population.

This BEPA paper "Investing in Youth: an empowerment Strategy" aimed to provide a strategic overview of the situation in five main youth policy fields (child well-being, health, education, employment and citizenship) and provided policy recommendations. One important conclusion of this work is that early actions are both efficient and equitable. The need for early investment in human and social capital is stressed. 'Investing early' supposes, for instance, reinforcing the cognitive skills and meta-skills that will be useful throughout the entire

life course; teaching good health habits and fighting child poverty. It also means improvement with regard to the entry of young people into the labour market by providing the right incentives to them, and means the provision of the right framework for their active participation as citizens. Even with proper incentives, there remains a need to offer second chances (as early as possible) to favour a good use of human capital for those who have been discouraged: by reinforcing second chance education and by favouring a variety of pathways to higher education and to the labour market.

FRANCIS KRAMARZ is Head of the Research Department at the *Centre de Recherche en Économie et Statistique* and *Institut National de la Statistique et des Études Économiques* in Paris, France. He is also an Associate Professor at Ecole Polytechnique and a member of the "Conseil d'Orientation pour l'Emploi" advising the Prime Minister on employment issues. He holds a Ph.D. in economics from *Université Paris-X Nanterre*. He serves as an Associate Editor of the Journal of the European Economic Association, *Labour Economics*, the *Journal of Population Economics* and *Research in Economics* (Ricerche Economica). He has been Chief Editor of the *Annales d'Economie et Statistique*. With respect to the economics of education, his work has dealt with employment policies for low-skilled youths, on-the-job training and firm-and person-specific remuneration patterns. In addition to the economics of education, his main research interests include labour economics, microeconometrics and matched employer-employee datasets. His major contributions have been published in the *Quarterly Journal of Economics*, the *Journal of Political Economy*, in *Econometrica*, in the *European Economic Review*, in the *Review of Economics and Statistics* and in other journals.

Abstract: I will present some recent evidence on the causal impact of education on various outcomes: wages or employment, but also health, intergenerational transmission of education, etc. I will also indicate that new research appears to show that very early investments appear to be the only that have a strong impact, and that consequently workplace training is less useful.

MATTHEW HIGHAM is the Education and Training Expert of [BUSINESSEUROPE](#) (formerly UNICE), the Confederation of European Business, which represents over 20 million companies in Europe. Responsibilities include vocational education and training, employers' coordinator on the Board of CEDEFOP, higher education, innovation, adult learning. Matthew is also managing international project activities in the fields of social dialogue, restructuring and capacity building.

MICHEL SERVOZ is Director for Better Regulation and Coordination in the European Commission's Secretariat-General. His Directorate is responsible for the policy coordination of the Commission and in particular for the Lisbon Strategy. He joined the Secretariat General in 2000 as Head of the Unit responsible for "Strategic planning and programming". Before working for the Secretariat-General, he had been working for the Commission services responsible for external relations and trade policy. He joined the European Commission in 1989. He holds degrees in Law and in Political Science and has been trained as a judge in France.

Abstract: Education is at the heart of the Lisbon Strategy. Education is essential not only as a precondition for competitiveness, research and innovation but also for ensuring employment, social inclusion and cohesion. Education is also increasingly a commodity in itself bought and sold at competitive international markets. Finally, education plays an essential role in paving the way for change and for preparing us to challenges from globalization, climate change and ageing. Hence, the role of education and training cannot be overemphasized. This paramount role is reflected in the Lisbon process, for example in the National Reform Programmes as well as the Commission's assessments thereof. It is spelled out concretely in country specific recommendations as well as points to watch directed to those countries with particular issues to address.

However, the need to reform our education and training systems is general. Education systems throughout Europe are facing many new and diverse challenges of economic, organizational and sociological nature. The Lisbon strategy is providing some answers as to how these challenges can be tackled. Education must build more closely on the surrounding society and the international dimension must be exploited more. Partnerships and relations with businesses and other stakeholders must be activated. Education and training must also address better the needs and problems of the labour market. Education and training for example are essential parts of the flexicurity approach. All in all, education and training will only increase in importance within our societies as well as in the Lisbon Strategy over the coming years.

KARIN HENRIKSSON is counsellor for education and research at the Permanent Representation of Sweden to the EU. She is on leave of absence from her position as director for European Affairs in the Swedish Ministry of Education and Research, where she has been employed since 1993. Her previous positions have included work in both the public and the private sector in Sweden, i.a. at different national agencies, the universities of Stockholm and Linköping and the Institute for Future Studies. She has been a member of the Education Committee of the Council of the EU since 1994 and chaired the committee during the Swedish Presidency in 2001. She is also a member of the Research Working Party and the Working group on Youth Affairs.