



**EUROPEAN VOCATIONAL  
SKILLS WEEK**



**Vocational education and training  
in Europe: Taking stock and looking  
ahead**

**The changing role and nature of VET in  
Europe**

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**Vienna, 7 - 8 November 2018**

*Employment,  
Social Affairs  
and Inclusion*



# The future of VET in Europe - Main findings from Cedefop's research

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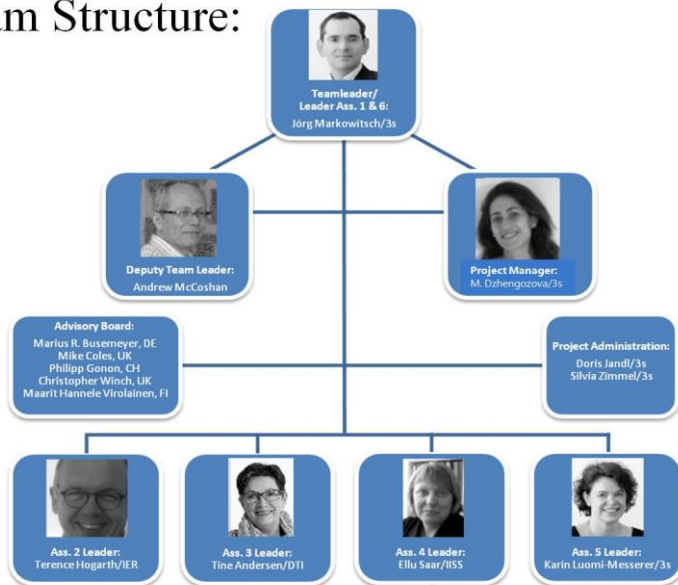
Anastasia Pouliou

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# Cedefop's research partners

