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Evolution of VET in Europe – what can we learn from enrolment figures

Vocational education and training in Europe: Taking stock and looking ahead
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Content of presentation



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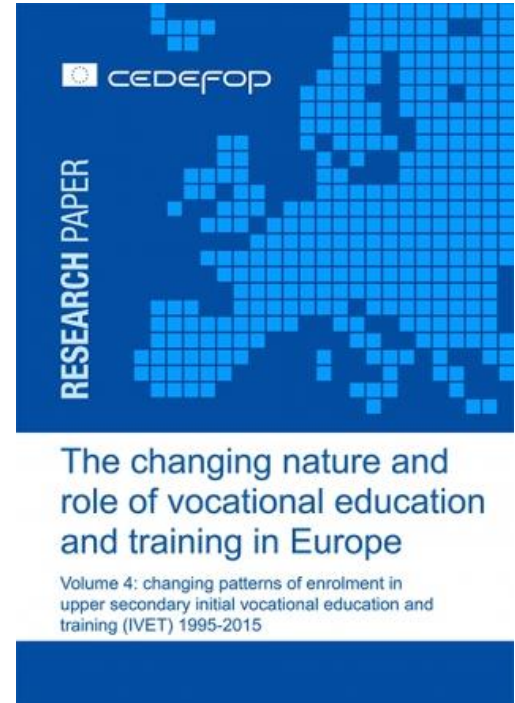
1. Introduction
2. Briefly about the quality of the statistical data
3. What do the number tell us
4. Preliminary conclusions

Changing patterns of enrolment in IVET



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- Work package within Cedefop project on the changing nature and role of vocational education and training in Europe (2016-2018)
- Results published in the fourth Research Paper in the series <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5568>



Concerns about the future of VET



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Changing skill demands -

- can initial vocational education and training keep up?



Changing educational choices

- do young people increasingly prefer general education to VET?



Results

- will emerging shortages of skilled labour stall growth in Europe?



Objectives of assignment



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- Provide overview of **changes** 1995-2015 concerning...
 - *Enrolment in IVET* at programme level in all EU countries + Norway and Iceland
 - *Proportion of upper-secondary students* attending VET
 - *Qualifications* delivered and *occupational areas* covered by VET at this level
 - Main *delivery forms* for VET at this level

