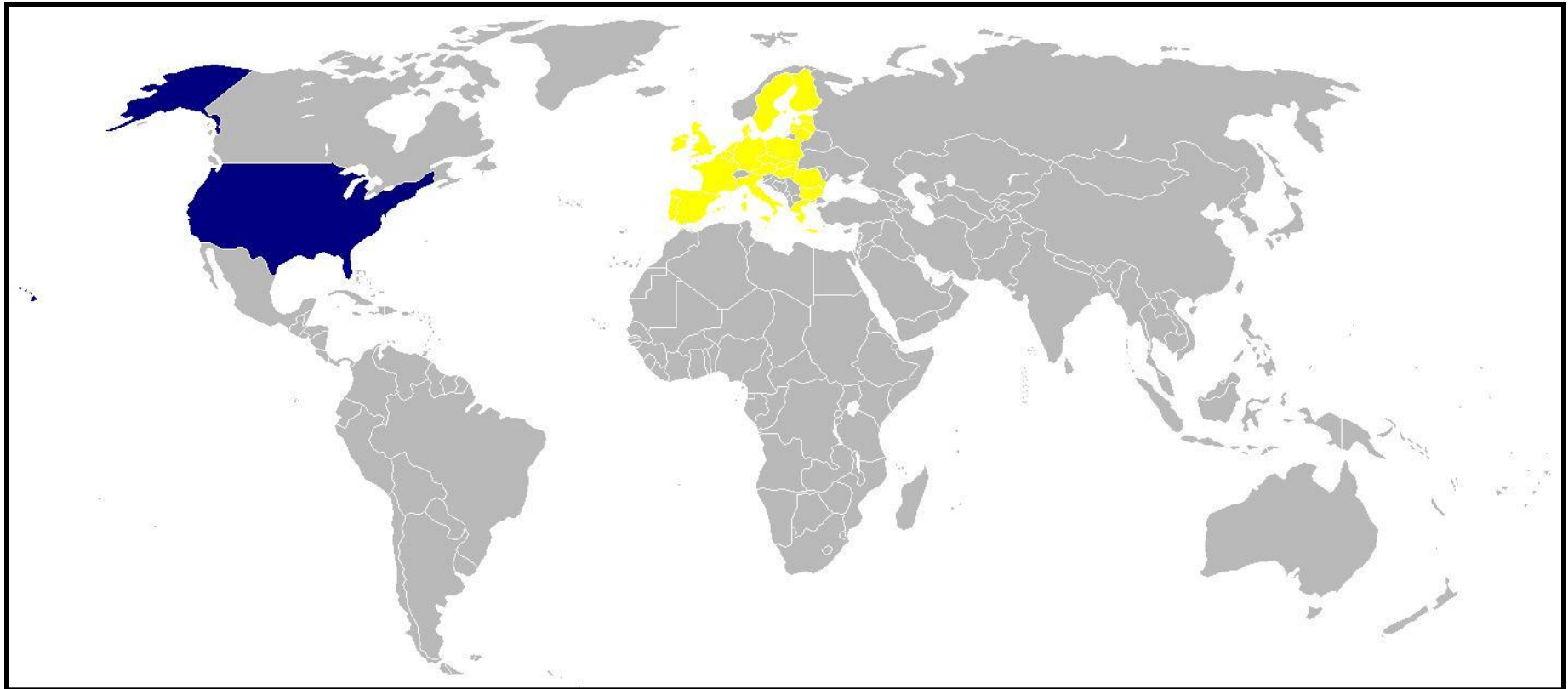


Education

European Union

13

Why Focus on European Union?



