

EDUCATION AND TRAINING

1. Basic concepts

Education, training and the level of competences affect well-being of individuals and open up opportunities otherwise precluded. Education does not only have an intrinsic value but it directly affects the well-being of people. People with higher education level have higher standards of living and more possibilities to find work (OECD, 2010c; Boarini and Strauss, 2010; Sianesi and Van Reenen, 2003), they live longer and better because they have healthier lifestyles and more opportunities to find jobs in a less risky environments (Miyamoto and Chevalier, 2010; La Fortune and Looper, 2009). Furthermore, higher levels of education and training relate to higher levels of access and enjoyment of goods and cultural services, and an active participation in the production process in the cultural and creative sectors (Eurostat, 2011).

2. Dimensions considered to represent the domain

The domain takes into account four dimensions:

1. Formal education. Undertaken in schools and universities, it is the main pillar of competences that people acquire during lifetime. The population's educational level can be considered as a proxy of the stock of human capital available in a country.
2. Long life learning. People continue to acquire competences throughout lifetime, especially at work but also through the activities of their free time. The participation of adults to training activities is an important element in improving their competences.
3. Levels of competences. Education and training are indicators of the potential in terms of human capital but they do not give indications on the real competences of the population; for this reason it is necessary to measure the competences actually acquired and their impact on individual well-being.
4. Cultural participation. It represents an important source of "random learning" placing itself in a continuum with education and training, and having a direct and positive effect on life satisfaction (Morrone, 2011).

3. List of the best indicators

1. Participation in early childhood education: *Percentage of children aged 4-5 years participating in pre-primary education on total children aged 4-5 years.*
Some studies have recently shown that education in the early years of life has a positive impact on future educational success with a lower risk of dropping out from the education system and social exclusion and increased employability. The early childhood education may also have a role to balance social inequality.
2. People with at least upper secondary education: *Percentage of people aged 25-64 years having completed at least upper secondary education (ISCED level not below 3a, 3b or 3c) on total people aged 25-64 years.*
Main indicator used in international comparisons to provide an assessment of the level of formal education achieved in a country.

3. People with tertiary education: Percentage of people aged 30-34 years having completed tertiary education (ISCED 5 or 6) on total people aged 30-34 years.

Higher education plays a vital role in society by creating and transferring new knowledge to students and fostering innovation. This is one of the indicators target of the Europe 2020 strategy which aims to increase the share of people aged 30-34 who have completed a university degree to 40% by 2020 at the European level.

4. Early leavers from education and training: Percentage of people aged 18-24 years who have achieved only lower secondary (ISCED 2) and are not included in a training program on total people aged 18-24 years.

Reducing the percentage of early leavers from education and training is essential to increase the level of skills of the population and prevent social exclusion. This indicator measures one of the targets of the Europe 2020 strategy which aims to reduce the proportion of drop out below the 10% threshold by 2020.

5. Young not in education, employment, or training (NEET): Percentage of people aged 15-29 years that are not in education, employment, or training on total people aged 15-29 years.

The indicator identifies the proportion of population aged 15-29 years not in education, employment, or training. The reference is to any type of schooling/university and any type of training activity (regional vocational training, other vocational training courses, other educational activities such as seminars, conferences, private lessons, language courses, IT, etc. .), with the exception of "informal" training activities such as self-study. According to the latest Eurostat's recommendation the condition of NEET take into consideration not only young people engaged in regular training (also called "formal"), but also those who carry out "non-formal" training activities.

6. Participation in long-life learning: Percentage of people aged 25-64 years participating in formal or non-formal education on total people aged 25-64 years.

Formal education is the main part of the training that you receive in a lifetime. However, the training should continue throughout the life cycle and, in particular, the work should provide new training opportunities. Participating in adult education improves productivity and income.

7. Level of literacy: Scores obtained in the tests of functional literacy skills of students in the 2nd class of upper secondary education.

The indicators proposed so far assess the country's potential in terms of human capital. It is necessary, however, to measure the level of competences of the population. For this reason it is proposed an indicator of the levels of literacy of students in the 2nd class of upper secondary education. This indicator, based on the INVALSI's National Evaluation Service, measures the functional literacy skills. The indicator is very similar to that measured by the PISA OECD survey but has the advantage of relying on a census data collection.

8. Level of numeracy: Scores obtained in the tests of numeracy skills of students in the II classes of upper secondary education.

This indicator integrate the previous one measuring the level of numeracy of of students in the 2nd class of upper secondary education

9. People with high level of ICT competencies: Percentage of people aged 16 years and over who can perform at least 5 over the 6 listed operations on the computer on total people aged 16 years and over.

ICT technologies are a means of access to new opportunities for knowledge and new ways of participation and socialization. Therefore is crucial for people to have the skills to take advantage of ICT. This indicator – harmonised at European level - measures an high level of computer skill as the proportion of people who know how to carry out at least 5 out of 6 activities related to the use of personal computer.

10. Cultural participation: *Percentage of people aged 6 years and over who have carried out 3 or more activities in the 12 months before the interview on total people aged 6 years and over. The activities considered are: percentage of people aged 6 and over that, in the 12 months preceding the interview, have gone at least once to: cinema, theatre, exhibitions and museums, archaeological sites, monuments, concerts of classical music, opera, concerts of other kind of music; percentage of people aged 6 and over who read the newspaper at least once a week, who read at least one book in the 12 months preceding the interview, who usually read some magazines (weekly or periodic), who watches DVDs at home.*

This synthetic indicator assesses the level of cultural participation considered as an extension of long life learning.