## Team Structure:

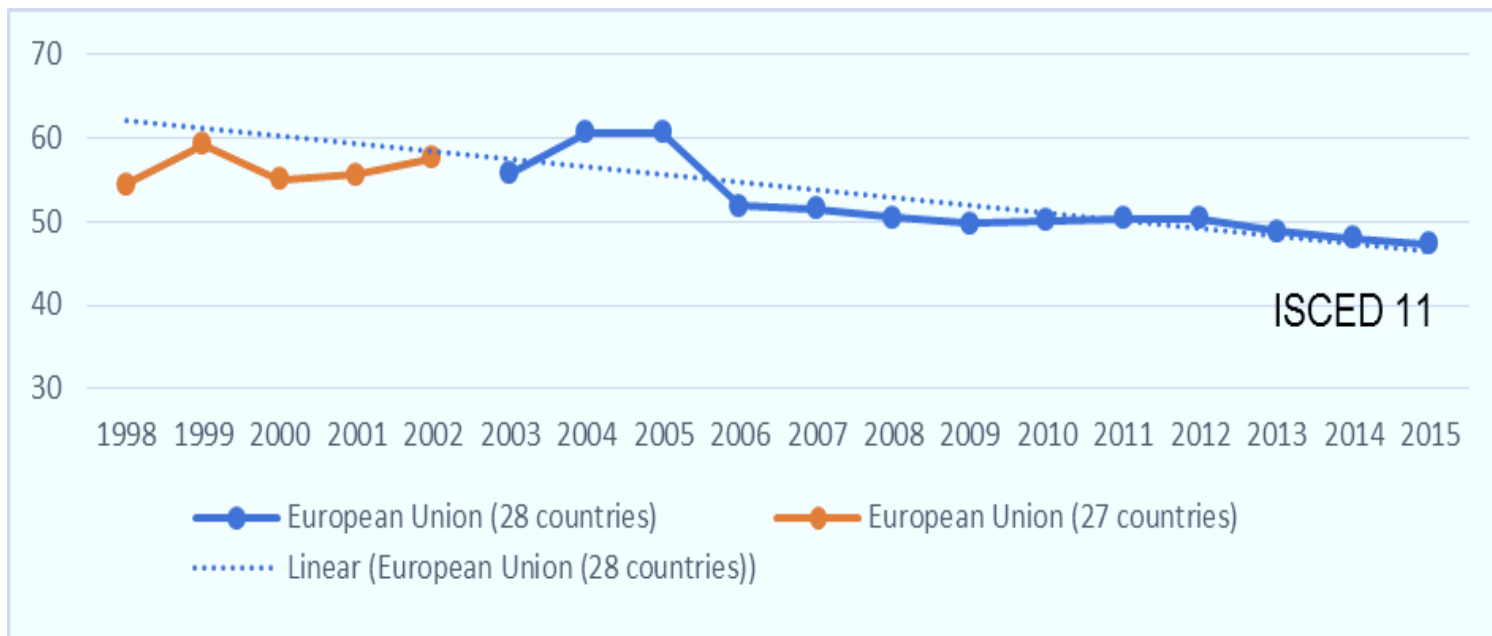


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## Aggregate European statistics: declining trend since 2005



Share of upper secondary students in VET:  
from 60,7% in 2005 (absolute top) down to 47% in 2015

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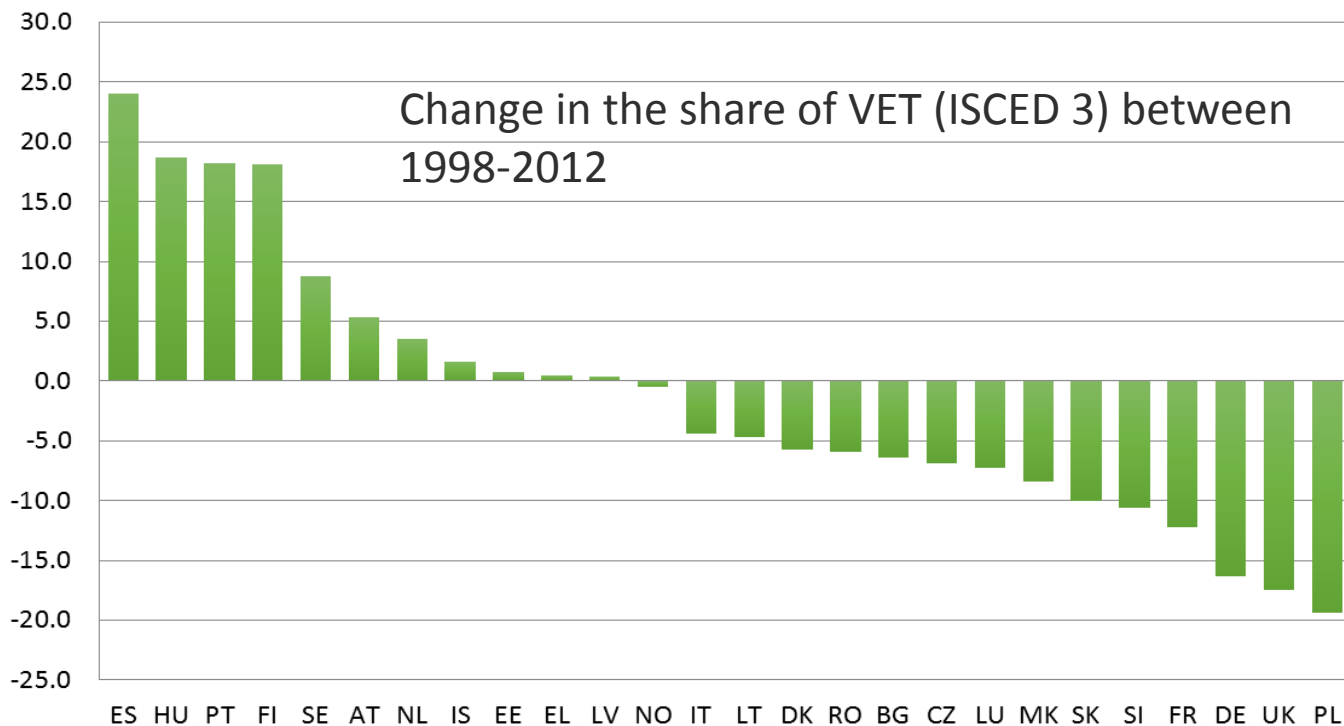


Going back to national statistics, developments stand out as diverse:

- **Remarkable growth** in some countries (Finland, Greece, Portugal, Spain, Sweden) although from a low base.
- **Significant or moderate decline** in some countries (Germany, Poland), although from a high base.
- We can observe **moderate growth**, from a medium/high level in some countries (Austria, Netherlands)
- In the majority of European countries we observe **growth** or **stability**.