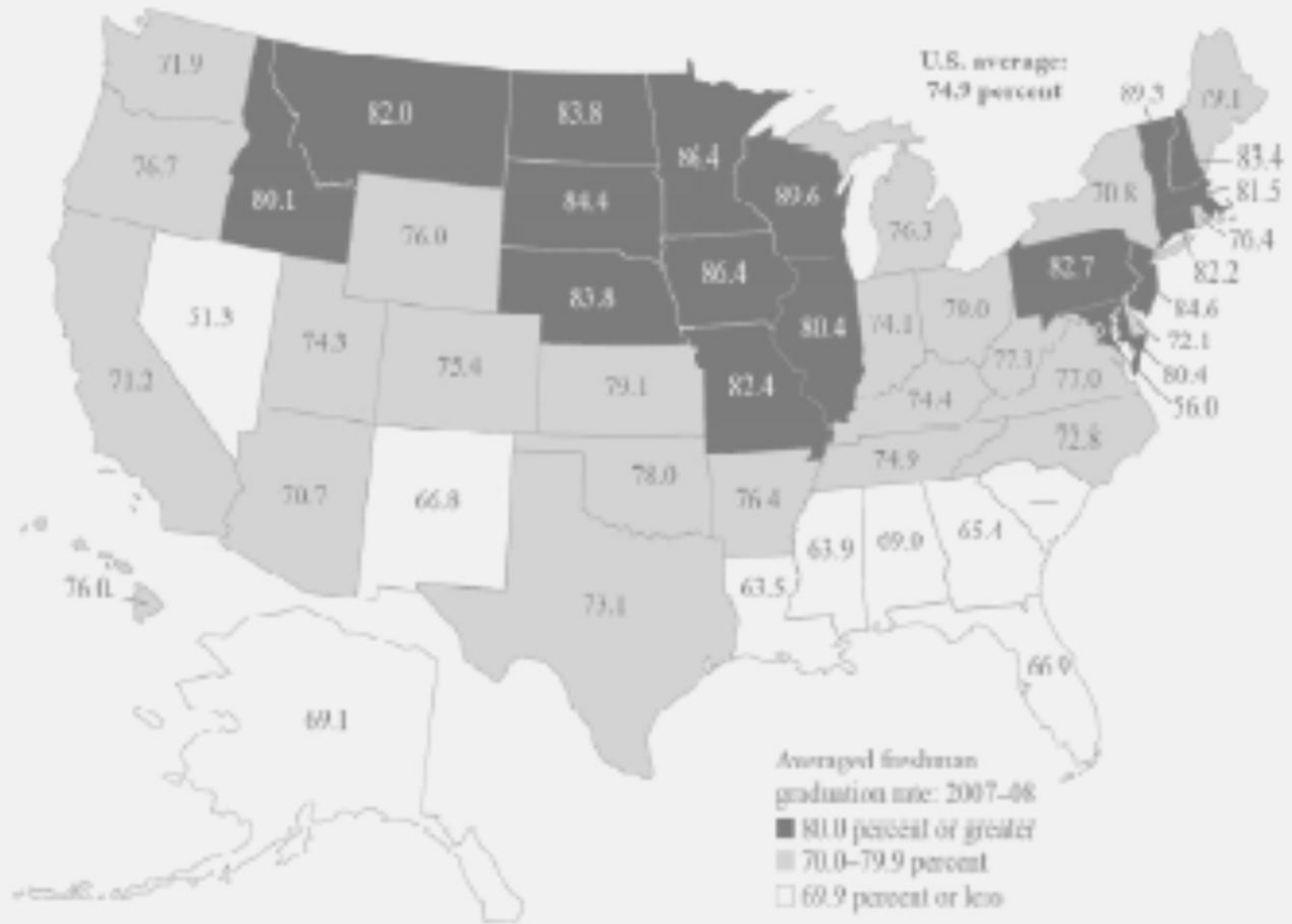


THE EUROPEAN UNION (EU) is an economic and political alliance that began in 1952 with 6 member countries. The alliance has expanded several times to eventually include 27 members in 2007. The EU's goal is to eliminate legal barriers to the free movement of people (including labor), goods, services, and capital across member countries' borders.

1. The EU is investing heavily in education and research ... thereby challenging the United States' dominance as a host country to international students (European Commission 2011, Lee 2004).

2. A comparative analysis allows an assessment of U.S. strengths and weaknesses relative to the world's wealthier economies.

Figure 6. Averaged freshman graduation rates of public high school students, by state: School year 2007–08



25.1% of 9th graders do not graduate from high school 4 years later.

