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Brussels, October 11, 2019 - **Europe reaching the ET2020 goals - investing in educators of today and tomorrow: Education and Training Monitor 2019 results are out**

On 26 September the European Commission held the second Education Summit gathering over 20 European Ministers of Education across the EU and during which the [ET Monitor 2019 results](#) were launched. The teachers and the future of the teaching profession were at the heart of the discussions. The Summit marks a high point in the European Union's commitment to the education agenda.

The **Lifelong Learning Platform - European civil society network for education** welcomes the 2019 Education and Training Monitor published by the EU Commission on September 26th, the European Day of Languages. This year's report highlights the achievement of the target on tertiary education attainment and the general progress towards the rest of the goals established in the [ET2020 framework](#). Nonetheless, the percentage of early leavers seem to have come to a worrying standstill and the number of adults receiving education or training is still far from the EU objectives.

The focus of the introductory chapter of this year's monitor is on teachers and the teacher profession. A number of countries have an increasing proportion of teachers over 50 or even 60 years old which, combined with the shortage of teachers with specific skills, could potentially challenge the renewal of the workforce in our educational systems. The report further elaborates on several attributes of European educators to better understand their needs in terms of motivation, recognition, working conditions and lifelong learning opportunities to make the profession more attractive.

The LLL-Platform expressed in its contribution to the ET2020 Review 2018 the need to include a new target on improving the status and access to continuous professional development of teachers and educators. We emphasise the need to take this forward in the future framework. The analysis provided in this year's monitor focuses only on general traits of teachers' educational engagement per country instead of setting the scene for a potential future benchmark that could result in helping the **EU to meet the needs for professionals with specific digital skills or skills to deal with diversity and learners with special needs to harness, thus, their full potential as educators.**

With regards to the role of Civil Society in ET2020, the European Parliament in its 2016 resolution "stresses the role of external associations and NGOs in entering schools to provide children with additional skills and social competences, such as arts or manual activities, and in helping integration,

better understanding of their environment, solidarity in learning and living, and easing up the learning competences of whole classes"¹.

Nonetheless, the E&T Monitor does not yet provide a portrait of education that reflects the perspective of civil society and good examples of cooperation between civil society and education and training institutions. The need for monitorable and qualitative data, including the views of learners themselves, could be satisfied with the involvement of these organisations that would, additionally, result in a more realistic portrait of education in Europe addressing the value of non-formal and informal learning.

"Cooperation in education and training is a prerequisite for lifelong learning to happen. This translates into learning from each other, building each other's capacity and innovating together to put learners and educators in the centre and make their voices heard." says Luis Costa, President of the Lifelong Learning Platform.

A notable example on how Civil Society could top up the gathered information and its utility can be observed on the benchmark concerning early leavers from education and training, as the results of the efforts made by Member States seem to have stagnated in the goal of keeping early leavers below 10%. Adding the perspective of Civil Society could, among other benefits, cater information on where school leavers go, if they pursue other forms of education or whether they enter the labour market as, often, NGOs have an essential role in reaching these individuals that fall out of the educational system. The LLL-Platform intends to fill this gap by launching its shadow report on the ET2020 monitor collecting and sharing several national realities from the perspective of a number of organisations working in different sectors of education on the field.

Furthermore, according to this year's report, the investment in education has remained invariable as a percentage of the total public expenditure. The ET Monitor 2019 shows alarming results on how the average public expenditure on education as a percentage of Member States' GDP has systematically decreased since 2014. These two facts seen together prove very little courageous steps towards the sustainable model of education that LLLP defends as the 21st century learning paradigm: a learner-centered approach with participatory pedagogy where learners create knowledge on their own and develop the full range of "lifeskills". This understanding of education not only results in more inclusive societies and individuals better prepared for life but is also the answer to the increasing pressure that the world of work puts on educational systems. The demands of European job markets cannot be solved with short-sighted measures that aim to provide workers with the skills necessary for the present jobs or the ones in the near future, but with investments that seek structural changes in education to prepare learners to be resilient and adaptable citizens.

**The Education and Training Monitor, an annual series that aims at capturing the progress made on education and training systems in Europe based on ET2020 targets and benchmarks, plays an important role in pressuring members states to invest in education and training systems to attain the ET2020 objectives in regard to: early school-leaving, early childhood education and care, tertiary educational attainment, early childhood education and care, tertiary educational attainment, adult participation*

¹ Resolution of 23 June 2016 on follow-up of the Strategic Framework for European cooperation in education and training (ET 2020). https://www.europarl.europa.eu/doceo/document/TA-8-2016-0291_EN.html?redirect

in learning, employment rate, underachieving in reading, maths and science...

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The [Lifelong Learning Platform](#) gathers 42 European networks working in education and training. Together, they cover all sectors of education and training including networks for secondary and higher education, vocational education and training, adult education and popular education; networks for students, school heads, parents, HRD professionals, teachers and trainers.

Established in 2005, LLL-P promotes a vision of lifelong learning based on equity, social cohesion, active citizenship and personal development. The platform works as a space for knowledge exchange between its member networks and uses their expertise to discuss and feed in EU policy-making, making sure that European citizens have their voice heard. In that sense LLL-P contributes to a better understanding and dialogue between the grassroots level and European institutions.