Data sources



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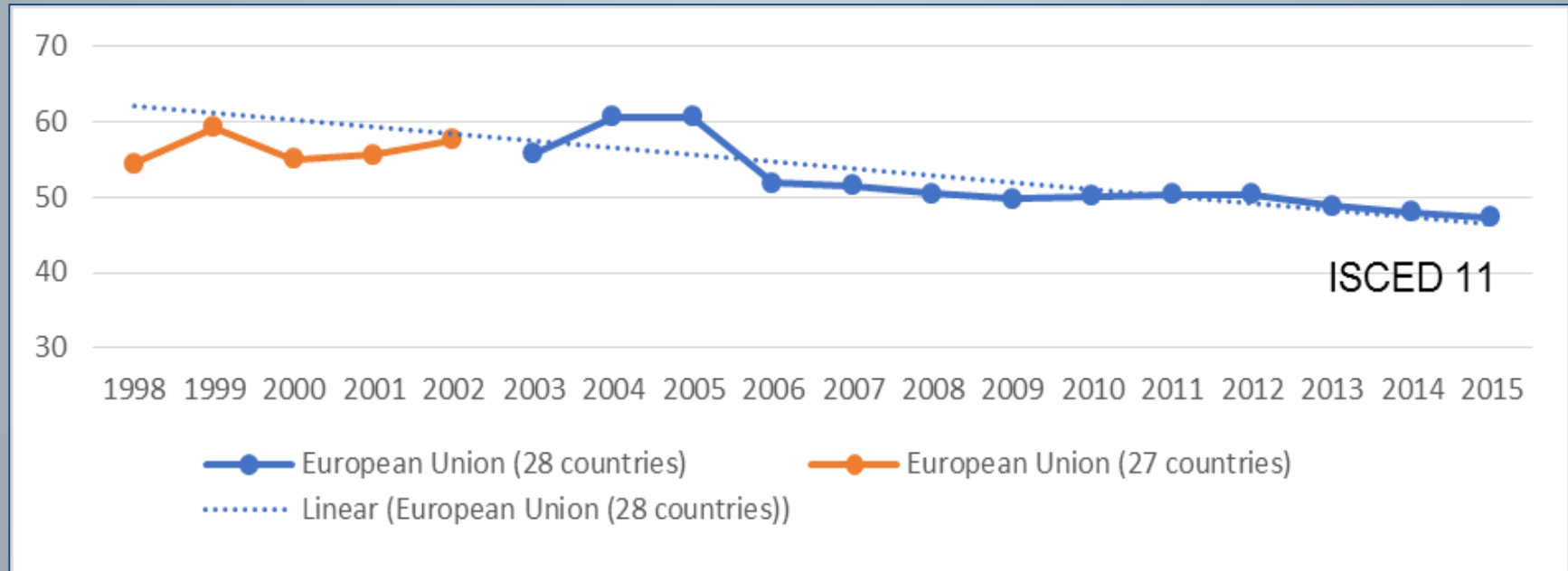
- Eurostat data – time series 1998-2015
 - VET and general education at upper secondary level (ISCED level 3)
 - Demographic data (number of persons 15-29 years old)
- National data collected by national experts in 30 countries
 - Enrolment figures for VET and GE programmes at ISCED level 3 1995-2015 – from national statistical databases
 - Qualitative information about programme destination (occupations) and changes in VET policies

VET in Europe in decline...



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Enrolment in VET at upper secondary level (ISCED Level 3) as a share of total enrolment in upper secondary education, 1998-2015, %.