Public High School Graduation Rates

States with the **highest** percentage of 9th graders who graduate on time (4 years later)

#1. Wisconsin – 89.6%

#2 Vermont – 89.3%

#3 Minnesota – 86.4%

#4. Iowa – 86.4%

#5. Minnesota – 85.3%

Public High School Graduation Rates

States with the **lowest** percentage of 9th graders who graduate on time (4 years later)

#1. Louisiana – 63.5%

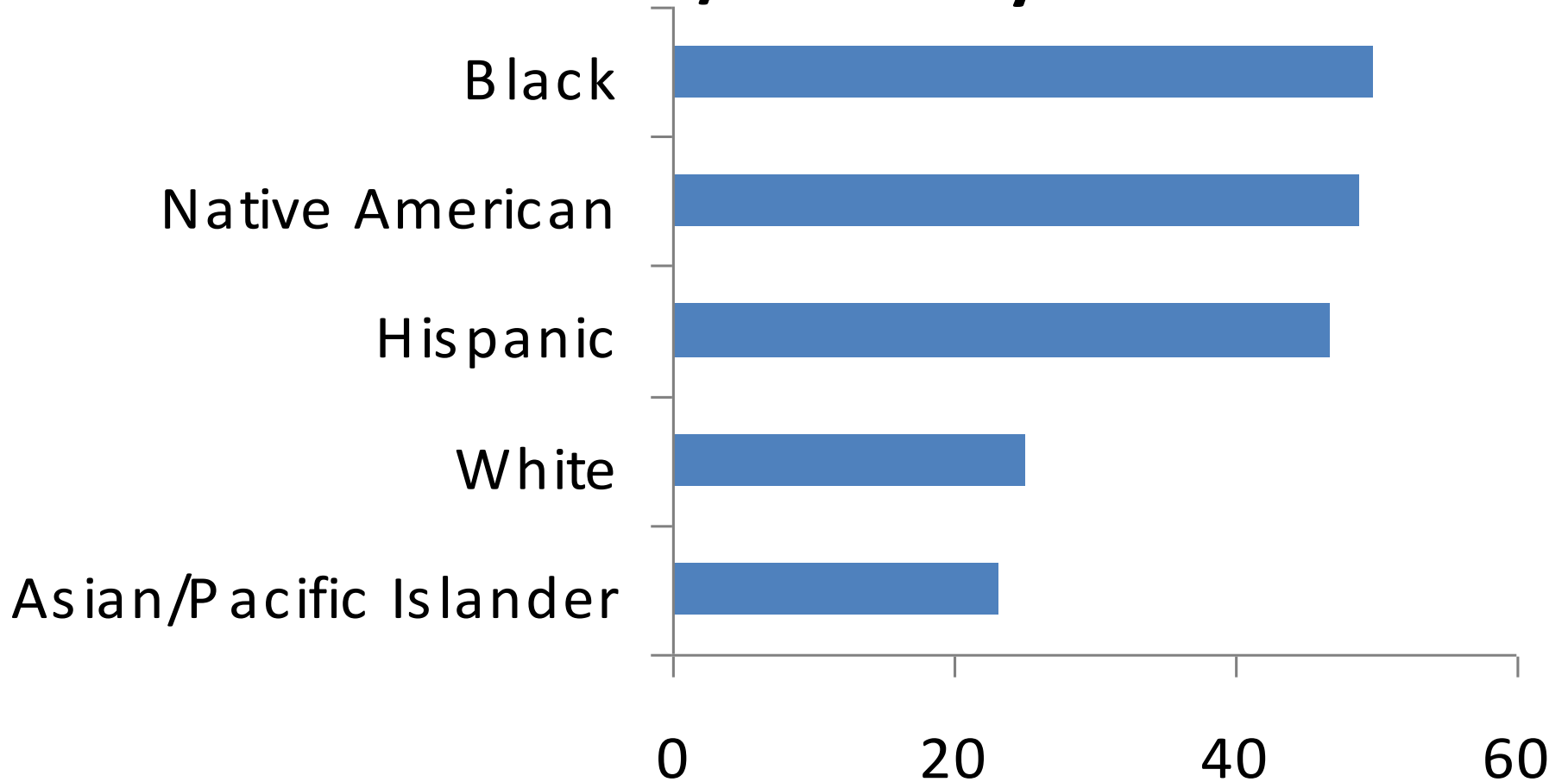
#2. Mississippi – 63.9%

#3. Georgia – 65.4%

#4. Florida – 66.9%

#5. Arizona – 70.7%

Dropout Rates Vary by Race/Ethnicity



The United States seems to create students who are preoccupied with knowledge as it applies to income generation and wealth creation.

Why?

U.S. investment in college education is highest in the world.