In a majority of countries **IVET upholds its relative position relative to general upper secondary education.**

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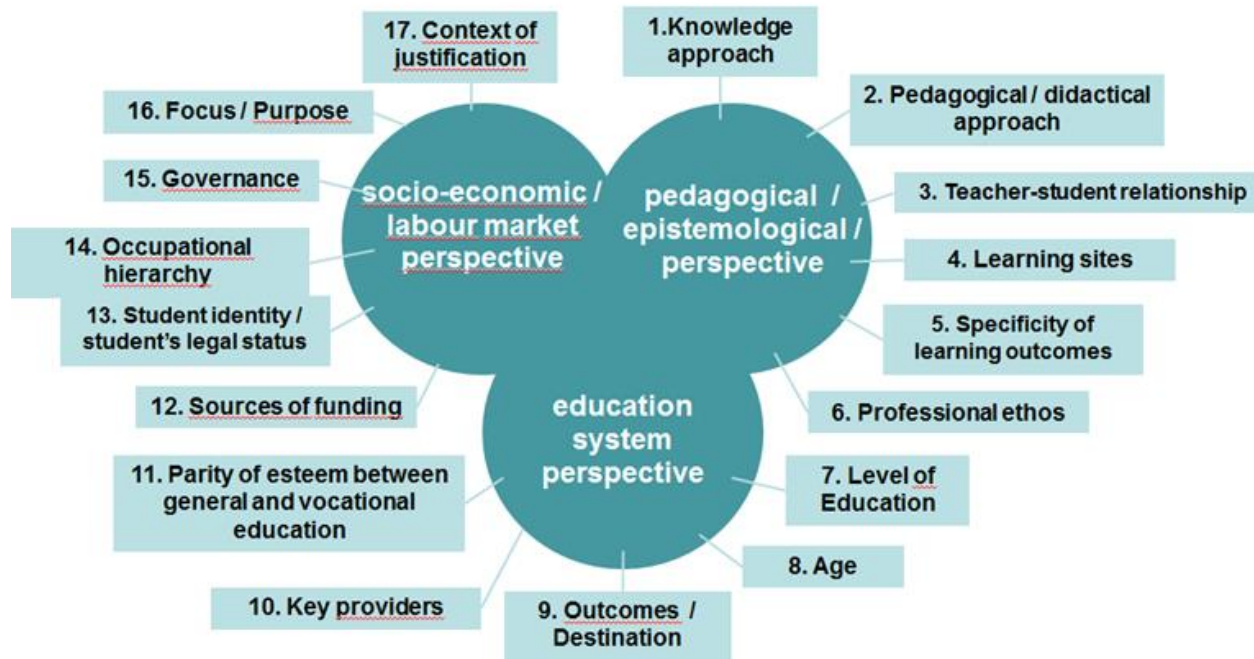


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**SOURCE: Eurostat [educ\_ipart\_s], own calculations,  
data for Switzerland from 2002, for Belgium from 1999**



# An analytical model supporting policy dialogue and development



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1995	2015
<ul style="list-style-type: none"> <li>• Provision often fragmented, strong links to industries and sectors, weaker to overall education and training systems</li> <li>• Dead-end programmes, restricted to medium levels with little progression to higher levels</li> <li>• VET narrowly defined as IVET</li> <li>• VET addressing a narrowly defined target group (16-20 year olds)</li> </ul>	<ul style="list-style-type: none"> <li>• More coherent VET systems integrated within the overall education and training systems</li> <li>• Increased permeability and fewer dead-ends</li> <li>• More centralised standards setting</li> <li>• Fewer qualifications and broadened profiles</li> <li>• Diversification of target groups, including adults</li> </ul>