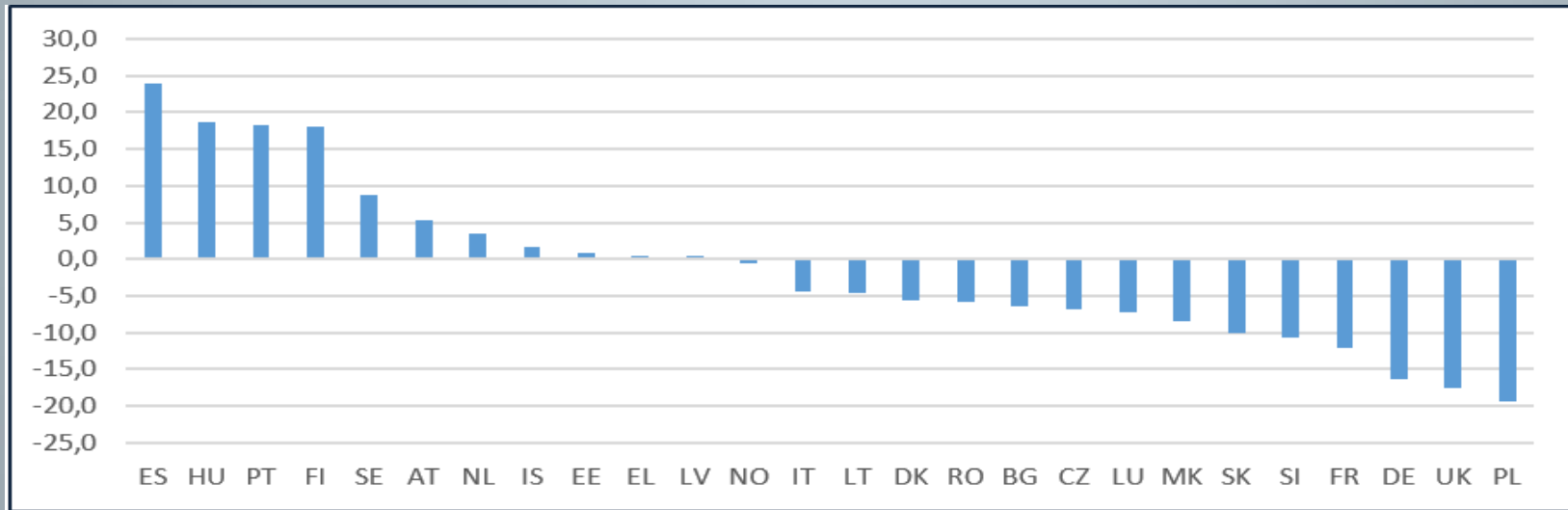


Growth in some countries, decline in others



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Change from 1998 to 2012 in the VET's share of enrolment in upper secondary education (ISCED level 3) - percentage points



Patterns in enrolment - all upper secondary education



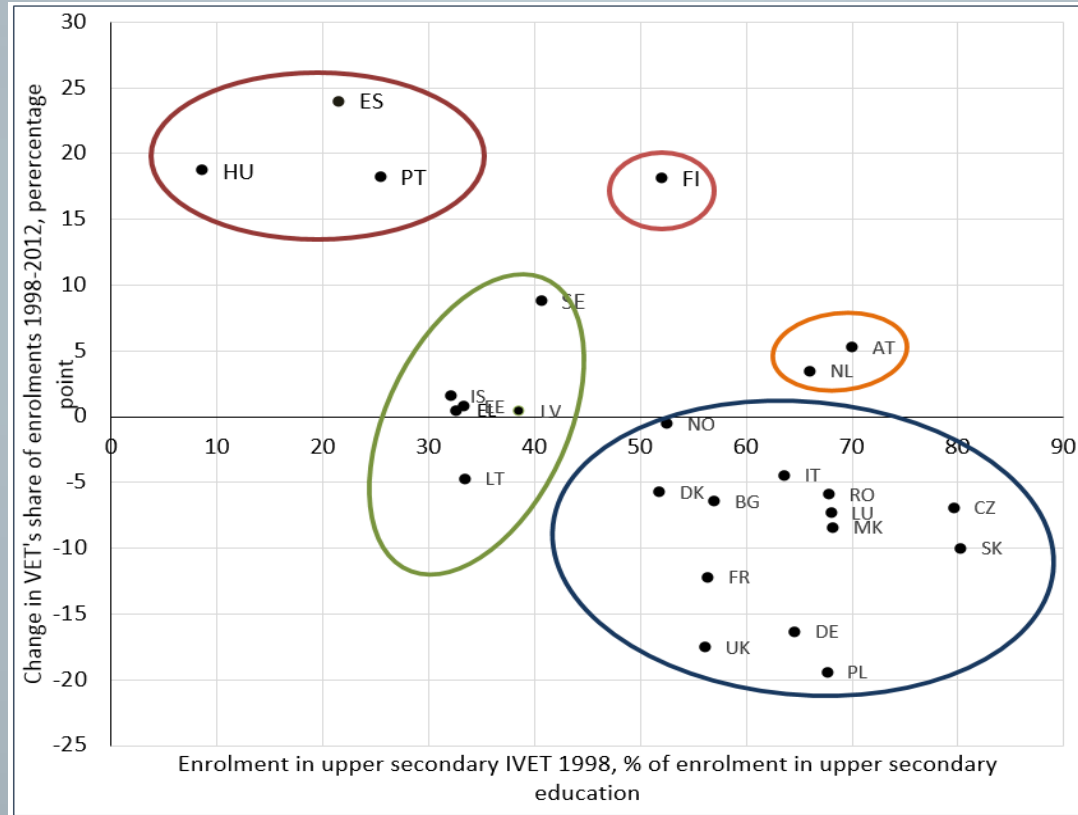
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General education	VET	Increase	Decrease	No change or data for VET incomplete
Increase		Germany France The Netherlands Sweden United Kingdom	Denmark Italy Hungary Austria	Ireland
Decrease		Spain Cyprus	Bulgaria Greece Estonia Latvia Lithuania Romania Greece Poland	Malta
No change or data for general education incomplete		Luxembourg Portugal Finland	Belgium Croatia Slovenia	Czech Republic Iceland Norway Slovakia