\$20,154 per year (per student)

31.6% subsidized (public expenditure)

Note: 32% of 25-34 year olds hold the equivalent of a college degree.

Denmark

\$15,890 per year (per student cost)

96.5% subsidized (public expenditure)

Note: 35% of 25-34 year olds hold the equivalent of college degree.

Sweden

\$16,774 per year (per student cost)

89.3% subsidized (public expenditure)

Note: 32% of 25-34 year olds hold the equivalent of college degree.

Italy

\$5,531 per year (per student cost)

69.6% subsidized (public expenditure)

Note: 20% of 25-34 year olds hold the equivalent of college degree.

66 percent of U.S. college students borrow money to pay for college.

Upon graduation, the average debt burden is \$23,186.

Percentage of workers with college degrees in occupations that do not require a 4-year degree

Occupation	Percent with at least Bachelor's	Number
Customer service representatives	21.62	482,784
Waiters and waitresses	13.40	317,759
Secretaries, except legal, medical, and executive	16.64	311,440
Executive secretaries and administrative assistants	16.64	248,131
Receptionists and information clerks	12.89	141,476
Laborers and freight, stock, and material movers, hand	5.07	118,441
Janitors and cleaners, except maids and housekeeping cleaners	5.01	107,457
Truck drivers, heavy and tractor-trailer	5.09	85,205
Bartenders	16.00	80,542
Carpenters	7.27	65,412
Food preparation workers	7.24	63,737
Amusement and recreation attendants	24.61	63,704
Landscaping and groundskeeping workers	6.77	62,414
Construction laborers	5.82	59,409
Telemarketers	15.85	54,713
Postal service mail carriers	13.95	49,452
Electrician	7.76	49,109
Hotel, motel, and resort desk clerks	16.14	37,156
Flight attendants	29.80	29,645
Parking lot attendants	13.74	18,749

Given this high level of private investment, one should not be surprised to find that students (and their parents) are preoccupied with the return on investment.

Additionally, Americans place lower value on accumulated knowledge and experience with other ways of life.

Most American high school students are required to take a foreign language, but most do not learn a language.

Even when American students study abroad, the most popular destination is an English-speaking country: Britain (12 percent) .



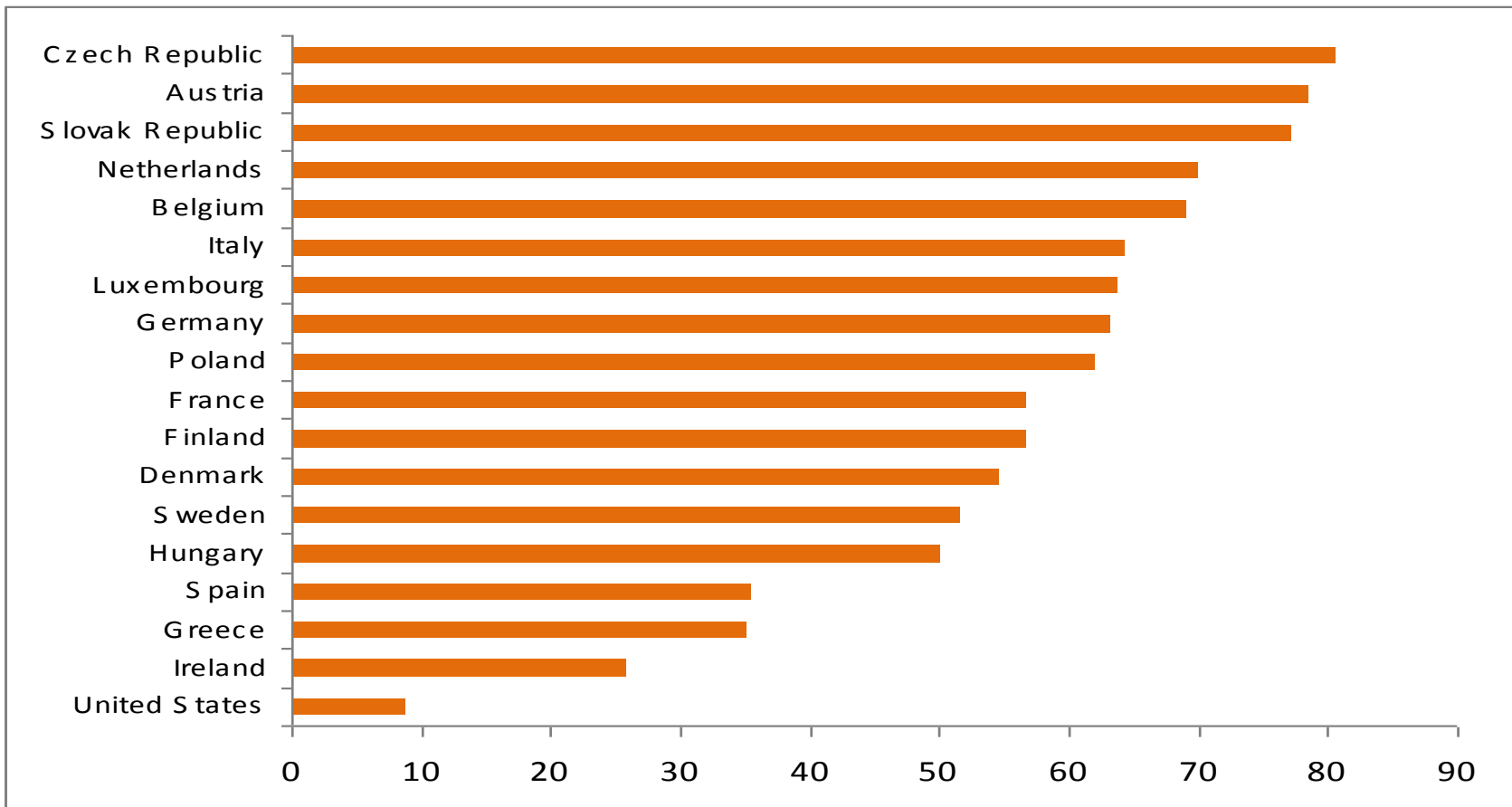
Sociologists viewing this photo of an U.S student studying in Egypt riding a camel would question why only 500 of the 260,000 American students studying abroad go to that country in light of U.S. involvement in that region of the world.