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1995	2015
<ul style="list-style-type: none"> <li>• VET and general education conceptually distinct</li> <li>• Work-based learning underdeveloped outside apprenticeship systems</li> <li>• Much school based IVET 'input driven' and weakly linked to labour market</li> <li>• Programmes and qualifications narrowly defined and specific</li> </ul>	<ul style="list-style-type: none"> <li>• Crossing of boundaries (school-workplace; general-vocational)</li> <li>• Increased work-based learning in all IVET forms</li> <li>• A reorientation to learning outcomes and competences</li> <li>• More flexibility in time and place of learning; increased acceptance of prior learning</li> </ul>

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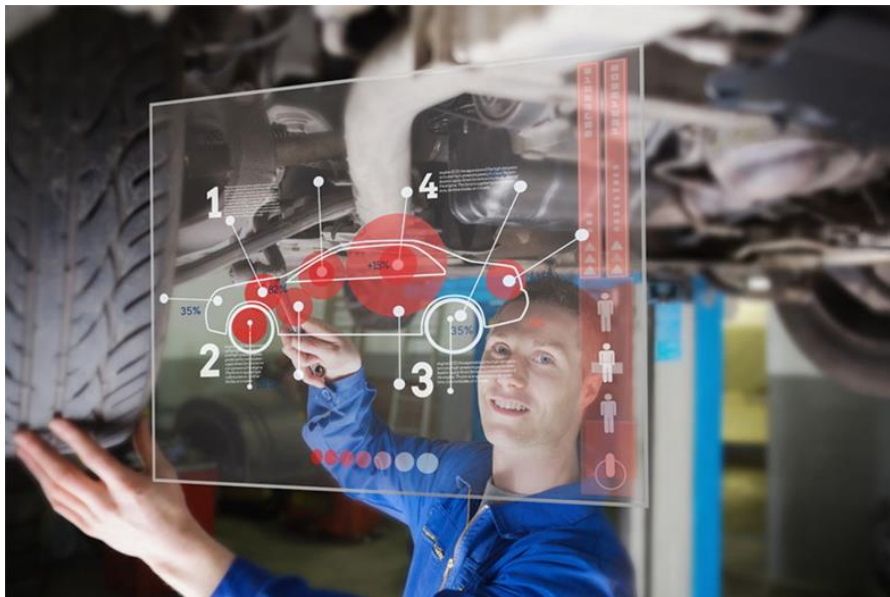


1995	2015
<ul style="list-style-type: none"> <li>• Limited goals; preparing for job entry and securing skilled labour</li> <li>• Industry and sector based standard setting and anticipation of needs</li> <li>• Jobs requiring medium level skills dominate in the labour market</li> <li>• Digitalization one of several factors influencing VET</li> </ul>	<ul style="list-style-type: none"> <li>• Broader goals – social as well as economic; excellence as well as integration</li> <li>• Increasing role of skills intelligence systems</li> <li>• Jobs requiring middle-levels skills starting to decline; future developments contested</li> <li>• Digitalization a key-driving force</li> </ul>

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# Online Survey: VET 2035



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eUSurvey All public surveys

CEDEFOP  
European Centre  
for the Development  
of Vocational Training

Save a backup on your local computer (disable if you are using a public/shared computer)

### Online Questionnaire "Vocational Education and Training 2035"

Fields marked with \* are mandatory.

**Disclaimer**  
The European Commission is not responsible for the content of questionnaires created using the eUSurvey service - it remains the sole responsibility of the form creator and manager. The use of eUSurvey service does not imply a recommendation or endorsement, by the European Commission, of the views expressed within them.