VET's share of enrolment upper secondary education 1998 - and change in the share to 2012



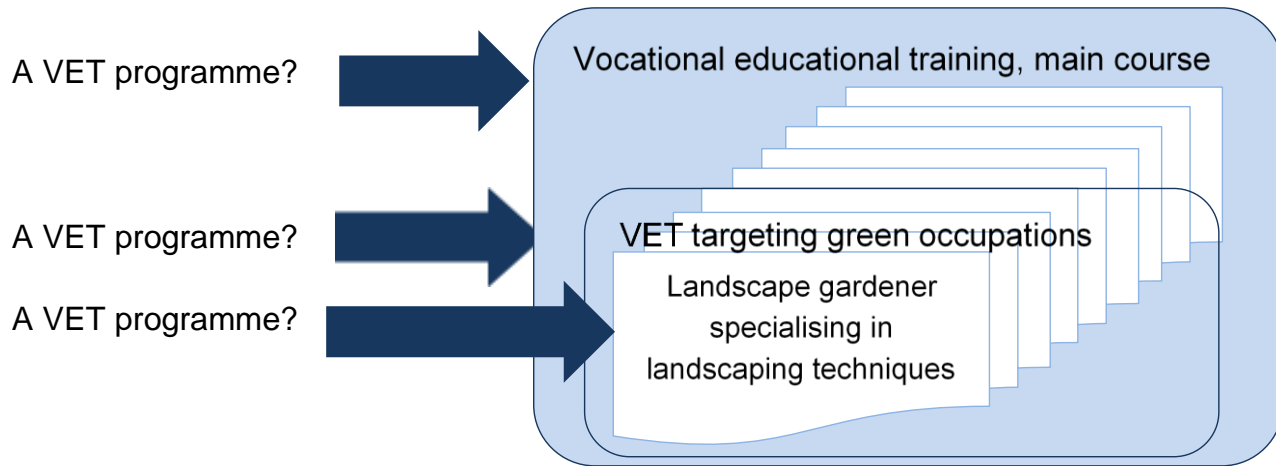
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What do national data tell us



- Watch out: difficult to compare figures! – because:
- The definition of 'a VET programme' used in national statistical databases varies considerably between countries



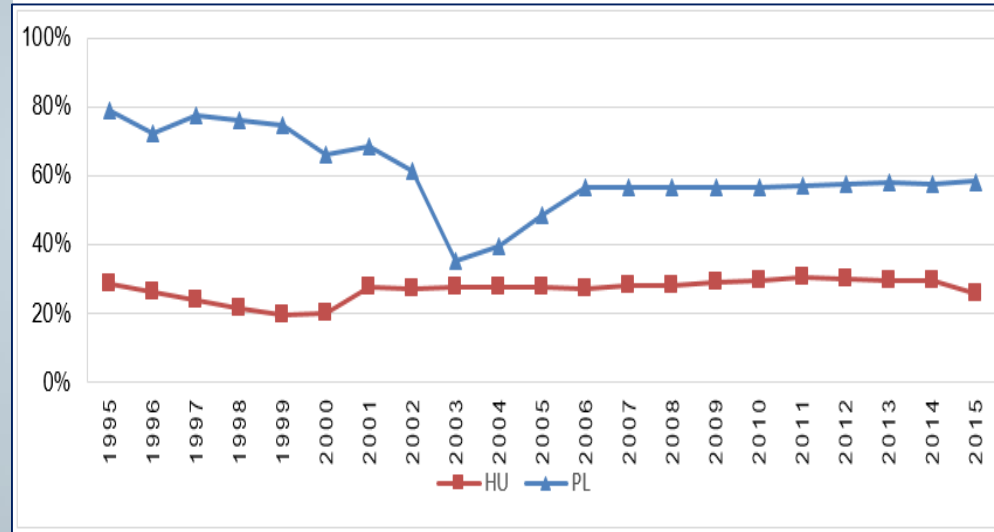
In most countries, VET's share of enrolment has been rather stable