Students must figure out why something is worth knowing and must make their own applications.

Fewer than 10 percent of U.S. high school students are in a program that prepares them for direct entry into a specific occupation.

It is left to American students to acquire such work experience.

Figure 12.1a Percentages of Students in Vocational Programs in European Countries and the United States



U.S. curriculum does not build on accumulated knowledge.

The practice of allowing people with past academic failures to attend college suggests that accumulated knowledge doesn't matter all that much.

An estimated 28 percent of entering college freshman take one or more remedial courses in reading, writing, or mathematics.

Many Americans come away with the belief that the ideal person is self-made and able to transcend societal forces.

High private investment (versus public) in education sends the message that individual effort matters more than public support.

Americans place high value on educational achievement, but not on the **dedicated study** needed to attain it.

The fact that most American-born students do not “learn” a foreign language (see page 338 in textbook) is one example of a lost opportunity to experience the benefits of dedicated study.

If American students write something even remotely related to the answer, teachers give them some points just for their effort.

Student from Spain

Question asked of European students
studying in America:

How well did your education in your home
country prepare you for college in the United
States?

I feel it over prepared me because I am not challenged here. In Germany we are taught to be independent and we study without a teacher telling us. In the United States teachers constantly remind students what they have to do and when it has to be done.

Germany

I feel I was very prepared, and, yes, almost over prepared. The teachers in Poland would never remind us of homework assignments. We have lecture classes of 200 or more students so teachers didn't care if you were there or if you turned in your assignments. It is much easier here.

Poland

Very well because it has been easy for me to get my degree here. Classes are too easy and I feel I was over prepared for the American level. America is the most important country in the world, [but after studying here], I don't know why. I am sorry to say this!

Spain

Core Concept 1:

In the broadest sense, education includes the formal and informal experiences that train, discipline, and shape the mental and physical potentials of the maturing person.

Core Concept 1:

1. Education begins when people are born and ends when they die.
 - a. Informal education occurs in a spontaneous, unplanned way.
 - b. Formal education is a purposeful, planned effort to impart specific skills or information.
 - c. Schooling ~ a program of formal, systematic instruction that takes place primarily in classrooms but also includes extracurricular activities and out-of-classroom assignments

Core Concept 2:

Schools perform a number of important social functions that, ideally, contribute to the smooth operation of society.