Pages: [Cover letter](#) | [Introduction](#) | [Part 1: Trends in VET](#) | [Part 2: Strategies for VET](#) | [Part 3: Personal background](#)

#### Cover letter

Dear Ladies and Gentlemen,

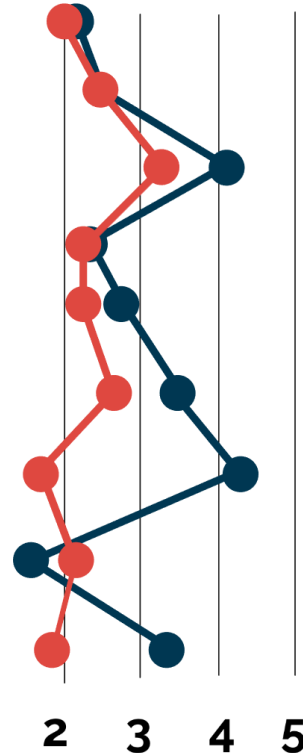
The European Centre for the Development of Vocational Training (Cedefop) is currently working on a project focusing on the 'Changing Nature and Role of Vocational Education and Training (VET) in Europe'. This research supports the European Commission and the EU Member States in setting objectives for post-2020 European cooperation in this area.

We kindly invite you to actively take part in this project and to share your views with us on the future of VET. For this purpose, we have prepared an online survey on major trends that have existed to different degrees across European countries between 1995 and 2015, which we have identified from our research. This survey will allow us to validate our preliminary findings and to set some parameters in the subsequent development of scenarios for VET in 2035. For more background information see the project website.



## 2035: Visions of VET

- Larger VET funding
- National VET systems in the EU similar
- More competition between VET providers
- More local autonomy
- VET oriented towards economic needs
- VET more driven by private investment
- A higher VET sector in parallel to HE
- VET a standard pathway for all
- VET as a distinct educational sector



- Smaller VET funding
- National VET systems in the EU diverse
- More cooperation between VET providers
- More centralized VET
- VET oriented towards social needs
- More driven by public investment
- Higher VET as part of the HE sector
- VET targeting specific groups only
- VET as an indistinct part of lifelong learning

● Group 1

● Group 2

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# The future of VET in Europe Scenarios to 2035



## Introduction on the scenario approach

Loukas Zahilas, Jörg Markowitsch

## Presentation of 3 scenario models

Andrew McCoshan

Philippe Grollmann

Anastasia Pouliou

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# Architecture of the project



Defining VET  
- Assignment 1 -

The external factors influencing VET  
- Assignment 2 -

VET at upper  
secondary level  
- Assignment 3 -

VET as  
lifelong learning  
- Assignment 4 -

VET in  
higher education  
- Assignment 5 -

Synthesis & VET  
scenarios for the future  
- Assignment 6 -

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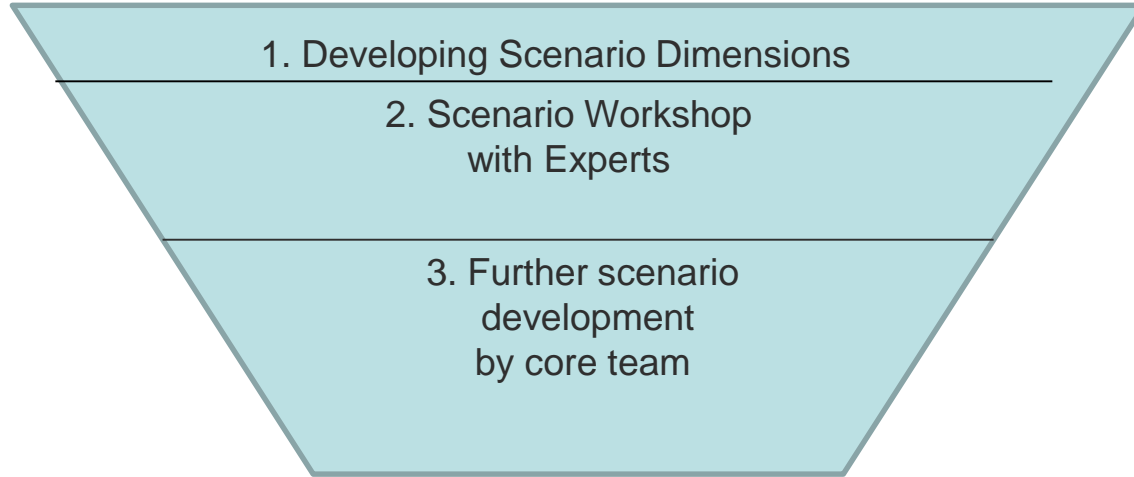