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- Fluctuations are frequently the result of changing reporting practices

Poland and Hungary: Enrolment in VET, % of enrolment in education programmes at ISCED level 3 and 4



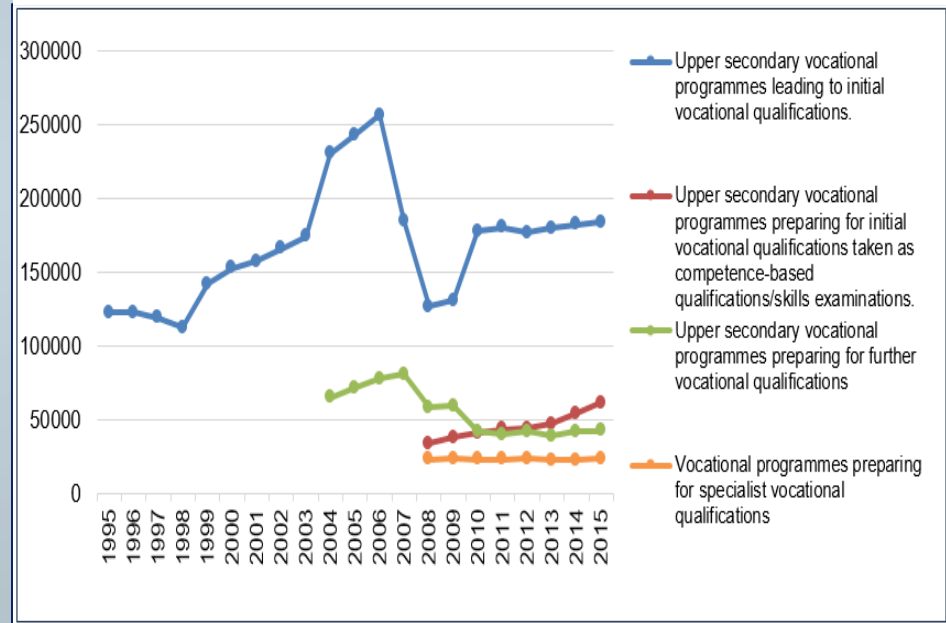
Overall figures mask important changes in the nature of provision



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- New types of VET programmes
- Modularisation
- Competence-based VET
- Dual qualifications
- Reclassification to other levels

