



On the way to 2020: data for vocational education and training policies

Short description of indicators

No	Indicator	Short description and source	Year used for 2010 column in the tables	Year used for 2006 column in the tables	Year used for the figures if not 2010
Access, attractiveness and flexibility					
1010	IVET students as a % of all upper-secondary students	Number of students in upper-secondary IVET (ISCED 3) as a percentage of all upper-secondary students (Eurostat, UOE)	2010	2006	
1020	IVET work-based students as a % of all upper-secondary IVET (%)	Number of students in combined work- and school-based upper-secondary IVET (ISCED 3) as a percentage of all students in upper-secondary IVET (Cedefop calculations based on Eurostat, UOE) ^{(a)(b)}	2010	2006	
1030	Employees participating in CVT courses (%)	Number of employees who have participated in employer-provided CVT courses in the last 12 months as a percentage of all employees in all enterprises surveyed (Eurostat, CVTS)		2005	2005
1040	Employees participating in on-the-job training (%)	Number of employees who have participated in employer-provided on-the-job training in the last 12 months as a percentage of all employees in all enterprises surveyed (Eurostat, CVTS)		2005	2005
1050	Adults in lifelong learning (%)	Percentage of the population aged 25-64 participating in education and training over the four weeks prior to the survey (Eurostat, LFS)	2010	2006	
1060	Enterprises providing training (%)	Percentage of enterprises providing any type of vocational training to their employees in the last 12 months (Eurostat, CVTS)		2005	2005
1070	Female IVET students as % of all female upper-secondary students	Number of female students in upper-secondary IVET (ISCED 3) as a percentage of all female students in upper-secondary education (Eurostat, UOE)	2010	2006	
1080	Young VET graduates in further education and training (%)	Percentage of the population aged 18-24 with a medium-level vocational qualification (ISCED 3 or 4) as their highest educational attainment who participated in education and training over four weeks prior to the survey (Cedefop calculations based on Eurostat, LFS - 2009 AHM) ^(a)	2009		2009
1090	Older adults in lifelong learning (%)	Percentage of the population aged 50-64 who participated in education and training over the four weeks prior to the survey (Cedefop calculations based on Eurostat, LFS)	2010	2006	
1100	Low-educated adults in lifelong learning (%)	Percentage of the population aged 25-64 with lowest level of educational attainment (ISCED 0-2) who participated in education and training over the four weeks prior to the survey (Eurostat, LFS)	2010	2006	
1110	Unemployed adults in lifelong learning (%)	Percentage of the unemployed population aged 25-64 who participated in education and training over the four weeks prior to the survey (Eurostat, LFS)	2010	2006	
1120	Individuals who wanted to participate in training but did not (%)	Percentage of individuals aged 25-64 wanting to participate in education or training but did not do so (Eurostat, AES)		2007	2007

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Skill development and labour market relevance					
2010	IVET public expenditure (% of GDP)	Public expenditure on vocational education at upper-secondary and post-secondary level (ISCED 3 and 4) as a percentage of GDP (Eurostat, UOE) ^{(a)(b)}	2009	2006	2009
2020	IVET public expenditure (EUR per student)	Public expenditure on vocational education at upper-secondary and post-secondary level (ISCED 3 and 4) in EUR per student enrolled (Eurostat, UOE) ^{(a)(b)}	2009	2006	2009
2030	Enterprise expenditure on CVT courses as % of total labour cost	Total monetary expenditure (TME) by enterprises on CVT courses as % of total labour cost (all enterprises). TME indicator excludes personnel absence costs (Cedefop calculations based on Eurostat, CVTS)		2005	2005
2040	Average number of foreign languages learned in IVET	Average number of foreign languages learned in vocational upper-secondary education (ISCED 3) (Eurostat, UOE)	2010	2006	
2050	STEM graduates from upper-secondary IVET (% of total)	STEM (Science, Technology, Engineering and Mathematics) graduates from upper-secondary vocational education (ISCED 3) as percentage of all upper-secondary graduates across all subjects (Cedefop calculations based on Eurostat, UOE) ^(b)	2010	2006	
2060	30-34 year-olds with tertiary VET attainment (%)	Percentage of all 30-34 year-olds with a tertiary level vocational qualification (ISCED 5b) as their highest educational attainment (Cedefop calculations based on Eurostat, LFS) ^(a)	2010	2006	
2070	Innovative enterprises with supportive training practices (%)	Enterprises providing training to their staff to support technological innovation (as % of all enterprises reporting technological innovation in core innovation sectors) (Eurostat, CIS, only 2008) ^(b)	2008		2008
2080	Employment rate for IVET graduates (20-34 year-olds)	Employment rate of 20-34 year-olds with a medium-level qualification (ISCED 3 or 4) from the VET stream as their highest educational attainment. Calculations exclude those still in formal education. Those having an ISCED 3c short qualification as their highest educational attainment are considered as having a low education level (equivalent to lower secondary) and are also excluded. (Cedefop calculations based on Eurostat, LFS, 2009 AHM) ^(a)	2009		2009
2090	Employment premium for IVET graduates (over general stream)	The premium is expressed as a difference (in percentage points) between two indicators: the employment rate for young VET graduates (indicator 2080) and the employment rate for young graduates (20-34 year-olds) from the general stream of education at the same ISCED levels. Calculations exclude those still in formal education. Those having an ISCED 3c short qualification as their highest educational attainment are considered as having a low education level (equivalent to lower secondary) and are also excluded. (Cedefop's calculations based on Eurostat, LFS, 2009 AHM) ^(a)	2009		2009
2100	Employment premium for IVET graduates (over low-educated)	The premium is expressed as a difference (in percentage points) between two indicators: the employment rate for young VET graduates (indicator 2080) and the employment rate for young graduates (20-34 year-olds) who have at most lower secondary education as their highest level of educational attainment. Calculations exclude those still in formal education. Those having an ISCED 3c short qualification as their highest educational attainment are considered as having a low education (equivalent to lower secondary) level and are included only in that group. (Cedefop's calculations based on Eurostat, LFS, 2009 AHM) ^(a)	2009		2009
2110	Workers helped to improve their work by training (%)	Percentage of employed individuals who answered 'Agree' to the statement 'The training has helped me improve the way I work'. This question is only answered by those employees for whom training was provided by the employer (or by themselves in case of self-employed people) (Eurofound, EWCS, only 2010)	2010		