Core Concept 2:

1. Social functions of education include **transmitting skills, facilitating change and progress, contributing basic and applied research, integrating diverse populations, and screening and selecting** the most qualified students for what are considered the most socially important careers.

Core Concept 2:

1. Societies use education-based programs to address a variety of social problems. The U.S. is probably unique in that education is viewed as the *primary* solution to many problems.
2. Other functions include serving as reliable babysitters and providing a dating pool and marriage market.

Core Concept 3:

An analysis of school systems must focus on the ways the educational experience is structured to create and perpetuate advantage and privilege.

Core Concept 3:

1. Although the United States ranks second in per-pupil spending for primary and secondary education, students living in many countries that spend far less perform at higher levels.
2. In the United States, the heavy reliance on state and local revenue to fund primary and secondary education is problematic because wealthy states and local communities generate less tax revenue than do wealthier ones.
3. Illiteracy is the inability to understand and use a symbol system, whether it is based on sounds, letters, numbers, or some other type of symbol.

Core Concept 3:

The Availability of College

1. Only a handful of countries in the world give a significant share of the population the opportunity to attend college.
2. One distinctive feature of the U.S. education system is that, in theory, anyone can attend college, even if he or she has not graduated from high school or received a GED.

Core Concept 4:

The credential society is a situation in which employers use educational credentials as screening devices for sorting through a pool of largely anonymous applicants.

Core Concept 4:

1. Emphasis on a college degree may explain why fewer than 10 percent of American high school students are enrolled in vocational programs and why 60 to 70 percent are enrolled in the college preparatory track.
2. Between 35 and 80 percent of EU high school students enroll in what those in the United States would call vocational programs, but according to Richard Owen, most vocational programs in the EU are equivalent in rigor to U.S. college preparatory programs.

Core Concept 4:

The Promise of Education

1. Most Americans (as early as first grade) are taught to equate education with increased job opportunities and higher salaries.
2. In the U.S., the connection between a college education, job opportunities, and higher salaries is not always realized on a personal level.

Core Concept 5:

Most, if not all, education systems sort students into distinct instructional groups according to similarities in past academic performance, performance on standardized tests, or even anticipated performance.

Core Concept 5:

The following rationales underlie ability grouping, streaming, or tracking:

1. Students learn better when they are grouped with those who learn at the same rate.
2. Slow learners develop more positive attitudes when they do not have to compete with the more academically capable.
3. Groups of students with similar abilities are easier to teach than students of various abilities.

Core Concept 5:

The following rationales underlie ability grouping, streaming, or tracking:

Research suggests that tracking has a positive effect on high-track students, a negative effect on low-track students, and no noticeable effect on middle-track or regular-track students.

Core Concept 5:

Sociologist Jeannie Oakes (1985) investigated through a classic study how tracking affected the academic experiences of 13,719 middle school and high school students in 297 classrooms and 25 schools across the United States.

1. Poor and minority students were disproportionately placed in the lower tracks.
2. The different tracks were not treated as equally valued instructional groups.

Core Concept 5:

Sociologist Jeannie Oakes (1985) investigated through a classic study how tracking affected the academic experiences of 13,719 middle school and high school students in 297 classrooms and 25 schools across the United States.

3. As reflected in teachers' attitudes and in student to student and teacher to student relationships, clear differences existed in the classroom climate and in the quality, content, and quantity of instruction.
4. Low-track students did not develop positive images of themselves.

Core Concept 5:

Sociologist Jeannie Oakes (1985) investigated through a classic study how tracking affected the academic experiences of 13,719 middle school and high school students in 297 classrooms and 25 schools across the United States.

5. The brighter students tended to do well regardless of the academic achievements of the students with whom they learned.
6. Efforts to detrack have collided with demands from politically powerful parents of high-achieving or “gifted” students.

EU countries track students according to academic abilities.

Core Concept 6:

Schools and teachers everywhere and at all levels of education teach two curricula simultaneously: a formal one and a hidden one.

Core Concept 6:

1. Formal curriculum is comprised of the various academic subjects.
2. Hidden curriculum includes the teaching method, the types of assignments and tests, the teacher's tone of voice, the attitudes of classmates, the number of students absent, the frequency of the teacher's absences, the number of interruptions during a lesson, and the criteria teachers use to assign grades.