Finland: Enrolment in VET programmes at Levels 3 and 4. Absolute figures

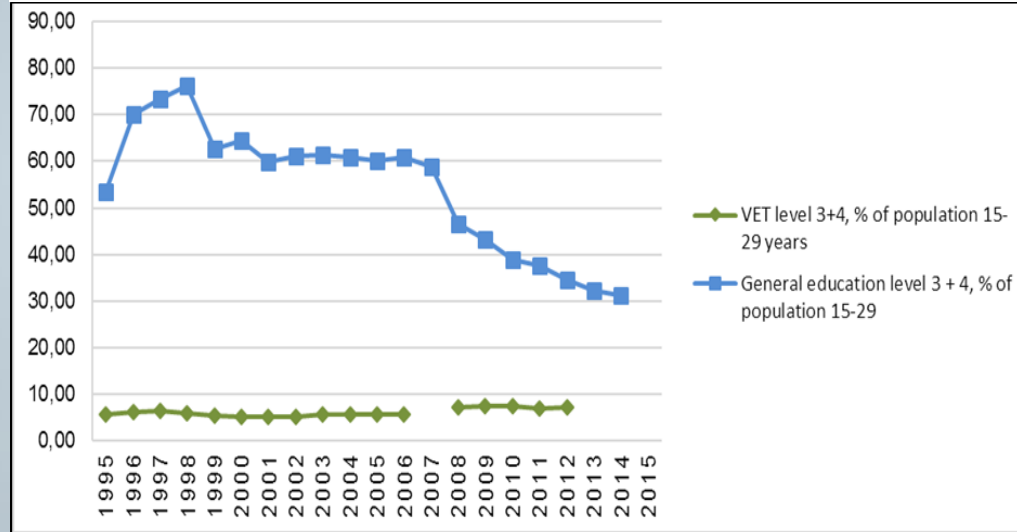


In many countries, demography plays a significant role



- Youth populations stagnate or fall
- While VET's share remain stable, in some countries absolute enrolments drop, because the share of young people attending upper secondary education decreases

Lithuania: Enrolment in IVET and general education at ISCED Levels 3 and 4, % of population aged 15-29 years



Blurring borders – IVET and CVET



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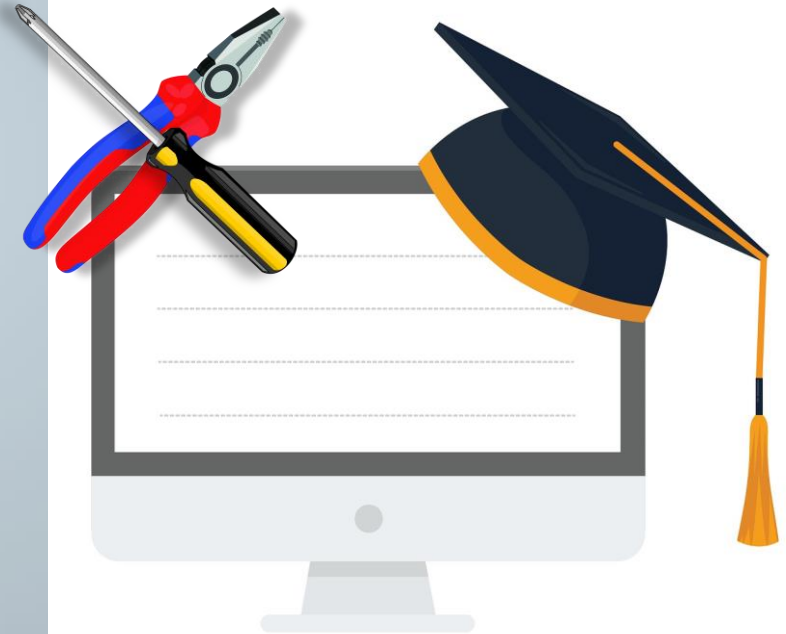
- Statistically: Some countries report short programmes for adults as VET at level 3
- In real life: Modularisation has enabled opening up of IVET to adults – 21 countries report increasing modularisation of VET
- Systems for validation and recognition of prior learning allow adults who have not completed primary or lower secondary education, to enter and participate in VET programmes

Blurring borders – VET and general education



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- Increasing numbers of programmes with dual qualifications
- More flexible pathways that can lead to either a vocational or an academic qualification
- More elements of vocational training in general education programmes



Findings with respect to enrolment



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- Germany, France, Italy, and the UK account for more than half of about 10 million people enrolled in upper secondary VET in Europe.
- The overall decline VET's share of enrolment in VET is to a large extent a result of decline in these countries – in most countries, the share is fairly stable
- There is no evidence that policy measures to increase attractiveness of VET have effect
- Changes in VET programmes are in most countries piecemeal adjustments of existing programmes – rarely new programme structure

Findings with respect to statistical data



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- Take great care! – especially when forecasting supply of skilled labour:
- Students enrolled in dual programmes may decide to remain in education
- Adults in continuing training classified as upper secondary IVET or in IVET modules are already in the labour market



Thank you for
your attention!



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