# Scenario Development

Trend Analysis,  
WA2+WA5 Reports

Analysis of other  
scenario projects

Expert Survey  
on future of VET

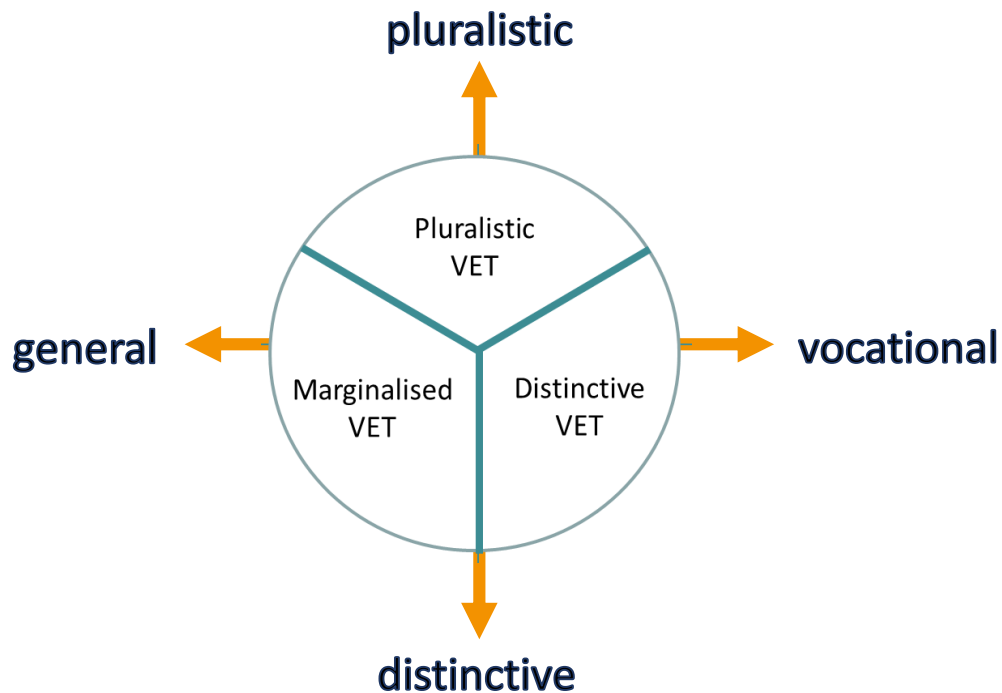


Final Scenario

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# Scenarios Model



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## The distinctive model



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The position of VET in the wider education and training system?	a clearly defined sub-sector of the education and training system
Who is VET for?	VET is organised around occupations/professions
What type of pathways?	Apprenticeships as the 'gold standard', offered up to level 8
What type of provision?	Employer led provision
How is VET understood?	A modernised version of 'vocational education and training'

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## The pluralist model



The position of VET in the wider education and training system?	Distinguished by its close education system links rather than as a sector
Who is VET for?	Increasing diversity of target groups; organised around qualifications
What type of pathways?	Numerous VET pathways operate side by side; strongly individualised
What type of provision?	Widening variety of providers
How is VET understood?	VET is understood as vocationally oriented learning

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## Special purpose/marginalised model



The position of VET in the wider education and training system?	'Skills training' for labour market inclusion
Who is VET for?	Mainly adults in need of immediate re- or upskilling or at risk of unemployment and social exclusion
What type of pathways?	None particular, emphasis on labour market (re) entry
What type of provision?	Short training courses with some on-the-job training
How is VET understood?	Training for jobs; reskilling and upskilling

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For more information:

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