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2120	Workers with skills matched to their duties (%)	Percentage of employed people surveyed who answered 'My present skills correspond well with my duties' to the question 'Which of the following alternatives would best describe your skills in your own work?'. Other possible answers are 'I need further training to cope well with my duties', 'I have the skills to cope with more demanding duties' (Eurofound, EWCS, only 2010)	2010		
Overall transitions and labour market trends					
3010	Early leavers from education and training (%)	Percentage of the population aged 18-24 who have attained, at most, lower-secondary education and are not involved in further education or training (Eurostat, LFS)	2010	2006	
3020	30-34 year-olds with tertiary attainment (%)	Percentage of the population aged 30-34 who have successfully completed tertiary-level education. Tertiary education is defined as ISCED 5 and 6 (Eurostat, LFS)	2010	2006	
3030	NEET rate for 18-24 year-olds (%)	Percentage of the population of age 18-24 years not employed and not involved in further education or training (Eurostat, LFS)	2010	2006	
3040	Unemployment rate for 20-34 year-olds (%)	Unemployment rate (%) of 20-34 year-olds (Cedefop calculations based on Eurostat, LFS)	2010	2006	
3050	Adults with lower level of educational attainment (%)	Percentage of the population aged 25-64 who have attained, at most, lower-secondary education (ISCED 97 levels 0-2) (Eurostat, LFS)	2010	2006	
3060	Employment rate for 20-64 year-olds (%)	Percentage of the population aged 20-64 in employment (Eurostat, LFS)	2010	2006	
3070	Medium/high-qualified employment in 2020 (% of total)	Share of total employment accounted for by individuals with medium- (ISCED 3-4) or high-level (ISCED 5-6) qualifications in 2020. Level of qualifications refers to the educational attainment of individuals who will be employed and not to the educational requirements of their jobs (Cedefop forecasts)	2020		2020

^(a) Data supplied on Cedefop's request.

^(b) EU averages are weighted averages of available country data.

Additional notes

AES	adult education survey
CVET	continuing vocational education and training
CVT	continuing vocational training
CVTS	continuing vocational training survey
EWCS	European working conditions survey
ISCED	international standard classification of education The definitions used for levels of education are those agreed by ISCED in 1997 shown below: Level 0 – pre-primary education; Level 1 – primary education; Level 2 – lower-secondary education; Level 3 – upper-secondary education; Level 4 – post-secondary non- tertiary education; Level 5a – first stage of tertiary education theoretically based or research preparatory (history, maths, etc.) or giving access to professions with high skills requirements (medicine, etc.); Level 5b – first stage of tertiary education which is practical/technical/occupationally specific, although some theoretical foundations may be covered, participants acquire practical skills, and know-how for employment in a particular occupation or trade or class of occupations or trades; Level 6 – second stage of tertiary education (leading to an advanced research qualification.
IVET	initial vocational education and training; indicators for IVET are computed by aggregating the vocational and pre-vocational components at the corresponding level of education
LFS	labour force survey
LFS 2009 AHM	ad hoc module of the 2009 labour force survey (transition from school to work)
NEET	not in employment, education or training
UOE	Unesco (United Nations Educational, Scientific and Cultural Organisation)/OECD (Organisation for Economic Cooperation and Development)/ Eurostat (Statistical Office of the European Communities)
VET	vocational education and training

In some cases, namely for indicators from sample surveys (e.g LFS), ISCED levels are aggregated to compute indicators: used aggregations are: ISCED 0-2 (low educational attainment); ISCED 3-4 (medium educational attainment); (ISCED 5-6); tertiary educational attainment. ISCED 3c short qualifications (i.e. qualifications not giving direct access to tertiary education and related to programmes shorter than two years) are not considered as leading to a medium education level and are aggregated to other qualifications in ISCED 0-2.

In some cases, namely for IVET-related indicators from administrative data sources (e.g. UOE data collection on education systems), indicators are computed by aggregating data for vocational and pre-vocational programmes.

Work-based IVET: indicator 1020 considers enrolments in combined and work- and school-based VET as opposed to mainly school-based VET. A programme is classified as 'combined work- and school-based' if 25% or more of the curriculum is presented outside the school environment. Programmes where the work-based component accounts for 90% or more of the curriculum are excluded from the UOE data collection. Under these conditions, apprenticeships are included in work-based IVET.

Employer provided CVET refers to education and training paid for (at least partly) by the employer. Partial payment could include the use of working time for training.